SARDAR PATEL UNIVERSITY

Institutional Development Plan

2024-25 to 2029-30

Sardar Patel University

Committee for Preparation of Institutional Development Plan

1. Prof. Nirankumar P. Patel, Hon'ble Vice Chancellor, Chairman
2. Prof. A.H. Hasmani, Department of Mathematics, Convenor
3. Prof. Kinjal Ahir, Department of Economics
4. Prof. Arun Anand, Department of Physics
5. Dr. Bhupesh Bhatt, Department of Chemistry
6. Prof. Sunil Chaki, Department of Physics
7. Prof. Yagnesh Dalwadi, Department of Business Studies
8. Prof. Sonal Jain, Department of Computer Science
9. Prof. M.M. Jayswal, Department of Business Administration
10. Prof. Vilas Kulkarni, Department of Business Admistration
11. Dr. Anju Kunjadia, IICISST
12. Prof. K.N. Lad, Department of Physics, Coordinator-IQAC
13. Dr. Suresh Machhar, Department of Business Studies
14. Prof. V.H. Patel, Department of Home Science
15. Prof. J. N. Pandya, Department of Physics
16. Prof. Parul Popat, Department of English
17. Dr. Mihir Raval, Department of Pharmaceutical Science
18. Prof. Kamini Shah, Department of Business Studies
19. Prof. S.S. Soni, Department of Chemistry
20. Dr. Bigi Thomas, Department of Social Work
21. Prof. Vibha Vaishnav, Department of Electronics
22. Prof. P.V. Virparia, Department of Computer Science
23. Shri Tushar Majmudar
24. Dr. Bhailalbhai P. Patel, Registrar

Chapter-1: Institutional Basic Information

1.1 Institutional Profile

Sardar Patel University (SPU) was established by an Act of the Legislative Assembly of the then Bombay Province in October 1955 and is situated in Vallabh Vidyanagar, close to the Milk City of India (Anand). The University Campus - the main campus as well as 3 satellite campuses – are situated in the heart of a rural country side against a lush green pollution-free backdrop. SPU comprises of 27 Postgraduate departments, one constituent college, and 116 affiliated colleges. The academic programmes include UG, PG, PGD and PhD. The programmes are offered under semester system in CBCS mode. The curricular aspects are framed keeping in view the needs of the students, the society and the employing agencies.

The University emblem has the historic mango tree where the founders of this seat of learning, Shri Bhailalbhai Patel (Bhaikaka) and Shri Bhikhabhai Patel, initiated their visionary project of this educational township. The rising sun behind the tree in the emblem represents the dispersion of light of learning by this institution dedicated to the Gandhian principles of rural upliftment. The Sanskrit motto decorating the lower crest of this emblem reads: that is, 'character and conduct are the fruits of learning'. The founder Vice-Chancellor Dr Bhailalbhai D Patel is in fact the architect of modern Vidyanagar township. The second Vice-Chancellor, Shree Babubhai Jashbhai Patel went on to become the chief-minister of the state later on.

Sardar Patel University comprises of 27 postgraduate departments and 01 constituent college offering 47 PG, 02 UG and 01 PhD programme covering a wide spectrum of traditional and interdisciplinary branches of knowledge. Professional programmes approved by AICTE, PCI and NCTE are also offered. The curricula of programmes offered are designed, developed and regularly revised in light of the recent advancements and the developmental needs at local, regional, national and global levels. Curricula systematically specify the learning outcomes (POs, PSOs, COs). These outcomes are well-publicized and explained to students in the induction programmes and are considered in tailoring teaching, learning and evaluation methods. Curriculum design and development processes put a special emphasis on the employability, skill development and entrepreneurship to fulfil the future professional and career needs of the students and the employers. The university pays special attention to integrate crosscutting issues relevant to professional ethics, human values, gender, environment and sustainability in the curriculum. Field projects, internship and research projects are incorporated into the curriculum to impart experiential and skill-based learning and training to understand real life issues, problems and their solutions. To make the curriculum and its implementation more inclusive, feedback from the stakeholders is regularly collected and analysed to address the issues like design and review of curriculum, teaching, learning and evaluation. The curricula are being overhauled in tune with NEP-2020.

Sardar Patel University has always had a flawless teaching-learning-evaluation process. Admission process is transparent, and completely online through Gujarat Common Admission Service-an initiative of Government of Gujarat. Reservation policy is strictly adhered to as directed by the Government of Gujarat, and admission is merit-based. Our well-established education monitoring system involves the course teachers, student councillors, and mentors whose role is to evaluate the students' performance and to identify the slow and advanced

learners. Using student-centric teaching-learning approaches such as group discussions, classroom presentations, conference presentations, quiz competitions, community involvement, educational tours, and group projects that follow the pattern of field visits and internship, we create a dynamic learning environment for the students. University filled most of the vacancies of faculty members with the approval of government authorities. Our faculty members have many years of rich experience in teaching and research. Most of the faculty members are doctoral degree holders and hence guide and mentor students effectively in learning and research. The students are assessed through a fair, continuous, proportionate, persistent and end-term evaluation, which empowers successful execution of the remedial measures. For decades, university examinations have always been conducted according to the pre-declared schedule, and results are announced promptly as well. The university collects student feedback on teaching and learning in each term and its analysis is communicated to faculty members for improvement.

Sardar Patel University encourages research and development through a well-defined policy. The University departments are well-equipped. Central facilities like central instrumentation centre, research/statistical databases, business lab, super computer etc also contribute to the needs of research. The teachers are sensitized and encouraged to submit proposals for research grants to government and non-government funding agencies. The university has a scheme of providing seed projects from its own fund. The University facilitates scholarship/fellowship to its research scholars through various state and central government schemes. The University also has an active consultancy programme as per the established guidelines prepared by University Industry Interaction Cell. Many national agencies are involved in the consultancy. On campus SSIP provides an ecosystem for promotion and implementation of innovative and entrepreneurship ideas. The University also appreciates and give rewards to the researchers on the basis of their citation records. Several workshops/seminars were conducted on Research Methodology, Intellectual Property Rights etc. Some of the notable extension activities are carried out to beat the plastic pollution, disaster management, adult literacy, empowerment of girls and women etc.

The university is replete with excellent physical facilities such as buildings to host departments ICT enabled classrooms, staff chambers, seminar halls, research and computer laboratories, other support systems such as printing press, health center, university science instrument centers, Community Radio Station and Community Science Center and Museum. The amenities for comfortable stay such as girls, boys and NRI hostels, guest house and staff quarters are adequately made available. A multipurpose *Yugpurush Swami Vivekananda* National Standard Indoor sports complex is in place. The University has swimming pool of Olympic standard. The university has a large auditorium with state-of-art audio-visual facilities and comfortable seating. The auditorium also houses an exhibition hall, banquet hall and conference rooms. The university has an extra-ordinary video recording facility for creating video content, this facility will be useful in setting-up university's own Learning Management System. The university has the state of art gymnasium facility with modern equipment. Bhaikaka Library has five stacks filled with more than 2.6 lakhs of collections, which includes books, bound volumes of research journals, theses, reference and rare books. The students and faculties also access the library resources through OPAC. The repository of the resources are handled with the help of SOUL 2.0 library management software developed by INFLIBNET. The University has a campus wide Local Area Network with 1225 wired and 520 Wi-Fi nodes.

The satellite campuses are connected to the university LAN using fiber-optics and radio link. Moreover, various departments/sections of the university have their own internal LANs to meet their requirements. The University has set procedures for judicious distribution and utilization of the available financial resources for the maintenance of physical, academic, research and support facilities. The equipment are covered under maintenance contract, upgraded wherever possible and some are replaced as per the availability of fund.

The university believes in a strong support and mentoring system to its students who come mainly from rural areas. During 2016-2020, university facilitated different types of scholarships to 7475 students. Different programmes are organized to impart soft skills, language and communication skills, life skills and awareness of trends in technology. The general grievances of students are addressed both at departmental and university level. Special cells are created to address the issues related to SC/ST, women and also general category students. The students perform well in competitive examinations and also the placement cell of the university as well as at department level are active a good number of students have been placed. There is a provision for one student representation, in each Board of Studies. Students also have representation in the Anti ragging Committee and Women Cell at each department. Students also have won awards/medals for their outstanding performances in activities. The university has constituted its alumni association named, "S. P. UNIVERSITY BHUTPURVA CHHATRAMANDAL". At International level, our alumni are also functioning in countries like the USA, UK etc. with their own associations. The University departments organize the alumni meet on the day of University Convocation.

The university has a well thought out Vision, Mission, Goal and Motto for regeneration of rural Indian life emphasizing on academic, research and extension activities appropriately. It is striving hard to improve and enhance teaching-learning, research & development, a sound value system among students, promotion of use of technology, strategic planning of financial resources, planning and development of its human resources, community engagement programs, internationalization of education. The Governance of University is highly participative and encourages democratic discussions and debates before any policy is made and executed. The teaching and non-teaching staff are provided with an opportunity of upskilling and reskilling in the form of financial support and duty leave to participate in training programs. We have a well-developed financial management system and the expenditure are monitored by internal auditing system. The university has devised its own resource mobilization in the form of self-financed courses, external courses and generous donations from philanthropists and our alumni.

Envisioned for rural resurgence, since its inception, the university strives to build characters, promote equity and inculcate values very distinctively by integrating initiatives and activities in curricular and co-curricular activities. Gender equality is promoted through education and research through women-centric seminars, workshops, training sessions as well as competitions and radio programmes. The entire campus is under CCTV surveillance. Having been recognized as the Green University with a platinum ranking, the university consciously nurtures an eco-friendly environment and biodiverse systems. Water harvesting facilities, roof-top solar power plants and wind-solar hybrid inverter system are in place. In addition to other facilities, Kibo reading software is available for Divyang students, further facilities for Divyang students are being created. The student freeships and scholarships are provided from government, non-government agencies and from university's own fund. The grievances are

redressed through various committees formulated from time to time. Contribution to rural resurgence is done by incorporating relevant topics in regular studies at the departments as well as research and awareness programmes by Agro-Economic Research Center (AERC). Various community outreach programmes are actively pursued by the Community Science Centre (sponsored by GUJCOST), the university's Community Radio Station (Radio Campus 90.4 FM).

Sardar Patel University has been proactive in taking initiative for keeping pace with the recent developments in the fields of academics and research. Having realized the need for a multidisciplinary approach in academics and research, the university established new department known as Indukaka Ipcowala Center for Interdisciplinary Studies in Science and Technology (IICISST) (renamed as Department of Applied and Interdisciplinary Sciences) in the year 2015. It offers interdisciplinary PG programmes like Master of Science in Biomedical Science, Bioinformatics, Defense Science, Earth Science, Applied Chemistry and Applied Physics. It also houses central sophisticated instrument facilities for research to all the departments of the university. Agro-Economic Research Centre (AERC), established by the Ministry of Agriculture, Govt. of India in 1961, at Sardar Patel University, performs interdisciplinary research to study the changes in rural economy as well as undertaking research on fundamental problems relating to the rural as well as agricultural economy of the country which helps to understand rural transformation, changes in socio-economic pattern, groundwater depletion and irrigation problems, soil degradation, agro-waste disposal/burning, deforestation, biodiversity loss, genetic engineering, pollutants, etc. which helps in proper policy formulations oriented towards rural regeneration as well as targeting sustainable development. The university runs Cost of Cultivation Scheme of Government of India which is instrumental in MSP of some crops in Gujarat, Rajasthan.

To sensitize the stakeholders about the necessary efforts to be made for the effective implementation of NEP-2020, the University organized a series of seminars during the year 2020-21 on various aspects of NEP. NEP implementation Cell is also established in March, 2022. To promote and facilitate multidisciplinary and interdisciplinary research among the faculties and the research scholars a Research and Development Cell is formed. To promote flexibility of curriculum framework and interdisciplinary/ multidisciplinary academic mobility of students across HEIs in India, the university is participating in ABC. The University has accepted UGC guidelines for the multiple-entry and multiple-exit system as envisaged in NEP-2020. The university looks forward to have fully implemented NEP-2020 in a couple of years when one full cycle of students pass-out in this system.

Skill development has been an integral component of the curricula of the programmes offered at university. The outcome-based education system adopted by the university stipulates design and development of courses in an academic programme that clearly specifies the programme outcomes, programme specific outcomes and course outcomes. The curricular content also focuses on the aspects such as skill development and entrepreneurship. Skill development through experiential learning such as field visits, research projects, internship etc. is a part of the curricula of the programmes. The choice-based credit system (CBCS) adopted by the university since last decade provides ample choices of elective courses for acquiring the knowledge and skill necessary for specific career options. The CBCS system also incorporates foundation and soft-skill courses. Apart from the curricular studies, the university has also introduced several certificate courses focussing on skill development, for example, the certificate courses on Goods and Service Tax (GST), Radio Jockey, Financial Statistics,

Biostatics etc. and value-added courses such as life skill education. The university and its departments regularly organise workshops and seminars on research methodology and specific skill enhancement topics in basic as well as social sciences. The student start-up and innovation programme (SSIP) at the university acts as an incubation center and exclusively focuses on encouraging the student entrepreneurship. In the course of implementation of NEP-2020, new skill based courses will be incorporated in the curricula of the programmes and value-added courses based on the Indian knowledge system such as yoga, Indic philosophy, Vedic mathematics, Hindu studies etc. will be introduced. The university has been integrating the Indian Knowledge System (IKS) within the curricula of different courses of various programmes. The curricula of the M. Ed., MA (Sanskrit) and other programmes have been revised to incorporate topics based on IKS. The university has started offering certificate programmes in Life Skills Education. Certificate and foundation courses on Vedic Mathematics, Yoga, Bhagvad Gita, Indic philosophy etc. UGC-MMTTC-SPU has planned different certificate courses like Stress Management, Health and Well-being and, workshops on Promotion of Indian Knowledge System, cultural values and Indian Education System. Efforts are also being made to promote research in the field of IKS. Co-curricular and extra-curricular activities at the university and its departments integrate the Indian cultural values, traditional knowledge and practices such as Bhartiya Darshan, yoga, Ayurveda and medicine, folk arts etc. The university has established "Maharshi Vedvyas IKS Center" to promote IKS in the university.

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

Institutional Strengths

- Conducive and friendly ecosystem for teaching, learning and research Well-qualified and experienced faculty
- Well furnished, equipped laboratories, ICT enabled class rooms and rich library resources
- Student-friendly administration and processes
- Strike and stress free campus
- Rurban and green campuses

Institutional Weaknesses

- Vacant administrative and faculty position
- Low consultancy rate department-wise
- Less number of students from outside the state
- Less number NET cleared students registering for Ph.D. and Post-Doctoral research

Institutional Opportunity

- Potential for active involvement of industries in academic and research programmes
- More MOUs with industries and other universities/Institutes in the country and abroad
- Can evolve into a nodal center of learning and research for excellence in the state
- Wide scope for amalgamation of traditional subjects into multi-disciplinary areas of teaching and research, in the light of NEP-2020
- Can attract more international students under NEP-2020

Institutional Challenge

- Enhancing the share of extra mural funding for research from state as well as central government agencies and industries
- Coaching and motivating students to succeed in national level competitive examination including UGCNET and retaining them
- Eliminating the mind block among faculty and other stake holders especially students to pursue teaching and research programmes in emerging and evolving areas of disciplines
- Motivating faculty for the revision of syllabus in tune with employability, skill-upgradation and value addition as per NEP-2020
- Enchasing Alumni network at university and International level and its active participation
- Implementing NEP-2020 *in toto*

Chapter-2: Vision, Mission and Goals

Sardar Patel University is proposing the revised statements of its vision, mission and goals in context of renewed interests of the nation. As our nation is proceeding towards a developed nation with the help of economical advancements and modern infrastructure. The university strives to contribute in this development boom of the nation by giving training to students thereby preparing excellent workforce in the 'Viksit Bharat – 2047'. We also envision to train the students for global competence.

2.1 Vision

To be a globally recognized centre of excellence in education, by fostering innovation, leadership, and social responsibility, empowering students to contribute positively to the development of society and nation.

2.2 Mission

To provide world-class education and research opportunities that nurture holistic development in students, cultivating critical thinking, creativity, and ethical values. Our mission is to equip learners with the necessary skills, knowledge, and leadership qualities to succeed in a rapidly evolving global environment.

2.3 Goals and Objectives

1. **Academic Excellence:**
   o Provide high-quality education through innovative teaching methods and curricula that align with global standards and NEP 2020
   o Ensure continuous enhancement of academic programs to foster critical thinking, problem-solving, and a deep understanding of subject matter.
2. **Research and Innovation:**
   o Foster a culture of research and innovation by encouraging faculty and students to engage in high-impact research projects.
   o Create partnerships with industry, governmental bodies, and international organizations to support cutting-edge research and technological advancements.
3. **Holistic Development:**
   o Develop well-rounded individuals by offering extracurricular activities, skill development workshops, and leadership training.
   o Promote physical, emotional, and social well-being through comprehensive student support services.
4. **Global Exposure:**
   o Build international collaborations and provide opportunities for students and faculty to engage with leading institutions across the world.
   o Encourage participation in exchange programs, internships, and international conferences to prepare students for the global workforce.
5. **Community Engagement and Social Responsibility:**
   o Encourage students and faculty to actively participate in community service and social impact projects.
   o Promote sustainable development practices and instill a sense of social responsibility in students to contribute to the betterment of society.
6. **Cultural Preservation and Advancement**:

o To respect and incorporate India's rich cultural heritage into the academic and social environment of the university.

7. **Inclusive Education:**
   o Provide equal opportunities for students from diverse socio-economic backgrounds, ensuring access to education regardless of gender, caste, or financial status.
   o Implement scholarships, financial aid programs, and inclusive policies to promote diversity and inclusion on campus.

8. **Sustainability and Environmental Stewardship:**
   o Integrate sustainability into the curriculum and campus activities to promote environmental consciousness.
   o Adopt green practices and reduce the environmental footprint of the university campus.

9. **Leadership and Entrepreneurship:**
   o Foster entrepreneurial spirit by offering specialized courses, mentorship, and incubation support to students with innovative ideas.
   o Develop leadership qualities in students through various programs that challenge them to take initiative, collaborate, and lead in diverse settings.

Chapter-3: Parameterise Plan

3.1 Governance Enablers

The university has a well thought out Vision, Mission, Goal and Motto for regeneration of rural Indian life emphasizing on academic, research and extension activities appropriately. It is striving hard to improve and enhance teaching-learning, research & development, a sound value system among students, promotion of use of technology, strategic planning of financial resources, planning and development of its human resources, community engagement programmes, internationalization of education through well thought out Perspective Plan and planning for the future for implementing Vision 2025 in accordance with NEP 2020. The founder Vice-Chancellor Dr Bhailalbhai D Patel (popularly known as Bhaikaka), is in fact the architect of modern Vidyanagar township. The second Vice-Chancellor, Shree Babubhai Jashbhai Patel went on to become the chief-minister of the state later on. The Governance of University is highly participative and encourages democratic discussions and debates before any policy is made and executed. The teaching and non-teaching staff are provided with an opportunity of upskilling and reskilling in the form of financial support and duty leave to participate in training programmes. We have a well-developed financial management system and the expenditure are monitored by internal auditing system. The university has devised its own resource mobilization in the form of self-financed courses, external courses and generous donations from philanthropists and our alumni. The Internal Quality Assurance Cell (IQAC) was established in 2000 at Sardar Patel University. IQAC is taking necessary measures for institutionalizing and internalizing quality consciousness among the stakeholders.

3.1.1 BoM/ Executive Council

The effective leadership, and decentralized, participative management at the university have been enshrined in the handbook of the Sardar Patel University Act 1955 and subsequent amendments. The handbook stipulates the roles, and responsibilities of key functionaries of the university, administrative procedures and practices. The existing governing structure of the university involving the senate, syndicate, etc. has been restructured in the wake of the implementation of the Gujarat Public University Act 2023 from September 2023. The existing senate and syndicate are replaced by the Board of Management and Executive Council, respectively. The other governing bodies are: the Academic Council and the Board of Studies. The policy and decision making is done by various statutory and non-statutory committees. The statutory committees are the Board of Management, Executive Council, Academic Council, Board of Studies, Finance and Establishment Committee, Building Committee, Library Committee, etc. The other committees include the Exam Reform Unit, Selection Committees for Teaching and Non-teaching staff and Scientific Equipment Purchase Committee at the university level.

The governing bodies include representatives from various stakeholder groups (faculty, staff, and students) that contribute to policy-making and decision processes. Following are some established practices at the University.

● Faculty members are included in strategic planning, recruitment processes, and resource

allocation discussions.

- Leadership opportunities are offered to the faculties as faculty deans, department heads, directors and coordinators of academic and research centres, and cells. 2
- Policies on academic matters, such as examination reforms or faculty evaluation systems, are designed in consultation with stakeholders, fostering a sense of collective ownership.
- Various department-level committees involve teachers and students for the management of different curricular, co-curricular and extracurricular activities.
- The university aims to establish the following boards and committees over the short, medium, and long-term, aligning with the objectives of Viksit Bharat 2047, Vasudhaiva Kutumbakam, and the effective implementation of NEP 2020 in both letter and spirit.

  o Board of Interdisciplinary Studies

  o Board of Lifelong Learning and Extension – Centre for Life Skills Learning

  o Board of National and International Linkages

  o Post-Doctoral Research

  o Periodic Review and Recalibration (if required) of the Institutional Development Plan (IDP)

  o IDP of Each Department in alignment with the SPU IDP – Preparing a Template for the 'Way Forward' for each department

  o Creating an 'Alumni Bank' by establishing a separate 'Alumni Cell' within the university premises

  o Identification of Fellowship, Internship, and Placement Opportunities through the alumni network in other countries

  o Increasing the Enrollment of International Students

  o Inviting Parents to Cultural Programmes or other events, and encouraging them to extend support in strengthening various processes/requirements at the university and department levels

  o Focused Activities on the Theme 'Nation First'

  o Implementation of Inputs from Stakeholders based on regular (once a year) feedback

  o Inviting Retired Citizens to Volunteer their expertise for the benefit of students, faculty, and the nation as a whole

  o Cost-Effective Sustainability Measures, such as the Green Campus Initiative, which includes solar power, water conservation, rainwater harvesting, and waste recycling projects, aimed at cost savings

3.1.2 Quality Assurance

The university shall continue with its already defined and proven teaching-leaning, research and administrative processes and shall endeavour to add value by initiating the following:

- o Professor of Practice

- o Adjunct Professor

- o Designing and Implementing PG Curriculum in accordance with NEP 2020

- o Internship Bank

- o Incentivizing Projects/Patents with a focus on the 'Lab to Land' approach

- o CMIE Database for Research

- o Collaboration with Shrusti Foundation for the 'Gram Yatra' initiative

- o Encouraging and Incentivizing Faculty to pursue internships during vacation periods

- o Encouraging and Mentoring Affiliated Colleges for NAAC and NIRF accreditation

- o Initiating Vocational and Skill-Based Courses

- o Introducing IKS (Indian Knowledge Systems) Based Courses in each department

- o Integration of AI-Based Courses across each faculty

- o Establishing Reading Clubs, Film Clubs, etc. within each department

- o Activities for 'Campus to Corporate' to prepare an industry-ready workforce with specific skill sets

- o Executive Education/Programmes for professionals to attract mid-career learners

3.1.3 Financial autonomy

SPU, as a state university, receives a significant portion of its capital and operational expenditure funds from the Government of Gujarat, which allocates separate provisions for the construction and maintenance of campus infrastructure. The university adheres to the government's rules and regulations regarding the processes and procedures for utilizing these funds. In addition to government funding, the university actively seeks to mobilize resources from non-governmental bodies, individuals, and philanthropists to establish new infrastructure and endowment funds for academic and research activities. The university has an Investment Committee tasked with overseeing returns on investments. This committee reviews the university's finances and budget, providing recommendations for efficient fund mobilization.

- o Corporate Social Responsibility (CSR) Cell

- o Incentivizing Teachers for Research Grants, Consultancy Assignments, etc., from Industry

3.1.4 Leadership

Effective leadership is at the core of the university's strategic vision for its five-year Institutional Development Plan (IDP). By equipping key leaders with the skills and knowledge needed to navigate the complexities of academic, administrative, and research activities, the university ensures that its development initiatives are not only innovative but also sustainable. Leadership development will empower all tiers of university management to take ownership of the IDP, ensuring alignment between institutional goals and day-to-day operations. Strong

leadership will also facilitate a culture of accountability, collaboration, and adaptability, essential for the successful implementation of both short-term and long-term objectives, especially those outlined in the context of the National Education Policy (NEP) 2020 and Viksit Bharat 2047.

- o Leadership Development Programmes for the Vice-Chancellors (VC) and Registrars of the State Universities.

- o Programmes for Deans, Professors, Heads, and Principals of state universities in Gujarat, focusing on understanding and implementing their roles and responsibilities with minimal hand-holding.

- o Guidance in the Preparation of the Annual Plan at the beginning of each academic year (semester-wise), along with monitoring its implementation to strike a balance between teaching, research, and extracurricular activities for holistic personality development.

- o Need-Based Courses on 'Leadership Training' offered at MMMTTC-SPU.

- o MoU with IIMA, AMA, and GCC for leadership training initiatives.

- o Monthly Pre-Scheduled Meetings with Employees to address specific concerns and foster open communication.

3.1.5 Vision, Mission and Roadmap for the HEI

The vision and mission of an institution serve as its guiding principles. The following framework outlines how departments will align their goals and strategies with the university's mission, ensuring a unified approach towards development.

Each Department and Section of the university shall prepare its own Vision, Mission, and Goals in alignment with the university's Vision, Mission, and Goals. Departments will be guided in developing a roadmap for the implementation of these goals across the short, medium, and long term (2, 5, and 10 years).

3.1.6 Close monitoring by IT/ Web-based based Management Information System

Effective use of technology is crucial for optimizing the university's operational efficiency and ensuring a seamless experience for all stakeholders. The university will implement a robust IT and web-based management system to foster transparency, real-time monitoring, and continuous improvement. The following initiatives will be undertaken:

- o 100% ERP Implementation across the university to streamline administrative processes and enhance data management.

- o Technology Adoption Audit to evaluate the current technology landscape, identify gaps, and ensure the integration of advanced tools for better academic and administrative functioning.

- o Anytime, Anywhere Feedback Mechanism on the university website, allowing all stakeholders (students, faculty, staff, parents, and alumni) to provide feedback. An action plan will be developed to review and implement appropriate suggestions based on the feedback.

- Strengthening of Alumni Portal on the university website to foster greater engagement with alumni, keeping them informed and involved in university activities.

- Cyber Clinic to offer support and guidance on cybersecurity issues, ensuring the safety and security of digital platforms used by the university community.

- Smart Cards for accessing various services, including the Health Centre, Gym, Swimming Pool, Library, and more, streamlining the user experience and enhancing convenience.

- Smart Boards are to be installed in each department, enabling dynamic teaching and improving interactive learning experiences.

3.1.7 Risk Management Analysis

The university is committed to proactively addressing potential risks to ensure a safe and secure environment for all stakeholders. A comprehensive risk management strategy will be implemented to mitigate both operational and environmental risks, safeguarding employees, students, and resources.

- Separate 'Risk Management Cell' will be established to address safety concerns related to employees and equipment, ensuring a prompt response to any emerging risks.

- Cybersecurity Workshop will be conducted for all employees to enhance awareness and preparedness against cyber threats, protecting the university's digital infrastructure.

- Single-Use Plastic-Free Campus initiative will be adopted, along with environmental risk mitigation strategies to reduce plastic waste across all university functions.

- Camps for 'Awareness and Coping with Disasters' will be organized in collaboration with appropriate authorities to educate and prepare the university community for potential natural or man-made disasters.

- Carbon Footprint Club will be established to promote sustainability, track the university's environmental impact, and implement strategies to reduce the overall carbon footprint.

3.1.8 External Advisory Boards

To foster industry engagement and ensure academic programmes are aligned with real-world requirements, the university will establish strong external advisory networks. These boards will provide expert guidance and mentorship, enhancing the relevance of the university's offerings.

Practitioners from Corporates will be co-opted as advisory members in each 'Board of Studies' in consultation with the respective faculty, ensuring that academic programmes are tailored to industry needs.

University-Industry Interaction Cell will facilitate interactions with industries, associations, and professionals at least once a semester, providing departments with specific guidance and support for their academic and research requirements.

Professor of Practice to be invited to bring real-world experience and industry expertise into the academic environment.

Adjunct Professor positions will be created to involve distinguished industry professionals in teaching and mentoring roles.

3.1.9 Student Feedback

The university values student input as an essential part of continuous improvement. A structured feedback mechanism will be implemented to ensure that the voices of students are heard and translated into actionable improvements across all aspects of university life.

Students' Help Desk will be established to provide support and guidance on various issues faced by students, ensuring prompt resolution of concerns.

Feedback Analysis & Action Plan Committees will analyze feedback gathered from students and develop an action plan to identify areas for improvement in teaching, learning, research, and administrative activities.

In conclusion, the governance enablers outlined in the Institutional Development Plan (IDP) will serve as the foundation for the university's long-term success and sustainability. By fostering a culture of leadership, innovation, and accountability, the university aims to ensure that its vision, mission, and goals are effectively realized across all departments and functions.

3.2 Financial Enablers and Funding Models (Resource Generation)

3.2.1 Introduction

SPU acknowledges the critical importance of maintaining a robust and transparent framework for managing its financial assets. In pursuit of this, the university adheres to a comprehensive set of policies that clearly delineate the roles and responsibilities of various institutional officers and administrative bodies involved in financial governance.

3.2.2 Future Improvements at Sardar Patel University

As part of its ongoing efforts to strengthen financial sustainability and enhance resource generation, SPU is committed to implementing the following strategic initiatives in the coming years:

Diversification of Funding Sources: SPU will actively pursue multiple funding avenues, including government grants, private-sector collaborations, alumni and philanthropic contributions, and research consultancy services. This diversification will reduce over-reliance on any single funding source.

Strengthening Industry Collaborations: The University will expand its network of Memoranda of Understanding (MoUs) with industries and research institutions. These partnerships will promote joint research projects, internships, and funding opportunities, thereby enriching the academic experience and enhancing financial inflows.

Enhancing Alumni Engagement: A comprehensive alumni engagement strategy will be developed, featuring regular communication, networking opportunities, and targeted fundraising campaigns. This initiative aims to strengthen alumni relations and encourage meaningful contributions.

Promoting Research and Innovation: The University will incentivise faculty to apply for research grants and undertake industry-relevant projects. Additionally, the university will establish innovation hubs to support entrepreneurial ventures that can attract external funding.

Implementing a Transparent Financial Management System: Financial processes will be digitised to ensure transparency, efficiency, and accountability. Regular audits and detailed stakeholder reporting will foster trust among stakeholders and promote financial integrity.

Capacity Building for Fundraising: Faculty and administrative staff will receive training in effective fundraising techniques and grant application processes. This initiative will strengthen the University's ability to secure external funding.

Creating a Sustainable Revenue Model: The University aims to develop a well-balanced revenue model that includes tuition fees, government funding, project overheads, and philanthropic contributions, ensuring long-term financial sustainability.

Investing in Infrastructure: Strategic investments will be made to upgrade academic infrastructure, research facilities, and student services. These facilities may also be made available for external academic or community use, generating additional revenue.

Leveraging Technology for Fundraising: The University plans to utilise digital platforms for crowdfunding and online fundraising campaigns, enabling outreach to a broader and more diverse audience.

Monitoring and Evaluation: Mechanisms will be established for continuous monitoring and evaluation of funding strategies, ensuring their effectiveness and facilitating timely course corrections.

Promoting Entrepreneurship: The University will encourage entrepreneurial development among students through incubation centres that provide mentorship, funding opportunities, and business development resources.

Through the implementation of these initiatives, Sardar Patel University aims to significantly enhance its financial resource generation capabilities. This proactive approach aligns with the university's mission to foster innovation, promote rural development, and provide quality education with strong community engagement.

3.2.3   Key Strategies for Improvement

- **Financial Policies:** The University will develop and implement comprehensive financial policies that define the roles and responsibilities of university officials and governing bodies in managing financial assets. These policies will support risk management and ensure adherence to regulatory standards, thereby safeguarding the university's financial integrity.

- **Action Plan and Budgeting:** The budgeting process will include detailed line items such as income (e.g., tuition fees, government grants, CSR funds, and donations) and expenditures (e.g., salaries, infrastructure upgrades, and research enhancements). Clear responsibilities, milestones, and timelines will be established to ensure effective implementation.

- **Development of Alternative Revenue Sources:** In addition to conventional income streams, the University will proactively seek alternative funding options. Faculty members will be encouraged and supported in applying for research and consultancy projects from governmental and non-governmental agencies. The university will also pursue CSR funds, endowment funds, alumni donations, and philanthropic contributions. Innovative, high-fee academic programmes, add-on courses, corporate training, and online and distance learning (ODL) modes will be introduced. Efforts will also be intensified to generate revenue through intellectual property rights (IPR) and patents.

- **Departmental Contributions:** University departments, equipped with research facilities and skilled personnel, will play a pivotal role in resource generation by offering consultancy services and participating in externally funded projects.

- **Government and Agency Engagement:** The University will maintain active engagement with government ministries and funding agencies to secure grants and support for infrastructure development and research. These collaborations will also facilitate the effective implementation of national and regional educational initiatives.

- **Revenue Generation from Infrastructure:** The university's advanced infrastructure — including an Olympic-standard swimming pool, auditoria, convention hall, and sports grounds— will be made available for public and external use when not required for academic purposes. This strategy will serve both as a source of revenue and as a public service initiative.

3.3 Academics

3.3.1 Objectives

The primary objective of the university's academic activities development plan is to create a robust, flexible, and forward-thinking educational environment that aligns with the principles of the National Education Policy (NEP). The key aspects of NEP-2020 are academic flexibility, credit mobility, implementation of NCrF, provisions for multidisciplinary studies and integration of IKS. The university will prepare a mechanism for implementing NEP-2020 in full. The university aims to foster a comprehensive academic culture that integrates contemporary advancements with traditional knowledge, promotes interdisciplinary studies, and strengthens the global presence of its academic programmes. Specifically, the objectives include:

Enhancing Academic Flexibility: By offering a broader range of courses and electives, the university will ensure students have the freedom to choose and customize their learning

experience. This flexibility will allow them to explore interdisciplinary fields and take ownership of their educational journey.

Flexible Credit Mobility: To enhance the implementation and utilization of the Academic Bank of Credit (ABC) system by ensuring 100% student registration within the next one years, while facilitating seamless credit transfer, promoting flexible learning pathways, and aligning with the National Education Policy (NEP) 2020.

Integrating Holistic Learning Through NCrF: To implement the National Credit Framework (NCrF) across all programmes of the university, ensuring seamless integration of academic, vocational, and experiential learning credits while fostering multidisciplinary education and enabling lifelong learning opportunities.

Empowering Multidisciplinary Learning through Dual Degree Programmes: To enable students to pursue two degrees simultaneously under the National Education Policy (NEP) 2020, fostering multidisciplinary education, enhancing career prospects, and promoting lifelong learning opportunities.

Integrating Indian Knowledge Systems (IKS): The university will embed Indian Knowledge Systems within its curriculum to provide a deeper understanding of local traditions, cultures, and sustainable practices, ensuring that students benefit from the holistic learning environment championed by the NEP.

Fostering Research and Innovation: Increasing the number of research opportunities and projects for students will be a key objective. This will contribute to the university's research output and create a dynamic academic environment where students are actively involved in innovation.

Strengthening Industry-Academic Collaboration: The university will work towards expanding its industry collaborations, ensuring that its academic programmes remain responsive to the evolving demands of the job market. This will be achieved through internships, industry- led projects, and guest lectures by industry experts.

Building Global Academic Partnerships: The university will aim to increase international collaborations, providing opportunities for faculty and students to engage with global academic

forums, participate in international exchange programmes, and collaborate with renowned global institutions.

Expanding Academic Capacity: The university will work towards increasing the number of seats in high-demand programmes, ensuring access to quality education for a larger number of students, while maintaining the standards of academic excellence.

Encouraging Student Research: An important objective will be to significantly increase the number of students completing research projects. This will foster a deeper learning experience and contribute to the university's academic reputation.

Promoting Faculty Engagement in Knowledge Dissemination: The university aims to increase the visibility of its faculty by encouraging them to deliver invited talks and presentations at state, national, and international levels, which will contribute to the university's academic prominence.

3.3.2 Key Strategies for Improvement

Introduction of Indian Knowledge Systems (IKS): The university will actively integrate Indian Knowledge Systems (IKS) into the curriculum to provide students with a well-rounded education that includes Indian practices, sustainable solutions, and cultural traditions. By incorporating IKS into various programmes across disciplines, students will develop a deeper understanding of local knowledge and practices, fostering respect for Indian cultures while contributing to a more inclusive academic environment.

Empowering Flexible and Interdisciplinary Learning through Academic Credit Mobility: The university will focus on creating awareness and providing training through regular workshops, seminars, and orientation sessions for students, faculty, and administrative staff to ensure effective implementation of the Academic Bank of Credit (ABC). Upgrading the affiliated colleges IT infrastructure will be prioritized to seamlessly integrate with the ABC portal, enabling smooth registration, credit accumulation, and transfer processes. Collaborative frameworks will be developed by partnering with other institutions to foster credit recognition and transfer. The curriculum will be restructured to include modular courses with clearly defined credits, ensuring compatibility with the ABC system. Additionally, a dedicated monitoring cell will be established to oversee the progress of account openings, credit transactions, and feedback collection, facilitating continuous improvement in the system.

Framework for Seamless Credit Integration: The university will establish a comprehensive implementation plan for the NCrF by creating awareness through workshops and training sessions for faculty, students, and administrative staff. The curriculum will be restructured to incorporate academic, vocational, and skill-based learning with clearly defined credit allocation. A dedicated NCrF cell will be set up to coordinate with relevant bodies for smooth integration and compliance. Collaborations with industries and vocational training providers will be initiated to expand practical learning opportunities. The university's IT systems will be upgraded to support unified credit recording and transfer across disciplines. Regular monitoring and evaluation mechanisms will be employed to track progress and ensure continuous improvement.

Facilitating Seamless Dual Degree Pursuit under NEP: The university will develop and implement guidelines for dual-degree programmes, ensuring compliance with the NEP framework and regulatory requirements. Curriculum flexibility will be enhanced to allow the simultaneous pursuit of degrees in diverse disciplines. A robust academic advising system will be established to assist students in planning and managing their dual-degree programmes effectively. Necessary technological upgrades will be made to streamline administrative processes such as enrolment, credit transfer, and degree issuance. Regular awareness sessions and workshops will be conducted to educate students and faculty about the opportunities and benefits of pursuing two degrees simultaneously. Collaboration with partner institutions will

be explored to expand options for students, further promoting academic flexibility and innovation.

Increasing the Number of Seats and Expanding Admissions: In response to the growing demand for quality education, the university will increase the number of seats available in high- demand programmes. This expansion will be supported by strategic investments in infrastructure, faculty development, and academic resources to ensure that the quality of education is not compromised. The university will implement targeted outreach initiatives to attract a diverse student population, ensuring equitable access to education while maintaining high academic standards.

Expansion of the Number of Courses Offered: To ensure a comprehensive academic offering, the university will continuously evaluate and expand its courses across various departments. This will involve regularly updating curricula to include emerging fields such as Artificial Intelligence, Data Science, Sustainable Development, and other contemporary disciplines. Interdisciplinary programmes will also be introduced to provide students with more diverse learning options, preparing them for the challenges of a rapidly evolving global job market.

Increase in the Number of Electives Offered: The university will significantly increase the number of elective courses offered to students, providing them with greater flexibility in their academic journey. By offering a wide range of electives, students will be able to tailor their education to their personal interests and career aspirations. This flexibility will also encourage the exploration of cross-disciplinary subjects, allowing students to develop a broad skill set that is essential in today's dynamic professional world.

Enhancing Research Opportunities for Students: To strengthen the research culture, the university will increase the number of students completing research projects. This will be achieved by embedding research components within academic programmes and encouraging students to engage in faculty-led research initiatives. The university will also offer research funding, facilitate access to advanced resources, and provide mentorship to foster student involvement in impactful research that contributes to both academic and real-world problem-solving. The students will be given an opportunity carryout short-term research projects during the vacations

Enhancing Faculty Engagement at State, National, and International Levels: The university will actively promote and support faculty participation in academic forums, conferences, and seminars at the state, national, and international levels. By providing funding, professional development opportunities, and logistical support, the university aims to enhance its visibility and academic reputation across various platforms. Faculty will be encouraged to share their expertise, present research findings, and discuss current trends, thereby contributing to the academic discourse in local, national, and global communities. This engagement will not only strengthen the university's position within regional and national academic circles but also foster international collaborations and elevate its global presence. The university will frame policy for facilitating the domestic and international travel to faculty members for attending seminars/conferences.

By implementing these strategies, the university will position itself as a forward-thinking, inclusive, and research-driven institution that offers high-quality education to a diverse student body. The university will continue to evolve, enhancing its academic offerings, expanding research opportunities, and increasing faculty engagement at national and international levels, all while maintaining a strong commitment to integrating traditional knowledge and fostering innovation.

3.3.3 Key parameter wise performance: Present and Future

3.3.3.1 Introduction of IKS

Present Context:

The university, with its strong focus on postgraduate education and research, has not yet introduced the Indian Knowledge System (IKS) course at the departmental level in its initial years. However, affiliated colleges, particularly those offering undergraduate programmes, have successfully adopted IKS courses, creating a strong foundation for its gradual expansion. Departments like Gujarati, Sanskrit, and Homescience, with their consistent academic activity, reflect the natural alignment with IKS themes and serve as early adopters, paving the way for its broader implementation. The upcoming years present an excellent opportunity to integrate IKS systematically across disciplines, bridging the gap between traditional knowledge and modern education.

Outcome in the Next Three Years (2024-25 to 2026-27):

In the next three years, the IKS course will be strategically introduced within select postgraduate departments that align naturally with its themes, such as History, Education, and Economics. This phased rollout will ensure a smooth transition and allow departments to adapt and innovate within their existing curricula. Affiliated colleges, which have already laid the groundwork, will continue to strengthen their offerings, fostering student awareness and interest in IKS. By 2026-27, the course will gain momentum as departments like Political Science, MSW, and Philosophy start contributing to its growth. This expansion will promote interdisciplinary approaches, encouraging research and academic projects that explore the relevance of IKS in contemporary contexts. The university will witness increasing student participation and faculty engagement, creating a vibrant academic environment that integrates traditional Indian knowledge with modern learning.

Outcome in the Next Five Years (2024-25 to 2028-29):

Over the next five years, the IKS course will become a key component of the university's academic landscape. With steady growth and acceptance, it will be integrated across all major postgraduate departments, including sciences, social sciences, and humanities. Departments such as Chemistry, Business Studies, and Media Studies, which traditionally focus on modern education frameworks, will adopt IKS principles, promoting a balanced perspective between science, technology, and heritage. The course will also drive research collaborations, fostering new insights into Indian knowledge traditions and their practical applications in modern disciplines. By 2028-29, the university will emerge as a leader in advancing Indian Knowledge Systems, achieving a seamless blend of traditional wisdom and contemporary education. This

progress will enhance the university's academic identity, attracting scholars, students, and industry collaborations that value India's rich cultural and intellectual heritage.

3.3.3.2 Invited Talks Delivered by Faculty Members

Current Overview:

The university's faculty members have made significant contributions through invited talks at the international, national, and state/local levels, showcasing their academic expertise and thought leadership. Over the past three years (2021-22 to 2023-24), faculty members have delivered a total of 40 talks internationally, 730 talks nationally, and 516 talks at state/local levels, reflecting a consistent engagement with diverse platforms. Departments such as Economics, Mathematics, MBA, Gujarati, and Electronics have demonstrated notable participation. At the international level, departments like Chemistry, Economics, and Mathematics have shown emerging trends, while nationally, the MBA, Mathematics, MCA, and Hindi departments remain prominent contributors. At the state/local level, Electronics, Gujarati, Education, and Chemistry have consistently engaged in delivering invited talks.

Outcome in the Next Three Years (2024-25 to 2026-27):

Over the next three years, the university aims to leverage its academic strength to further increase faculty participation in invited talks. With an anticipated total of 92 talks internationally, 544 talks nationally, and 418 talks at state/local levels by 2026-27, the focus will be on strengthening departments such as Mathematics, Economics, and Chemistry, which have displayed growth potential. Departments like MBA, MCA, and Gujarati will maintain their leadership at the national level, while initiatives will be undertaken to encourage emerging departments such as History, Physics, and Sanskrit to contribute further. This focused approach will enhance the university's academic visibility and foster collaboration with national and international platforms.

Outcome in the Next Five Years (2024-25 to 2028-29):

In the next five years, the university envisions faculty members achieving sustained excellence and recognition as thought leaders in their respective disciplines. By 2028-29, it is projected that 129 talks will be delivered internationally, 774 talks nationally, and 554 talks at the state/local level. This growth will be driven by consistent performance from key departments, including Economics, Mathematics, MBA, Gujarati, and Chemistry, while efforts will be made to support underperforming departments in improving their engagement. A digital repository will be developed to document faculty talks, highlighting achievements and serving as a knowledge-sharing platform. This targeted strategy will position the university as a center of academic and professional excellence, further enhancing its reputation on a global scale.

3.3.3.3 Number of Courses and Electives

Current Overview:

From 2021-22 to 2023-24, the university has shown remarkable consistency and growth in its academic offerings. The total number of courses has steadily increased, rising from 729 in 2021-22 to 769 in 2023-24, indicating an ongoing commitment to expanding and enhancing

the curriculum. The number of electives offered has also grown positively, from 327 in 2021 -22 to 344 in 2023-24, reflecting a focus on providing students with more flexibility and diverse academic choices.

Departments such as Chemistry, IICISST, and Pharmaceutical Sciences have maintained strong offerings, with Chemistry offering a robust 168 courses each year, and IICISST continuing to offer 136 courses with 46 electives. Bioscience, MSW, and Homescience have also maintained or expanded their academic offerings, providing students with a wide range of specialized courses and electives. Mathematics and Political Science have shown consistent growth in course offerings, demonstrating a positive trend toward the diversification and expansion of academic programmes.

Outcome in the Next Three Years (2024-25 to 2026-27):

The university is set to continue its upward trajectory in the next three years. The total number of courses will remain strong, with minor fluctuations, stabilizing at 764 in 2024-25 and continuing to provide high-quality educational programmes. Electives will remain abundant, reaching 336 by 2026-27, ensuring that students have access to a wide array of subject choices to enhance their academic experience.

Departments like Pharmaceutical Sciences and MSW will see continued growth in both courses and electives, reflecting the university's commitment to expanding programmes that align with industry trends and student interests. Materials Science will see continued growth in electives, while interdisciplinary fields like MBA and MCA will increase course offerings to meet the evolving demands of students.

The university's efforts to diversify and expand the curriculum ensure that students will have access to an enriched learning experience, enabling them to pursue a wide range of subjects and career paths. Faculty recruitment and curriculum development will be central to supporting this growth, ensuring that the offerings remain relevant and of the highest quality.

Outcome in the Next Three Years (2024-25 to 2028-29):

By 2028-29, the university's academic offerings will have grown significantly. The total number of courses will increase to 790, while the number of electives will rise to 340, creating even more opportunities for students to customize their education. Departments like Pharmaceutical Sciences, Materials Science, and MSW will continue to expand, with Pharmaceutical Sciences reaching 144 courses and Materials Science offering 168 courses, ensuring that students have access to cutting-edge programmes.

The expansion of interdisciplinary programmes, particularly in MBA, MCA, and IICISST, will position the university as a leader in high-demand fields. Additionally, departments like Sociology, Mathematics, and History will continue to grow, providing students with an ever-expanding range of subjects to explore.

The university will continue to focus on strengthening faculty expertise, infrastructure, and research-driven programmes to ensure these expansions are effectively supported. This long-term vision ensures that the university remains a dynamic and forward-thinking institution,

capable of offering diverse and high-quality academic experiences to students.Student's Project work

Current Overview:

From 2021-22 to 2023-24, the number of students completing projects has seen significant growth across various departments, demonstrating the university's emphasis on applied learning and research. The total number of students completing projects was 720 in 2021-22, rising to 749 in 2022-23, and showing a decrease to 545 in 2023-24, mainly due to variations in department-specific student participation and project offerings.

Bioscience saw a strong increase in student engagement with projects, rising from 5 in 2021-22 to 24 in 2023-24. Business Studies consistently maintained a solid project completion rate, with 10 students in 2021-22 and 12 in 2023-24, and a significant jump to 40 in the upcoming years. The Education department has also demonstrated a steady increase in student project completions, growing from 48 in 2021-22 to 41 in 2023-24, with expectations of further increases in subsequent years.

Electronics showed consistent project completions from 2021-22 to 2023-24, but with slight fluctuations, while IICISST saw a strong and steady increase from 49 in 2021-22 to 37 in 2023-

24. Homescience and Pharmaceutical Sciences maintained strong project completions, indicating a well-supported research environment.

Outcome in the Next Three Years (2024-25 to 2026-27):

The university is set to see an impressive increase in the number of students completing projects over the next three years. In 2024-25, the number is expected to rise to 674, with continuous growth projected in subsequent years, reaching 789 by 2026-27. The Business Studies department is projected to show remarkable growth, with 40 students expected to complete projects each year. The Pharmaceutical Sciences department is also expected to witness significant growth, increasing from 9 in 2023-24 to 50 in 2024-25, and continuing strong completion rates thereafter.

Education, IICISST, and MSW will continue to see growth in project completions, maintaining high levels of student involvement. Mathematics and Sociology will experience substantial increases, ensuring a wider reach of research and applied learning across the university.

Outcome in the Next Three Years (2024-25 to 2028-29):

By 2028-29, the total number of students completing projects will reach 808, reflecting the university's continued commitment to expanding research and practical learning opportunities for its students. The Business Studies department will continue to lead with 40 project completions annually, and Pharmaceutical Sciences will sustain strong participation, with 60 students completing projects each year.

Other departments such as Education, Homescience, and IICISST will further expand their project offerings, ensuring that every student has the opportunity to engage in hands-on

learning and research. MSW, Sociology, and STATASTICS will also show significant progress, contributing to the overall increase in student project completions.

This period will reflect an overall increase in student participation, ensuring that more students are engaged in projects across various disciplines, thus enhancing the university's academic and research profile.

3.3.3.4 Enrollments in Post-Graduation

Current Overview (2021-22 to 2023-24)

The university has maintained a stable admission record over the last three years, with consistent performance in key departments and a gradual upward trend in emerging programmes. Out of the total sanctioned capacity of 2442 seats, the university recorded 2071 admissions in 2021-22, 2144 in 2023-24, and projections for 2024-25 indicate a slight decline to 1950 students. High-performing departments such as Business Studies, Chemistry, and LAW have continued to maintain strong admissions, reflecting their relevance to industry and academic excellence. For instance, Business Studies has consistently operated at full capacity with 240 students annually, while Chemistry and LAW remain attractive choices for students with admissions exceeding 200 and 134 students respectively. Emerging programmes like Economics and IICISST have shown encouraging growth, with Economics improving significantly from zero admissions in 2021-22 to 110 students in 2023-24.

At the same time, challenges persist in certain departments such as MBA, MCA, Physics, and Bioscience, where admissions have declined sharply despite their potential and sanctioned capacities. The MBA and MCA programmes, for instance, currently reflect zero admissions, while Physics and Bioscience remain underutilized despite their scientific significance. Departments like Political Science and Media Studies have shown early signs of growth, moving from single-digit enrollments to a promising position with gradual increases. Overall, the university continues to demonstrate resilience in key areas, but focused interventions are necessary to address gaps in underperforming departments and unlock the full potential of its sanctioned capacity.

Outcome in the Next Three Years (2024-25 to 2026-27)

Over the next three years, the university will focus on stabilizing admissions, revitalizing underperforming programmes, and strengthening its academic portfolio. Targeted efforts will be made to revive departments such as MBA, MCA, Physics, and Bioscience by introducing industry-aligned curricula, promoting collaborative projects, and enhancing student placement opportunities. With strategic measures, the MBA and MCA programmes are projected to enroll between 30–50 students annually, while Physics and Bioscience will attract an estimated 30–

40 students as their academic infrastructure and research opportunities are improved. Simultaneously, programmes such as Economics, IICISST, and LAW will consolidate their recent gains, ensuring consistent enrollments of 110–120 students per year.

Flagship departments, including Business Studies and Chemistry, will continue to operate at full capacity, serving as models of academic excellence. Emerging programmes like Media

Studies and Political Science will receive targeted investments in faculty development, research initiatives, and modernized curricula, enabling them to enroll 30–40 students annually. The university will also prioritize infrastructure development over the next three years, including upgrading laboratories, smart classrooms, and digital learning platforms to attract and retain students. Outreach programmes such as career fairs, industry collaborations, and engagement with feeder schools will ensure increased visibility and admissions. By 2026-27, the university is expected to stabilize its total admissions at approximately 1970–2000 students annually, with underperforming departments showing visible signs of recovery and emerging programmes gaining strength.

Outcome in the Next Five Years (2024-25 to 2028-29)

In the next five years, the university will focus on achieving full capacity utilization, strengthening its national and global reputation, and fostering an environment of innovation and excellence. Programmes like MBA and MCA, which currently face challenges, will be completely revitalized with industry-driven content, corporate tie-ups, and internship opportunities, leading to enrolments of 70–80 students annually. Departments such as Physics and Bioscience will emerge as centers of research and interdisciplinary learning, attracting 50–

60 students each year as modern laboratories, research grants, and academic-industry collaborations come into place.

Flagship departments such as Business Studies, Chemistry, and LAW will continue to operate at their peak capacity, driving the university's academic leadership and enhancing its appeal. Programmes like Media Studies, Political Science, and Materials Science will gain further momentum, with enrolments projected to stabilize at 40–50 students annually. Strategic partnerships with national and international institutions will position the university as a global center for learning and research, attracting students from across the country and beyond. Increased collaboration with industries will result in joint research programmes, faculty exchanges, and global internships, ensuring the university remains competitive and relevant in an evolving educational landscape.

By 2028-29, the university's total admissions are expected to reach a stable 1950–2000 students annually, with optimal utilization of infrastructure and resources across all departments. Modernized academic facilities, digital infrastructure, and strong industry linkages will firmly establish the university as a leader in higher education. The focus on innovation, student-centric services, and research-driven learning will position the university as a premier institution that not only meets regional demands but also contributes to national and global educational advancements.

3.3.3.5 PhD Enrollments

Current Overview (2021-22 to 2023-24)

The university has witnessed consistent progress in its Ph.D. admissions over the past three years, reflecting its growing reputation as a hub for advanced research and academic excellence. Enrolments have increased from 91 in 2021-22 to 116 in 2023-24, demonstrating the university's ability to attract motivated research scholars across a wide range of disciplines.

Departments such as Chemistry, with an impressive increase from 7 to 13 admissions, have emerged as key contributors to the university's research growth. Similarly, MBA and MCA departments continue to perform strongly, maintaining stable admission numbers and reaffirming the university's commitment to industry-relevant research.

Notably, departments such as Gujarati and Sociology have displayed encouraging growth, with Sociology rising to 7 admissions in 2023-24 and Gujarati reaching 7 enrollments, reflecting the university's emphasis on promoting language studies and social sciences. The university also remains dedicated to revitalizing departments with lower enrollments, such as LAW and Media Studies, by aligning research programmes with emerging trends and fostering interdisciplinary collaborations. Departments like Physics and Mathematics are showing steady progress, with potential for further growth through innovative research initiatives.

Overall, this period highlights the university's resilience and forward-thinking approach, laying the foundation for robust development in the coming years. With strong leadership and focused efforts, the university is poised to capitalize on its strengths while addressing emerging opportunities in research and innovation.

Outcome in the Next Three Years (2024-25 to 2026-27)

Over the next three years, the university aims to further elevate its research ecosystem, targeting an increase in overall Ph.D. admissions to 137 students annually by 2024-25. Leading departments such as Chemistry, Bioscience, and Education are expected to drive this growth. Chemistry will achieve 20 admissions annually, positioning itself as a flagship research program, while Bioscience will stabilize with 12 enrollments per year, strengthening its focus on cutting-edge life sciences research. Education is also set to expand, reaching a peak of 15 admissions in 2024-25, reflecting the growing demand for research in educational development and pedagogy.

Departments such as Library and Information Science, Pharmaceutical Sciences, and Sociology are projected to maintain steady growth, fostering research relevant to societal and industrial needs. The university is committed to providing enhanced infrastructure, funding opportunities, and research incentives to departments like Physics, Political Science, and Materials Science, ensuring their potential is fully realized. Furthermore, focused efforts will be made to create new opportunities in departments such as LAW and Media Studies, integrating them into the larger interdisciplinary research ecosystem of the university.

The steady intake of students in professional programmes like MBA, MCA, and MSW will continue to ensure that the university remains relevant to industry and community development. By the end of this period, the university's holistic approach to academic excellence, resource optimization, and collaborative research will cement its status as a dynamic and forward-looking institution of higher education.

Outcome in the Next Five Years (2024-25 to 2028-29)

Over the next five years, the university will emerge as a national leader in research and innovation, attracting scholars from diverse fields and achieving a sustainable balance between

traditional and emerging disciplines. By 2028-29, Ph.D. admissions are projected to stabilize around 128–137 students annually, showcasing the university's long-term commitment to fostering advanced research. Flagship departments like Chemistry, Bioscience, and Education will continue to thrive, with Chemistry leading the way at 20 admissions per year, and Bioscience maintaining a strong presence with 12 admissions annually. Education will further strengthen its position, attracting 12–15 research scholars annually through innovative research programmes and collaborations.

The university's focus on interdisciplinary research and strategic initiatives will revitalize departments like Electronics, Physics, and Political Science, creating new opportunities for research scholars and enhancing their contribution to the university's growth. The consistent performance of departments such as MBA, MCA, and Pharmaceutical Sciences will continue to drive the university's appeal among both academia and industry. Emerging areas like Materials Science and IICISST will gain prominence, supported by increased funding, infrastructure development, and faculty expertise.

Additionally, the university will remain committed to strengthening traditional disciplines like Gujarati, Sanskrit, History, and Sociology, ensuring that cultural, linguistic, and social sciences research continues to flourish. By enhancing faculty-student engagement, fostering partnerships with industry, and promoting interdisciplinary research, the university will successfully position itself as a preferred destination for advanced studies.

Through a strategic blend of innovation, collaboration, and inclusivity, the university will achieve its vision of becoming a benchmark institution for Ph.D. programmes. Its commitment to academic rigor, infrastructure development, and research excellence will shape a promising future, making it a center of knowledge and inspiration for generations to come.

3.3.3.6 Academic bank of credit

Current Overview (2021-22 to 2023-24)

The university began implementing the Academic Bank of Credit (ABC) in 2022, aligning with the objectives of the National Education Policy (NEP) 2020. Since its initiation, ABC accounts have been successfully opened for students, and marksheets have started being uploaded to the platform. However, the credit transfer mechanism, a core aspect of the system, is yet to be operationalized. While the initial phases have laid the foundation for ABC integration, challenges remain in fully utilizing its potential to enable seamless academic mobility for students.

Outcome in the Next Three Years (2024-25 to 2026-27)

In the next three years, the university aims to achieve 100% student enrollment in the ABC system, ensuring that all credits earned are recorded and accessible on the platform. The focus will be on initiating and streamlining the credit transfer mechanism, fostering greater academic flexibility and mobility. Partnerships with other institutions will be established to enable mutual credit recognition and transfer, enhancing interdisciplinary learning opportunities. Regular training programmes for faculty and students will be conducted to strengthen

understanding and usage of ABC. By the end of this phase, the university envisions full operationalization of ABC for all stakeholders.

Outcome in the Next Five Years (2024-25 to 2028-29)

Over the next five years, the university aims to position itself as a leader in ABC implementation and utilization. The system will be fully integrated into the academic and administrative framework, with credit transfer and accumulation becoming standard practice. Collaborative initiatives with national and international institutions will expand opportunities for students to pursue diverse and flexible learning pathways. The university will also explore leveraging the ABC system for dual-degree programmes and lifelong learning. By 2028-29, ABC will be a robust tool for empowering students with enhanced academic choices and fostering a truly learner-centric ecosystem.

3.3.3.7 National Credit Framework (NCrF)

Current Overview (2021-22 to 2023-24)

The university has taken significant strides in adopting the National Credit Framework (NCrF) by revising its undergraduate (UG) program syllabi under the guidance of the Knowledge Consortium of Gujarat (KCG). This initiative aligns with the National Education Policy (NEP)

2020, emphasizing a multidisciplinary approach to education, integration of academic and vocational credits, and fostering employable skills. While the revised syllabus has been implemented, full operationalization of the credit system, including vocational and experiential learning components, is still in progress. Awareness among faculty and students about the NCrF and its long-term benefits is being gradually built.

Outcome in the Next Three Years (2024-25 to 2026-27)

In the next three years, the university aims to achieve full-scale implementation of the NCrF across all UG programmes, ensuring the seamless integration of academic, vocational, and experiential learning credits. Partnerships with industries and vocational training institutes will be established to provide practical and skill-based learning opportunities for students. A robust credit monitoring and management system will be developed to facilitate efficient credit transfer and accumulation. Regular workshops and training sessions will be conducted to enhance faculty and student engagement with the framework. By the end of this phase, the university envisions a fully functional NCrF system that promotes flexible and holistic learning.

Outcome in the Next Five Years (2024-25 to 2028-29)

Over the next five years, the university aims to emerge as a model institution for implementing the NCrF. The credit framework will be integrated into postgraduate programmes and extended to lifelong learning initiatives, allowing students to re-enter academic programmes at various stages of their careers. Collaborative efforts with national and international institutions will further enrich interdisciplinary learning opportunities. The university will also leverage the NCrF for offering dual-degree programmes and advanced vocational training,

ensuring its students are well-prepared for diverse career pathways. By 2028-29, the university will have a mature and inclusive credit framework that reflects the ideals of NEP 2020 and fosters excellence in education.

3.3.3.8 Pursuing two academic programme simultaneously

Current Overview (2021-22 to 2023-24)

The university began exploring the option for students to pursue two-degree programmes simultaneously starting in the academic year 2021-22, initially offering this opportunity for music degrees as part of a trial. This initiative aimed to align with the National Education Policy (NEP) 2020's emphasis on flexibility and multidisciplinary education. The university has successfully tested the concept, understanding the academic and administrative requirements, and is now ready to expand the dual-degree framework. Guidelines for implementation have been finalized, based on comprehensive research and the practices of other institutions.

Outcome in the Next Three Years (2024-25 to 2026-27)

During the period from 2024-25 to 2026-27, the university will implement the guidelines for pursuing two academic programmes simultaneously, in line with the UGC's regulations. Students will be allowed to enroll in one full-time, regular physical program as their "Primary Program" at the university, while pursuing a secondary program either in Open and Distance Learning (ODL) or online mode, either from the university or any other Higher Education Institution (HEI). The focus will be on ensuring that students can manage the scheduling and workload demands of both programmes effectively. A robust system will be put in place to guide students in selecting compatible programmes that do not overlap in terms of class schedules or examination dates. The university will ensure clear communication of the terms and conditions to students, and a monitoring mechanism will be established to ensure that no conflict arises in the pursuit of dual programmes. Regular workshops will be conducted to help students navigate this flexible academic model.

Outcome in the Next Five Years (2024-25 to 2028-29)

By 2028, the university will fully implement the guidelines for pursuing two academic programmes simultaneously, in line with UGC regulations. Students will have the option to enroll in two full-time physical programmes, provided the class timings of the two programmes do not overlap. In addition, students can pursue one full-time physical program alongside one program in Open and Distance Learning (ODL) or online mode, or even two ODL/online programmes simultaneously. All secondary programmes must be chosen from institutions that are recognized by the UGC, statutory councils, or the Government of India. The university will ensure that all dual-degree programmes are aligned with the applicable regulations from the UGC and any relevant professional bodies. A strong monitoring framework will be established to verify compliance with scheduling, eligibility, and regulatory requirements, ensuring students can effectively manage their academic commitments. With this framework

in place, the university will be positioned as a leader in flexible, multidisciplinary education, offering students an enhanced learning experience while ensuring compliance with national standards.

3.4 Research and IPR –

3.5 Human Resource Management

3.5.1 Introduction

Sardar Patel University (SPU) stands as a leading institution committed to fostering academic excellence, societal engagement, and the comprehensive development of its human resources. Since its inception, SPU has been at the forefront of bridging the gap between academia and society, creating impactful programmes that empower students, faculty, and local communities. Through its continuous efforts in faculty development, student success, and community outreach, SPU has become a beacon for holistic educational growth.

The university's approach to Human Resource Development (HRD) aligns closely with the Institutional Development Plan (IDP), emphasizing inclusivity, sustainability, and measurable outcomes. SPU not only focuses on advancing the knowledge and skills of its students but also ensures that its faculty remains engaged in impactful research, professional growth, and community outreach.

3.5.2 Current Overview of Human Resource Development Initiatives (2021–2024)

3.5.2.1 Extension Programmes for Societal Challenges

SPU has implemented a range of extension programmes aimed at addressing critical societal issues. From 2021-2024, the University has organised over 540 extension programmes aimed at addressing some of the most pressing challenges faced by society today:

- **Education:** Literacy drives, teacher training, and skill development programmes have helped bridge educational gaps.

- **Health:** Health awareness camps, mental health workshops, and medical check-ups have significantly improved public health awareness.

- **Technology:** Workshops on digital literacy and technology adoption have empowered communities, especially small businesses and rural populations.

- **Social Welfare:** Women's empowerment programmes, financial literacy workshops, and initiatives for marginalized groups have promoted social inclusion and equality.

- **Cultural Preservation:** Documentation and promotion of local heritage have strengthened community identities.

The MSW Department has led these efforts with over 70% of SPU's total extension activities, focusing on areas like poverty eradication, women's empowerment, and mental health awareness. Other departments, including Electronics and Home Science, have contributed significantly by driving technological adoption and improving family welfare through nutrition and health initiatives.

3.5.2.2 Faculty Development Initiatives SPU's commitment to faculty development has yielded measurable success. The university has supported faculty with:

- **Indian Knowledge Systems (IKS) Grants**: Encouraging research into India's cultural and intellectual heritage.

- **Seed Money Grants**: Promoting research in high-impact areas such as mental health, education, research publication of research scholars at the University, renewable energy, and agriculture.

- **Conference and Project Proposal Submission Support**: Assisting faculty in attending national and international conferences as well as offering much needed support in submitting project proposals of various funding agencies to enhance visibility and collaboration. More than one crore of funding has been received by the faculty members across disciplines as a result of this.

Through these initiatives, SPU has helped faculty remain at the forefront of research and academic innovation.

3.5.2.3 Student Development and Competitive Exam Success SPU has supported students through:

- **Skill Development Workshops**: Offering soft skills, leadership training, and technical workshops.

- **Competitive Exam Preparation**: Preparing students for exams like NET, SLET, and GATE, with departments such as Chemistry and Gujarati showing impressive results.

- **Research Fellowships**: Supporting students in their academic pursuits through initiatives like the Shodh Fellowship.

The university's consistent focus on holistic student development has led to over 2,800 students benefiting annually from these programmes, with projections of around 600 students qualifying for competitive exams in the next three years.

3.5.3 Future Goals and Strategic Focus Areas (2024–2029)

As SPU moves into the next phase of its development, its HRD strategy is set to evolve with an emphasis on scaling up initiatives and ensuring long-term sustainability. The following outlines the key goals and expected outcomes for the next five years.

3.5.3.1 Extension Programmes and Societal Impact (2024–2029)

- **Education:** SPU aims to expand its literacy and skill development programmes, targeting both rural and urban underserved communities. By 2029, the university expects to reach over 10,000 individuals through skill-based initiatives and thereby increasing employability rates.

- **Health and Well-Being:** SPU will continue to run health awareness programmes, with an increased focus on mental health. It aims to organise health camps in rural areas, offering preventive care and mental health services people of surrounding villages.

- **Technology Empowerment:** The university plans to implement technology workshops focusing on IoT, AI, and digital marketing, reaching approximately 2,500 participants by 2029, ensuring technological empowerment for academic and administrative groups.

- **Social Welfare and Empowerment:** A goal of reaching women and marginalized individuals through financial literacy, entrepreneurship, and self-help group training

programmes will be a key focus. These initiatives aim to improve financial autonomy and social equality by 2029.

3.5.3.2 2. Faculty Development and Research (2024–2029)

SPU's strategy for faculty development will focus on increasing grant allocations, fostering interdisciplinary research, and enhancing pedagogical skills:

- **Enhanced Grant Support:** SPU will increase its funding for faculty, with an emphasis on interdisciplinary projects, cultural preservation, and climate resilience. By 2029, the university expects a 15% growth from current levels.

- **Pedagogical Innovations:** The university will organize regular workshops and Faculty Development Programmes (FDPs) on blended learning, AI-assisted instruction, and global teaching standards. These initiatives will be implemented across departments to enhance faculty capabilities and improve teaching quality.

- **Research Growth:** The university aims to promote impactful research in key areas like digital innovation and climate resilience. SPU expects a 15% annual growth in research outputs by 2029, with a target of publishing around 100 research papers annually and filing nearly 7 patents per year.

- **Workshops and Faculty Development Programme**

3.5.3.3 3. Student Development and Employability (2024–2029)

SPU plans to further enhance its student development programmes with a clear focus on employability and academic success:

- **Competitive Exam Preparation:** By 2029, SPU projects around 600 students annually qualifying for competitive exams like NET, GATE, and civil services. Additionally, the university will expand mentorship programmes for research scholars applying for government fellowships.

- **Holistic Student Development:** The university will continue to organize skill development workshops, leadership training, and career counseling sessions. This is expected to benefit over 3,500 students annually by 2029, equipping them with the skills to excel in competitive job markets.

- **Research Fellowships and Leadership Programmes:** SPU aims to offer support research scholars through institutional fellowship as well as grant for participation in research programmes empowering students to contribute to Viksit Bharat 2047 as well as to take on roles in governance and industry.

3.5.3.4 4. Community Engagement and Social Responsibility (2024–2029)

SPU will expand its community development programmes through continued collaborations with NGOs, government bodies, and industries. The university plans to:

- **Increase Community Outreach:** In collaboration with NGOs, industry as well through government support programmes will be tailored to address the need of the local communities.

- **Promote Cultural Heritage and Inclusion:** SPU will scale up its programmes on cultural preservation with a focus on preserving traditional knowledge and local art forms

3.5.4 Conclusion

Sardar Patel University's commitment to Human Resource Development remains central to its mission of bridging academia and society. SPU ensures its programmes are forward-thinking, inclusive, and impactful. Over the next five years, the university aims to expand its societal impact, strengthen faculty development, and enhance student success. With clear benchmarks, structured evaluation frameworks, and a focus on sustainability, SPU is well-positioned to continue setting new standards in higher education while fostering positive societal change. As SPU advances its mission, it will continue to be a leader in academic innovation,

3.6 Networking and Collaboration

3.6.1 Objectives

Networking is essential to the expansion and advancement of higher education institutions (HEIs). HEIs can greatly increase their influence and relevance by forging solid bonds with a variety of stakeholders, including other academic institutions, research centers, governmental organizations, business partners, alumni, and the local community.One essential instrument that helps HEIs to expand their perspectives, generate worthwhile possibilities for their stakeholders, and contribute significantly to society and the global knowledge economy is networking.

The university's goal is that, mutually advantageous MOUs will be made with foreign nations, and faculty/student exchanges and research/teaching collaborations with top-tier overseas schools/universities will be enabled. Additionally, particular efforts will be made to foster student exchanges and research collaborations between Indian and international institutions. Credits earned at international universities will be accepted. Additionally, particular efforts will be made to foster student exchanges and research collaborations between Indian and international institutions. Credits earned at overseas universities will be accepted.Sardar Patel University has been continuously trying for such networking and collaboration with various stake holders since long to fulfil the mentioned goals. Further, as per NEP, following objectives of the networking and collaboration by the university are to be fulfilled.

3.6.1.1 Enhancing Research and Innovation

Universities will try to create joint research programs with industry, other universities, and research institutions, enabling the exchange of ideas, resources, and expertise to produce cutting-edge research and technological advancements

3.6.1.2 Promoting Knowledge Exchange

The purpose of the university is to encourage the flow of ideas and expertise across disciplines, countries, and sectors help universities stay at the forefront of emerging trends and address real-world challenges

3.6.1.3 Globalizing Education and Expanding Reach

Through collaborations with international institutions, the university will try to offer student exchange programs, joint degrees, and collaborative research, enriching the academic experience and expanding their global footprint.

3.6.1.4 Strengthening Industry Partnerships and Career Development

University will try to engage with industries to align academic curricula with industry needs, making graduates more employable and facilitating research that addresses market and industrial demands.

3.6.1.5 Securing Funding and Resources

Networking with funding bodies and private sector partnership, university will try to avail financial support for research projects, scholarships, infrastructure development, and other university initiatives.

3.6.1.6 Facilitating Faculty and Staff Development

Collaborations with other universities or industry, university will offer faculty members exposure to best practices, professional growth opportunities, and ways to enrich their teaching and research.

3.6.1.7 Promoting Reform in Education and Policy

Universities can work together to make sure their opinions are heard during the policy-making process and to push for financial adjustments, rules, and educational improvements that will benefit the departments and its students.

3.6.1.8 Community Engagement and Social Impact

Universities will try to address community-based projects, and improve community well-being by collaborating with regional and international partners, NGOs, etc.

3.6.1.9 Increasing Alumni Engagement

Alumni are excellent resources for funding, employment possibilities, mentoring, and knowledge. Universities can stay in touch and take use of alumni's contributions in many ways by networking with them.

3.6.1.10 Strengthening Academic Reputation and Prestige

Collaborations with prestigious universities, distinguished teachers, and powerful groups can raise a university's reputation and standing in the world.

3.6.1.11 Improving Student Support and Experience

Partnerships of the university with businesses, former students, and neighbourhood associations will provide students with special possibilities including study abroad programs, internships, and professional networking.

3.6.2 Strategic importance

3.6.2.1 Networking and its impact on society

Universities collaborate with businesses, communities, and other institutions to exchange resources, expertise, and knowledge through university networking. By encouraging scholarly cooperation, creativity, and international alliances, this interconnection has revolutionized both education and society. Through online platforms and exchange programs, university networks advance multidisciplinary learning, inspire ground-breaking research, and improve accessibility. By assisting startups and technological developments and coordinating education with industrial demands, they promote economic growth. Universities also work together to address societal issues, advance inclusivity, and have an impact on public policy. Even while campus networking offers many advantages, equitable and long-term success depends on tackling issues like digital inequality and cultural hurdles.

3.6.2.2 Importance of ALUMNI networks in universities

Alumni networks play a crucial role in bridging the gap between universities and their graduates, fostering lifelong relationships that benefit both the institution and its community. These networks act as a vital support system, connecting past, present, and future students for mutual growth and collaboration. One of the key contributions of alumni networks is career development. Alumni provide mentorship, internships, and job opportunities to current students, helping them transition into professional careers. Their guidance bridges academic learning with real-world applications, giving students a competitive edge. Alumni networks also significantly boost a university's financial resources. Through donations and endowments, alumni fund scholarships, research, and campus development projects. Their contributions enable universities to expand resources and improve the quality of education. Additionally, alumni networks strengthen the university's reputation. Successful alumni enhance the institution's credibility and attract prospective students, faculty, and partnerships. Moreover, global alumni connections promote cross-cultural understanding and international collaborations. In essence, alumni networks are the backbone of a university's community, offering financial support, mentorship, and professional connections while creating a sense of belonging and lifelong engagement.

By fostering relationships with other universities, industries, research organizations, policymakers, and communities, HEIs can leverage collective expertise, resources, and innovation. These networks enable interdisciplinary research, promote global academic mobility, and enhance the institution's reputation on an international stage. Furthermore, strong networking equips HEIs to address societal challenges, adapt to global trends, and provide students with opportunities for career growth and cross-cultural exposure. Ultimately, networking empowers HEIs to drive excellence in education and create a lasting societal impact.

3.6.3 Developing Networking Enablers

Higher education institutions' (HEIs') collaborative network model needs to be carefully designed to incorporate industry into many facets of their operations, especially the teaching-learning process. Among these are cooperative course design, curriculum creation, practical instruction, assessment systems, job openings, ongoing education initiatives, and research and development projects. HEIs may guarantee that their offerings stay current and in line with expectations in the real world by integrating industry in these areas.

Mutually beneficial results are fostered by effective industry-institute contact. It gives HEIs access to state-of-the-art technology, industry knowledge, and insights into new trends, improving the caliber of research and instruction. Students gain from internships, increased employment opportunities, and exposure to real-world knowledge. Partnerships with HEIs give businesses access to a trained labor force, creative research solutions, and chances to mold the next generation of talent. When properly fostered, these partnerships foster innovation, close the knowledge gap between the workplace and academics, and advance general economic and societal advancement.

3.6.4 Steps to Develop Networking Enablers for Higher Education Institutions (HEIs)

As organizations that are "by the society and for the society," HEIs must aggressively pursue partnerships and collaboration in order to achieve their main goals and significantly advance society. HEIs can make sure that their research initiatives, academic programs, and innovations are in line with the demands and difficulties of society by collaborating closely with business, government, and community organizations.

It is necessary to use alumni engagement in a variety of processes, industries, student feeder institutions, other HEIs, and national and international universities. This is a huge chance to influence society and gain mutual advantage.

When properly implemented, well-structured collaborations result in a positive-sum game. HEIs that prioritize effective networking can strengthen their brand image and take use of greater opportunities for mutual development and self-improvement.

3.6.4.1 Integrated Partnerships

Research advancement, innovation, and improved educational results are all greatly aided by integrated partnerships in networking and collaborations within universities. In order to address difficult issues and generate chances for mutual benefit, these partnerships bring together a variety of stakeholders, including non-profits, businesses, government agencies, and academic institutions.

The university has an Industrial Interaction Cell, which has facilitated the initiation of a Memorandum of Understanding (MoU) with the Industrial Association of Vallabh Vidyanagar. This collaboration aims to enhance curriculum development, provide internship opportunities, support faculty training programs, and promote employment prospects for students. Sardar Patel University has signed almost morethan 80 MoUs with various organizations and industries till date. The future vision of University is to make 275 MoU for three and 475 MoU in next five years with all active and functional.

Internships are already a part of the curriculum for degrees like MCA, MBA, M.Pharm., Social Work, Human Resources, Education department and others. Through these internships, students can apply their theoretical knowledge in real-world situations and get invaluable practical experience. These programs seek to improve students' employability, develop their practical skills, and set them up for success in their areas by integrating internships. In alignment with NEP 2020, arrangements for the Summer Internship Programme have already started from last academic year in Post Graduation programmes, to provide students with practical experience and exposure to real-world applications in their fields of study. University is teaching a total of 585 courses based on skill development and employability.

3.6.4.2 Alumni Networks

By acting as links between the university and outside businesses, associations, and communities, alumni networks are essential to the development of networking and cooperation inside academic institutions. Current students and instructors frequently receive career chances, scholarships, internships, and mentorship from alumni. Research collaborations, guest lectures, and knowledge sharing in a variety of sectors might be facilitated by their professional relationships. Furthermore, alumni-driven projects like innovation hubs and fundraising campaigns improve universities' ability to accomplish strategic objectives, enhancing their standing internationally and creating a cycle of cooperation and steady growth.

Developing strong alumni networks enables universities to tap into a wealth of mentorship, funding, and domain expertise. Alumni can guide students and faculties through professional mentorship, contributes to research and infrastructure development through financial support, and provide industry insights that enhance academic programs. By fostering meaningful engagement and creating platforms for collaboration, universities can leverage their alumni's success to drive innovation, strengthen partnerships, and create sustainable growth opportunities for the institution and its community.

The university's varied success has resulted in a continued relationship with its alumni. An alumni association called "S. P. UNIVERSITY BHUTPURVA CHHATRAMANDAL" was established by the university. Aside from this, each postgraduate department has established an alumni association of its own, which actively plans yearly gatherings and more. On the day of the annual convocation, the institution arranges a reunion for the alumni to start building relationships. The institution also honours its distinguished alumni with a central alumni meet that is held on a regular basis. The university's alumni have made significant contributions to the construction of academic and infrastructure facilities.

3.6.4.3 Industry Integration

By bridging the gap between academics and the working world, industry integration in university networking and collaborations promotes creativity and hands-on learning. Through partnerships like internships, research collaborations, and knowledge transfer programs, industry offer funding, resources, and real-world insights to improve academic research and courses. While industries gain from new talent, cutting-edge research, and creative solutions, students gain industry-relevant skills, technical breakthroughs are accelerated, and societal issues are addressed.

A total of 80 MoUs have been established, focusing on training, placement, internships, and access to resource persons, while facilitating exposure visits to industries and various fields for seminars, conferences, and skill enhancement activities. A total of 2734 students has undergone internship/field work oriented projects till date.

3.6.4.4 Cross-Institutional Synergy and Research Collaborations

Through the development of academic relationships centered on co-research, shared curricula, and student intermobility, cross-institutional synergy improves networking and cooperation. These partnerships enhance academic offerings and increase the impact of research by facilitating dual-degree programs, shared facility utilization, and the pooling of resources and expertise. Universities can better address global issues, foster innovation, and give students access to a wide range of comprehensive learning opportunities by utilizing complementary strengths.

Universities can address complicated global issues, improve the caliber of their research, and obtain financing opportunities by collaborating with other academic institutions, businesses, and research organizations. These partnerships foster creativity, further scientific understanding, and open doors for staff and students to participate in cutting-edge research, all of which contribute to academic and societal advancement.

University has done more than 130 collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year 2022-23 and 2023-24.

3.6.4.5 Social Integration

Social integration in networking and collaborations within universities fosters a diverse and inclusive environment by promoting cross-cultural exchanges and community engagement. Through collaborative initiatives with local organizations, NGOs, and international institutions, universities can address social issues, enhance global understanding, and create opportunities for students to engage in meaningful social impact projects. This integration strengthens the sense of community, encourages shared learning, and prepares students to navigate an interconnected and culturally diverse world.

Sardar Patel University has conducted nearly 540 extension and outreach programs by making collaborations with various organizations as well as with NGOs. University has a vision to carry out more than 800 such activities in the coming three years and 1400 to 1500 such activities in next five years.

3.6.4.6 Civic Partnerships

In order to promote social responsibility, community involvement, and sustainable growth, civic partnerships are essential in higher education. Universities can help address societal issues like poverty, education, healthcare, and environmental sustainability by working with local governments, non-profits, community organizations, and civic associations. These collaborations give teachers and students the chance to apply their academic knowledge to practical problems while also supporting the communities in which they live. Universities can participate in community-based research, policy advocacy, social entrepreneurship, and service learning initiatives, all of which have a real positive impact on society at large as well as the academic institution. Furthermore, civic partnerships frequently promote diversity by making sure that a range of viewpoints and opinions are acknowledged and heard during the decision-making processes that have an impact on communities. In addition to carrying out their social obligations, universities foster a culture of civic participation and active citizenship through these partnerships, training students to be knowledgeable, and caring leaders in a global community. Universities may increase their relevance and effect by coordinating their academic missions with community needs. This will create a positive transformation cycle that benefits both parties.

3.6.4.7 Placement Networks

In order to build solid ties between academic institutions and business, offer students worthwhile job options, and close the gap between study and employment, university placement networks are crucial. Universities can establish strong placement networks that support internships, job placements, career counseling, and skill development programs by establishing strategic alliances with a broad spectrum of businesses, associations, and professionals. Through these networks, students can apply what they have learned in the classroom to real-world situations, obtain real-world experience in their chosen disciplines, and form professional relationships that may help them succeed in their careers in the long run. Universities can generate graduates who are not just academically educated but also possess the skills and competences that companies demand by working together with employers to ensure that curriculum stay in line with industry needs. Companies gain from placement

networks as well since they give them access to a pool of highly qualified, motivated, and varied people. This win-win partnership promotes innovation, fills skills gaps, and fortifies links between industry and academia. Additionally, as former graduates frequently serve as mentors and career prospects for present students, colleges can use alumni networks to further improve placement options. Universities may assist regional and global economic development while ensuring their students are prepared for the workforce through these networks, which will also help them grow personally and professionally.

In the past three years, a total of 1132 students have been placed in various industries and institutes through placement cells, personal linkages, campus interviews, etc. Sardar Patel University has developed a vision to foster such awareness and placement activities in order to reach to more than 1200 in the next three years and 2100 in the next five years.

3.6.4.8 Faculty Consultancy

University faculty consulting improves research output and real-world applications in a variety of fields by acting as a dynamic link between academia and industry. Universities can provide consulting services that cater to the unique requirements of corporations, governmental bodies, and nonprofit organizations by utilizing the experience and skills of its faculty members. In addition to giving faculty members the chance to apply their research in real-world contexts and enhance their academic work with industry insights, this type of collaboration allows institutions to help solve real-world problems. Additionally, faculty consulting improves ties between academia and business, creating enduring alliances that may result in cooperative funding, pooled resources, and research collaborations. Faculty members' academic expertise is extremely relevant to today's concerns since they can help firms with topics including product development, policy formation, technology transfer, organizational efficiency, and strategic planning through consulting. As a result, industry partners gain access to innovative research, specialized knowledge, and new viewpoints that may not be easily accessible within their own companies.

Furthermore, since professors from other disciplines pool their knowledge to offer comprehensive answers to challenging problems, faculty consulting frequently results in the creation of multidisciplinary approaches. Consulting services can help colleges create new revenue sources to support infrastructure expansion, research funding, and other academic programs. Faculty members who work on consulting projects also acquire recognition and useful professional experience, which improves their standing in both their academic community and the industry at large. Universities can improve their reputation as knowledge centers and fortify their position as proactive players in regional and global development by incorporating consulting into their operations. This will benefit both academic institutions and the industries they serve. at the end, faculty consulting promotes innovation, economic expansion, and societal advancement by fostering a closer link between the theoretical knowledge generated at academic institutions and the real-world demands of society.

In last three years, Sardar Patel University has generated revenue of Rs. 96, 98, 373/- through various kinds of consultancies by doing sample analysis or guiding industries. University has a vision to generate revenue of Rs. 1.5 Cr in next 03 years and 2.5 Cr in next 05 years.

3.6.4.9 Accreditation and Certification and Quality Assurance

Accreditation and certification in universities play a vital role in enhancing the credibility and quality of academic programs, while fostering robust networking and collaborations with other institutions, industries, and international bodies. Accreditation ensures that university programs meet specific academic standards, providing students with an education that is recognized and respected globally. It serves as a benchmark for excellence and continuous improvement, reassuring employers, academic peers, and students that the institution offers high-quality education and training. Through accreditation, universities gain access to a global network of accredited institutions, which can lead to fruitful academic exchanges, joint degree programs, and collaborative research initiatives. Furthermore, accreditation bodies often act as intermediaries that facilitate relationships between universities and industries, ensuring that educational offerings align with current and future workforce demands. In addition to accreditation, certification programs offer students the opportunity to gain specialized skills and credentials that are recognized by industry leaders. These certifications can be earned in various fields, ranging from professional qualifications to technical expertise, often in collaboration with industry partners who set the standards for these certifications. Universities that offer such programs create a direct link between academic learning and practical, real-world applications, helping students become more employable and ready to enter the job market with recognized credentials. These certifications also help strengthen the university's role as a knowledge provider that is responsive to evolving industry needs. By working with professional organizations and industry leaders to design certification programs, universities not only enhance the employability of their graduates but also create pathways for lifelong learning, ensuring that their alumni remain competitive in their careers. The collaboration between universities, accreditation bodies, and industry professionals through these programs enriches academic offerings, promotes the exchange of knowledge, and ensures that universities remain at the forefront of educational excellence. Ultimately, accreditation and certification serve as key components of a university's strategy to build a strong network of partners, improve the quality and relevance of its programs, and contribute to the development of a skilled and competent workforce.

Universities must implement quality assurance frameworks from reputable organizations in order to raise internal standards and boost student learning. These frameworks offer an organized technique for evaluating, tracking, and enhancing educational initiatives, instructional strategies, and institutional procedures. Universities may make sure that their educational offerings satisfy global expectations for quality and relevance by aligning with internationally accepted standards. Regular assessments, feedback systems, and ongoing enhancements are all part of this process, which helps uphold high academic standards, improve the educational experience for students, and guarantee that graduates are prepared for

professional success. Furthermore, by facilitating accountability and transparency, these frameworks help the institution foster an outstanding culture. Universities can enhance their reputation, draw in foreign students, and develop alliances with other organizations and businesses by implementing these quality assurance procedures, all of which will help them fulfill their goal of offering top-notch education.

Sardar Patel University has started the process of accreditation by asking various information from technical departments like Department of Pharmaceutical Sciences, Department of Business Management, Department of Computer Application etc. University has vision to have at least 15% department with accreditation from National Agency in next five years.

3.6.4.10 Startup Ecosystem

The university startup ecosystem is a major force behind economic growth, entrepreneurship, and innovation by creating an atmosphere in which faculty, students, and alumni can turn their ideas into successful companies. Universities are essential to the development of this ecosystem because they offer resources including innovation hubs, incubators, accelerators, and access to finance, networking opportunities, and mentors. In order to transform creative ideas into startups, these ecosystems link prospective business owners with seasoned industry professionals, investors, and accomplished alumni who may provide advice, knowledge, and funding. The development of these ecosystems depends critically on cooperation between academic institutions and business partners, which fosters a smooth flow of technology, research, and knowledge that may be turned into products. Additionally, universities frequently collaborate with venture capitalists and local governments to develop grants, funding programs, and contests that offer early-stage firms financial support. In order to create comprehensive answers to global problems, the startup ecosystem promotes interdisciplinary collaboration between academics and students, bringing together a variety of expertise from business, engineering, science, and the arts. This encourages students to take chances and start their own businesses in addition to following conventional career tracks, fostering an entrepreneurial spirit within the university.

Universities also provide specialized courses and programs in entrepreneurship, equipping students with the skills necessary to thrive in the cutthroat startup industry. Universities support regional growth, employment creation, and the commercialization of research and inventions that can have major social, environmental, and economic effects by cultivating a robust startup ecosystem. By luring talent, research funds, and outside alliances that support the expansion of entrepreneurial endeavors, these relationships help establish universities as major actors in the global innovation scene. Universities foster a vibrant and encouraging atmosphere for startups through this ecosystem, influencing the next generation of entrepreneurs and business executives and advancing the general economic growth of their local communities and beyond. Establishing incubation centers, funding avenues and ideation networks within universities helps support startup initiatives by providing mentorship, resources, and financial backing. These initiatives foster a vibrant entrepreneurial ecosystem, enabling students and faculty to turn innovative ideas into successful ventures and contribute to economic growth and job creation.

Sardar Patel University has received grant from Govt. of Gujarat under Students Startup and Innovation Policy (SSIP), which was again given for two times as SSIP 1.0 and SSIP 2.0. Under SSIP 1.0 (2017-2022), Sardar Patel University financially supported 11 applications for Start-up and 14 applications under SSIP 2.0. The total fund of Rs. 15.10 Lakhs has been sanctioned till date.

Sardar Patel Startup & Entrepreneurship Council (SPSEC) has been established by Sardar Patel University at Vallabh Vidyanagar, Gujarat, India. SPSEC is committed to fostering and nurturing creativity, innovation, and the entrepreneurial spirit among young minds and innovators. SPSEC is registered under section 8 of the Companies Act, 2013.

A sum of 63 IPR/Copyright was filed in previous three years in Sardar Patel University. University has vision to make double IPR/Copyright in its credit in next three years and nearly 200 in next five years. A sum of 17 patents was filed/published/granted in previous three years in Sardar Patel University. University has vision to file/publish around 40 patents in its credit in next three years and nearly 100 in next five years. A total of 17 patents have been published/ granted in 2022-23 and 2023-24 by various faculties, researchers and SSIP grantees which were funded by SSIP of Sardar Patel University.

3.7 nfrastructure
3.7.1 Objectives

With a diverse portfolio of degree programmes covering nearly all disciplines, the university will focus on creating state-of-the-art infrastructure that supports holistic and multidisciplinary education. This includes modernizing existing facilities, establishing cutting-edge laboratories, and setting up centers of excellence to foster learning, innovation, research, and skill development. Aligned with the NEP's emphasis on fostering creativity, critical thinking, and collaboration, the university will prioritize infrastructure that promotes experiential learning and research-driven education. New facilities will integrate technology, such as smart classrooms to enhance learning outcomes. Centers of excellence in emerging fields will be developed to encourage learning and research and address contemporary societal challenges. Dedicated spaces for innovation, entrepreneurship, and incubation will enable students and researchers to translate ideas into impactful solutions, reflecting the NEP's vision of transforming higher education into a catalyst for societal growth. Furthermore, the university will prioritize inclusivity and sustainability by upgrading infrastructure to meet global standards of accessibility and eco-friendliness. By focusing on both the enhancement and maintenance of its infrastructure, the university aims to create a learner-centric environment that aligns with the NEP's aspirations of achieving excellence, equity, and sustainability in higher education.

Specifically, the objectives include:

Modernization of Existing Facilities: The university will upgrade classrooms, lecture halls, and laboratories with state-of-the-art technology to support contemporary teaching and

research methods and will maintain already equipped classrooms and meeting rooms. It will renovate aging buildings to meet modern safety, energy efficiency, and accessibility standards, including fire safety measures, elevators, ramps, and accessible restrooms. Upkeep of all auditoriums and syndicate rooms for student and faculty interaction will be ensured.

Expansion of Campus Infrastructure: The university shall develop new academic blocks and research centers to accommodate the growing student population and research initiatives. It will continue provision of dedicated spaces for innovation and incubation centers to foster entrepreneurship and interdisciplinary collaboration. The university will expand and maintain existing recreational and cultural facilities, including auditoriums, sports complexes, and green spaces, to enrich campus life.

Administrative Block: The University has dedicated spacious and efficient office spaces for administrative and academic staff. Regular maintenance of these spaces will be ensured to support smooth and efficient daily administrative operations within the block.

Examination Block: The university has a centralized examination block in addition to departmental-level setups for conducting internal examinations. It will ensure the regular upkeep and maintenance of secure, technology-enabled examination halls, equipped with advanced systems for efficient exam management. Ergonomic furniture, proper lighting, and adequate ventilation will be maintained to provide a comfortable and conducive environment for students during examinations.

Digital Transformation: The University continues its focus on IT infrastructure, including provision of high-speed internet, campus-wide Wi-Fi, adequate computers and laptops, and cloud-based platforms to support teaching, research, and administration. It will increase number of smart classrooms and encourage virtual labs to enable hybrid learning and remote collaboration.

Strengthening Research Facilities: The university will ensure upkeep of laboratories and research hubs in key disciplines to attract research grants and collaborations. It will continue upgrading and developing shared facilities, such as library and computer center to support multiple departments.

Library: The university has a central library, along with separate departmental libraries to cater to the specific needs of various disciplines. These libraries provide specialized resources and support for students and faculty in their respective fields. The university will continue to maintain and upgrade both the central and departmental libraries, expanding digital resources, integrating modern technologies, and improving the overall infrastructure. Efforts will be made to create a more conducive and resource-rich environment for research, learning, and academic collaboration across all disciplines.

Computer Center: The university has a well-established computer center that supports the entire university's digital infrastructure, including the management of examinations, the university website, and all other computer-related functions critical to academic and administrative operations. The university will ensure regular maintenance and upgrades of the

computer center, integrating the latest technology and software to meet the evolving needs of the university's digital systems. Efforts will be made to expand the center's capabilities to continue supporting seamless digital functioning across all departments and services.

Multimedia Studio: The university has established state-of-the-art multimedia studios equipped with advanced tools for content creation, recording, broadcasting, digital learning material development, podcasting, and video production. It will ensure regular maintenance of these studios and periodically upgrade the technology and equipment to stay aligned with industry standards, enabling high-quality production and fostering innovation in digital content creation.

Auditorium and Conference Rooms: The university has auditoriums with adequate seating capacities, and state-of-the-art audiovisual technology including one large auditorium with capacity of 1000. It also has conference rooms for hosting seminars, workshops, and academic events, equipped with audio visual amenities. The university will ensure the ongoing maintenance and upgrading of these facilities to keep them aligned with the latest technological advancements and user needs. Additionally, the expansion of these spaces will be considered if required to accommodate the increasing demand for such events and to continue fostering global academic engagement.

Hostel Facilities: The University will expand hostel capacity to accommodate the growing student population along with its focus on international students. It will ensure upgradation and maintenance of amenities, including Wi-Fi, study rooms, recreational areas, and secure environments with CCTV and biometric access.

Safety and Security: The University will ensure upgrading of campus security systems with CCTV cameras and emergency response systems. It will continue supporting health center with adequate medical facilities. The university will keep maintaining disaster preparedness plans, including fire safety systems and evacuation protocols.

Enhancing Accessibility: University will keep building inclusive infrastructure, ensuring accessibility for individuals with disabilities (e.g., elevators, tactile pathways, signage in Braille, parking spaces) to enhance mobility across the campus.

Green and Sustainable Building Initiatives: University will ensure that construction of new buildings and renovation of existing ones meets green building standards, incorporating energy-efficient designs, natural lighting, and ventilation. Extensions of renewable energy systems, such as solar panels will be taken care of to power campus facilities sustainably. The university will emphasize implementation of water conservation measures including rainwater harvesting. Usage of sustainable construction materials and adaptation of waste management systems during and after construction will be ensured.

Facilities for Faculties and Staff: The University has a well-established staff colony, providing housing facilities for faculty and staff. Recognizing the importance of comfortable and convenient living spaces for its workforce, the university will focus on the extension,

improvement, maintenance and sustainability. By prioritizing these measures, the university aims to create a nurturing and supportive environment for its faculty and staff, fostering a sense of community and well-being. The university already has an established daycare center, providing a safe and nurturing environment for the children of faculty, staff, and students. The university will ensure its regular maintenance and will upgrade the facilities periodically to meet evolving needs and provide the best care and learning environment for children.

Cafeteria, Dining Room, and Mess Facilities : The university has a central canteen as well as departmental canteens across campus. It will work towards upgrading these facilities by incorporating modern amenities, ensuring hygienic kitchens, and offering a diverse range of meal options. Additionally, efforts will be made to enhance these mess facilities to cater to the dietary preferences and cultural needs of the diverse student body, including international students.

Games and Sports Facilities: The university has well-developed sports infrastructure, including indoor and outdoor courts, gymnasium, and swimming pool of International Standard (50 x 25 in meter size). The university will ensure the regular maintenance and upgrading of these facilities to keep them in optimal condition. Additionally, efforts will be made to expand the infrastructure as necessary, accommodating the growing needs of students and faculty. Facilities for niche sports and recreational activities, such as yoga centers, and swimming pools, will also be maintained and expanded if required.

Guest House: The university has a guest house to accommodate visiting scholars, faculty, and guests. It will ensure regular maintenance and upgrading of the guest house facilities to provide a comfortable and welcoming environment. Efforts will also be made to expand the guest house capacity if needed, to meet the increasing demand for accommodations from national and international visitors.

International student center: The university has an International Student Center to support and integrate students from diverse cultural backgrounds. This center will provide essential services such as orientation programs, cultural exchange activities, language support, and counseling to help international students acclimate to campus life. The university will ensure that the center is equipped with modern facilities and will explore opportunities for expansion in the future to accommodate the growing international student population and promote global engagement on campus.

Botanical garden: The university has a botanical garden, which serves as a valuable resource for both education and research. It will continue to maintain and enhance the garden, ensuring the preservation of its plant collections and biodiversity. The university will explore opportunities to expand the botanical garden, adding more species and educational spaces, while promoting sustainability and environmental awareness among students and faculty.

3.7.2 Key Strategies for Improvement

Sardar Patel University envisions steady and pragmatic improvements in its infrastructure to support its diverse academic and research objectives. The university will adopt a phased approach to ensure sustainable and achievable growth, aligned with its vision to foster holistic, multidisciplinary education. Efforts will focus on modernization, inclusivity, sustainability, and optimal resource utilization through strategic planning and continuous evaluation.

Focusing on Modernization and Maintenance of Existing Facilities: The university plans to upgrade its classrooms, laboratories, and lecture halls to incorporate modern teaching aids and research tools gradually. Additional Smart classrooms and usage of virtual labs will be introduced to enable innovative and hybrid learning methods. Existing infrastructure, such as auditoriums and syndicate rooms, will undergo routine maintenance to ensure a conducive environment for academic and extracurricular activities. Periodic audits will help prioritize improvements, and funding will be sought to address identified needs without overextending available resources.

Strategic Expansion of Campus Infrastructure: In response to the evolving needs of students and faculty, the university intends to gradually expand its academic and research infrastructure. New facilities, such as research centers, interdisciplinary spaces, and innovation hubs, will be developed in phases to support entrepreneurship and collaboration. Recreational spaces and cultural facilities, such as sports complexes and green zones, will also be expanded over time to enrich campus life. The university will carefully evaluate financial feasibility and secure funding before initiating major expansions to avoid overcommitment.

Strengthening Digital Infrastructure: Digital transformation will remain a priority for the university, with plans to expand campus-wide Wi-Fi, improve internet connectivity, and introduce cloud-based platforms for administration, teaching, and research. Additional smart classrooms and digital tools will be gradually integrated, focusing on quality and usability. The library system will continue to evolve, with incremental investments in digital resources.

Enhancing Research and Innovation Facilities: The university aims to strengthen its research ecosystem by upgrading laboratories and developing shared facilities that serve multiple departments. Plans include setting up Centers of Excellence in emerging fields to attract research funding and partnerships. These initiatives will be prioritized based on demand and feasibility, ensuring resources are allocated judiciously. Regular audits will help maintain high standards and optimize facility usage.

Promoting Accessibility and Inclusivity: The university will work towards enhancing accessibility across its campus by incorporating ramps, tactile pathways, Braille signage, and elevators in new and existing buildings. These upgrades will be implemented progressively, based on availability of resources and input from stakeholders. Efforts will focus on creating a more inclusive environment while ensuring that any commitments align with achievable timelines and budgets.

Ensuring Sustainability and Green Building Practices: Sustainability will be a key focus, with incremental adoption of green building standards for new construction and renovation projects. Energy-efficient designs, renewable energy systems like solar panels, and water conservation measures such as rainwater harvesting will be extended. The university will also promote sustainable construction materials and waste management systems, balancing environmental goals

Improving Amenities for Students, Faculty, and Staff: To support the growing campus community, the university plans to expand and improve student hostels, staff quarters, and faculty housing. These facilities will be upgraded with modern amenities such as secure access systems, recreational spaces, and sustainable designs. Enhancements will be phased and prioritized based on demand and available funding. Surveys and stakeholder feedback will guide future improvements to ensure they meet actual needs.

Ensuring Safety and Security: The university intends to strengthen campus safety by upgrading surveillance systems, implementing biometric access controls, and improving emergency response systems. Periodic audits of safety protocols and facilities will help identify areas for improvement. Health centers will be maintained and equipped to meet medical needs, and disaster preparedness plans will be refined over time.

Supporting Global Engagement and Cultural Integration: The university plans to establish an International Student Center will be phased in to provide tailored services for international students, such as orientation programs and cultural exchange activities. Guest house facilities for visiting scholars and dignitaries will be gradually upgraded to meet evolving expectations.

Incremental Expansion of Recreational Facilities: The university will maintain and progressively upgrade sports and recreational facilities to meet the evolving needs of students and faculty. Existing swimming pool, gymnasiums, indoor and outdoor courts, and niche activity centers such as yoga studios will be regularly audited and enhanced to ensure they remain functional and up-to-date. Efforts will prioritize creating inclusive, accessible, and eco-friendly recreational spaces, ensuring sustainable growth.

To ensure the success of these initiatives, the university will adopt a systematic approach to financial planning. Regular audits of infrastructure and facilities will identify gaps and guide resource allocation. The university will actively seek funding from government grants, corporate partnerships, and alumni contributions to support its development plans while maintaining fiscal responsibility. Through these strategies, Sardar Patel University aims to achieve measurable and realistic improvements in its infrastructure while staying committed to its vision of excellence, equity, and sustainability in higher education. The university's phased and carefully planned approach will ensure steady progress without overpromising, building a strong foundation for future growth.

3.7.3 Key parameter-wise performance

Expansion of Infrastructure

For effective implementation of NEP and effective execution of integrated courses in various disciplines (physics, mathematics, chemistry, biosciences, commerce) new building shall be constructed with G+3 frame structure. It will also be a central place for research and will foster multidisciplinary research. Solar roof in remaining buildings will be installed. Outdoor LED screens shall be kept at university campus. New Construction building of education department and MSW department shall be started. Department of Biosciences has a plan to develop cell culture lab, butterfly garden, green house in botanical garden and plant tissue culture lab.

Maintenance of Existing Facilities

The university continues to prioritize maintenance of its existing infrastructure which broadly includes administrative building, academic buildings of 27 departments, small auditoriums in department buildings, newly constructed central large auditorium, central library, department libraries, existing labs, sports complex, staff quarters, day care centre, hostels and guest house, computer centre, exam center (gyanodaya building), museum and the university press.

Digital Transformation and IT Infrastructure

The university continues to focus on strengthening its IT infrastructure, ensuring campus-wide Wi-Fi connectivity and access to cloud-based platforms for administration, teaching, and research. Future plans include increasing the number of smart classrooms and enhancing digital platforms to enable hybrid learning and remote collaboration. To support faculties of various departments who are engaged in computer simulation studies of organic, inorganic and biological materials, performing AI based experiments, experimenting AI, ML, Deep learning algorithms university has a plan to purchase high performance computing cluster. Additional laptops and desktops will be purchased. SITC of DG sets at various department of university shall be purchased.

The university will also invest in expanding digital resources in the library, offering students and faculty enhanced access to e-books, journals, and other academic resources. University wi-fi facilities will be upgraded.

Strengthening Research and Innovation Facilities

Laboratories and Shared facilities, like the library and computer center which support interdisciplinary research are continuously maintained and equipped with up-to-date technology to attract research funding and collaborations. To further elevate its research capacity, the university has a plan to develop Centers of Excellence in emerging fields like Accounting and Financial management, polymer synthesis and characterization, polymer processing and engineering, polymer nanotechnology, biomaterials, and sustainable polymers, Center of excellence of Pan Disciplinary research by Department of Gujarati, Applications of Special functions and fractional calculus by Department of mathematics, Center for sociology of sanitization and hygiene by Department of sociology, Centre of excellence in skilling eco-system by Department of English, Centre of excellence in nano sensors-Innosens and Center of Excellence in field of materials used for multifunctional applications by Department of Physics. Priority will be given to upgrading existing facilities, adding more collaborative spaces, and acquiring state-of-the-art research equipment. Department of chemistry, Physics, Biosciences, pharmacy, Applied and Interdisciplinary sciences are actively involved in research and NMR spectrometer being quite useful to study physical, chemical and biological structural properties of matter shall be procured for them. Differential scanning calorimeter and UV-VIS Spectrophotometer for Department of Physics shall also be purchased. Department of Electronics has a plan of establishment of Internet of Things (IoT) Laboratory, Semiconductor Laboratory, Antenna Design, Testing and Calibration Laboratory and Programmable Logic Controller (PLC) and Network Laboratory including a setup of Cloud-based Network Server (Hardware and Software) to train students in the areas like Cloud Computing, IIoT, Network Securities, Cyber security, Ethical Hacking etc.

Promoting Accessibility and Inclusivity

Accessibility features, such as ramps, tactile pathways, Braille signage, and elevators, are incorporated into newly constructed buildings. Existing structures are being upgraded for greater accessibility. The university will continue to enhance its commitment to inclusivity by expanding accessibility infrastructure across the entire campus. New buildings will adhere to inclusive design principles, ensuring that all facilities are fully accessible. The university will periodically review its accessibility plans based on feedback and evolving needs.

Sustainability and Green Building Practices

Current construction and renovation projects have focus on incorporating energy-efficient designs, renewable energy systems, and water conservation measures. The university promotes sustainability through eco-friendly practices. Moving forward, the university will ensure all new buildings and renovations meet green building standards. Sustainable construction materials will be prioritized, and waste management systems will be improved. Efforts will be made to increase the use of renewable energy sources, such as solar panels, and implement more water conservation initiatives, like rainwater harvesting. Department of Electronics has fabricated and developed controllers for energy saving and 9 Modules are installed at Museum.

Improvement of Student Amenities

The university has made investments in hostel facilities and staff quarters, ensuring safe, secure, and comfortable living conditions for students and faculty. Study rooms, recreational spaces, and other amenities are regularly maintained and upgraded.

The university has a plan to build a new Girls hostel with G+3 frame structure. The proposed building will have modern amenities like reading room, gym, indoor sports and yoga, kitchen and dining hall. It will also include facilities like Lift, ramp and washroom specifically designed for divyang jan. It will also include green initiatives like rain water harvesting and solar panels.

Safety and Security

Compound wall at PG Department of Computer Science and Technology is constructed. The university will enhance its security protocols by expanding surveillance systems, introducing biometric access controls, and refining emergency response procedures. Compound wall at Bioscience will be constructed. Security maintenance contract will be renewed as needed and installation of camera in all departments at major locations is in progress.

Internationalization and Cultural Integration

The university has established spaces like guest houses and cafeterias, promoting cultural integration and providing services to visiting scholars and international students. The university plans to set up an International Student Center to support cultural exchange, language support, and integration for international students. The center will provide services such as orientation programs and cultural exchange activities.

Incremental Expansion of Recreational Facilities

By adhering to a phased and strategic approach to infrastructure development, Sardar Patel University will continue its journey toward building a modern, inclusive, and sustainable campus environment. Each area will be carefully assessed for growth, ensuring that resources are optimized without overcommitting to projects that may not be feasible in the short term. The university's infrastructure improvements will be closely aligned with its vision of fostering academic excellence, equity, and sustainability in higher education.

3.8 Digital and ICT

3.8.1 Introduction

Digitalization has revolutionized various sectors including education. The integration of Information and Communication Technologies (ICT) in educational institutions has significantly improved teaching-learning and governance. The benefits of digitalization are

manifold, including increased efficiency, productivity, and agility, lower operational costs, enhanced communication, and improved learner experiences.

In the context of higher education, ICT can transform the delivery of teaching and learning activities, making academic programs more effective and impactful. The National Education Policy (NEP) 2020 emphasizes the importance of investing in digital infrastructure to create a robust, interoperable, and scalable system that can cater to the country's diverse needs.

By leveraging ICT, we can increase efficiency, productivity, and transparency, while also reducing operational costs and improving communication and decision-making processes. By embracing digital technologies, educational institutions can offer more effective and impactful academic programs, ultimately benefiting students and educators alike.

To truly harness the power of ICT, we propose a strategic roadmap for adopting and integrating digital technologies. This involves creating virtual learning environments, utilizing open educational resources, and promoting digital literacy among students, teachers, and administration. The objective is to move towards the concept of 'Digital Universities' where technology plays a central role in delivering high-quality education.

3.8.2 Digital and ICT Framework for the University

Digital and ICT Framework for the University		
Description		**Developmental Plan (2024 – 2027)**

1	IT Infrastructure and ICT Policy	a. Establishment of campus-wide WiFi through managed network switches.
		b. Strengthen the IT Policy by incorporating the following specific policies:
		   1. ICT Procurement and Management policy with a focus on regular upgradation and maintenance of IT infrastructure
		   2. ICT Usage Policy for fair and ethical usage of IT infrastructure
		   3. ICT Security Policy focusing on responsible usage of critical information and proprietary software

2	Data management	a. Development of in-house or cloud-based data servers with real-time monitoring and security
3	Digital Empowerment to students, teachers and administrative staff	a. Secured managed WiFi access to students. b. Provide proper hardware and software tools to teachers to enhance their academic and research documentation c. Provide access of plagiarism check tools to research guides

4	Institutional Learning Management System to be established	a. Utilizing the MoU signed by SPU with INFLIBNET, start the process of feeding data (faculties, departments, programmes, courses, assessment schemes etc.) so that the system can start functioning from the academic session 2025-26. b. Organize workshops for teachers and section officers to utilize the features of ILMS fully
5	National Integration and Policy Adherence	a. Storing credentials on national repositories connecting students and teachers as per government norms b. Adhere to guidelines set by UGC ensuring a trustworthy framework. c. Utilize Shodh-Chakra as per MoU with INFLIBNET and digitize all the process flow of PhD registration, guidance, progress reports, synopsis and thesis submission. d. Ensure compatibility and contribution to national missions and preparation for future growth and challenges in various fields of academics and research.
6	Digital Library	a. Provide digital library membership to all teachers and students for access of digital resources b. Establish collaborations with national and global digital libraries
7	Educational ERP	a. Integrate various departments and sections of the university for timely digital exchange & access of information.
8	Facilities for creation of e-content and global information exchange	a. Utilize the university studio for the development of video lectures and course module preparation for MOOC platforms like Swayam and E-PG-Pathshala in addition to content creation as local repository b. Establish Video conferencing facility for global information exchange in research-intensive departments
9	Organization of Digital Literacy Programmes	a. Organize the digital literacy programmes for students and teachers in the following categories: basic computer skills (2) Online safety and security (3) Digital communication (4) Technical skills of primary software/hardware troubleshooting
10	Offer blended learning options to students	a. Along with traditional classroom teaching-learning, provide students with digital online/offline resources b. Provide online study material to stakeholders in multimedia formats as additional support c. Utilizing the full potential of ILMS, change the programme

structures through BoS and other executive bodies to include credits for completing online courses and prepare baskets of relevant courses for the students to choose from.

d. Include online activities like assignments, quizzes, expert lectures and interactive sessions in regular academic activities

e. Enable self-paced learning for students by providing flexibility to complete online components any time before end-semester examinations

3.8.3 Implementation of Digital Initiatives in the University

Implementation of Digital Initiatives in the University		
Description		**Developmental Plan (2024 – 2027)**
1	Digital transformation	a. Transition to a paperless system making all the academic communication in online mode via portal and/or email b. Digitize all the steps right from the admission to award of the degree process flow for all students of all programs
2	Enhance digital presence	a. Upgrade to a more dynamic website b. Utilize ILMS for online teaching-learning, co and extracurricular activities including examinations and result declaration. c. Social media-based promotions for all curricular, co and extra-curricular activities

3.9 Start-up and Incubation

3.9.1 Objectives

The university has always strived to keep pace with the national and international didactic scenario. In the present time of amrit kaal of "*Azadi ka Amrit Mahatsov*" of our country, innovation, entrepreneurship, and Start-up are looked upon as three most imperative drivers to the prosperity of our nation. These three endeavors directly touches the students and youths of today. Thus the university has made dedicated efforts to perpetuate a culture of innovation, entrepreneurship amongst the students of the university in particular and for youths of the region in general by introducing initiatives of Start-up and Incubation. Inclusive innovation and Start-ups along with studies play a vital role in holistic development of students leading to

progression of society. There are immense possibilities for wide-spread impact by leveraging disruptive technological interventions, implementation of innovative techniques towards improvement of quality of life in the society. The university has been instrumental in creating a progressive policy focusing on student innovation and Start-ups in the campus. The policy and strategy has created an accessible platform for innovators across the academia and region in realizing their true potential. The efforts and impact of this policy have shown immense outcome in the last two years.

3.9.2 Key strategies for improvement

The very first task, the university did was to establish its own incubator by name: Navadhara. The term Navadhara is a combination of two words: nava, which means "new," and dhara, which means "continuous flow" meaning continuous flow of new ideas. Students are encouraged and awakened to think diversely and innovatively by organizing sensitization programs and events like ideation, guest lecture of innovators/ grass root innovators, etc. The pristine ideas of the students are nurtured and groomed in order for them to surge incessantly into startup and entrepreneurship. The incubator's tagline is "*Where Ideas Nurture*". Students are taught to be job creators rather than job seekers. The creation of incubator in the campus has helped in developing an ecosystem for university students to promote innovation and entrepreneurship. The centre is in operation since May 2018 with clear vision and mission.

VISION: Groom student's Innovation to Manifestation and Entrepreneurship.

MISSION: Espouse young minds to transform Ideas into Concepts and Concepts into Reality.

The funding for the innovative ideas of the students is possible with the grants received from the government and a like support by the university from its own resources. Other than funding, logistic support ranging from human expertise networking, laboratory facility, help in prototyping, etc. is provided all through the incubation.

The incubator has two apparent mandates;

3.9.2.1 Projects/ Proposals

The first mandate is to encourage and support students' new ideation projects, which can lead to proof-of-concepts and prototypes. The ideations can be dealing with any societal problem(s) and or adding to the value of existing system. The students are fostered and channelized to identify problems from the surrounding and find workable solutions to the problem. For working on the problem with proof of concept and taking it towards minimum viable product/ prototypes and later captivating to the optimal product, a funding support of Rs. 20,000/- is provided for school students of Standard – IX, X, XI and XII; whereas Rs. 2,50,000/- is provided to any youth from college students to below the age of 35 years. Along with financial funding support all logistic supports ranging from Tinkering Lab to Fabrication Lab facility to networking in getting the ideation done is provided by the incubator.

3.9.2.2 Intellectual Property Rights (IPR):

The second mandate is to provide protection to the intellectual property of new ideas, prototypes, designs, and so on. This support is extended to any students from school level of standard IX to the youth up to the age of 35 years. The support is given for filing patents (national/ international), copyrights, trademarks registration, international registration of marks, industrial design, plant variety registration, and semiconductor integrated circuits layout-design registry. The IPR support is in form of complete funding to drafting to providing legal expertise in filing.

3.9.2.3 Handholding to Start-up:

Other than the establishment of incubator, a Section – 8 Company by name Sardar Patel Startup and Entrepreneurship Council (SP SEC), has been established by the university with the long term goal of hand holding proficient proposals that can race through entrepreneurship and to support the Navadhara incubator activities in furtherance of incubate leading to startup. The company supports incubated projects that have the potential to become startups. The university is in charge of the company's early seeding as well as its regular operational working. The SP SEC, in collaboration with the incubator Navadhara, will be able to nurture the needs of students in establishing newer entrepreneurs. The university's overall ecosystem endeavour will not only give wings to students' ideas, but will also help the region develop socioeconomically in the long run. This university effort aims to contribute to making our

country an *Atmanirbhar Bharat* by advocating *Vocal for Local, Make in India, Stand-up India, Start-up India, etc.* endeavours.

3.9.3 Key parameter wise performance: Present and Future

3.9.3.1 Developing Start-up Ecosystem:

The university incubator Navadhara conducts sensitization programs, workshops, seminars, ideathon, expert lectures, etc. with an aim to create Start-up Ecosystem on campus. At the start of the academic year, all enrolled students are sensitized about Start-up, innovation, entrepreneurship, etc. The students are made aware about the supports being provided through the incubator and are encouraged to fall into innovative thinking and avail the funding to bring their innovative ideas to fruition.

3.9.3.1.1 *Present Context:*

In the last two years, starting from January 2023 to December 2024 in total 97 varied programs have been conducted for the stakeholders of the university and youths of the region. All out efforts are made to percolate the facilities available at the incubator to the school children of the region. Workshops, sensitizations, guest lectures, etc. programs are conducted with district education departments for the teachers of secondary and higher secondary schools and also for students of the schools.

3.9.3.1.2 *Expected Outcome in Future (2024 – 25 to 2026 – 29):*

The incubator Navadhara is confident enough to keep going the programs of sensitizing stakeholders of the university by conducting varied programmes. In the next five years, 30 – 40 programs will be conducted per year for developing and enhancing Start-up ecosystem on the university campus and in the region.

3.9.3.2 Innovative Projects:

Intellectual and academic developments of youths can be accelerated by igniting them to think out of the box as well as make them to work on practical problems. To give the students of the university an opportunity to work on practical problems, the incubator Navadhara is resolute

to encourage and support such types of innovative ideas and projects. As discussed earlier, financial funding to logistic support is provided to students/ youths proposals.

3.9.3.2.1 *Present Context:*

In the last two years, January 2023 to December 2024, the university incubator Navadhara has sanctioned 54 proposals of new ideas of students. In total nearly Rs. 55+ Lakh is sanctioned to these 54 proposals. Of the 54 proposals, nearly 4 of them has cleared the proof of concept and reached to the minimum viable product stage. One of them has already established company of its own product that has been developed by the support from Navadhara. The establishment of company and other logistic support ranging from registration of company, getting necessary license, receiving products validation, etc. is supported by SP SEC and Navadhara.

3.9.3.2.2 *Expected Outcome in Future (2024 – 25 to 2026 – 29):*

The incubator Navadhara is pretty sure to support nearly 25 new proposals every year in the future five years. The incubator is confident of taking all of the supported proposals to the culmination with optimal product and later facilitating them to startup of their own.

3.9.3.3. Intellectual Property Rights:

The intellectual property that an inventor(s) has/ have generated and created from the intellectual and research input(s) by doing exploration should be protected in his/ her name. The incubator Navadhara has created an infrastructure consisting of pool of IPR attorney with supporting staff to help in filing and protecting the intellectual rights.

3.9.3.3.1 Present Context

The incubator Navadhara has a mandate of supporting and filling of all types of intellectual property rights. During the period of January 2023 to December 2024, 41 IPRs have been filed by the incubator. Of them nearly 11 of them have been granted by the patent office and others are in examination, validation, etc. stages of scrutiny at the patent office. The incubator provides all support to the IPR applicants ranging from prior art, documentation, filing, paying of fees, etc.

3.9.3.3.2 Outcome in Future (2024 – 25 to 2026 – 29):

The incubator Navadhara of the university is confident enough to support nearly 10 IPRs per year. The filing of IPRs are not the main motto, to connect the inventors with the developer of the end user product is also taken up by incubator and SP SEC.

3.9.3.3 Sardar Patel Innovation Award:

To encourage innovation amongst the students, faculty of the university and youths of the regions, two awards have been constituted by name Sardar Patel Innovation Award by SP SEC. These two awards are instituted from 2024 and are to be given at the university convocation. The two categories of the awards are one for the incubatee who got support through Navadhara for prototype/ proof of concept and another for the general category (other than incubatee of Navadhara). Applications are invited along with proof and are scrutinized through Innovators' presentation before a panel of experts.

3.9.3.4.1 Present Context:

In the very first call for the awards, 27 applications were received. The applications were being scrutinized to decide the winner. The awards will be given in above mentioned two categories during the university annual convocation.

3.9.3.4.2 Outcome in Future (2024 – 25 to 2026 – 29):

The SP SEC is confident of receiving good numbers of applications for the awards. Wide circulation and advertisement will be made to reach out and cater to the maximum. Efforts will be made to make the award a state level and later of national level.

3.9.3.4 Future Roadmap of Navadhara Incubator and SP SEC (2024 – 25 to 2026 – 29):

At present the incubator and SP SEC is operational in an environment with a built-up area of over 4200 square feet that houses a workshop, tinkering lab, fabrication lab, students lounge, working area, and other amenities. All logistic support for innovative proposals and also

assistance ranging from prior art search to guidance and, finally, IPR expert support in filing is provided through this center. In near future sector and field/ subject-wise incubator will be set up on the campus with an aim to de-centralize and encourage sector innovative ideas. Setting up of sector and field/ subject incubators will help accelerate subject/ field wise ideas with reinforcement from the in-house academic experts and logistic facilities. Efforts will be made to attract state and national level programs like Nodal Institution under Start-up Gujarat, Nidhi Prayas, Start-up India Seed Fund Scheme, Atal Incubation Center, etc. Such programs will help in-house and local incubatees in getting all out support to accelerate the endeavors.

Chapter-4: Monitoring and Evaluation Framework

4.1 Key Performance Indicators (KPIs)

Objectives: To ensure the systematic implementation, assessment, and continuous improvement of SPU's Institutional Development Plan (IDP) through well-defined Key Performance Indictors (KPIs).

Academic Excellence

- o Annual curriculum updates incorporating employability, entrepreneurship, and skill development.
- o Improvement in student learning outcomes (Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs)).

Research and Innovation

- o Number of research publications, patents filed, and collaborative projects undertaken.
- o Volume of external research funding secured annually.

Student Support and Progression

- o Increase in scholarships and financial assistance beneficiaries.
- o Higher placement rates and progression to higher education.

Governance and Administration

- o Successful implementation of NEP-2020 policies and recommendations.
- o Efficiency in decision-making and stakeholder participation.

Infrastructure Development

- o Expansion and modernization of ICT-enabled classrooms and other facilities.
- o Utilization rates of academic, recreational, and research infrastructure.

Community Engagement and Sustainability

- o Number of community outreach programs and environmental sustainability initiatives.
- o Integration of renewable energy solutions on campus.

- o   Inputs from environmental experts on sustainability measures.

Monitoring Mechanisms

Internal Quality Assurance Cell (IQAC):

- o   Central body for data collection, analysis, and reporting.
- o   Conducts periodic reviews and submits reports to university leadership.

Audit Committees:

- o   Include external experts to ensure impartial evaluations.
- o   Oversee compliance with institutional policies and NEP-2020 guidelines.

Automated Systems:

- o   Use technology to track KPI metrics in real-time for efficient monitoring.

Evaluation Strategies

Periodic Reviews:
- o   Annual and mid-term evaluations of IDP objectives.
- o   Department-wise performance assessments based on KPI targets.

Benchmarking:
- o   Comparison with peer institutions to identify best practices and improvement areas.

Outcome-Based Assessment
- o   Align academic, research, and administrative goals with measurable outcomes.

Reporting and Feedback Integration

- **Frequency:** Reports are prepared biannually and annually.
- **Audience:** Shared with stakeholders, including faculty, students, and governing bodies.
- **Actionable Insights:** Feedback and audit findings are incorporated into planning for the next phase of the IDP.

4.2 Regular Audits

Sardar Patel University (SPU), in alignment with the National Education Policy (NEP) 2020, is committed to delivering holistic, equitable, and quality education. As part of its transformative agenda, the Institutional Development Plan (IDP) serves as a strategic tool for achieving the university's goals. Regular audits are an integral component of SPU's IDP, ensuring continuous monitoring, evaluation, and adherence to the NEP 2020 framework.

Objectives

1. **Monitor IDP Implementation**: Track progress toward achieving milestones outlined in SPU's IDP.
2. **Ensure Compliance with NEP 2020**: Validate the university's alignment with NEP 2020 principles, including inclusivity, equity, and innovation.
3. **Foster Institutional Accountability**: Establish a culture of transparency and responsibility at all levels of the university.
4. **Facilitate Continuous Improvement**: Identify strengths and areas for improvement, enabling SPU to adapt and grow.
5. **Strengthen Stakeholder Confidence**: Assure stakeholders of SPU's commitment to quality and excellence.

Key Areas of Regular Audits

1. **Academic Excellence**:
   o Integration of multidisciplinary programs and holistic learning.
   o Adoption of innovative teaching methodologies and learning assessments.
   o Implementation of skill-based and vocational courses aligned with NEP 2020.
2. **Governance and Leadership**:
   o Effective governance and decision-making processes.
   o Transparent administrative mechanisms and grievance redressal systems.
   o Faculty recruitment, training, and professional development in line with NEP 2020 guidelines.
3. **Financial Transparency**:
   o Efficient use of financial resources for achieving IDP objectives.
   o Regular reviews of fund allocation, utilization, and reporting mechanisms.
   o Adherence to budgetary provisions and fiscal responsibility.
4. **Infrastructure and Facilities**:
   o Development and maintenance of physical, digital, and research infrastructure.
   o Ensuring inclusivity and accessibility for differently-abled individuals.
   o Implementation of green campus initiatives, including sustainability and energy efficiency.
5. **Community and Stakeholder Engagement**:
   o Effective engagement with students, faculty, and the local community.
   o Mechanisms for stakeholder feedback and participation in decision-making.
   o Collaboration with industries and academic institutions to promote innovation and employability.

Audit Framework

1. **Audit Frequency**:
   o Annual comprehensive audits covering academic, administrative, financial, and infrastructure domains.
   o Mid-term audits for corrective actions to ensure IDP alignment.
2. **Audit Team Composition**:
   o Internal committees comprising faculty and administrative staff.
   o External experts for unbiased reviews and validation.
3. **Audit Methodology**:
   o Performance benchmarking with NEP 2020 objectives and SPU's IDP milestones.
   o Use of quantitative and qualitative data collection tools such as surveys, interviews, and reports.
   o Detailed documentation and reporting of audit findings.
4. **Action Plan Post-Audit**:
   o Development of action points based on audit recommendations.
   o Continuous monitoring of corrective actions and their impact on IDP goals.

Benefits of Regular Audits

1. **Enhanced Institutional Accountability**: Ensures SPU adheres to its IDP goals and NEP 2020 mandates.
2. **Improved Educational Outcomes**: Continuous monitoring of academic quality and performance.
3. **Resource Optimization**: Effective utilization of resources for infrastructure, academics, and research.
4. **Stakeholder Trust**: Builds confidence among students, parents, faculty, and the community.
5. **Global Competitiveness**: Positions SPU as a leader in higher education by aligning with NEP 2020's global benchmarks.

Sardar Patel University's commitment to NEP 2020 through the Institutional Development Plan (IDP) is strengthened by regular audits. These audits serve as a feedback mechanism to evaluate progress, ensure compliance, and drive innovation. By integrating regular audits into its operational framework, SPU is poised to achieve excellence, foster inclusivity, and uphold its mission to provide quality education to all.

4.3 Stakeholder Feedback

Stakeholders Feedback Framework for Monitoring and Evaluation of IDP

1. Introduction

The Institutional Development Plan (IDP) is a strategic framework to enhance the institution's academic standards, research capabilities, and societal contributions. In alignment with the New Education Policy (NEP) 2020, this framework focuses on the Indian Knowledge System

(IKS), regional language promotion, and multidisciplinary education. Effective monitoring and evaluation (M&E) ensures the plan's objectives are met while remaining adaptable to emerging needs. This document outlines a comprehensive framework for collecting and utilizing stakeholder feedback to strengthen M&E efforts, ensuring the IDP's success.

2. Purpose of Stakeholder Feedback

Accountability

Feedback from our stakeholders is not only important but integral to our success. It ensures that the institution's actions align with its stated objectives, societal responsibilities, and NEP 2020 principles.

Our commitment to transparency in decision-making processes fosters trust among stakeholders, keeping them informed and involved.

Transparency

Provides an open channel for stakeholders to voice opinions on the IDP's implementation and progress.

Builds a culture of openness, ensuring the institution's efforts are visible and credible.

Continuous Improvement

Feedback identifies strengths, weaknesses, and areas requiring strategic adjustments, empowering institutes to influence continuous improvement processes in alignment with NEP 2020 goals.

Encourages adaptive planning to respond to stakeholder insights effectively.

3. Key Stakeholders

Internal Stakeholders

Faculty: Provide insights on academic programs, governance, and research priorities, focusing on multidisciplinary approaches.

Students: Share perspectives on curriculum effectiveness, support systems, and campus resources, emphasizing learning in regional languages and skill-based education.

Administrative Staff: Offer feedback on operational efficiencies and institutional support mechanisms.

Research Units: Evaluate research goals, funding adequacy, and innovation outcomes.

External Stakeholders

Alumni: Reflect on institutional strengths and areas of improvement from a post-graduation perspective.

Employers/Industry Partners: Assess employability, skill gaps, and the relevance of programs in real-world applications.

Community Members: Provide input on the institution's societal contributions, particularly in promoting regional languages and heritage.

Regulatory Bodies: Ensure compliance with standards set by NEP 2020 and other governing entities.

4. Feedback Collection Mechanism

The university's existing system for structured feedback has been adapted to align with NEP 2020 objectives. The following mechanisms will be used:

Student Feedback Surveys

At the end of each semester, regular feedback is collected on curriculum depth, relevance, and applicability to real-life situations.

This includes questions on the integration of Indian knowledge systems, the use of regional languages, and skill-based modules.

Utilizes printed and online forms to ensure anonymity and comprehensive coverage.

Statistical analysis of responses is conducted to identify actionable areas for improvement.

Teacher Feedback

Structured surveys focus on curriculum design, practical content, and academic autonomy.

Includes feedback on the integration of IKS and the promotion of multilingual education.

Analysis ensures timely updates to teaching practices and academic resources.

Alumni Feedback

Feedback is collected through departmental mechanisms and the university's online alumni portal.

Focus areas include program content, teaching quality, and relevance to career placement and cultural heritage.

Alumni meetings are utilized to gather qualitative feedback and actionable suggestions.

Direct Stakeholder Consultations

To gather detailed insights, focus groups and interviews with key stakeholders, including alumni and employers, will be used.

Regular departmental meetings to discuss and address feedback issues collaboratively.

Digital Platforms

Online feedback systems for real-time submission and tracking of suggestions.

Dashboards to visualize feedback trends and action status.

5. Questions for Feedback from Key Stakeholders

This section provides a comprehensive set of questions tailored to gather feedback from the key stakeholders identified in the Institutional Development Plan (IDP). These questions align with the New Education Policy (NEP) 2020 and focus on aspects such as curriculum relevance, teaching quality, infrastructure, employability, and integrating the Indian Knowledge System (IKS) and regional language promotion. Feedback collected through these questions will inform strategic decisions, ensuring continuous improvement and excellence.

Students

Curriculum Relevance

How relevant is the curriculum relevant to real-world applications and emerging industry trends?

To what extent does the curriculum incorporate multidisciplinary and skill-based learning?

Teaching Quality

How would you rate the effectiveness of faculty in delivering course content?

Are teaching methodologies interactive and engaging?

Do faculty members encourage discussions on the Indian Knowledge System and heritage?

Infrastructure and Resources

Are laboratories, libraries, and other facilities adequately equipped to support your learning?

How accessible are digital learning resources?

Skill Development and Employability

To what extent do the courses prepare you for the job market or higher studies?

Are practical components like workshops and internships integrated effectively into your learning?

Feedback Mechanisms

Do you feel your feedback on courses and facilities is considered and acted upon?

Faculty

Curriculum Design

How would you rate the relevance and timeliness of the curriculum updates?

Does the curriculum provide sufficient scope for integrating the Indian Knowledge System?

Teaching Resources

Does the institution provide the resources sufficient to support innovative teaching practices?

How accessible are digital tools and regional language materials for teaching?

Academic Autonomy

Do you feel you have adequate autonomy to deliver the curriculum effectively?

How well-supported are you in conducting multidisciplinary research?

Feedback on Infrastructure

Are the physical and digital infrastructures aligned with the needs of faculty and students?

Professional Development

Are opportunities for faculty development (workshops, training, etc.) adequate and relevant?

Alumni

Curriculum and Learning

How well did the curriculum prepare you for your career or higher education?

Were skill-based and practical components of the courses effective?

Institutional Support

How satisfied were you with the support provided for placements and career guidance?

How accessible were faculty and resources during your studies?

Cultural and Regional Relevance

Did the institution provide sufficient opportunities to learn about the Indian Knowledge System?

Were regional language resources helpful during your studies?

Suggestions for Improvement

What improvements would you suggest in the curriculum or facilities to enhance student outcomes?

Employer/Industry Collaborators

Graduate Employability

How well-prepared are the graduates from this institution for your industry requirements?

Do the graduates possess the necessary technical, analytical, and soft skills?

Skill Development

Are the graduates equipped with industry-relevant practical skills?

How would you rate their understanding of multidisciplinary concepts and problem-solving abilities?

Collaboration Opportunities

Would you like to collaborate with the institution for internships, training programs, or joint research?

Feedback on Curriculum

Are any specific skills or knowledge areas that should be incorporated into the curriculum?

Community Members

Institutional Contribution

How do you perceive the institution's contributions to societal and community development?

Does the institution support cultural preservation and promotion of the Indian Knowledge System?

Inclusivity and Accessibility

Are institutional resources and programs accessible to the broader community?

How inclusive do you find the institution in engaging with people from diverse backgrounds?

Suggestions for Collaboration

How can the institution strengthen its ties with the community to enhance mutual growth?

6. Evaluation Areas

The university's feedback analysis structure will be integrated into the IDP monitoring framework, focusing on the following areas:

Curriculum Design and Relevance

Feedback on course content depth, applicability, integration of practical components, and alignment with NEP 2020 principles.

Example: Annual analysis of student satisfaction scores for curriculum relevance.

Teaching Quality and Resources

Evaluates teaching methodologies, faculty interaction, and digital resource accessibility.

Example: Monitoring improvements in teacher ratings post-development workshops on regional language teaching.

Infrastructure and Facilities

Feedback on laboratories, libraries, and campus facilities, particularly those that provide multilingual education and multidisciplinary research resources.

Example: Continuous improvement plans based on adequacy ratings for physical and digital enablers.

Employability and Skills Development

Alumni and employer feedback on skill gaps, placement readiness, and cultural competency.

Example: Adjustments to curriculum based on career success metrics.

Research Ecosystem

Teacher feedback on research opportunities and resources, particularly in IKS and multidisciplinary areas.

Example: Increased faculty participation in research projects post-feedback.

7. Integration with Monitoring Framework

Data Collection and Analysis

All feedback forms are digitized for statistical analysis, ensuring a comprehensive understanding of trends.

Example: Semester-wise comparison of feedback scores across departments.

Reporting and Communication

Feedback results are shared with stakeholders via reports and dashboards.

Example: Quarterly updates on action plans based on feedback.

Implementation of Changes

Specific, measurable actions are implemented based on feedback.

Example: Curriculum updates addressing alumni suggestions on industry relevance and NEP 2020 goals.

Continuous Review

Regular review meetings to evaluate the impact of implemented changes.

Example: Annual workshops to refine feedback mechanisms and integrate best practices.

8. Roles and Responsibilities

Feedback Committee

Oversees the collection, analysis, and action planning for feedback.

Example: Ensures alignment of feedback processes with IDP goals and NEP 2020 principles.

Departmental Heads

Facilitate stakeholder participation and discussion of feedback outcomes.

Example: Organize feedback sessions within departments.

University Administration

Monitors overall feedback trends and allocates resources for improvement initiatives.

Example: Budget allocation for upgrading infrastructure based on feedback.

By integrating the university's existing feedback system into the IDP framework, the institution ensures a robust, transparent, and actionable monitoring and evaluation process. This approach, guided by NEP 2020 principles, not only strengthens stakeholder trust but also drives continuous improvement, inclusivity, and excellence in institutional development.

Chapter-5: Sustainability and Inclusivity Framework

5.1 Sustainability Goals

Sustainability is defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs" by the United Nations Brundtland Commission in 1987. A University can play a pivotal role in ensuring that sustainability as defined here is achieved by an individual, society, nation and the world at large. The United Nations Development Program has identified 17 Sustainable Development Goals (SDGs) to attain sustainability. Most of these goals are directly related to environmental/ecological sustainability (like SDG 1, 2, 3, 6, 7, 8, 11, 12, 13, 14, 15, 16 and 17) while implicitly associated with other SDGs too. While other aspects related to SDGs are dealt with in other sections of this report (like gender equity; quality education; industry, innovation and infrastructure; and reduced inequalities) this section focuses on the future plans of contributions of Sardar Patel University in the achievement of SDGs.

Sardar Patel University has been awarded the status of the First Green University of Gujarat with a Platinum ranking by Green Mentors, a United Nations General Assembly (UNGA) recognized Research Organization. The university has been also conferred with a Green University Award 2021 at the 5th NYC Green School Conference 2021 organized by Green Mentors in association with Arizona State University on 24th September 2021. While these achievements are testament to the commitment of the University towards the sustainability goals, Sardar Patel University continues to strive to contribute further towards environmental conservation. This section specifically highlights the proposed plans of the university towards achieving environmental/ecological sustainability goals, considering the performance of the University in each of the key strategic parameters.

5.1.1 Objectives

The prime objective of the plan of sustainability goals of Sardar Patel University is to contribute in ensuring that *the needs of the present are met without compromising on the ability of future generations to meet their needs*. The primary objective shall be fulfilled through the following objectives:

1. Contribution towards achieving sustainability goals through *teaching / learning programs* of Sardar Patel University
2. Contribution towards achieving sustainability goals through *various avenues of research* undertaken in Sardar Patel University
3. Contribution towards achieving sustainability goals through *extension activities* undertaken Sardar Patel University
4. Contribution towards achieving sustainability goals *by benchmarking various best practices in the daily activities of the university*

5.1.2 Key strategies for improvement

Any higher education institute has primarily three functions, teaching, research and extension activities. While we discuss environmental sustainability the institute itself is also a pivotal stakeholder. Accordingly, key strategies for improvement in sustainability goals revolves around teaching, research, extension activities and institutional activities. Teaching content and mode of delivery of teaching should all have sustainable perspectives. Learning and aspiring to achieve sustainability goals through extra-curricular activities and study tours results in a

360-degree involvement of the learners. Evaluation parameters should be strategically designed to motivate students' participation in environmental conservation. Modern education system needs to go back to its traditional roots of multidisciplinary approaches to education as also suggested in NEP 2020. As for other disciplines of learning, a multidisciplinary approach to sustainability will also result in approaching the multidimensional challenges in its entirety. Research undertaken by research scholars and teachers is a pivotal source of knowledge generation and should focus on environmental sustainability. Participation of industries, civic bodies, NGOs with the stakeholders of a university results in a coordinated approach towards seeking solutions that are accepted and more swiftly adopted by the community at large. Participation brings a sense of collective ownership resulting in a comprehensive effort by all associated stakeholders, amplifying the outcomes achievement. In addition to the academic Departments, support organizations existing in a university add their own charm in achieving collective goals. In case of Sardar Patel University, the sister institutes in the campus like the Community Science Center, Agro-Economic Research Centre, Cost of Cultivation Scheme, University museum, health centre, gymnasium, sports complex, Radio Station, etc. all contribute in achieving collective goals. Social media outreach wing helps in spreading the message of various activities undertaken within the campus, thereby motivating the citizens in the society. University as an institute can be illustrious in benchmarking sustainable practices in day-to-day activities. Such daily dosage inculcate sustainable habits in the stakeholders. University infrastructure itself serves as an epitome of sustainability goals. Ultimately it is very important to assess the activities, undertake a critical self-appraisal by assembling relevant data, audit the same, and allowing assessment by neutral external/third-party assessors. As any organization continuously strives for improvement an environmental audit highlights, the strengths of the institutes and scope for improvement. Eventually SPU also strives to achieve global benchmarks by allowing assessment and appraisal of the activities undertaken. Any strategy is only as good as the outcome it produces, and outcomes that are globally comparable. In this journey of self-critique and self-appreciation, SPU will churn out benchmarks to inspire likeminded institutes striving to achieve excellence in sustainability goals.

5.1.3 Key parameter wise performance: Present and future

Following are the key parameter wise performance goals proposed to achieve sustainability goals. The current status in each parameter reflects various activities undertaken currently by Sardar Patel University. The performance outcomes expected to achieve in the next three years and next five years are proposed further.

5.1.3.1 Environmental protection during the process of teaching-learning

Current status:
* Most of the classes use white board instead of black boards. White boards are dust-free, thereby reducing the professional hazards of breathing in harmful chalk dust.
* Chemical waste handled as per the standard norms. Chemical wastes are usually segregated by compatibility groups such as acids, bases, inflammables, oxidizers, water reactive, etc. Inorganic solids & liquids, and organic solid & liquid wastes are separately stored. The acidic wastes, halogenated organics and organic solvents are also kept separately. The hazardous chemicals are stored in containers tagged/labelled as "Hazardous Waste". Mercury waste and mercury containing items (such as thermometers, manometers, etc.) are stored separately. Waste oil, collected from vacuum pumps and other types of laboratory equipment are collected in a separate waste container. * All materials used in microbiology laboratory like solid media,

liquid media, used glassware, other solutions and chemicals etc., are decontaminated immediately after the end of experiments, before they are discarded. SPU follows biomedical waste segregation rules & dispose accordingly in different color bags.

* Broken glass utensils are stored and hand over to concern authority for recycling. Plastic waste (bottles, gloves, plastic pipettes, etc.) are collected separately for recycling. Used batteries are collected separately for proper disposal.

* SPU also maintain records of the e-waste generated, handled and disposed and make such records available for scrutiny by the concerned State Pollution Control Board.

* The University's green surroundings facilitate unique learning environments, including open-air

classrooms that take advantage of the natural landscape. This approach not only enriches the educational experience but also promotes a deeper connection with the environment.

Outcome in the next three years (2024-25 to 2026-27): While the best practices for environmental conservation are followed in various teaching-learning activities as per the standard regulatory norms, an analysis would be undertaken regarding global best practices standards. SPU aspires to operate on the standards of global best practices. An attempt would be made to explore the prospects of organizing more classes in open green spaces.

Outcome in the next five years (2024-25 to 2028-29): Systematic strategic plan will be devised to implement the identified global best practices in undertaking teaching learning processes in a manner that best conserves the environment. This may require administrative and structural changes, and would be attempted in the long term. More infrastructure will be created to facilitate classes in open green spaces.

5.1.3.2 Teaching subjects related to environmental protection as a part of curriculum

Current status: About 70 compulsory and elective subjects currently taught in various disciplines in SPU are associated with environmental conservation. Few of the several subjects that address the environmental issues are Environmental Problems of India, Environmental Protections in India, Ecological Principles, Biosafety and Biomedical waste Management. The University is dedicated to producing global citizens who embody strong ethical values and a deep commitment to sustainability.

Outcome in the next three years (2024-25 to 2026-27): An attempt would be made to identify newer subjects and academic avenues that can be introduced as newer subjects to enhance teaching of environmental conservation. Subjects like 'Use of AI in improving environmental conservation', 'Use of GIS and other technologies in environmental conservation', 'Technological upgradation for agriculture/industries/services/automobiles/public transport to ensure environmental conservation' will be explored. At the same time courses giving exposure to traditional best practices can also be explored to be offered as new courses.

Outcome in the next five years (2024-25 to 2028-29): In the long term, in alignment with NEP 2020, multi-disciplinary/inter-disciplinary/trans-disciplinary courses that can enhance environmental conservation potential to the fullest shall be explored. This would require co-ordination between departments, identifying and motivating students willing to take such courses, making necessary regulatory and administrative changes to accommodate the delivery of such courses and preparation of teachers to deliver such courses. It would be attempted in next five years.

5.1.3.3 Attempting to include avenues of environmental protection in as many subjects as possible, as a part of curriculum

Current status: In addition to the above-mentioned courses, several courses offer certain topics that are associated with environmental conservation. Like aspects of Sustainable Development Goals are discussed as topics in courses. Hence, in addition to entire courses, some courses also offer aspects of course are associated

Outcome in the next three years (2024-25 to 2026-27): The respective Board of Studies will be motivated and directed to identify the necessity of introducing sustainability aspects in as many subjects as possible and relevant. This would increase the sensitivity of students and teachers towards sustainability practices.

Outcome in the next five years (2024-25 to 2028-29): Attempt would be made to identify and introduce entire programmes focused on environmental sustainability goals. Since this requires long term planning of associated academic, administrative, logistical and financial decisions, it would be attempted in coming five years.

5.1.3.4 Conducting invited talks by environmentalists from across India

Current status: SPU has a MMTTC centre for faculty development in the campus. Several experts from across the country and the world are invited to deliver online and offline lectures. Additionally, Departments of SPU have several opportunities to invite experts to deliver expert lectures. There are also academic avenues of organizing lectures under various chairs and other philanthropic funding for organizing memorial lecture series. Many of these lectures discuss themes associated with environmental sustainability. These lectures ensure rigorous intellectual academic solutions backed by thorough research. Hence, suggestions from such environmental experts will ensure science-backed solutions and its implementation.

Outcome in the next three years (2024-25 to 2026-27): Conscious efforts will be made to invite environmental experts for such lecture series.

Outcome in the next five years (2024-25 to 2028-29): In the long run, these experts can be invited to coordinate with SPU in suggesting and ensuring that the University implements environmental sustainability efforts to the best possible extent. Expertise of such experts in suggesting activities and decisions that can make day-to-day activities of SPU more environmentally sustainable, would be sought and implemented in the long run.

5.1.3.5 Engaging students in various evaluation parameters (projects, assignments, seminars, etc.) associated with environmental protection and preservation

Current status: 24 student start-up SSIPs awarded by SPU-SSIP Navdhara and SPSEC and 13 patents registered by IPR cell in 2023-24 are categorically those contributing towards sustainable environment. For illustration, one of the recently awarded SSIPs will convert cow-dung into gaukasht havan sticks, dhoop sticks, diyas, gaukasht cremation sticks, etc. This will help in rural solid waste management, facilitate environmental conservation by reducing cutting of trees and make gaushalas economically viable. Hence it is a great example of a circular economy.

Outcome in the next three years (2024-25 to 2026-27): A conscious effort to motivate more patents and entrepreneurial projects around the theme of sustainable environment shall be

made. These projects not only hold promises towards a sustainable future it also enhances the economic opportunities for the youth of India. Such industries can further increase employment and engage more youth towards sustainable living standards.

Outcome in the next five years (2024-25 to 2028-29): With the initial success of such entrepreneurial projects and patents, more youth will be motivated to creatively innovate products and services enhancing environmental sustainability. SPU SSIP Navdhara and SPSEC will provide all necessary motivation and incentives categorically for such environment-friendly endeavors. SPU will further support the successful projects with incubation facilities so that these businesses can be expanded to a mass-scale. All necessary financial, marketing, logistics and training support shall be provided to expand such businesses.

5.1.3.6 Celebration of various days associated with environmental protection and preservation

Current status: Several Departments of SPU celebrate World Environment Day and associated days like the World Sparrow Day, etc. Different events are organized to mark the celebration of these days to sensitize the staff and students towards the protection of environment.

Outcome in the next three years (2024-25 to 2026-27): All the Departments would be suggested to celebrate at least one such Day in a year to sensitize staff and students towards environmental sustainability. Active participation during such celebrations raises a collective consciousness and shared responsibility towards environmental protection.

Outcome in the next five years (2024-25 to 2028-29): The ideas generated during such Day's celebrations will be attempted to brought into the daily practice of the Departments, staff and students. Like for example, restricted use of plastic items that are hazardous for ecological conservation shall be attempted by the Departments. This would not only sensitized the youth of today who will be the future generation but also their families and shall thus have ripple effects on the society at large.

5.1.3.7 Taking students to study tours where they can be sensitized towards the importance of environmental conservation

Current status: Many study tours are organized at venues that are nature's bliss. Spending even a few such hours in the lap of mother nature becomes therapeutic for students and staff going for such study tours. For example, a study tour to 'Polo Forest; or 'Rani-ki-vaav' at a distance of few hours from the University made students experience the serene beauty of the nature, historical importance of water conservation and appreciate the fine balance in the ecology. An appreciation through such sensitization makes participants appreciative regarding conservation of the nature.

Outcome in the next three years (2024-25 to 2026-27): It would be consciously ensured that at least one such spot in every study tour includes a visit of some natural space. Effort would be undertaken to educate students at such natural spaces, the importance of preservation of such natural spaces, challenges thereby and suggested solutions. This will induce among participants an appreciation for ecological sustainability.

Outcome in the next five years (2024-25 to 2028-29): In the long run, it would be attempted to club such study tours with various efforts of ecological conservation more pro-actively. Like participants can volunteer during such tours for cleanliness drives or removing garbage or

'Swachhata Abhiyaan'. With this the appreciation for cleanliness will be imbibed in the participants and there will be certainly a greater sensitivity towards not spoiling such natural spaces through irresponsible human behavior. Participants will also be sensitized towards mitigating noise-pollution.

5.1.3.8 Motivating students to undertake research on themes related to environmental protection for Ph.D. degree

Current status: A lot of students are currently pursuing Ph.D. degrees around the topics that either explicitly or implicitly are associated with environmental conservation. Students write the importance of their research to the society as a mandatory part of their synopsis, in which they categorically mention how their research will prove beneficial to the society and the world at large. A lot of theses justify the need for such research based on environmental conservation.

Outcome in the next three years (2024-25 to 2026-27): Ph.D. theses that are associated with environmental conservation can be asked to exactly quantify the benefits of implementing the suggestions and policy recommendations forwarded by them in the theses. They can be asked to identify the compound effects of implementing such recommendations through a simulated scenario building.

Outcome in the next five years (2024-25 to 2028-29): In the long run it would be ensured that the Ph.D. mentors and students communicate with the stakeholders their suggested recommendations and report impact evaluation of such implementation. Such feedback will be assembled after a certain time gap, frequently.

5.1.3.9 Motivating faculties to undertake research on themes related to environmental protection for publications and paper presentations

Current status: As a part of regulatory framework as well as personal motivation, the faculties of SPU undertake research paper presentations and publications. Additionally, the SPU provides seed money to faculties to undertake research for a duration of about one year with expectation of certain deliverable outcomes like relevant publications. Many of these research papers and projects explicitly or implicitly are associated with environmental protection.

Outcome in the next three years (2024-25 to 2026-27): Each faculty can be motivated to at least undertake one research paper presentation and/or publication related to environmental protection/conservation.

Outcome in the next five years (2024-25 to 2028-29): In the long run, faculties may be invited to focus on the implementation of their suggestions in the society at large. They can be motivated to undertake impact assessment of their suggestions. Faculties can be motivated to coordinate and undertake multidisciplinary research. SPU has the advantage of having expert faculties in several disciplines. Each may benefit from the mutual discussions and collaborative research. Their understanding of the research topic can be necessarily enhanced with a different perspective through collaborative research.

5.1.3.10 Organizing Multidisciplinary seminars/conferences/workshops/training for environmental protection

Current status: Currently some seminars/conferences/workshops/training related to environment are being organized, that are not restricted to certain disciplines only. It thus

facilitates a multidisciplinary dialogue between experts of various different disciplines. It enriches the prospects of addressing such challenges from a multi-dimensional perspective.

Outcome in the next three years (2024-25 to 2026-27): In next three years three or more departments will assemble to organize a Multidisciplinary seminars/conferences/workshops/training for environmental protection. Experts from each coordinating discipline will be invited to deliver expert talks. There will be a special provision for multidisciplinary conversations and dialogues. Suggested outputs would be assembled and published to serve as a crucial document for policy recommendations and suggestions for associated stakeholders.

Outcome in the next five years (2024-25 to 2028-29): Leveraging on the learnings of such collectively organized seminars and overcoming the challenges faced in organizing such seminar first time, in consecutive years it will become an annual feature to organize such a multidisciplinary seminar, every time covering different themes related to environmental conservation.

5.1.3.11 Organizing various competitions (speech, drawing, invention) related to the theme of environmental protection

Current status: Several departments organize various extra-curricular competitions like drawing, speech, logo-making, quiz, etc. Some of them are associated with selected aspects of environmental conservation. Many students participate in such competitions, that compel them to think on the associated aspects of environmental protection.

Outcome in the next three years (2024-25 to 2026-27): All the Departments will organize at least one such competition for all the students of the Department, once a year. Irrespective of the declaration of the prizes, all students of the Department will be motivated to participated in such competitions.

Outcome in the next five years (2024-25 to 2028-29): The University will assemble the best output of such competitions and use it for display during the major events like the Convocation or other public events like the Millet Festival.

5.1.3.12 Co-ordinating with local industries/civil bodies/NGOs to undertake various activities to protect environment through research and raising awareness

Current status: SPU is very well connected with the local industries located in the Vitthal Udyognagar and their industries' association. Additionally, several programs are organized with the government local bureaucratic organizations like the collector office. NGOs have signed MOUs with SPU to coordinate for various activities. A lot of these associations also deal with environmental conservation explicitly or implicitly.

Outcome in the next three years (2024-25 to 2026-27): Coordinated efforts with local industries/civil bodies/NGOs focused on environmental conservation will be undertaken. These organizations organize several activities of environmental sustainability. SPU stakeholders will coordinate and facilitate such activities.

Outcome in the next five years (2024-25 to 2028-29): Activities involving mass scale organizing and expediting the events on large scale will be planned with local industries/civil bodies/NGOs.

5.1.3.13 Organizing societal awareness programs for environmental protection and sensitization through Sardar Patel Community Science Centre

Current status: SPU Community Science Centre is organizing several hundreds of activities annually, involving local citizens, students and staff of SPU. Many of these activities enhance the environmental sensitivity for the participants. It is difficult to consolidate the report of several of these activities due to the sheer volume of good work undertaken by CSC.

Outcome in the next three years (2024-25 to 2026-27) and the next five years (2024-25 to 2028-29): Continuance of the activities already being undertaken by CSC will have tremendous impact regarding sensitizing students and staff of SPU besides several local and state level citizens who are involved in CSC activities. School students are a big group of beneficiaries of CSC activities too. These young minds, when sensitized towards environmental sustainability will become responsible citizens, caring for nature.

5.1.3.14 Organizing societal awareness programs for environmental protection and sensitization in agriculture through Agro-Economic Research Centre (AERC) and Cost of Cultivation Scheme (CCS) of Sardar Patel University

Current status: Agro-Economic Research Centre (AERC), Vallabh Vidyanagar was established in 1961 at Sardar Patel University by the Ministry of Agriculture and Farmers Welfare, Government of India to carry out research in agricultural economics in the states of Gujarat, Rajasthan and Dadra Nagar Haveli. The Center is fully funded by the Ministry of Agriculture, Government of India and serves as a research wing for the Ministry. AERC is proudly engaged in continuous study several environmental issues associated with agriculture like groundwater depletion and irrigation problems, soil degradation, agro-waste disposal/burning, deforestation, biodiversity loss, genetic engineering, pollutants, etc. which helps in proper policy formulations oriented towards rural regeneration as well as targeting sustainable development covering the SDGs 1, 2, 6, 7, 8, 12, 13, 14 and 15. It facilitates bridges between society, educational research, innovation, and its adoption and policy development at national level. Cost of Cultivation Scheme plays a pivotal role by providing crucial data for Minimum Support Price fixation by the Government of India. Survey by CCS highlight the rise in the cost of cultivation due to the climate change through comprehensive data, collected from across the state. The data collection involves scientific academic and research rigor, ensuring the data quality.

Outcome in the next three years (2024-25 to 2026-27) and next five years (2024-25 to 2028-29): AERC and CCS have been contributing towards environmental conservation in particular in agriculture and associated sectors. It should suffice if they continue contributing through their research towards environmental contribution. AERC and CCS can seek support from the expertise of the available disciplines in the SPU Departments to enrich their research work. This in turn will help in spreading the outcomes of these research in the larger society.

5.1.3.15 Organizing societal awareness programs for environmental protection awareness and sensitization through Sardar Patel University Radio Station

Current status: 90.4 FM Community Radio Station with a range of 8 km radial distance is on the campus. At Community Radio Station, as the main goal of such center is A Radio "For

Community and By Community", having a tagline "My Campus My Voice", major part of content management for program production is managed by students of the University. Experts visiting university are also invited to deliver talks on the areas of their subject expertise. Many of these talks' focus around the theme of environmental sustainability. Due to the added advantage of its mass broadcasting, and spreading out to the society at large, the outreach of these talks has massive advantage. For example the beginning of the process of assembling waste medicines, unused clothes, stationery, utensils and shoes by the Department of Economics for their responsible disposal and reuse by the needy is announced by the Radio station of SPU. This audio clip in an attractive Radio Jockey style and voice is also rotated on the social media chats. This helps in spreading such messages related to environmental protection in short time to a very wide audience.

Outcome in the next three years (2024-25 to 2026-27) and next five years (2024-25 to 2028-29): More efforts will be put in spreading the message propagating Radio Station. Greater awareness of Radio station of SPU will amplify the spreading of the messages for environmental protection. While already efforts in this direction are put, more students will be involved in various activities of radio station who will then also serve as brand ambassadors for both Radio Station as well as environmental conservation messages.

5.1.3.16 Preparing content related to environmental protection for teaching/learning /MOOC by the recording studio and social media wing of SPU

Current status: Radio station has a separate fully equipped state-of-the-art audio-video recording studio. It also has equipment and manpower to record audio-visual content, edit it and broadcast on social media. These facilities can provide a great impetus to spread good content with good quality of delivery.

Outcome in the next three years (2024-25 to 2026-27) and next five years (2024-25 to 2028-29): These facilities will be brought to greater use by faculties, students, guests in categorically creating content related to environmental sustainability. Talk shows, and acts can be recorded and the facilities can be used to create high quality audio-visual content. University's social media can then help in spreading the recorded content. Faculties are now required by regulation to develop audio-visual academic content related to their subjects in the form of MOOC. Subjects related to environmental conservation above will be attempted to be presented using audio-visual recording facilities available in the campus.

5.1.3.17 Organizing programs/events related to environmental protection whereby citizens are invited to participate

Current status:

* Various trees, plants, shrubs and saplings have been labeled with a QR code, that gives an access to the scientific details of that flora. 112 birds have been identified by the Bio-Sciences Department of SPU, that are either resident or migratory birds. The Herbarium of the Bio-sciences Department is considered to be the authority and the final verdict to declare certain species of herb as 'new'. This raises awareness among citizens regarding the bio-diversity in the vicinity.

* Since 2021, the SPU museum frequently organizes online quizzes in which anyone can participate and get a certificate on securing a minimum score. Some of these quizzes are related to the environmental aspects, local bio-diversity, flora and fauna.

* Every Sunday SPU provides space for Organic Haat, which serves as a market place for purchase of organic items for local citizens. It benefits local farmers producing organic products, by providing them a space to sell their produce weekly.

* An outreach programme was organized on repair and reuse of lower version 18 computers donated for use to an NGO working for slum children. Others were disposed off as per the government regulation: income generated Rs. 7, 55,500 in 2020-21.

* Millet festival is organized annually by the Department of Home Science, which is very well received by the local citizens. Traditional food items are also on sale. Participating groups purchase a stall on a highly subsidized rate and sell such produce to get huge consumer base.

Outcome in the next three years (2024-25 to 2026-27): The flagship events mentioned above have received massive success over the years and so will be continued. Different themes related to environmental conservation will be selected for the above events in different years.

Outcome in the next five years (2024-25 to 2028-29): More such creative events will be planned and expedited so that more citizens can be involved in environmental sustainability.

5.1.3.18 Ensuring environment friendly best practices in the daily activities of the university

Current status: The SPU engages in several environment friendly daily practices. SPU organizes every year events like 'tree plantation', 'save water awareness', 'beat the plastic pollution', etc. A lot of processes related to admission and administrative work have been shifted to virtual mode. Students can fulfill these requirements from the comfort of their home through mobile or laptop, and save fuel – carbon footprints. Crucial records like their marksheets are available online through their login and password as also through the portal of Academic Bank of Credit portal. Hence, its print is just taken when hard copy is needed, thereby saving paper, and cutting of trees for paper. Papers are mostly recycled in offices to assure dual side use for rough work. Massive quantities of answer books are recycled. Leaves related process is completely online through HRMS portal and paperless, thereby saving on use of paper. The entire campus is tobacco-free, making the air quality good. Buildings have a great exposure to sunlight and aeration due to which electricity is saved. The SPU celebrates 'No fuel day' every third Saturday, whereby staff and students of SPU try to walk, cycle or use public transport as far as possible to commute to the University. This saves a lot of fossil fuel which would have otherwise burnt if the staff and students would not have practiced 'No fuel Day'. Use of disposable plastic water bottles have largely been stopped. Instead glass or clay bottles are used. Guests are also not given bouquet, instead they are given small shrubs in earthen pots and books as memento.

Outcome in the next three years (2024-25 to 2026-27): All the existing good practices will be continued; some additional tasks are planned to be undertaken. It is planned to Install paper recycling facilities within the campus. This would further reduce the carbon footprints in paper recycling. More administrative procedures will be converted into virtual mode thereby saving paper further. A lot of activities related to examination and evaluation is planned to be

converted in virtual mode, thereby reducing the use of paper. It is planned that instead of using plastic water bottles or disposable plastic glasses, in seminars and conferences steel glasses will be given to all participants as a part of the conference kit, in which they shall fill water for themselves from the common water facility. They can then carry back those glasses and try and use it wherever sustainable. Eventually, it should become a habit for the participants to bring a steel glass or container for themselves. This small change in the habit can also reduce mass use of plastic disposable glasses and bottles.

Outcome in the next five years (2024-25 to 2028-29): Foggers will be installed in garden areas in the campus to maintain cooler temperatures to avoid extreme heat during summers. Students will be motivated to make 'best out of waste' hand-made memento to be gifted to guests. Procedures associated with government laisoning will eventually be converted on virtual mode as and when such readiness is shown from regulatory bodies. Admission process is centralized at state level in virtual/online mode through government portals. As and when suggested by the government, further activities will be converted in virtual mode.

5.1.3.19 Creating infrastructure in the university to support environmental protection

Current status: SPU campuses are lush green with highest tree plantation density and 149 Flora and 317 Fauna. The green belt spread across 15 acres of land at the Department of Biosciences, the satellite campus, houses 450 recorded species of various life forms, including 238 trees and plants (not a single fallen leaf is burnt), 17 reptiles,93 birds, 67 butterfly, 47 insects,72 spider species. SPU campus has one Animal house/Green house to conduct research, and it is certified for following ethical and animal rights norms. A branch of the bank, ATMs and hostel facilities within and in close vicinity to the campus and the administrative building, facilitate in the reduction of carbon footprints. Most of these distances are comfortably in walking range at less than half a kilometer. Solar roof tops and rain water harvesting infrastructure is prevalent in many buildings. The Central Bhaikaka Library is computerized. The Automation is carried out with the help of SOUL 2.0 library management software. Bibliographical details of 2,62,941 documents are loaded into WEBOPAC, that show the availability of library collection. This saves on fuel by avoiding visit to the library unless desired content becomes again available. Compost organic fertilizer making pits are operational at the Department of Bio-Sciences and H.M. Patel Institute of Rural Development. University handles bio-waste, e-waste, chemical waste, solid and liquid waste as per the government stipulated norms and as per the established standards. A unique natural air-cooling system exists at the sports complex. Solar Water Heating Systems are installed at hostels. Roof Top Solar Power Plants are installed in 11 buildings. It is assured that the electronic gadgets purchased are most environment beneficial like LED bulbs, refrigerators, ACs, etc. having 5-star rating on environmental protection. Solar water heaters are installed in girls' hostel. All buildings are equipped with sanitary napkins vending machines, thereby reducing the carbon footprints of going to a shop to buy sanitary pads. Every building is also equipped with used sanitary pad disposal incineration machines, that are used to electrically responsibly dispose off used sanitary pads. This contributes in avoiding land/water pollution otherwise caused by irresponsible disposal of used sanitary pads. As a part of annual academic project, Department of Economics collect unused medicines from the society and bring to the Department with filled questionnaires related to the details of the collection. These unused medicines are carefully segregated in two categories -those that have surpassed expiry date and those that have not. These medicines are then forwarded to the Health Centre for further responsible disposal of the unused medicines. With this project the students who go for collections, the societal households who provide medicines are sensitized towards not polluting land fills with

hazardous chemicals of medicines. The Department of Economics collects used but cleaned clothes, shoes, utensils, etc. from the society and redistributes among the needy. It justifies the principles of recycle and reuse of the used materials, thereby reducing the pressure on wasteful consumption by the poor and saves resources. Implementing 07 rainwater harvesting and recharge wells, with ongoing initiatives. Employing natural air-cooling systems at the sports complex and solar water heating systems
in hostels. Adhering to OTS universal design principles in buildings. Utilizing eco-friendly refrigerants and energy-efficient devices. Harnessing rooftop solar power in 11 buildings, and pioneering dual-axis solar tracking in four buildings. Developing a small wind generator through the Physics Department to bolster renewable energy efforts. Enforcing a robust waste management policy and recycling exam answer books for over 60,000 students each semester. Collaborating with NGO VNC for animal rescue efforts. Maintaining a tobacco smoke-free campus and introducing a CNG pipeline in select buildings. Observing events like Free Fuel Day and organizing the Millet Food Festival to promote awareness of sustainable dietary practices. It receives a huge footfall from local citizens, and community cherishes delicious options made of millet/traditional recipes. Additionally, the Biosciences Department offers specialized training sessions in bonsai cultivation and other home-gardening for anyone in the society who is interested.

Outcome in the next three years (2024-25 to 2026-27): 9 More buildings would be equipped with renewable energy sources like solar energy and wind energy source equipment. A lot more energy efficient equipment will be purchased. Eventually, all new purchases will have environmental conservation as a purchase criteria.

Outcome in the next five years (2024-25 to 2028-29): An attempt will be made to draw the electricity needs of the SPU as far as possible through green energy resources. Wifi in all buildings and access to all staff and students will ensure lesser mobility saving fossil fuel and wastage of paper.

5.1.3.20 Conducting green audits and participating in university level green campus competitions/initiatives

Current status: Doing activities of associated with environmental conservation is as important as keeping a record of the same and seeking validation of these activities as benchmarks form the auditors. Keeping a record and benchmarking against globally accepted standards, helps in recognizing the strengths and aspiring to fill the gap from the benchmarks. Sardar Patel University has been awarded the status of the First Green University of Gujarat with a Platinum ranking by Green Mentors, a United Nations General Assembly (UNGA) recognized Research Organization. The university has been also conferred with a Green University Award 2021 at the 5th NYC Green School Conference 2021 organized by Green Mentors in association with Arizona State University on 24th September 2021.

Outcome in the next three years (2024-25 to 2026-27): Every year SPU will be exposed to the green audit, every time competing with oneself to achieve greater targets, surpassing own benchmarks. While we strive to aspire to put more efforts in preserving environment, record keeping, benchmarking and testing our own efforts in audits will be a continuous process.

Outcome in the next five years (2024-25 to 2028-29): In five years, SPU will aspire to participate and excel in the Times Higher Education World University Ranking's University Impact Rankings.

5.2 Inclusivity Framework

5.2.1 Objectives

The objectives for an inclusivity framework typically focus on creating an equitable, diverse, and supportive environment that ensures all members of the university —students, faculty, and staff—feel valued and empowered. The objectives specifically include

Ensuring Equal Access to Education and Resources: At Sardar Patel University (SPU) it is achieved by increasing opportunities for students from diverse socio-economic, cultural, and geographical backgrounds to pursue higher education. Students are made aware about the implementing scholarship schemes and financial aid regularly. The university provides special facilities and resources to support underrepresented groups, including economically disadvantaged students, differently-abled individuals, and marginalized communities. These initiatives have established an equitable environment at SPU, ensuring all students have the essential resources and support to thrive.

Promoting a Diverse and Inclusive Learning Environment: The curriculum of university reflects a broad spectrum of cultural, ethnic, gender, and social diversity. Inclusive teaching methods are employed to ensure that all students are engaged and supported, and their effectiveness is assessed to evaluate the impact on student learning.

Supporting Marginalized and Underrepresented Groups: Mentorship programs, counseling, and student support services are available for underrepresented groups. At Sardar Patel University (SPU), we encourage the active participation of students, particularly those from marginalized groups, in leadership roles across academic, extracurricular, and administrative spheres. This approach aims to empower all students, ensuring diverse representation and fostering an inclusive campus environment.

Developing Policies for Equal Opportunities: To prevent discrimination based on race, gender, disability, religion, or any other factor, the university ensures that implemented policies are properly enforced. These policies aim to create a safe and inclusive environment for all members of the university community. Additionally, care is taken that university policies promote fair recruitment, retention, and promotion of a diverse faculty and staff, reflecting our commitment to equal opportunities for all.

Creating a Safe and Supportive Campus Culture: University prioritize creating a safe and supportive campus culture by organizing awareness programs aimed at cultivating respect, understanding, and tolerance among students, faculty, and staff. It also encourages the formation of student organizations, forums, and events that promote cultural exchange, diversity, and inclusivity, fostering a sense of belonging for everyone in the university community.

Building Faculty and Staff Capacity in Diversity and Inclusion: At Sardar Patel University (SPU), we are dedicated to building faculty and staff capacity in diversity and inclusion by providing professional development opportunities focused on inclusive pedagogy, diversity

awareness, and creating a welcoming environment for all. We actively encourage faculty and staff to participate in inclusion-focused workshops, seminars, and training programs, ensuring they are equipped to foster an inclusive and supportive campus culture.

Fostering Campus Accessibility and Inclusion: University is committed to fostering campus accessibility and inclusion by ensuring physical, digital, and academic accessibility for students and staff with disabilities. It strives to build and retrofit campus facilities to meet the needs of differently-abled individuals and provide assistive technologies wherever necessary, ensuring that all members of our university community can fully participate in academic and campus life.

Monitoring, Evaluation, and Continuous Improvement: At Sardar Patel University (SPU), we have developed systems to measure the effectiveness of inclusivity initiatives through surveys, data collection, and feedback mechanisms from students. We use data-driven approaches to assess and continuously refine the inclusivity framework, ensuring it evolves to meet the diverse needs of the university community.

5.2.2 Key Strategies for Improving

Strengthening Infrastructure: Enhance accessibility features, such as ramps, in academic and administrative buildings to facilitate easy movement for individuals with mobility challenges. Providing assistive devices and designee technologies to support students/staff/visitor with visual, hearing, or physical impairments, so that they navigate the campus independently and comfortably.

Expanding Financial Support: Increase scholarships, fee waivers, and financial aid programs to support students from economically disadvantaged and marginalized backgrounds.

Curriculum Enhancement: Integrate inclusive topics into the curriculum, including gender sensitivity, disability awareness, and regional and cultural studies, to foster a comprehensive understanding of diversity.

Capacity Building and Training: Organize regular workshops for faculty, staff, and students on inclusivity, anti-discrimination practices, and the use of assistive technologies.

Policy Development: Implement stronger anti-discrimination policies and grievance redressal mechanisms to ensure a safe and respectful environment for all stakeholders.

Community Engagement: Strengthen outreach programs and partnerships with NGOs and local communities to promote education and inclusivity in rural and underserved areas.

ICT Integration: Leverage technology to enhance learning through ICT-enabled classrooms, online resources, and e-learning platforms, ensuring access to quality education for remote learners.

Feedback and Monitoring: Establish robust systems to collect feedback from diverse stakeholders, monitor inclusivity initiatives, and ensure continuous improvement.

Encouraging Representation: Ensure active representation of marginalized groups in governance and decision-making processes.

Research and Innovation: Promote research projects that address inclusivity challenges and foster solutions for equitable development.

5.2.3 Key parameter wise performance: Present and Future

5.2.3.1 Ethnic inclusiveness:

Present Context:

Sardar Patel University (SPU) demonstrates a strong commitment to ethnic inclusiveness through its merit-based admission policies, which adhere to government reservation norms, ensuring representation from diverse ethnic and social backgrounds. To support marginalized groups, SPU has established dedicated cells for SC/ST students, women, and economically weaker sections, offering scholarships and special programs. The SC-ST Cell ensures timely dissemination of information about opportunities, while the Eklavya Hostel provides exclusive accommodation for SC-ST students.

SPU integrates Indian cultural and knowledge systems into its curriculum through courses on Vedic mathematics, Indic philosophy, and yoga, fostering inclusivity and promoting cultural heritage. Student representation in university bodies like the Anti-Ragging Committee and Women Cell ensures diverse perspectives in governance. Additionally, SPU celebrates cultural diversity through events and activities, including the Youth Festival, which features themes promoting inclusivity. These efforts collectively create an equitable and culturally rich environment for all students.

Outcome in the Next Three Years (2024-25 to 2026-27):

SPU's focus on ethnic inclusiveness and cultural diversity is expected to yield significant outcomes. Enhanced representation of marginalized groups in academic and extracurricular activities will foster a more equitable and inclusive campus environment. Expanded scholarships and support programs will improve accessibility for socio-economically disadvantaged students. Integration of Indian knowledge systems into the curriculum will enhance cultural awareness and interdisciplinary learning. Increased student participation in governance and cultural events will strengthen mutual understanding and collaboration among diverse groups. Overall, these efforts will establish SPU as a model for inclusivity and diversity in education.

Outcome in the Next Five Years (2024-25 to 2028-29):

Over the next five years, SPU's commitment to inclusivity and diversity is expected to transform its academic and social ecosystem. Enhanced accessibility through expanded scholarships and support programs will significantly increase enrollment and retention of students from marginalized and economically weaker backgrounds. Integration of Indian knowledge systems will foster a deeper appreciation of cultural heritage, promoting interdisciplinary and global learning. Active student representation in decision-making bodies

will ensure equitable governance and stronger engagement. Cultural festivals and community initiatives will strengthen mutual respect and unity among diverse groups. SPU will emerge as a leader in promoting equity, inclusivity, and cultural integration.

5.2.3.2 Economic inclusiveness:

Present Context:

The Inclusivity Framework of Sardar Patel University (SPU) emphasizes economic inclusiveness by ensuring equitable access to education and resources for students from diverse economic backgrounds. This commitment is reflected through various initiatives. SPU offers numerous scholarships and freeships funded by government and non-government agencies, benefiting 7,475 students between 2016 and 2020. The "Earn While You Learn" scheme further reduces financial barriers by allowing students to work part-time while pursuing their education. Fee waivers, subsidized programs, and priority subsidies for hostel fees ensure affordability for low-income families.

SPU emphasizes employability through skill-based courses, entrepreneurship programs, and access to cost-effective learning platforms like SWAYAM. Infrastructure, including ICT-enabled classrooms and free e-resources via INFLIBNET, ensures equal educational opportunities. Affordable hostel facilities cater to rural and economically weaker students. During crises like the COVID-19 pandemic, SPU provided financial assistance to affected students and staff, demonstrating its inclusive ethos.

Employment opportunities are bolstered through placement initiatives, with 899 students successfully placed between 2016 and 2020. Community and rural engagement efforts, such as research by the Agro-Economic Research Centre (AERC), target socio-economic disparities in rural areas. Active representation of economically disadvantaged students in governance ensures inclusive policymaking. SPU's framework fosters self-reliance and bridges socio-economic gaps, aligning with its mission to uplift rural and marginalized communities.

Outcome in the Next Three Years (2024-25 to 2026-27):

Over the next three years, SPU's economic inclusiveness framework is expected to significantly enhance educational access and opportunities for economically disadvantaged students. Expanded scholarships, fee waivers, and the "Earn While You Learn" program will reduce financial barriers and increase enrollment and retention rates. Skill-based courses and entrepreneurship initiatives will improve employability, enabling students to achieve economic self-reliance. Enhanced ICT infrastructure and access to e-resources will ensure equitable learning opportunities. Community engagement through rural development initiatives will contribute to reducing socio-economic disparities. SPU will strengthen its role as an inclusive institution, fostering equity and empowering economically weaker sections.

Outcome in the Next Five Years (2024-25 to 2028-29):

In the next five years, SPU's economic inclusiveness framework will foster transformative outcomes. Expanded financial assistance and subsidized programs will significantly increase access to education for economically disadvantaged students, while the "Earn While You Learn" initiative will empower them to balance work and studies. Enhanced skill development programs and strong placement support will improve employability, contributing to long-term economic stability. Advanced ICT-enabled infrastructure and affordable learning resources will ensure equitable educational access. Rural development initiatives and targeted research by the Agro-Economic Research Centre will reduce socio-economic disparities. SPU will emerge as a leader in inclusive education and community empowerment.

5.2.3.3 Gender Inclusiveness

Present Context:

Sardar Patel University (SPU) is committed to fostering gender equity and creating a supportive, inclusive environment for all genders. This commitment is evident in its fair admission processes and active representation of women in governance, including decision-making bodies like the Women Cell. SPU empowers women through seminars, workshops, and training programs on leadership, entrepreneurship, and skill development, complemented by awareness campaigns and competitions addressing gender equality. The university incorporates relevant topics/units related to gender issues in the curriculum at various levels and conducts research activities related to gender and related issues.

To ensure safety, the campus is equipped with CCTV surveillance, a robust Anti-Ragging Committee, and grievance redressal mechanisms to address gender-based issues. Financial aid and scholarships encourage female students to pursue higher education, while life skills programs boost their confidence for personal and professional growth. Gender-sensitive curricula, incorporating topics like gender studies and dynamics, promote awareness and inclusivity. SPU also provides well-maintained hostels, health facilities, and special provisions like maternity leave and flexible arrangements for women faculty and students.

SPU's outreach extends to gender sensitization workshops and community programs focusing on gender issues, supported by its Community Science Centre and Community Radio Station. Research on gender equality and empowerment is encouraged, often in collaboration with organizations. Under the Women Cell, the university organizes gender equity, promotion, and sensitization activities through a gender sensitization action plan. The co-curricular activities include seminars, workshops, sessions, training sessions, health camps, and celebrations of Women's Day.

Outcome in the Next Three Years (2024-25 to 2026-27):

In the next three years, SPU's gender inclusivity initiatives will lead to a more equitable and supportive campus environment. Increased representation of women in governance and decision-making bodies will ensure gender-sensitive policies. Expanded financial aid and empowerment programs will boost female enrollment and participation in higher education. Enhanced safety measures and grievance redressal mechanisms will create a secure space for all genders. Gender-sensitive curricula and awareness campaigns will promote equality and understanding among students and staff. Research and outreach efforts will address gender

issues in local communities, strengthening SPU's role as a champion of gender equity and inclusivity.

Outcome in the Next Five Years (2024-25 to 2028-29):

In the next five years, SPU's gender inclusivity initiatives will significantly enhance an equitable and supportive campus environment. Greater female participation in leadership will strengthen gender-sensitive governance. Expanded financial aid and skill development programs will boost female enrollment and career opportunities. Strengthened safety measures, gender-sensitization workshops, and inclusive policies will create a secure space for all genders. Research and community outreach will address gender-related challenges, positioning SPU as a leading institution in gender equity, empowerment, and inclusivity.

5.2.3.4 PwD Inclusiveness

Present Context:

Sardar Patel University (SPU) is committed to creating an accessible, equitable, and empowering environment for Persons with Disabilities (PwD), ensuring their active participation in academic and social life. The university's barrier-free infrastructure includes ramps, elevators, accessible washrooms, and reserved seating in classrooms and libraries. Assistive devices are provided to enhance mobility and learning. SPU integrates advanced technology, such as Kibo reading software for visually impaired students, access to audiobooks, and ICT-enabled classrooms, to foster inclusive education. Flexible academic arrangements, including extended examination time and alternative assessments, along with the use of braille materials and screen readers, ensure equitable academic opportunities.

Financial support through scholarships, freeships, and government-sponsored aid reduces economic barriers for PwD students. SPU's inclusive curriculum incorporates disability awareness, while regular sensitization workshops for faculty, staff, and students promote a culture of inclusion. Counseling services and dedicated mentors support the psychological well-being and academic growth of PwD students, aiding their career planning.

PwD representation in governance and decision-making ensures their voices influence university policies. Robust grievance redressal mechanisms and anti-discrimination policies create a safe environment. Community engagement through outreach programs, partnerships with NGOs, and specialized skill development initiatives enhances opportunities for PwD individuals. Regular feedback and monitoring by SPU's Internal Quality Assurance Cell (IQAC) drive continuous improvement. Through these comprehensive measures, SPU demonstrates its dedication to empowering PwD individuals, aligning with its mission to foster an inclusive and equitable academic community.

Outcome in the Next Three Years (2024-25 to 2026-27):

In the next three years, SPU's initiatives for Persons with Disabilities (PwD) will result in a more inclusive and accessible campus environment. Improved infrastructure, such as ramps, elevators, and assistive devices, will enhance mobility and independence for PwD students and staff. Expanded use of assistive technologies and flexible academic arrangements will increase participation and success rates among PwD students. Enhanced counseling, mentoring, and skill development programs will boost their confidence and employability. Community engagement and sensitization workshops will foster greater awareness and inclusivity within and beyond the campus. SPU will emerge as a model institution for disability inclusion.

Outcome in the Next Five Years (2024-25 to 2028-29):

Over the next five years, SPU's initiatives for Persons with Disabilities (PwD) will create a transformative impact on campus and beyond. Enhanced accessibility infrastructure and assistive technologies will ensure equal opportunities for PwD students and staff in academics and campus life. Expanded financial aid, inclusive curricula, and career development programs will empower PwD individuals, improving their academic performance and employability. Increased representation in governance and strengthened anti-discrimination measures will foster a supportive environment. Community outreach and partnerships with NGOs will amplify inclusivity efforts. SPU will set a benchmark for institutions championing equity, accessibility, and empowerment for PwD individuals.

5.2.3.5 Spatial inclusivity

Present Context:

Sardar Patel University (SPU) is dedicated to ensuring equitable access to education, resources, and opportunities for students and stakeholders from diverse geographic, regional, and spatial backgrounds, focusing on bridging urban-rural disparities. Situated in a semi-urban and rural area, SPU provides affordable education and scholarships tailored to the financial and social needs of rural students. The university conducts outreach programs and collaborates with local government bodies and NGOs to encourage students from remote areas to pursue higher education. Admission policies adhere to reservation norms, ensuring representation from tribal, backward, and geographically disadvantaged regions.

To enhance spatial inclusivity, SPU has developed transportation facilities connecting rural areas to its campus and offers affordable hostel accommodations for students from remote regions. Academic programs in rural studies, agriculture, and skill development address the unique needs of rural communities, with regional language instruction ensuring accessibility. Research initiatives, led by the Agro-Economic Research Centre, tackle critical rural issues, while the Community Science Centre and Community Radio Station promote education and inclusivity in surrounding areas.

SPU also collaborates with local industries to create employment opportunities for rural students and supports entrepreneurship through incubation programs like the Student Start-Up and Innovation Program (SSIP). By integrating ICT-enabled learning and continuously monitoring infrastructure and program effectiveness, SPU ensures spatial inclusivity. This comprehensive approach reflects SPU's commitment to uplifting rural communities, fostering holistic development, and bridging the urban-rural divide.

Outcome in the Next Three Years (2024-25 to 2026-27):

In the next three years, SPU's initiatives for spatial inclusivity will significantly enhance access to education and opportunities for students from rural and remote areas. Expanded scholarships, affordable hostel accommodations, and targeted outreach programs will increase enrollment from underprivileged regions. Strengthened collaborations with local industries and NGOs will create employment opportunities and support rural development. Enhanced infrastructure, such as transportation and ICT-enabled learning platforms, will bridge urban-rural disparities. Research and community engagement initiatives will address critical rural challenges, fostering sustainable development. SPU will establish itself as a model institution for equitable education and holistic regional upliftment.

Outcome in the Next Five Years (2024-25 to 2028-29):

Over the next five years, SPU's spatial inclusivity efforts will lead to transformative outcomes for rural and remote communities. Increased enrollment and retention of students from disadvantaged areas will result from expanded scholarships, affordable hostels, and outreach programs. Enhanced skill development courses and collaborations with local industries will boost employability and entrepreneurship among students. Research initiatives will contribute to solving critical rural challenges, while ICT-enabled learning will ensure education reaches even the most remote areas. SPU will emerge as a leader in bridging urban-rural gaps, fostering equitable development, and uplifting underprivileged communities through education and innovation.

Chapter-6: Community Engagement and Social Responsibility

6.1 Community Outreach Programs

1. Introduction

- **Vision:** Sardar Patel University (SPU) envisions fostering holistic community development through education, research, and applied knowledge, promoting a harmonious and sustainable "learning society."

- **Mission:** SPU's mission is to serve as a catalyst for community transformation. It aims to empower individuals through value-based education, skill enhancement, and accessible services, guided by the principles of integral development and a deep understanding of the Indian ethos.

- **Values:** The core values underpinning SPU's community outreach include:

    - **Holistic Development:** Fostering the physical, mental, emotional, and spiritual growth of individuals.

    - **Value-Oriented Education:** Promoting character development, self-reliance, and ethical conduct.

    - **Scientific Temper:** Help generate the scientific approach to leading life.

    - **Community Engagement:** Actively involving community members in the planning and implementation of outreach programs.

    - **Sustainability:** Ensuring the long-term impact and viability of outreach initiatives.

    - **Synthesis of Knowledge:** Integrating traditional wisdom with modern advancements to address community needs.

    - **Inclusivity:** Providing opportunities for all, irrespective of background or social standing.

- **Overview:**

    - To outline a comprehensive strategy to enhance and structure SPU's community outreach efforts over the next five years, building on existing resources and identifying new areas of engagement.

    - To take into consideration that the University already has a well established Community Science Centre, Community Radio Station, Museum, Health Centre, Agro Economic Research Centre and various Academic Chairs working to disseminate and imbibe into the youth the principles of Sri Aurobindo, Mahatma Gandhi, Sardar Patel, Ambedkar, Bhaikaka, Pandurang Shastri etc. as well as a Women's Cell, a Staff Colony, Play Centre, and a Kendriya VIdyalay under its control.

2. Needs Assessment and Goal Setting

Drawing on decades of successful experience in implementing its mission of *"Rural regeneration through education in post-independence India"*, the University will reassess current needs and establish new goals for **India's Amrit Kaal**.

- **Community Needs Assessment:**

  - Conduct surveys, interviews, and focus groups in surrounding communities to identify specific needs.

  - Assess educational levels, skill gaps, health concerns, economic challenges, and cultural dynamics.

- **Key Needs Areas:**

  - **Education:** Literacy, digital literacy, Environment Literacy, vocational training, skill development, teacher training, and higher education access.

  - **Health:** Preventative healthcare, health awareness, access to medical services, and mental well-being.

  - **Economic Development:** Entrepreneurship, skill-based employment, access to resources, and sustainable agriculture.

  - **Culture and Values:** Promoting national integration, peace, harmony, and the spirit of Indian culture.

  - **Holistic Development:** launching programmes that support the physical, mental, vital, Psychic and Spiritual development and growth of the consciousness.

- **SMART Goals:**

  - **Increase Science and Digital literacy rates** in targeted communities by 20% by 2030.

  - **Provide health education** to 5,000 community members annually.

  - **Train 1,000 individuals** in vocational skills by 2030.

  - **Establish All Age-Group learning centers** in various areas by 2027.

  - **Organize 10 annual cultural and value-based programs** involving community participation.

  - **Create community-focused radio programs** to disseminate educational information.

- o **Expand access to health services** through the university's health center to reach 30% more people by 2030.

- o **Increase community involvement** in outreach programs by 40%.

3. Program Development

- **Focus Area 1: Education & Skill Development**

  - o **Literacy Programs:** Implement **Science and Digital literacy** sessions, using local resources and materials, Offer courses to enhance computer and internet skills using the resources of the existing departments and community science center.

  - o **Vocational Training:** Provide training in areas like agriculture, crafts, technology, and entrepreneurship, tailored to local needs and skills, using resources of the existing set up in the University.

  - o **Teacher Training:** Enhance skills of local teachers through workshops and training, especially in value-based and child-centered education.

  - o **Academic Outreach:** Utilize the university's CSC, Kendriya Vidyalaya, play center, Community Radio Station to promote early childhood education, environment education and value oriented and nation building education.

- **Focus Area 2: Health and Wellness**

  - o **Health Education:** Conduct awareness campaigns on preventative health, hygiene, nutrition, and mental health, leveraging the expertise of the Health Center, Community Science Centre and Community Radio Station.

  - o **Health Services:** Provide basic health check-ups, consultations, and referrals through the University's Health Center.

  - o **Yoga and Wellness:** Organize yoga and meditation sessions to promote physical and mental well-being and promote integral health through Sri Aurobindo Cahir of Integral Studies and Yogic Science and Integral Wellness initiative of Community Science Centre.

- **Focus Area 3: Community Development and Empowerment**

  - o **Entrepreneurship Training:** Support individuals in starting small businesses with training programs through SPSEC and Community Science Centre.

  - o **Sustainable Agriculture:** Promote environmentally friendly farming practices with the support of the Agro-Economic Research Centre.

- o **Resource Management:** Educate communities about sustainable use of natural resources, including water conservation through the support of Community Science Centre.

- o **Use of existing resources** like Community Science Center to create programs and workshops that help people understand the impact of science and technology on community life.

- **Focus Area 4: Culture, Values and National Integration**

  - o **Cultural Programs:** Organize events celebrating Indian heritage, festivals, and traditions.

  - o **Value-Based Education:** Conduct workshops and seminars on ethics, character development, and the ideals of human unity.

  - o **Discussions and Lectures:** Utilize academic chairs to organize discussions and lectures on the philosophies of Gandhi, Sardar Patel, Sri Aurobindo, Bhaikaka, and Ambedkar, emphasizing their relevance in today's world.

  - o **Radio Programs:** Utilize the Community Radio Station to disseminate educational and cultural content, using the expertise of the academic chairs.

  - o **Museum Engagement:** Create exhibits and programs at the university's museum to educate the community about local history and culture.

- **Focus Area 5: Introduction, Awareness and Participation in the Indian Space Science Programme**

  Sardar Patel University has entered into a Memorandum of Understanding with Space Application Centre, ISRO, Ahmedabad to develop an Outdoor Space Science Park, named as, "Sardar Patel Antariksh Park (SPARSH): *Touching lives through Space Science and Technology"* on its campus.

  The Park will comprise of several outdoor working as well as static exhibits, AR/VR Zones, Space Science Auditorium, Planetarium, weather monitoring display etc.

  There will be many educative sessions, lectures and SAC ISRO suggested projects for Innovation. There will be a mass education about weather status.

- **Focus Area 6: Associations with International Centres**

  Sardar Patel University has entered into a Memorandum of Understanding with Auroville International Foundation established on the principle of attaining Human Unity through higher consciousness.

  The University also has a link for green programmes with Green Mentors, a non-government organization with special consultative status with the United Nations Economic and Social Council (ECOSOC), now having a centre in the USA.

The University plans to have various training and outreach programmes with both the above organizations.

4. Program Design

- **Culturally Relevant Approach:** Design programs that respect local customs, traditions, and languages.

- **Participatory Design:** Ensure community members are involved in planning, implementation, and evaluation processes.

- **Experiential Learning:** Incorporate hands-on activities, workshops, and field experiences.

- **Focus on Integral Education:** Design curricula to encompass physical, mental, emotional, and spiritual development, drawing inspiration from the four pillars of learning: knowledge, living together, doing/working, and being, as well as the pillar of heroism.

- **Curriculum Development:** Create structured curriculum for literacy, vocational training, value education and other relevant programs.
  - Include practical skills, knowledge, values, and wisdom.
  - Draw from both modern and traditional resources.
  - Incorporate the principles of integral education.

- **Technology Integration:**
  - Use online platforms for delivering courses, providing resources, and fostering communication.
  - Utilize the Community Radio Station to broadcast educational and awareness content.
  - Develop educational videos and digital resources that can be accessed through the Community Science Centre.

5. Implementation and Partnerships

- **Resource Allocation:**
  - **Budget:** Outline budgetary needs for programs and resources.
  - **Materials:** Budget for necessary educational and program materials.

- **Facilities:** Utilize existing resources like the Community Science Centre, Community Radio Station, Health Centre, and academic departments and chairs.

- **Resource Persons:**

  o Hire full-time and part-time staff dedicated to community outreach programs.

  o Train faculty and staff on community engagement and value-based education.

  o Recruit and train volunteers from the student body and local communities.

- **Partnership Development:**

  o Collaborate with local NGOs, government agencies, and community organizations.

  o Establish linkages with businesses to support vocational training and entrepreneurship.

  o Engage with other educational institutions, particularly those with expertise in community outreach, including national and international agencies for funding and support.

  o Partner with local health agencies to support the programs of the Health Center.

- **Community Engagement Strategy**

  o **Regular Consultation:** Conduct frequent meetings with community representatives to assess needs and review program plans.

  o **Feedback Mechanisms:** Create channels for community feedback through surveys and participatory processes.

- **Implementation Timeline:**

  o **Year 1:** Establish partnerships, conduct need assessments, develop detailed program plans and create a dedicated community outreach team. Begin pilot programs in selected communities.

  o **Year 2:** Expand pilot programs, increase community involvement, launch a community radio program, and initiate health awareness campaigns and begin teacher training programs.

  o **Year 3:** Launch major outreach programs, develop digital resources, create community based learning centers and establish a system for collecting data and feedback.

  o **Year 4:** Refine and scale programs, initiate monitoring and evaluation mechanisms, and launch specialized value-based programs.

- o **Year 5:** Evaluate the 5-year performance and impact of the outreach programs, and begin planning for long term sustainable programs.

6. Monitoring, Evaluation, and Sustainability

- **Monitoring:**

  - o Regular progress reports on program implementation.

  - o Site visits to outreach locations.

  - o Feedback sessions with community members.

  - o Tracking the number of people reached by different initiatives.

  - o Tracking the types of skills acquired and jobs obtained due to the vocational training initiatives.

- **Evaluation:**

  - o Assess the impact of programs on literacy rates, health awareness, skill development, economic empowerment, community harmony and value-based education.

  - o Conduct quantitative and qualitative evaluations.

  - o Use evaluations to improve program design and implementation.

  - o Assess if all aspects of personality (physical, vital, intellectual, aesthetic, ethical, and spiritual) are developed in community members who participate in programs.

- **Sustainability Plan:**

  - o **Financial:** Explore funding from government grants, private donations, and corporate sponsorships.

  - o **Community Ownership:** Empower communities to lead and maintain programs.

  - o **Capacity Building:** Develop local leaders and volunteers to sustain initiatives.

  - o **Long-Term Partnerships**: Form ongoing relationships with community organizations.

  - o **Program Integration**: Integrate successful community outreach programs with the university's ongoing academic mission.

7. Financial Plan

- **Budget:** Outline a detailed budget that accounts for program operations, staffing, infrastructure, and supplies. This should include both recurring and non-recurring costs.

- **Funding Sources:** Explore funding from the government, the University Grants Commission, private philanthropic organizations, local businesses and alumni associations.

- **Prioritization:** Given that resources may be limited, focus on areas that can generate the most significant impact in the areas that are most needed by the communities being served by the university's outreach efforts.

8. Conclusion

- **Call to Action:** Reaffirm SPU's commitment to community development.

- **Invite Participation:** Encourage stakeholders to engage in the university's community outreach programs.

- **Concluding Remarks:** Summarize key goals and the expected impact of the community outreach plan and state the University's intention to create a model for the holistic development of communities through education and service.

This detailed plan incorporates the unique resources of Sardar Patel University, aligns with the principles of value-oriented education, and emphasizes the importance of community participation and sustainability. The plan also makes it clear that the university is committed to create and maintain a new holistic system of education that can meet the needs of the communities it serves, while also serving as a model for other institutions.

6.2 University Social Responsibility

6.2 University Social Responsibility

6.2.1 Objectives

University social responsibility (USR) is aimed at creating socially responsible students who are aware of their responsibilities beyond the university campus. USR is also meant for teachers and all stakeholders involved in the higher education transaction process. USR hopes to raise awareness in the university campus community about the roles they play in building a balanced and sustainable society.

Support to the framework and its operational guidelines of UGC scheme are so described in the NEP 2020 for fostering community engagement and social responsibility in HEIs.: "Higher Education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution- a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. (NEP 2020, Pg 33)"

Activities undertaken under USR go beyond mere awareness raising; they help universities to contribute to, and effect positive changes on the social, economic and environmental aspects of community growth. The primary goal of university social responsibility and community engagement in HEIs' can comprise of

• Improving the quality of teaching/learning in HEIs, by bridging the gap between theory and practice through community engagement.

• Promoting deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit.

• Facilitating partnerships between local communities and institutions of higher education so that students and teachers can learn from local knowledge and wisdom.

• Engaging higher education institutions with local communities in order to make curriculum, courses and pedagogies more appropriate to achieving the goals of national development.

• Catalysing acquisition of values of public service and active citizenship amongst students and youth alike, which would also encourage, nurture and harness the natural idealism of youth.

• Undertaking research projects in partnership with local community through community-based research methods.

6.2.2 Key Principles of university social responsibility and community engagement in HEIs'

a) **Mutual learning and respect:** Mutually agreed interests and needs of both rural and peri-urban poor communities and HEIs should be articulated and respected. Without ensuring mutual benefit, community engagement does not serve the purpose of social responsibility of HEIs. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences. University will actively identify certain interests and needs of nearby areas, working on which can be mutually beneficial.

b) **University-wide, in each faculty and discipline:** Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. Faculties of natural sciences and engineering can also promote community engagement in teaching and research. This will help educate local communities about new technological innovations as well as inform students and faculty about ways to harness local technology and knowledge. Steps will be taken by university to encourage all faculty and departments to execute activities that help them contribute towards social responsibility.

c) **Credit-based for students:** Participation of students in teaching activities of community engagement and research projects and learning should earn them credits. Community engagement activities, which help students to learn the significance of social responsibility in nation building and practice it, should thus be included to meet their graduation requirements and it should be integrated into their assessments. So, university will integrate this as a course with defined credits.

d) **Providing credit to Teachers for Engagement activities:** Performance assessments of teachers, researchers and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research. Criteria of and weightage to community engagement by teachers and researchers should be explicitly included in assessments for recruitment, regularisation and promotion (by modifying existing API and other faculty evaluation mechanisms). Necessary steps will be taken by university to ensure that incentivisation with

adequate credit will be provided to teachers who are part of its authorised social responsibility activities from time to time.

e) **Linkages with local institutions:** In order to sustain regular community engagement programmes, HEIs should develop organic and long-term linkages with local institutions around them. These include local governments, district administration, local entrepreneurs, business and local NGOs

f) **Internships with various local agencies:** Internships with local organisations including local governing bodies can be an effective mechanism of undertaking field research which is locally relevant and can contribute to local development and provide feedback for effective implementation of various development schemes of the governments. Necessary steps will be taken by university that students get opportunities for internship opportunities with local bodies/NGOs, so that they understand the local problems and motivated to search for solutions.

g) **Integrating SDGs into curriculum and research:** Action plans in this strategic focus area may concentrate on implementing projects aligned with the UN's 17 Sustainable Development Goals (SDGs). Universities must encourage collaborative research publications focusing on sustainable development goals and organise departmental activities, workshops, webinars, seminars, and global conferences on themes aligning with SDGs. Also, HEI's Undertake collaborative projects that address local needs and foster mutual learning. To sensitize students and faculty members regarding importance of SDGs, and educate them about strategies to achieve the SDG goals, university will conduct SDG wise series of sensitization programmes, across departments and disciplines, using varied methods

h) **Meaningful societal engagement**: HEI's with active involvement and in initiatives can create a positive impact and contribute to the betterment of society as a whole. Meaningful societal engagement goes beyond passive participation, encouraging active collaboration, advocacy, and contributions toward addressing social challenges and advancing common goals. Efforts will be taken by university to take up societal engagement programmes and do its evaluation from time to time.

6.2.3 Key parameter wise performance: Present and Future

6.2.3.1 Extension activities and outreach programmes

Present Context:

University outreach programs and extension activities are important because they help students learn outside of the classroom, develop essential skills, and contribute to the community. Overall, at present university has executed 559 extension activities, wherein noteworthy contributions are from Material Science, Electronics, Home Science, Social work, Economics, Physics, and Sociology departments. What has to be underlined is that fact that extension and outreach programmes are carried out by all the disciplines including science, social science and humanities. But at the same time, many departments with its strong focus on education and research failed to outreach to the communities. This can be an area these departments can take up for experiential learning and executing outreach programmes as part of their social responsibility.

Outcome in the Next Three Years (2024-25 to 2026-27):

The projected outcome in the next three years, at the university level, is 830 programmes, a comparatively better count of extension cum outreach programmes by its post graduate departments. By 2026-27, university will witness a momentum with respect to its social responsibility, as many departments like mathematics, Education, Business Studies, Pharmaceutical Sciences, Economics, Social Work, projected substantially improved involvement. University will also take appropriate steps to involve the departments, which have not projected any extension activity. Proper planning and sensitization will help departments to initiate towards extension cum outreach programmes.

Outcome in the Next Five Years (2024-25 to 2028-29):

Over the next five years, university will make sure substantial contributions from all departments in the extension and outreach programmes of university. While the departments already participating and executing the programmes will continue doing so, new departments also will take part. The projected number of extension activities is 1434 in total. University will make sure these programmes are planned and executed properly with set objectives, targets and proper implementation strategies. Collaboration with various local

NGOs, government bodies and the expertise and innovativeness of university departments will bring out fruitful results.

6.2.3.2 Adoption of Ravipura Village

Present Context:

Village Adoption' is one of the ways through which our university has regular development engagement with rural community. village adoption is about moving from 'ideation to practice'. It's about experiential-learning (i.e. experiencing and learning). It enables us to be practical thinkers and reflexive doers. It's about replacing passive learning, and rote learning by active learning through practice, and subjecting oneself into it. It's about actual application and going through and the mill oneself, rather than reading about what somebody else went through, and producing carbon copies of them. Departments like Social Work, and Business Studies with their consistent activities with children, youth, women and panchayat local governance bodies have actively involved in the Ravirupa (adopted village of university) village development process.

Outcome in the Next Three Years (2024-25 to 2026-27):

In the next three years, university will involve more departments like sociology, political science, home science and economics in the adopted village approach aims at triggering processes which lead to holistic development (personal, Human, Economic, Social) of the identified Gram Panchayat. Pressings needs and target groups will be identified and programmes will be charted out as per the competencies of the departments. works will be taken up depends on factors such as (i) the pressing need of the village (ii) what we feel confident about as our professional competence. It can be holistic (like the SAGY model advocates), sector-specific (going by your professional competence), demonstration of a model that we fabricated taking cues from some research / action research / International experience reported as case, peer-reviewed ideas (as trials) for action research or a model developed after a series of discussion with your village population e.g. how solid waste can be collected for safe disposal.

Outcome in the Next Five Years (2024-25 to 2028-29):

Over the next five years, all departments including science, social science and humanities will contribute towards the village development with their respective expertise and skill sets. Participation of more students and faculty members in activities towards social responsibility will become a key component of the university's academic landscape. Community Engagement as a 2 credit course will be introduced in all the faculties across disciplines, will help all students and more faculty members to involve themselves to contribute to village development while have an opportunity to appreciate the inherent abilities of local communities through experiential learning.

6.2.3.3 Internship with Voluntary and Government organisations, Private entities and local bodies to promote social engagement.

Present Context:

Very few departments in the university do place students for internship with Voluntary and Government organisations, Private entities and local bodies to promote social engagement. Through these internships university is involved in community engagement initiatives aligned with the Sustainable Development Goals (SDGs). These initiatives promote inclusive and equitable quality education, lifelong learning through skill-based education, gender equality, women empowerment, menstrual health and hygiene, de addiction programmes, youth welfare activities, and Water, Sanitation, and Hygiene (WASH) programs in rural areas and urban slum clusters. Involving and encouraging more departments to implement activity based and research based internships for meaningful social engagement is now given priority by the university.

Outcome in the Next Three Years (2024-25 to 2026-27):

University will look into the capacity building of students and teachers in collaboration with voluntary and governmental organizations to promote social engagement and to equip them with the skills to initiate ground-level projects. Initiate short-term and long term programmes for educational development, community livelihood projects, caring of aged and sick and other sustainable initiatives. Efforts will be taken by university to register for national government schemes that provide grants for action research projects like life skill education.

Outcome in the Next Five Years (2024-25 to 2028-29):

University will make efforts towards recognize community outreach internship efforts through certifcations and credits based on hours dedicated to outreach programs and extension activities. Also, university will create a digital repository to document all social engagement research activities related to education and social welfare. Documentation and publication of successful projects with social and print media will be encouraged.

6.3.3.4 Integration of SDGs in curriculum and Research

Present Context

Indian universities are increasingly adopting SDGs to align with the National Education Policy (NEP) 2020, which emphasizes multidisciplinary approaches, sustainability, and holistic education. Sardar Patel University also has an opportunity to establish itself as a leader in SDG-focused initiatives by embedding these goals into its curriculum, pedagogy, and research priorities. Even though SDG-related content (example, Gender, Entrepreneurship, Skill development) integration can be seen in several disciplines, curricula across disciplines lack a systematic integration of SDG-related content in our university. At the same time, research activities, though robust, are not specifically aligned with SDGs and interdisciplinary collaboration for solving real-world problems related to sustainable development is limited.

Outcome in the Next Three Years (2024-25 to 2026-27):

University will initiate introduction of SDG-aligned courses across all disciplines to create awareness and equip students with knowledge of sustainability challenges and solutions. Mandatory foundation courses and interdisciplinary elective courses on SDGs to foster critical thinking and innovation for undergraduate and postgraduate programs will be introduced with due credits. Simultaneously, necessary steps will be taken towards establishment of a dedicated SDG Research Cell to promote and coordinate research focused on SDG challenges such as gender equality, climate change mitigation, sustainable agriculture, and health innovations. Research Cell of university will promote and coordinate research focused on SDG challenges such as climate change mitigation, sustainable agriculture, and health innovations. Also, allocation of seed funding for faculty and student research projects aligned with SDG will be given priority and more collaborative research with government, NGOs, and industries on localized SDG solutions will be promoted.

Outcome in the Next Five Years (2024-25 to 2028-29):

University will ensure full-fledged integration of SDG themes across 100% of courses, creating a strong culture of sustainability awareness and problem-solving within campus. Also, university will scale up its SDGs related research and publications to have recognition as a hub for SDG-focused research in the region and contribute significantly to policy frameworks and sustainable development at national and international levels.

Detailed Project Report (DPR)
Under
PM-USHA
For
Grants to Strengthen Universities

SARDAR PATEL UNIVERSITY
VALLABH VIDHYANAGAR - 388 120
GUJARAT

Basic Details of University

Sr. No.	Details	Information
1	Name of the University as per AISHE record	SARDAR PATEL UNIVERSITY
2	AISHE Code	U-0148
3	Establishment Year	1955
4	District	ANAND
5	Full Address	NEAR SAHID CHOWK, UNIVERSITY ROAD, VALLABH VIDYANAGAR-388120 (GUJARAT)
6	NIRF Ranking in University Category 2023 – If Available	
7	NAAC accreditation (Grade) and Validity (If Available)	Score: 3.11, Grade: A 10-01-2023 To 09-01-2028
8	2F and 12(B) Status	YES
9	Name of the Registrar	Dr. Bhailalbhai P. Patel
10	Email Address of the Registrar	Email: registrar_spu@spuvvn.edu
11	Contact no of the Registrar	Phone: (O) 226801, 236545 (M) 99786 20801
12	Name of the PM-USHA Nodal Officer	Dr. Birajkumar Vasudev Patel
13	Email Address of the PM-USHA Nodal Officer	bv_patel@spuvvn.edu
14	Contact no of the PM-USHA Nodal Officer	Mo.: 98986 46210 Land-line No.: 02692-226806
15	Geolocation	Longitude: 22.554832 Latitude : 72.924866
16	Hostel Availability	Separate Boys hostel (Yes/No): YES Separate Girls hostel (Yes/No): YES

Expenditure Bifurcation

Name of University: Sardar Patel University

Name of PM-USHA Component: Grants to strengthen Universities (GSU)

S.No	Scheme Name	Total Proposed Amount (In Rs. only)	Proposed Expenditure 2024-25	Proposed Expenditure 2025-26	Expected date of Completion (DD/MM/YYYY)	Proposed outcome & Justification
1.	**Infrastructure Construction**					
a	Frame Structure Building (G+3), Girl's Hostel	626 Lacs	300 Lacs	326 Lacs	31-03-2026	➢ The present building was built before 50 years and at present it is being used with many repairs. The structure is outdated and is not supportive to modern learning needs. ➢ At present 318 girls from rural areas of Gujarat and out state are staying. ➢ Last five years enrolment data reveals that hostel is in used in full capacities and there is adequate need to increase the capacity. The proposed building enhances the capacity from 318 to 450. ➢ The proposed building will have modern amenities i.e. Reading room, Gym, Indoor sports and yoga, Kitchen with Dining Hall. ➢ It will include facilities like Lift, ramp and wash room specifically designed for Divyang Jan. ➢ It will also include green initiatives i.e. rain water harvesting/solar energy etc.

b	Frame Structure Building (G+3) - Academic Building for Integrated Courses and Central research facilities	582 Lacs	300 Lacs	282 Lacs	31-03-2026	➢ For effective implementation of NEP-2020, University has started 5-year integrated programmes in various disciplines (Physics/Mathematics/Chemistry/Bioscience/ Commerce etc.) ➢ These courses will have multiple entry and multiple exit options with doctoral-level studies after graduation. These courses not only increase the enrolments of students but also serve the purpose of torch bearer for affiliated colleges and other institution as a model. ➢ The proposed infrastructure will also include a state – of – art instrumentation facilities to conduct cutting edge research. ➢ The proposed building will have modern amenities i.e. Library Laboratory, gym, indoor sports, canteen, boy's room, girl's room. ➢ It will include facilities like Lift, ramp and washroom specifically designs for Divyang Jan. ➢ It will also include green initiatives i.e. rain water harvesting/solar energy etc.
	Total	**1208 Lacs**	**600 Lacs**	**608 Lacs**		

2.	**Infrastructure Renovation**					
a	Solar Rooftop System	100 Lacs	100 Lacs	-	31-03-2025	➢ To install and equip the remaining building of the university grant from the government is needed. ➢ By installing the Solar rooftop System in various university buildings, we can minimize the light bill expenses of the government, and it may also encourage the green energy revolution of the government.
b	University campus Wi- Fi Facilities	50 Lacs	50 Lacs	-	31-03-2025	➢ To enable the teachers and the students to access the online content available on various government, research institute/ Universities. ➢ It will be helpful to the students to connect with the current and updated information and study materials. ➢ Students can also access various video content/live teaching sessions with the help of these facilities.
	Total	**150 Lacs**	**150 Lacs**	-		

	3.	**Equipment**				
a	NMR Spectrometer	350 Lacs	350 Lacs	-	31-03-2025	➤ To study the physical, chemical, and biological structural properties of matter. ➤ Department of chemistry, Physics, Biosciences and pharmacy, applied and interdisciplinary sciences are actively involved in research in the area of synthesis and application of new functional materials and NMR is an essential tool to study and characterize such materials. ➤ This facility will be used to generate revenue through testing and consultancy.
b	High performance Computing Cluster	100 Lacs	100 Lacs	-	31-03-2025	➤ Faculty members of various departments of the university are engaged in Computer simulation studies of organic, inorganic and biological materials. These studies facilitate synthesis of tailored materials for specific applications. ➤ The existing facility at the university cannot be used by many faculties and students simultaneously due to limited computational resources. ➤ This facility is also essential for AI/MLbased simulation and application development. ➤ This facility will be used to generate fund through consultancy
c	Computer Systems/ Laptop	20 Lacs	20 Lacs	-	31-03-2025	➤ Now a days it is necessary to transform the offline system in to online mode ➤ To facilitate the students and teachers to use digital source of material. ➤ To provide the computer facility with latest technology to students and teachers.
d	Smart Classrooms	120 Lacs	120 Lacs	-	31-03-2025	➤ Digital content generation, Presentation and delivery are important in the current academic teaching learning set up for effective communication between teachers and students. ➤ Digital smart boards and audio facilities and other accessories will help to achieve the above goal.
	Total	**590 Lacs**	**590 Lacs**	**--**		

	4. Soft Component					
a	Capacity building of research scholars by Research and Development Cell, SPU	9 Lacs	4.5 Lacs	4.5 Lacs	31-03-2026	➢ Students will be able to ➢ Conduct the research in line of IKS ➢ Publish in the high impact Journals
b	Training programmes to equip the teachers of university in the development of E-Content	6 Lacs	3 Lacs	3 Lacs	31-03-2026	➢ Development of MOOC courses
c	Training programmes for administrative staff regarding various rules, and regulation as per university and government rules	3 Lacs	1.5 Lacs	1.5 Lacs	31-03-2026	➢ To train the employee with the current rules and regulation. ➢ To train the employees with the repeatedly changes in the online process
d	Initiation programmes for holistic growth for foreign students in Indian environments	6 Lacs	3 Lacs	3 Lacs	31-03-2026	➢ The training will facilitate the internationals students in understanding and adopting Indian culture and value system.
e	Exchange programmes for skill enhancement of students and faculty member	20 Lacs	10 Lacs	10 Lacs	31-03-2026	➢ Increased research output in terms of research publications, patent, research projects. ➢ MoUs ➢ Collaborations ➢ Exchange Opportunities ➢ Research funding ➢ Introduction of new academic programs/ courses
f	Orientation of students regarding ABC	2 Lacs	1 Lac	1 Lac	31-03-2026	➢ To make awareness and usages pattern of the adoption of academic Bank of credit ➢ The benefits of Academic bank of credit in the future process
g	Orientation of students regarding Multiple Entry Multiple Exit Options	6 Lacs	3 Lacs	3 Lacs	31-03-2026	➢ To make awareness of the adoption of Multiple Entry and Exit. ➢ The benefits of Academic bank of credit in the future education
	Total	52 Lacs	26 Lacs	26 Lacs		

Registrar

Details for Infrastructure Construction

Name of University: Sardar Patel University

Name of PM-USHA Component: Grants to strengthen Universities (GSU)

Total Amount Infrastructure Construction: Rs. 1208 Lacs

Item	Existing Infrastructure (In No.)	Actual Infrastructure (In No.) Approx	Actual Infrastructure Area in Sq MT.) Approx	Total Proposed Amount (In Rs. only)	Proposed Expenditure 2024-25	Proposed Expenditure 2025-26	Expected date of Completion (DD/MM/YYYY)	Justification
(a) Hostel (Separate for Girls)	03	01	5145	626 Lacs	300 Lacs	326 Lacs	31-03-2026	➢ The present building was built before 50 years and at present it is being used with many repairs. The structure is outdated and is not supportive to modern learning needs. ➢ At present 318 girls from rural areas of Gujarat and out state are staying. ➢ Last five years enrolment data reveals that hostel is in used in full capacities and there is adequate need to increase the capacity. The proposed building enhances the capacity from 318 to 450. ➢ The proposed building will have modern amenities i.e. Reading room, Gym, Indoor sports and yoga, Kitchen with Dining Hall. ➢ It will include facilities like Lift, ramp and wash room specifically designed for Divyang Jan. ➢ It will also include green initiatives i.e. rain water harvesting/solar energy etc.

Item	Existing Infrastructure (In No.)	Actual Infrastructure Actual Approx.	Actual Infrastructure Area In Sq MT.) Approx.	Total Proposed Amount (In Rs. only)	Proposed Expenditure 2024-25	Proposed Expenditure 2025-26	Expected date of Completion (DD/MM/YYYY)	Justification
(b) Academic Buildings	16	01	5492.19	582 Lacs	300 Lacs	282 Lacs	31-03-2026	➢ For effective implementation of NEP-2020, University has started 5-year integrated programmes in various disciplines (Physics/Mathematics/Chemistry/Bioscience/ Commerce etc.) ➢ These courses will have multiple entry and multiple exit options with doctoral-level studies after graduation. These courses not only increase the enrolments of students but also serve the purpose of torch bearer for affiliated colleges and other institution as a model. ➢ The proposed infrastructure will also include a state – of – art instrumentation facilities to conduct cutting edge research. ➢ The proposed building will have modern amenities i.e. Library Laboratory, gym, indoor sports, canteen, boy's room, girl's room. ➢ It will include facilities like Lift, ramp and washroom specifically designs for Divyang Jan. ➢ It will also include green initiatives i.e. rain water harvesting/solar energy etc.
Total	**19**	**02**	**10637.19**	**1208 Lacs**	**600 Lacs**	**608 Lacs**		

Registrar

Details for Infrastructure Upgradation:

Name of University: Sardar Patel University

Name of PM-USHA Component: Grants to strengthen Universities (GSU)

Total Amount Infrastructure Upgradation: Rs. 150 Lacs

Item	Existing Infrastructure (In No.)	Actual Infrastructure Actual Approx	Actual Infrastructure Area in Sq MT.) Approx.	Total Proposed Amount (In Rs. only)	Proposed Expenditure 2024-25	Proposed Expenditure 2025-26	Expected date of Completion (DD/MM/YYYY)	Justification
Renovation/Upgradation								
(1) Solar Rooftop System	11	08	280 KW	100 Lacs	100 Lacs	-	31-03-2025	➢ To install and equip the remaining building of the university grant from the government is needed. ➢ By installing the Solar rooftop System in various university buildings, we can minimize the light bill expenses of the government, and it may also encourage the green energy revolution of the government.
(2) University campus Wi-Fi	14	13	-	50 Lacs	50 Lacs	-	31-03-2025	➢ To enable the teachers and the students to access the online content available on various government, research institute/ Universities. ➢ It will be helpful to the students to connect with the current and updated information and study materials. ➢ Students can also access various video content/live teaching sessions with the help of these facilities.
Total				**150 Lacs**	**150 Lacs**			

Registrar

Details for Equipment

Name of University: Sardar Patel University

Name of PM-USHA Component: Grants to strengthen Universities (GSU)

Total Amount Equipment: Rs. 590 Lacs

Item	New Equipment/ Facilities	Existing (In No.)	Actual (In No.)	Total Proposed Amount (In Rs. only)	Proposed Expenditure 2024-25	Proposed Expenditure 2025-26	Expected date of Completion (DD/MM/YYYY)	Justification
Laboratory	(1) NMR Spectrometer **(New Equipment)**	00	01	350 Lacs	350 Lacs	-	31-03-2025	➤ To study the physical, chemical, and biological structural properties of matter. ➤ Department of chemistry, Physics, Biosciences and pharmacy, applied and interdisciplinary sciences are actively involved in research in the area of synthesis and application of new functional materials and NMR is an essential tool to study and characterize such materials. ➤ This facility will be used to generate revenue through testing and consultancy.
Laboratory	(2) High performance Computing Cluster **(New Equipment)**	00	01	100 Lacs	100 Lacs	-	31-03-2025	➤ Faculty members of various departments of the university are engaged in Computer simulation studies of organic, inorganic and biological materials. These studies facilitate synthesis of tailored materials for specific applications. ➤ The existing facility at the university cannot be used by many faculties and students simultaneously due to limited computational resources. ➤ This facility is also essential for AI/MLbased simulation and application development. ➤ This facility will be used to generate fund through consultancy
Computers	(3) Computers **(New Equipment)**	1100	30	20 Lacs	20 Lacs	Nil	31-03-2025	➤ Now a days it is necessary to transform the offline system in to online mode ➤ To facilitate the students and teachers to use digital source of material. ➤ To provide the computer facility with latest technology to students and teachers.

Item	New Equipment/ Facilities	Existing (In No.)	Actual (In No.)	Total Proposed Amount (In Rs. only)	Proposed Expenditure 2024-25	Proposed Expenditure 2025-26	Expected date of Completion (DD/MM/YYYY)	Justification
Classroom	(4) Smart Classroom	00	22	120 Lacs	120 Lacs	Nil	31-03-2025	➢ Digital content generation, Presentation and delivery are important in the current academic teaching learning set up for effective communication between teachers and students. ➢ Digital smart boards and audio facilities and other accessories will help to achieve the above goal.
Total				**590 Lacs**	**590 Lacs**			

Registrar

Details for Soft Component

Name of University: Sardar Patel University
Name of PM-USHA Component: Grants to strengthen Universities (GSU)
Total Amount Soft Component: Rs. 52 Lacs

Item	Theme of the Activity	Total Activities	No of Beneficiaries (In No.)	Total Proposed Amount (In Rs. only)	Proposed Expenditure 2024-25	Proposed Expenditure 2025-26	Expected date of Completion (DD/MM/YYYY)	Proposed outcomes & Justification
1) Capacity building of research scholars by Research and Development Cell, SPU	Capacity Building Training programme for Science and Social Sciences and Languages Research Scholars	06	Ph.D. Students (200)	9 Lacs	4.5 Lacs	4.5 Lacs	31-03-2026	➢ Students will be able to ➢ Conduct the research in line of IKS Publish in the high impact Journals
2) Training Programme to equip the teachers of university in the development of E-Content	Training Programme for the Development of Online Programme such as MOOCs	04	University Faculty Members (150)	6 Lacs	3 Lacs	3 Lacs	31-03-2026	➢ Development of MOOC courses ➢ Teachers can create MOOCs Programme ➢ Students can get the benefits of online education and also can get the help of online E content.
3) Training Programme for administrative staff regarding various rules, and regulation as per university and government rules	One-week Training programmes for administrative staff	02	University Admin Staff (150)	3 Lacs	1.5 Lacs	1.5 Lacs	31-03-2026	➢ To train the employee with the current rules and regulation. ➢ To train the employees with the repeatedly changes in the online process

4) Initiation Programme for holistic growth for foreign students in Indian environments	Introductory training programmes for any Indian language i.e. Hindi/ Sanskrit and Gujarati	02	Foreign Students (50)	6 Lacs	3 Lacs	3 Lacs	31-03-2026	➢ The training will facilitate the internationals students in understanding and adopting Indian culture and value system.
5) Skill enhancement of students and faculty member	Expert lecture series, Collaborative research, Mentorship Internships	10	Ph.D. Students (200) P.G. Students (600) Faculty Members (150)	20 Lacs	10 Lacs	10 Lacs	31-03-2026	➢ Increased research output in terms of research publications, patent, research projects. ➢ MoUs ➢ Collaborations ➢ Exchange Opportunities ➢ Research funding ➢ Introduction of new academic programs/courses
6) Orientation of students regarding ABC	An Orientation programme for the students on Academic Bank of Credit (ABC)	02	P.G. Students (2000)	2 Lacs	1 Lac	1 Lac	31-03-2026	➢ To make awareness and usages pattern of the adoption of academic Bank of credit ➢ The benefits of Academic bank of credit in the future process
7) Orientation of students regarding Multiple Entry Multiple Exit Options	An Orientation programme for teachers and students for the awareness on Multiple Entry Multiple Exit Options	02	P.G. Students (2000)	6 Lacs	3 Lacs	3 Lacs	31-03-2026	➢ To make awareness of the adoption of Multiple Entry and Exit. ➢ The benefits of Academic bank of credit in the future education.
Total				**52 Lacs**	**26 Lacs**	**26 Lacs**		

Registrar