



INSTITUTIONAL DEVELOPMENT PLAN

(A.Y. 2024-25 to 2029-30)

GUJARAT TECHNOLOGICAL UNIVERSITY

An International Innovative University

Accredited with A + Grade by NAAC

GTU CAMPUS,

Nr. Vishwakarma Government Engineering College,

Nr. Visat Three Roads,

Visat - Gandhinagar Highway, Chandkheda,

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1. EXECUTIVE SUMMARY

1.1 BRIEF OVERVIEW OF THE INSTITUTION'S CURRENT STATUS

Gujarat Technological University is a premier academic and research institution which has driven new ways of thinking since its 2007 founding, established by the Government of Gujarat vide Gujarat Act No. 20 of 2007. Today, GTU is an intellectual destination that draws inspired scholars to its campus, keeping GTU at the nexus of ideas that challenge and change the world.

GTU is a State University with 412 affiliated colleges in its fold operating across the state of Gujarat through its SIX zones at Ahmedabad, Gandhinagar, Vallabh Vidyanagar, Rajkot, Surat and Bhuj. Currently, The University has about 2,71,000 students enrolled in Diploma, Undergraduate, Postgraduate, Postgraduate Diploma and Doctoral programmes in Faculties of Architecture, Computer Science, Engineering & Technology, Humanities & Sciences, Management and Pharmacy. Our education empowers individuals to challenge conventional thinking in pursuit of original ideas. With a commitment to free and open inquiry, our scholars work transforms the way we understand the world, advancing and creating fields of study.

GTU has been recognized under section 2(f) and 12(b) by the University Grants Commission. Presently GTU is situated at a transit campus at Chandkheda, Ahmedabad however the University has been allocated 100 acre of land near Lekawada, Gandhinagar where the sprawling new permanent campus will be established in near future. The new campus is planned to house the modern facilities with zero discharge, waste water treatment plan, solar energy and many other environmental friendly amenities. GTU has been catering to a number of students and has initiated a number of innovative teaching, learning and certificate programmes over the years.

GTU is accredited by NAAC with A+ grade with CGPA 3.26 on four-point scale and received QS-IGAUGE E-LEAD (E-Learning Readiness for Academic Digitization) certificate from the QS-ERA India Private Limited. During the year 2024, GTU has achieved 5-star rating in GSIRF and 70th rank secured in NIRF in Pharmacy Category and also accredited as a GREEN UNIVERSITY in platinum ranking for 2024-2027 period. Computer Engineering (Cyber Security) program of GTU school of Engineering and Technology is accredited by the NBA for 2023-24 to 2025-2026. During the year 2021, GTU has been ranked 1st in Gujarat and 7th in India in Atal Ranking of Institutions on Innovation Achievements (ARIIA)-2021 amongst all Government Universities (Technical) in India. GTU's School of Management Studies has received the award under the category of Emerging Institute from the Global Eminence Award-

2020, Pune. GTU has also bagged the award for the Most Promising Future Ready University -2021 Award.

Aligned with NEP 2020, Gujarat Technological University (GTU) has strategically positioned itself as a future-ready, multidisciplinary institution through a robust portfolio of 33 programs across 170+ branches in fields such as Engineering, Pharmacy, Management, Computer Applications, Applied Sciences, Architecture, and Indian Knowledge Systems. Aligned with NEP 2020 and regulatory frameworks like AICTE and UGC, GTU emphasizes academic flexibility, integration of the National Credit Framework (NCrF), and value-based education. Curriculum reforms, revised every 3–5 years, incorporate MOOCs, skill-based training, and full-semester internships to bridge academia and industry. Programs are regularly updated to reflect advancements in AI, Robotics, Renewable Energy, and other emerging domains.

GTU integrates employability skills across all disciplines, with foundational and advanced modules in communication, critical thinking, entrepreneurship, and digital literacy delivered through CPDP, IPDC, and structured internships. Centers of Excellence (e.g., Bosch, Siemens, Blockchain, Agilent) provide hands-on industry training. To meet future workforce needs, GTU embeds Industry 4.0 technologies into its courses and collaborates with firms like Micron Technology, while skill-based internships and hybrid learning approaches prepare students for the digital economy.

The Centre for Curricular & Life Skills Development (CCLSD) integrates life skills such as financial literacy, ethics, and emotional intelligence into UG and PG programs, aiming to institutionalize life-skills education through certified workshops and global partnerships.

GTU's PG Schools (GSET, GSP, GSMS, SAST) deliver advanced domain-specific programs with strong industry alignment. Differentiated learning strategies support both high-performing and slow learners. Co-curricular frameworks like the 100-point activity system, NCC/NSS, and yoga promote leadership, social engagement, and holistic growth. The Earn While You Learn (EWYL) scheme provides campus-based job opportunities for students, including those enrolled in the Toyota-supported Diploma in Mechanical Manufacturing.

Multidisciplinary and flexible learning is further promoted through Minor/Honors options, open electives, and dedicated offerings for working professionals. Innovation and research are embedded in UG programs via design projects, internships, hackathons, and support from incubation centers like DIC and AIC-GISC. GTU's global outlook is reflected in its international partnerships, student/faculty exchange programs, and collaborative research,

ensuring its graduates are equipped for both national and global opportunities

GTU Ventures, formerly known as the GTU Innovation Council (GIC), is the flagship innovation and entrepreneurship platform of Gujarat Technological University (GTU), established in 2010 to drive a vibrant, multilayered ecosystem that supports ideation, innovation, and startup development across Gujarat. Deeply aligned with national innovation goals, GTU Ventures has become a prominent force in shaping India's startup landscape.

GTU Ventures operates through an integrated framework of pioneering verticals, including the GTU Innovation and Startup Centre (GISC), AIC-GISC Foundation (under AIM-NITI Aayog), and GISC-TBI (DST-supported Technology Business Incubator, Design Innovation Centre (DIC) (supported by AICTE – MoE), IDEALAB (Supported by AICTE). It is also home to the Intellectual Property Facilitation Centre (IPFC), PG Diploma in IPR (PGDIPR), and the Community Innovation and Co-Creation Centre (CiC3), GTU Robotics Club (GRC) & Motorsports.

Recognized as a Nodal Institute under the Startup Gujarat Seed Fund Scheme and an approved incubator under SISFS, SSIP 2.0, MSME Incubation Scheme, and TISC by WIPO, GTU Ventures ensures holistic, policy-driven support to the startups.

With a portfolio of over 758 startups supported and ₹25+ crore in funding facilitated, GTU Ventures has catalyzed the generation of more than ₹120 crore in cumulative turnover and the creation of over 4,100 active jobs. The GTU Ventures ecosystem has fostered 214+ approved patents, enabled the growth of 355 DPIIT-recognized startups, and supported more than 3,782 innovative projects. Through widespread outreach, GTU Ventures has sensitized 4.4 lakh+ students, conducted 640+ capacity-building programs, and built a strong mentor network of 273 experts across the state. Collectively, the startups incubated under GTU Ventures have reached an estimated cumulative valuation of ₹620 + crore.

Flagship programs include the Student Startup Gold Medal, GTU Sankul Awards, MBA in Innovation, Entrepreneurship & Venture Development (MBA-IEV), Startup Clinics, IP Pathshala, and Startup Gurukul Masterclasses. The GTU Robotics Club and GTU Motorsports Team consistently win at national events, while Smart India Hackathon and Ideathon – Avdharna fuel large-scale innovation challenges.

GTU Ventures Regional Innovation Centers across cities like Ahmedabad, Surat, Rajkot, Mehsana, Bhuj, Modasa, and Vadodara ensure inclusion of Tier 2 and 3 innovators. Successful startups such as Solnce Energy (funded on Shark Tank), MAKE N BREAK (funded by Lions'

Den), SynerSense, Infitron Advanced Systems and BillionCarbon reflect GTU's catalytic role in scaling ventures from campus to capital.

With its end-to-end ecosystem and forward-looking initiatives, GTU Ventures is not just fostering startups—it is fueling Gujarat's (as well as Nation's) rise as an innovation-driven economy and contributing meaningfully to India's Viksit Bharat@2047 vision.

GTU Innovation and Start-Up Centre (GISC-Section 8 Company) promotes the culture of creativity, innovation, design and entrepreneurship amongst all its stakeholders. Quality research is pursued through its stated code of ethics, ethics committee, well-defined course on research & publication ethics and plagiarism assessment software.

GTU through its International Co-Supervisor programme provides a platform for international cooperation where experts from across the leading universities in the world co-supervise our research scholars. GTU has active collaboration with many national and international institutes and has been recognized by various governmental and non-governmental agencies for its work in innovation and technology. GTU has signed MoUs with many leading organizations like E&ICT Academy, IIT Roorkee, TATA Indian Institute of Skills (TATA IIS), Gujarat Ayurved University etc. and research institutions like CSMCRI (Central Salt and Marine Chemicals Research Institute), SAC-ISRO (Space Application Center-ISRO), AMTECH Electronics India Limited, Physical Research Laboratory, Ahmedabad etc. in the country for collaboration and is well-known for its outstanding education, research and innovation. The university has established a strong academia-industry interface. Apart from conventional courses the university also offers various interdisciplinary and industry relevant programmes in Science, Technology, Management and allied areas. The University is committed to attain global standards of excellence in the field of Science, Technology, Management and allied areas by disseminating knowledge through cutting edge research, education and innovation. Best practices are adopted to maintain high standards in the core and allied function through continuous evaluation and improvement of our processes.

The university has introduced various fellowships and in house schemes to promote and support research. The University's doctoral and postdoctoral fellowship scheme has been introduced to support full time students and researchers for pursuing their doctoral and post-doctoral research work.

The GTU Intellectual Property Facilitation Centre (GTU-IPFC) has emerged as a pivotal platform contributing to national and international discourse on intellectual property. With the

establishment of the DPIIT-IPR Chair (SPRIHA), the center is actively engaged in advancing research, supporting innovation, and informing policy decisions that align with the evolving needs of Indian academia and industry. Under these initiatives, the university has successfully conducted IP awareness workshops, expert lectures, Tech Transfer showcasing events, and FDP on IPR. Through these initiatives, more than 6,500 faculty members and 1,19,000 students from Engineering, Science and Pharmacy streams have been trained— making this as one of the largest IPR awareness drives in the country. The results are both substantial and encouraging: a total of 566 patent applications have been filed, out of which 232 patents have been granted to GTU faculty and students to date. The university has a well-defined policy for supporting consultancy activities.

Internal Quality Assurance Cell (IQAC) of Gujarat Technological University is actively working since 2020 and lot many initiatives were taken by the University to enhancing the Quality standards of University. After the Cell was introduced many best practices were carried out by the University to maximize the Quality Standards of the University. Various schemes like Seed money scheme, Financial Assistance Scheme for Teachers and Minor Research Projects schemes were introduced by the IQAC, GTU to support the newly inducted faculty members for setting up their labs, providing financial support for attending conferences and for pursuing research. The university has introduced Best Ph.D. Thesis award in the year 2022 for recognizing excellence in research.

Gujarat Technological University has more than 412 affiliated colleges, more than 17000 faculties are affiliated with the University with enrolment of more than 2,71,000 students. For recognizing these faculties, the academic council suggested to give Tech Guru Award (Best Teacher Award) to the faculties every year.

GTU has implemented the AICTE Doctoral Fellowship (ADF) to seed, grow and facilitate research for transforming the quality and quantity of research in affiliated institutes and university, to nurture a strong culture of research and knowledge creation which is essential for outstanding education and development, To fund and hence promote collaborative and outstanding peer reviewed research between technical institutions and industries leading to start-ups and to catalyze quality academic research for developing a robust ecosystem of research in AICTE-approved institutions.

Centre of Excellence (COE) are established by GTU in partnership with leading industries like Bosch Rexroth, Keep Sake, Siemens and Solar Technology for skill development of

students for establishing “Centre of Excellence” catering the futuristic needs of various industries sector like Engineering, Solar and Manufacturing.

Gujarat Technological University has initiated to build Centre of Excellence (COE) in I - 4.0 frontiers of today’s technology in Automation Technologies in association with Bosch - Rexroth India Limited (BRIN) with an objective of developing industry-institute partnership in the field of Automation, Mobile Hydraulic, Automobile, and Mobile Electronics Technologies to bridge technology gaps between industry and academia to foster research and knowledge among the students at GTU.

A high-tech training centre “GTU-Keepsake Welding Research And Skill Development Centre – Centre of Excellence Welding” in the field of welding has been set up jointly by Keepsake Engineering Consultancy Private Limited (Keepsake – Industry Partner), Centre for Entrepreneurship Development (CED), Gujarat Technological University (GTU) at LD College of Engineering, Ahmedabad under the Skill Development Programme of Government of Gujarat with an aim to upgrade skill of students and industry persons and to make them employable.

To scale up technical education in Gujarat by impacting students and faculties through globally accredited courses (Cisco, AWS, Microchip, Palo Alto, Blue Prism, and Qlik) in all the Engineering Colleges under GTU, Gujarat Technological University has started skill development programs in association with Eduskills.

Industries Commissionerate, Government of Gujarat; Siemens Industries Software (India) Pvt. Ltd.; Design Tech Systems Ltd., India; and Gujarat Power Engineering and Research Institute (GPRI), Mehsana has jointly established Siemens Centre of Excellence in “Industrial Instrumentation” at GPRI in 2016 with the objectives of Development of latest and open technology laboratories, Skill up gradation of students & professionals, Promote research & development and innovation for existing industries and Promote industry-academia interfacing to improve technical education in line with industry requirements.

GTU’s academic structure supports students in customizing their learning journeys. With a broad range of electives, interdisciplinary offerings, integrated degrees, and industry-linked programs, students are empowered to pursue their academic interests while developing competencies relevant for future employment, entrepreneurship, research, and innovation.

The university’s course curriculum has been developed with a view to integrate advancements in all disciplines, while also incorporating industry relevant technologies. A strategy of

introducing curricular flexibility is adopted to sustain the interest of all students, both high performers and those with difficulties. Hands on laboratory training on modernized equipment has been expanded. This is an ongoing process and will continue in future too.

The specific branches or the core courses define the stream/branch opted by the student at the time of admission. Students can choose a wide variety of courses from the pool of elective subjects for completing their degree. They can also opt for courses in design engineering. The pool of electives is designed to enhance domain knowledge and skill as well as gives opportunities to the students to explore other interdisciplinary fields.

The University provides a plethora of value-added courses, ranging from Intellectual Property Rights (IPR) and Biostatistics to Basics of Grooming and Professional Skills essential for industrial placements. These certificate courses of minimum 30 hours are thoughtfully crafted to align with the specific demands of industries, ensuring that students are equipped with practical and relevant knowledge.

There is a continuous focus on seamless integration of first-year students entering from diverse backgrounds. Through the university's mentor-mentee programs the students are assisted proactively so that they perform well. The postgraduate programs offered by the university are tailored to enable customization of job seekers, job providers, researchers and future innovators.

The Central Library of the University caters to the academic and research activities. It has a well-equipped conference hall, reading rooms and rich collection of books and journals. Library has rich source of 12375 books with 4147 titles, 158710 e-books, 49 Journals, 75318 e-Journals and 407 Ph. D. thesis for the faculty members and students. There is also an Audio/ Visual studio at the university utilized for recording Ph.D. Viva-voce, events and talks. GTU has a Wi-Fi enabled campus with state of the art IT infrastructure with advance technological facilities. The students have access to high speed internet services at the campus.

Integrated training and Placement Cell of Gujarat Technological University is taking care of more than 400 Professional Institutions offering degree, diploma and master courses in Pharmacy, Engineering, Management, computer studies, Architecture etc. There are about 2.7 lacs students at GTU as of now. We have created seven centers for campus recruitment for the students of GTU which includes Ahmedabad, Bhuj, North Gujarat (Visnagar), Rajkot, Surat, Vadodara and VallabhVidyanagar (Anand).

The Objective of Integrated Training and Placement cell is offering the best candidates at one location. At the same time single point of contact to offer better services to industries.

Moreover, we would like to invite industries for campus recruitment. Industries may arrange campuses at all seven places for that region or we can merge and make two or three centres as per the need of the industries. GTU has a strong placement cell and many of our students get placed in very reputed companies like S & P Global, Torrent Pharma, E-Infochip, Zydus, KPMG, Sun Pharma, Deloitte, NTRO, IG etc. GTU has a high focus on industry relevance for its education and research programs. Centralized placement fair are organized for Pharmacy students, in which companies and students are gathered on one platform at GTU campus for recruitment. GTU prepares its students beyond the structured curriculum by encouraging industry interface. Students are encouraged to take up final semester projects in collaboration with industries as industry defined project. GTU is serving the state and nation by producing some of the finest Engineering and Technology professionals.

Department of International Relations (DIR), GTU is committed to manage, expand and enhance international relations and activities of the University. Its major activities comprise of

- Student Exchange through International Experience Program (IEP) and Winter School Program (WSP)
- Managing various activities regarding full time International Student at GTU
- Collaboration with Foreign Universities through MoUs
- Exploring and managing various joint academic programs with foreign universities
- Appointing international co-supervisors for the GTU PhD program
- Joint events like Conferences, Workshops and Research projects with foreign universities
- Joint Collaborations with foreign Industries like establishing centre for excellence

GTU has 35 plus Foreign University Partners in the areas of student exchange, faculty exchange and joint research projects located at America, Canada, Europe, Asia and Africa.

Large scale studies on more than 90 countries of the world are done at GTU in the form of Global Country Study Report (GCSR). GCSR is the largest program in India, under which every year the MBA students of GTU identify the bilateral trade opportunities between India and the country of study and prepare a feasibility project report.

The university adopts a semester (yearly in case of Pharm D.) examination system, complemented by various assessment methods. In addition to the end-of-semester exams, the

university conducts mid-semester internal examinations and incorporates continuous evaluation methods, such as quizzes, online assignments, offline assignments, class participations and group discussions. This comprehensive evaluation approach ensures a thorough assessment of students' progress and understanding throughout the academic term.

The question paper pattern adheres to the norms set by the regulatory bodies. Moreover, the questions are thoughtfully crafted to align with Bloom's taxonomy, ensuring a comprehensive assessment of students' knowledge and skills. Additionally, the question papers are designed to map Course Outcomes (CO) and Program Outcomes (PO). This pattern of including both subjective and objective questions is also followed in the mid internal examinations and continuous evaluation components, fostering a fair and thorough evaluation process.

Practical exams are thoughtfully integrated into the exam pattern, and each practical receives internal marks based on the student's performance, understanding, and quantitative data generated during the practical.

The university promptly declares results to provide timely feedback to students. The university exam results are generally declared within 40 days of the completion or conduction of the exams for the majority of the programs. This efficient result declaration process ensures that students receive their performance outcomes promptly and allows them to plan their academic pursuits accordingly.

Digital infrastructure at GTU for institutional development is to ensure a seamless integration of technology into the administrative and academic environment. Gujarat Technological University (GTU) has developed a robust digital infrastructure to support its IT, administrative, and academic functions. Gujarat Technological University (GTU) has developed a comprehensive and evolving digital infrastructure to enhance connectivity, communication, academic delivery, and administrative efficiency. The university ensures seamless internet access through well-equipped networking systems and offers a robust Wi-Fi-enabled campus. Multiple official websites and student portals provide institutional information, result history, and academic services, while Learning Management Systems (LMS) support course-specific online blogs, study material, and video documentation. GTU promotes online communication through messaging platforms, WhatsApp channels, and mobile-friendly student services. A growing digital library with memberships in premier institutions and access to national and global e-resources strengthens research and learning. The university publishes newsletters,

journals, and maintains an open-access publication system for broader knowledge dissemination.

Administrative functions are digitized through a paperless office powered by Samarth ERP, which integrates key modules like admissions, payroll, legal case management, and RTI. Digital examination and evaluation systems (SOQPRS, SOQPDS, E-Assessments) ensure secure, timely, and paperless assessments. Students can conveniently view results and access verified mark sheets and degrees via the NAD platform. The university has adopted technologies like plagiarism detection through Turnitin and a generative AI-based virtual assistant (GTU-SARTHI) for automating services. Facilities like video conferencing (WebEx, Google Meet), a media center for recording, and active social media engagement strengthen communication and outreach. Though digital student publications and online placement platforms are yet to be implemented, GTU continues to expand its infrastructure by integrating emerging technologies such as AI, AR/VR, and cloud computing, fostering a future-ready digital ecosystem.

GTU SKILLS (GTU – Syama Prasad Mookerjee Kendra for Industry & Lifelong Learning Skills) is envisioned as a hub for all skill programs in emerging areas – catering the needs of industry. It provides the platform for various industries and skill training institutes to offer joint certification programs with GTU, especially in emerging technologies. GTU SKILLS serve the skill development and upskilling needs of students, working professionals and life-long learners. GTU has integrated skill-based learning into its academic framework through structured internships, certifications, and industry-led programs.

GTU has signed MoUs with over 35 leading industry partners and associations, including Maruti Suzuki – International Automobile Centre of Excellence (IACE), L&T EduTech, Infosys Springboard, TCSiON, TATA Indian Institute of Skills (IIS), Intel, Microsoft, NASSCOM, IBM etc.

Gujarat Technological University has a robust system for conducting examination. The University has developed an ICT enabled examination management system to bring efficiency, punctuality and reliability in its various processes and has implemented system for digitization of answer scripts, question paper delivery, e-assessment, and result processing over the last few years. The digital transformation of following system have applied.

1. Question Paper Delivery and Receiving System:

SOQPDS: To eliminate the possibility of leakage or any other such discrepancy about Question Papers, University has introduced innovative strategies for better management of examinations. University has Implemented Secure Online Question Paper Delivery System (SOQPDS) which is incorporating various security features from Summer-2018 Examination. Encrypted Compact Disk is replaced by SOQPDS. Examination process using e-system has been proven to be the most reliable and confidential system, and is appreciated all over. University is transmitting Question Papers to exam centres which are located across the state.

GTU has implemented Secure Online Question Paper Delivery System for smooth and fast conduction of examination across 330 exam centers of GTU. This practice is followed since Summer 2018 onwards. In every season approximately 3200 password protected manuscripts are delivered through online mode to respective center. Each exam center prints question paper after the password is provided by the University. Biometric devices are used to provide the access of the question paper delivery system is provided.

GTU is the first university in the entire state of Gujarat to transmit approx. 3200 Subject's Question Paper twice in a Year to all exam centers through Secure Online Question Paper Delivery System.

To ensure secure, seamless receiving of Question Papers and to overcome the limitations of conventional exam paper receiving system, University has Implemented Secure Online Question Paper Receiving System (SOQPRS) which is incorporating various security features from Summer-2025 Examination. Manual receiving of Question Paper through compact disc was replaced by the receiving of encrypted Question Paper from paper setters in pre-defined format. Through this initiative the examination department has been workings towards error free question paper designing, reduce time consumption and accelerated examination process by replacing the conventional method of question paper receiving system.

2. Assessment of Student's Answer-book:

To make examination system more reliable, transparent and accountable, GTU has introduced the 'E - Assessment system' for Term End External examination of MBA Semester - 1 as pilot project in winter 2012 examinations. Ripening on the success the 'E - Assessment' was implemented in all courses to achieve early declaration of results.

In E-Assessment, digital answer book is uploaded on portal through which examiners can securely assess answer book online and digital access of the assessed answer book is given to the students which enables transparency in the examination system. Allotment of answer books to the available evaluators is done randomly. Evaluators can carry out E-Assessment using Computer/Laptop and Internet connectivity from anywhere any time, thus giving freedom of assessment as per his/her convenience using technology. Students when apply for Re-assessment, the digital scan copy is again published to be evaluated by another examiner.

Online Viewing of Answer-book: If student applies for viewing his/her answer-book, login credentials and link is communicated on student's email id, which can be used to view answer-book. Whereas it is generally not feasible in manual assessment

Retention of Answer-book: University also retains digitized soft copy of all answer books as answer books are pulped. Digital answer scripts can be stored securely, easily searched, and retrieved when needed, unlike physical answer sheets, which require physical storage space and are harder to manage.

3. Online Exam Form Filling Process:

University provided the login credential to institutes where institute enter the barcode detail of student's examination from through GTU Admin Portal after that the payment amount is calculated and institute pay the fees online and upload the challan Details in system. University provides exam form to every student thorough student's portal. Every student is provided a login ID and password. After the approval of student's exam forms (Accept/Reject) by institutes through GTU Admin Portal, examinations forms are become available in GTU student portal. The examination forms are to be filled online and payment is also to be done via online mode. Due to this, student is able to fill the exam form and pay the fees at any time i.e. 24x7 and from any place.

4. Online Recheck/Reassessment Form Filling

University provides the option to fill the recheck reassessment form to every student thorough student's portal and payment is also to be done via online mode. Due to this, student is able to fill the recheck reassessment form and pay the fees at any time i.e. 24x7 and from any place.

5. Viva Mark Entry Process:

Institutes now enter viva marks directly into the online viva mark entry portal. This eliminates the need manual data entry by university staff. As a result, the process is faster, more accurate, and allows for real-time data availability.

6. Distribution of Grade cards and Provisional Certificate:

Grade cards and provisional certificate are now dispatched directly to the institutes through speed post, eliminating the need for physical collection. This method ensures timely delivery, reduces administrative burden, and enhances convenience for both university staff and institute personnel. The shift also supports better tracking and accountability through postal documentation.

7. Distribution of Hall Tickets to Students:

Students can now directly download their hall tickets online through the student portal, eliminating the need to visit the institute for Hall ticket collection. This saves time and resources and also ensures quicker access and greater convenience, especially for students located far from campus.

8. Data to Zonal Officers for Smooth Conduction of Examination:

With the implementation of a digital examination system, a dedicated portal has been developed for Zonal Officers. They can now access and download real-time data directly from the portal without the need to visit the university physically. This digital shift enhances operational efficiency, ensures timely access to updated information, and reduces dependency on physical media and in-person interactions.

9. Result Declaration Process:

The Result Processing System (RPS) has been developed in accordance with the predefined rules and regulations governing result processing. Within the RPS, each section is assigned a unique user ID and password, enabling secure and role-based access to the system.

Data is now directly migrated to the result processing system through a secure online portal. This eliminates the need for physical data transfer and reduces manual intervention.

10. Providing the Page Count of Question Paper:

Online portal has been developed the page count is directly entered against each subject code within the portal by section. The recorded page count is considered for expense reimbursement at the institute level, specifically for the printing of question papers during examinations.

11. University Theory Examination Student's Absent Present Record Entry:

Online portal has been developed, in which the present/absent entry is made at the institute level on the day of the examination itself. The data is then made instantly available to the Zonal portal and University for Verification and record-keeping purposes.

12. Other Administrative Task:

Several other administrative tasks related to the examination system that were earlier managed manually have now been integrated into the online platform. This digital transformation has greatly enhanced coordination between institutes and the university, improved data accuracy, and reduced processing time. These tasks include Name Correction, Enrollment Cancellation, Emergency Student's Absent Entry, MID-Internal Mark viewing Facility to Students, Refund (if any) directly in account of students and Elective Entry by Institute

1.2 VISION, MISSION, AND STRATEGIC GOALS

VISION:

- To be a global university for the creation and dissemination of knowledge and Innovation in Science & Technology, Humanities and Multidisciplinary domains for sustainable development and enrichment of human life.

MISSION:

- To develop centres of academic excellence at university premises and at affiliated colleges in domains of science, engineering, technology, management, and environment for imparting comprehensive education, training, and research infrastructure as per the nation requirements.
- To build resources, facilities, proficiencies and other related infrastructure of global standard for the development of knowledge, skills, and competencies in the various educational domains.
- To develop research-oriented pedagogy for flourishing ideas and to nurture innovators, entrepreneurs and professionals of tomorrow
- To build and enhance collaborations with other academic, research, industry, and government organizations as well as NGOs across the globe so that education, training and research at university and its affiliated colleges become aligned with national and global level requirements.
- To encourage multidisciplinary research and develop flexible learning ecosystem.

CORE VALUES:

- Excellence with value-based education.
- Responsiveness to society.
- Integrity and transparency.
- Mutual Respect.
- Sustainable development.

STRATEGIC GOALS

A. Strategic Goals

The Gujarat Technological University (GTU) has set a strategic goal to foster innovation, excellence, and sustainable development in education and Research. Through collaborations, modernization of infrastructure, and industry partnerships, GTU aims to empower students and faculty to address complex challenges and develop innovative solutions for sustainable development and societal advancement. The identified strategic goals are:

1. Academic Excellence

- Acquire NBA accreditation for PG and UG programs of all schools and GTU ITR.
- Achieve international recognition for academic programs.
- Institutionalize flexible and competency-based learning using NCrF frameworks.
- Introduce multidisciplinary curriculum aligned with NEP 2020.
- Enhance student engagement via outcome-based education and active learning.
- Revise curricula with inputs from industry, alumni, and academia.
- Strengthen faculty-student mentoring and personalized academic support.

2. Research and Innovation

- Encourage faculty and students to undertake funded research projects.
- Promote research publications and patent filings.
- Develop start-ups and commercial products based on protected IP.
- Establish centers of excellence in cutting-edge technologies (AI, robotics, bioinformatics, etc.).
- Establish a Research and Innovation Park.
- Position the university as a national leader in indigenous innovation.

3. Faculty Development

- Conduct regular FDPs and pedagogical training under Aryabhatta Center for Capacity Development.
- Initiate international faculty exchange and collaborative research programs.

- Implement structured career progression and recognition systems.
- Retain globally competitive faculty through inclusive policies, research incentives, and leadership roles.

4. Infrastructure Development

- Transition to a sustainable, green new campus.
- Ensure smart classrooms, upgraded labs, and modern academic facilities.
- Establish industry-sponsored research and training centers.
- Expand student hostels, recreation, and wellness infrastructure.
- Create a fully integrated, eco-friendly, zero-waste campus with energy-efficient solutions.

5. Industry Collaboration

- More number of MoUs with industries for guest lectures, internships, and collaborative training.
- Involvement of stakeholders for curriculum review.
- Develop innovation-driven, employability-oriented projects with industries.
- Facilitate industry-funded labs and entrepreneurship incubation.
- Build long-standing industry-academic ecosystems for mutual growth and global competitiveness.

6. Student Support and Employability

- Strengthen career counselling, skill certification, and placement support.
- Launch bridge and remedial courses for under-represented groups.
- Integrate skill-based education and live projects in every program.
- Foster student entrepreneurship through mentoring and seed funding.
- Become a hub of high employability and student-led enterprises with global reach.

7. Digital Transformation

- Upgrade LMS, introduce AI-enabled academic support systems.
- Facilitate online admissions, evaluations, and feedback mechanisms.

- Develop hybrid learning ecosystems, MOOCs, and digital resource repositories.
- Train faculty and students in digital literacy and cyber ethics.
- Establish a robust e-Governance platform for academic and administrative processes.

8. Sustainability and Green Campus Initiatives

- Restrict the use of single-use plastics; promote waste segregation and energy audits.
- Install solar power systems and water harvesting units.
- Achieve milestones in zero-waste, carbon neutrality, and resource conservation.
- Organize community awareness campaigns for sustainability.
- Create a model green campus with free air-conditioning using renewable energy and smart environmental monitoring.

9. Internationalization

- Invite international experts and establish global academic collaborations.
- Organize joint webinars, workshops, and online exchange programs.
- Launch dual, twinning and joint degree programs and promote international internships.
- Sign MoUs with global institutions for research and learning exchanges.
- Feature in global university rankings and attract international students and faculty.

10. Promotion of Knowledge of India

- Promote the Dharohar Bhartiya Gyan Parmpara Kendra for Indian Knowledge Systems (IKS).
- Embed modules on Indian knowledge systems, culture, and values in curriculum.
- Conduct activities on local history, literature, Ayurveda, yoga, and philosophy.
- Publish and translate Indian knowledge texts for global learners.
- Become a national and global leader in the dissemination of Indian cultural and knowledge heritage.

B. Development Objective

The development objectives include enhancing academic quality, promoting innovation and entrepreneurship, fostering industry-academic collaborations, and ensuring the holistic

development of students. GTU strives to create a conducive environment for holistic growth and societal impact. The enlisted objectives are illustrated below.

Academic and Fiduciary Governance

As an affiliating university, Gujarat Technological University (GTU) upholds robust academic and fiduciary governance structures to ensure the highest standards of quality, accountability, and transparency across all its affiliated colleges and constituent institutions. Through integrated oversight mechanisms and policy frameworks, GTU strengthens institutional autonomy while maintaining alignment with regulatory standards and national priorities. The GTU play pivotal roles in shaping governance models that balance academic freedom with operational efficiency, ensuring effective program delivery and individual institutional growth.

Curriculum and Pedagogy

GTU is committed to delivering curriculum and pedagogical excellence across all disciplines through continuous review, outcome-based education, and interdisciplinary integration amongst its affiliated colleges, constituent institute and GTU schools. The GTU School of Pharmacy focuses on contemporary pharmaceutical education aligned with healthcare needs, while the School of Applied Science and Technology integrates cutting-edge scientific advancements into curriculum design. The GTU school of Engineering and Technology with GTU Institute of Technology and Research promotes innovation-driven pedagogy in emerging engineering domains while GTU school of Management focuses on managerial aspects of current era. Together, these schools adopt modern teaching methodologies, digital platforms, and experiential learning models to prepare students for real-world challenges.

Integration of Skills into Academics at All Levels

In line with NEP 2020 and the National Credit Framework (NCrF), GTU integrates vocational and skill-based learning at all academic levels. The university embeds National Higher Education Qualification Framework (NHEQF) and National Skill Qualification Framework (NSQF)-aligned courses across programs in pharmacy, engineering, management, and sciences. This ensures that graduates are not only academically qualified but also industry-ready, equipped with transferable and domain-specific skills to thrive in a rapidly evolving global job market.

Faculty and Staff Development

GTU emphasizes strategic Human Resource Management (HRM) for recruitment, retention, and continuous development of faculty and staff across its affiliated colleges and constituent institutions. The GTU schools lead in implementing faculty training programs, performance incentives, and leadership development initiatives. A culture of academic excellence and innovation is fostered through mentorship, research grants, and international collaborations, thereby attracting and nurturing high-caliber educators and researchers.

Governance and Compliance

GTU ensures strong administrative, financial, and regulatory compliance through digitized governance models and robust internal control systems. Compliance protocols are embedded across institutional operations, supporting transparency in procurement, audits, academic processes, and student services. The GTU contributes to data-driven decision-making and digital governance innovations that streamline academic workflows while maintaining regulatory alignment with UGC, AICTE, PCI, and other statutory bodies.

Research and Development

GTU promotes a culture of Research and Development (R&D) across all its academic units. The GTU Institute of Technology and Research and the GTU Schools drive innovation through thematic research portfolios, external funding acquisition, and state-of-the-art laboratories. Faculty are supported with mentorship, seed funding, and access to collaborative research platforms. Research integrity, commercialization of innovation, and start-up incubation—particularly in pharmaceutical, technological, and management domains—are integral to GTU’s research ecosystem. Public dissemination and industry adoption of research outcomes further elevate GTU’s impact on national and global challenges.

Through strategic collaborations, modernization of infrastructure, and dynamic industry partnerships, Gujarat Technological University empowers students and faculty across its affiliated colleges and constituent institutions including the different schools of GTU to address complex societal, technological, and economic challenges. This collective endeavour aims to drive innovation, elevate academic excellence, and contribute meaningfully to sustainable development and nation-building.

C. Operationalisation

The operationalization of a GTU development plan is essential for its successful implementation and achievement of goals. Through systematic execution and effective resource allocation, the institute can realize its vision of academic excellence, innovation, and societal impact, ensuring a transformative experience for its stakeholders and sustained growth.

1. Clear Objectives

Each strategic initiative will begin with well-defined, measurable objectives aligned with GTU's overarching mission to drive excellence in education, research, and innovation across its affiliated and constituent institutions, enabling societal impact and global relevance.

These objectives will reflect core academic, research, governance, and development goals specific to healthcare innovation, regulatory alignment, emerging technology, applied R&D, entrepreneurship, industry collaboration, interdisciplinary integration and advanced research and innovation.

2. Task Breakdown

Each strategic goal (e.g., NEP 2020 alignment, research capacity building, faculty development) will be broken into specific, time-bound, and actionable tasks such as Curriculum redesign workshops by academic councils, Lab modernization projects across constituent schools, Industry MOUs for joint research or internships, Launch of skill-integrated programs under NCrF, Faculty research mentorship sessions etc.

3. Overall Stewardship & Responsibility Allocation

Clear governance and accountability mechanisms will be established. Key responsibilities will be assigned to Director/Principal of each GTU School for internal execution, Heads of Affiliated Institutions for dissemination and implementation, Registrar/Controller of Examinations for academic and regulatory compliance, IQAC and CoE for quality assurance and innovation initiatives. An inter-departmental steering committee will provide oversight, ensuring role clarity and cross-functional collaboration.

4. Collaborative Environment

GTU will promote a collaborative ecosystem across its vast affiliating network and constituent schools by organizing joint workshops, cross-disciplinary conferences, and innovation fests,

establishing communities of practice (CoPs) for faculty and researchers, Launching GTU Innovation Clusters across sectors like pharma, AI, renewable energy, and management etc.

5. Metrics & KPIs

Each initiative will have tailored Key Performance Indicators (KPIs) and metrics. Examples include number of industry linkages and MOUs signed, percentage of programs aligned with NSQF/NHEQF, Student placement and start-up incubation rates, Research publications, patents filed, and citations, Faculty development hours and performance appraisals. KPIs will be tracked centrally and published in GTU's Annual Academic and Performance Report.

6. Technological Tools

GTU will deploy technology platforms for seamless tracking and communication like project management systems for task tracking, LMS and ERP integration for academic and administrative functions, AI-based dashboards to monitor performance metrics across departments, Digital accreditation tools for NIRF, NAAC, and NBA readiness

7. Communication Channels

To ensure transparency and alignment, GTU will establish Monthly Directorate Review Meetings with all GTU schools, Strategic Progress Newsletters for affiliated colleges, A centralized communication platform (portal or mobile app) for updates, circulars, and stakeholder interaction.

8. Training & Development

Gujarat Technological University- Aryabhata Center for Capacity Development (ACCD) previously known as Aryabhata Faculty Development Center (GTU-AFDC) plays a crucial role in advancing faculty development through its policy initiative, Gujarat Technological University - Aryabhata Faculty Development Policy (GTU- AFDP). GTU-AFDP, serving as a holistic faculty development policy, accelerates academic prowess by extending financial aid to institutions affiliated with GTU. This support is earmarked for orchestrating and streamlining programs aimed at enhancing the skills of faculty members, focusing on NEP, industry-ready skill development, innovation, and research in response to the current needs of time for faculty development. The primary goal is to empower these educators to synchronize their proficiencies with the evolving needs of the industry, thereby fostering progress toward the goals outlined in "Viksit Bharat@2047." This initiative further emphasizes the University's

commitment to nurturing a cadre of highly skilled professionals capable of driving the nation's development agenda forward.

9. Resource Allocation

Each strategic goal will be backed by a detailed resource plan, ensuring allocation of Budget for infrastructure, technology, and capacity building, dedicated project teams or coordinators within schools and departments and grants and external funding avenues for research and outreach initiatives

10. Feedback Mechanisms

GTU will institutionalize robust feedback and review loops, including Biannual internal audits and progress reviews, Stakeholder satisfaction surveys (students, faculty, industry partners) and Structured feedback from external experts and advisory boards.

11. Agility

GTU will maintain strategic agility through Quarterly reviews and recalibration of timelines and deliverables, an early warning system for identifying implementation bottlenecks, Empowering directors and heads to make tactical adjustments within their schools.

12. Stakeholder Engagement

GTU's approach will be participatory, involving Students and alumni in curriculum feedback and industry networking, Faculty and researchers in strategy co-creation, Industry, regulatory bodies, and funding agencies in consultative forums.

GTU Schools will form Advisory Councils with representatives from academia, industry, and government.

13. Continuous Review

GTU's strategic framework will be reviewed annually by a high-level Strategic Review Board under the Vice Chancellor. This process will include Evaluation against KPIs, Strategic alignment with national policies (NEP 2020, NCeF), Inputs from academic audits, accreditations, and benchmarking exercises.

The revised roadmap will be disseminated across all schools and affiliated colleges.

1.3 SUMMARY OF KEY INITIATIVES IN THE IDP (Proposed)

- To transform University into Multidisciplinary Education and Research University (MERU).
- To promote Teaching and Research Collaborations with Global Universities/institutions figuring in the most reputed global rankings
- SDG based research outcomes
- High end technology enabled infrastructure (Sophisticated Instrument techniques and Digitalisations)
- Self-sustainable system
- Implementation of NEP 2020
- To start new academic programmes in tune with the emerging areas and stake holders' demands.
- To establish new Centers of excellence.
- Expanding Visiting Research Professorship Programme (VRPP) Chairs in the new areas
- Promotion and development of local language
- To create MOOCs, SWAYAM courses and also create 'Online Platform' for hosting University online courses.
- Eco-green/paperless University

2. INSTITUTIONAL PROFILE

2.1 Year of establishment

Gujarat Technological University is a state public University established in the year 2007 by the Government of Gujarat vide Gujarat Act No. 20 of 2007.

2.2 Type of institution

GTU is a State University with 412 affiliated colleges in its fold operating across the state of Gujarat and offers Diploma, Under graduate, Postgraduate, Postgraduate Diploma and Doctoral programmes in Faculties of Architecture, Computer Science, Engineering & Technology, Humanities & Sciences, Management and Pharmacy.

2.3 Accreditation & affiliations

- Recognized under section 2(f) and 12(b) by the University Grants Commission.
- Accredited by NAAC with A+ grade with CGPA 3.26 on four-point scale
- NBA accreditation to GTU school of Engineering and Technology for Computer Engineering (Cyber Security) program for AY 2023-24 to AY 2025-2026.
- Received QS-IGAUGE E-LEAD (E-Learning Readiness for Academic Digitization) certificate from the QS-ERA India Private Limited in 2024.
- Achieved 5-star rating in GSIRF and 70th rank secured in NIRF in Pharmacy Category in 2024.
- Accredited as a GREEN UNIVERSITY in platinum ranking for 2024-2027 period.

2.4 Programs offered

GTU offers Diploma, Under graduate, Postgraduate, Postgraduate Diploma and Doctoral programmes in Faculties of Architecture, Computer Science, Engineering & Technology, Humanities & Sciences, Management and Pharmacy

These programs consist of subjects across the core, electives, research, and hands-on practice through internships, dissertations and project work domains with the inclusion of courses on sustainability, Human Values, and Professional Ethics.

List of Programs offered by GTU PG Schools, Constituent and Affiliated Institutes:

Sr. No.	Programs with Name	Numbers of institutes
1.	Bachelor of Architecture (B.Arch.)	01
2.	Bachelor of Business Administration (BBA)	22
3.	Bachelor of Computer Application (BCA)	36
4.	Bachelor of Design (B. Des)	01
5.	Bachelor of Engineering (B. E.)	80
6.	Bachelor of Hotel Management and Catering Technology	04
7.	Bachelor of Interior Design	02
8.	Bachelor of Pharmacy (B. Pharm)	55
9.	Bachelor of Pharmacy (Practice)	01
10.	Bachelor of Science (B.Sc.)	01
11.	Bachelor of Vocation (B. Voc.)	21
12.	Diploma in Architecture (D. Arch.)	07
13.	Diploma in Engineering (D. E.)	113
14.	Diploma in Pharmacy (D. Pharm)	16
15.	Diploma in Vocation (D. Voc.)	21
16.	Doctor of Pharmacy (Pharm. D.)	11
17.	Doctor of Pharmacy P.B. (Pharm. D. -Post Baccalaureate)	03
18.	Doctor of Philosophy (Ph. D.)	--
19.	Master of Architecture (M. Arch.)	01
20.	Master of Arts in Hindu Studies (M. A.)	01
21.	Master of Business Administration (MBA)	51
22.	Master of Business Administration (Integrated / Applied Management)	12
23.	Master of Computer Applications (MCA)	27
24.	Master of Computer Applications (Integrated)	03
25.	Master of Engineering (M. E.)	36
26.	Master of Pharmacy (M. Pharm)	36
27.	Master of Science (Industrial Biotechnology) (M. Sc.)	01
28.	Master of Science IT (Integrated)	06
29.	Post Graduate Diploma in Bioinformatics	01
30.	Post Graduate Diploma in Data Science	01
31.	Post Graduate Diploma in Digital Marketing	01
32.	Post Graduate Diploma in Hospital Management	01
33.	Post Graduate Diploma in IPR	01
34.	Post-Doctoral Fellowship (D. Sc.)	--

2.5 Faculty and staff strength as on May 2025

Sr. No	Faculty Name	Designation	Name of PG School	Type of Employee	Domain
1	Dr.Pankajray Vinodchandra Patel	Professor	GTU-SMS	Teaching	Management
2	Dr.Kaushal Bhatt	Associate Professor	GTU-SMS	Teaching	Management
3	Dr.Priyanka Bhatt	Associate Professor	GTU-SMS	Teaching	Management
4	Dr.Sarika Srivastava	Assistant Professor	GTU-SMS	Teaching	Management
5	Dr.Tusharkumar Panchal	Assistant Professor	GTU-SMS	Teaching	Management
6	Dr.Neela Multani	Assistant Professor	GTU-SMS	Teaching	Management
7	Ms.Hetal Chandulal Rathod	Assistant Professor	GTU-SMS	Teaching	Management
8	Dr. Krishnaba Vaghela	Assistant Professor	GTU-SMS	Teaching	Management
9	Ms. Medha Pravinchandra Vyas	Assistant Professor	GTU-SMS	Teaching	Management
10	Dr.Pulkit Prahladbhai Trivedi	Assistant Professor	GTU-SMS	Teaching	Management
11	Mr. Rajan Nileshbhai Modha	Assistant Professor	GTU-SMS	Teaching	Management
12	Ms. Sweta Tikaram Dhungel	Assistant Professor	GTU-SMS	Teaching	Management
13	Dr. Jignesh Arvindbhai Amin	Professor	GTU-SET	Teaching	Civil
14	Dr.Sarman Khima Hadia	Associate Professor	GTU-SET	Teaching	EC
15	Dr.Gautam Makwana	Associate Professor	GTU-SET	Teaching	Ec
16	Dr.Komal Borisagar	Associate Professor	GTU-SET	Teaching	EC
17	Mr.Mahesh Panchal	Assistant Professor	GTU-SET	Teaching	Computer
18	Mr.Mridul Seth	Assistant Professor	GTU-SET	Teaching	Civil
19	Mr.Deepak Upadhyay	Assistant Professor	GTU-SET	Teaching	IT
20	Mr.Rasikkumar Makwana	Assistant Professor	GTU-SET	Teaching	Civil
21	Dr.Seema Joshi	Assistant Professor	GTU-SET	Teaching	IT
22	Mrs.Anamika Mittal	Assistant Professor	GTU-SET	Teaching	IT

23	Dr.Dipak Dabhi	Assistant Professor	GTU-SET	Teaching	Computer
24	Ms.Komal Prajapati	Assistant Professor	GTU-SET	Teaching	Computer
25	Mr.Bhavadipkumar Moghariya	Assistant Professor	GTU-SET	Teaching	H & S
26	Dr.Kaushik Gondaliya	Assistant Professor	GTU-SET	Teaching	Civil
27	Mr.Sanjivkumar Shakya	Assistant Professor	GTU-SET	Teaching	Electrical
28	Ms.Aanal Raval	Assistant Professor	GTU-SET	Teaching	Computer
29	Mrs.Ritisha Bhatt	Assistant Professor	GTU-SET	Teaching	EC
30	Mr.Parth Chauhan	Assistant Professor	GTU-SET	Teaching	EC
31	Ms.Himani Prajapati	Assistant Professor	GTU-SET	Teaching	Computer
32	Dr. Chirag Kanakray Vibhakar	Professor	GTU-ITR	Teaching	Electrical
33	Dr.Vivek Patel	Associate Professor	GTU-ITR	Teaching	Mechanical
34	Mr.Akshay Rathod	Assistant Professor	GTU-ITR	Teaching	Civil
35	Ms.Avaniben Jaykrushnabhai Raval	Assistant Professor	GTU-ITR	Teaching	Computer
36	Mr.Dhaval Pravinbhai Suthar	Assistant Professor	GTU-ITR	Teaching	Electrical
37	Mr.Dhavan Rughani	Assistant Professor	GTU-ITR	Teaching	Civil
38	Mr.Gaurav Jagdishbhai Vyas	Assistant Professor	GTU-ITR	Teaching	Civil
39	Dr.Himesh Patel	Assistant Professor	GTU-ITR	Teaching	H & S
40	Mr.Hiteshkumar Patel	Assistant Professor	GTU-ITR	Teaching	Mechanical
41	Dr.Jignesh Baldevbhai Patel	Assistant Professor	GTU-ITR	Teaching	H & S
42	Mr.Joseph Sebastian Sibi	Assistant Professor	GTU-ITR	Teaching	Civil
43	Mr.Kashyap Gadhiya	Assistant Professor	GTU-ITR	Teaching	Electrical
44	Mr.Kedar Badheka	Assistant Professor	GTU-ITR	Teaching	Mechanical
45	Mr.Lavkumar Umashankar Kaushik	Assistant Professor	GTU-ITR	Teaching	Mechanical
46	Dr.Maulik Sureshbhai Joshi	Assistant Professor	GTU-ITR	Teaching	H & S

47	Mr.Mayurbhai Rameshbhai Chauhan	Assistant Professor	GTU-ITR	Teaching	Computer
48	Dr.Piyush Batukbhai Miyani	Assistant Professor	GTU-ITR	Teaching	Electrical
49	Mr.Prerak Amrutlal Patel	Assistant Professor	GTU-ITR	Teaching	H & S
50	Mr.Sadanand Prasad Sahu	Assistant Professor	GTU-ITR	Teaching	Civil
51	Mr.Vaishnavi Narendrasinh Solanki	Assistant Professor	GTU-ITR	Teaching	Computer
52	Mr.Vijay Punjiabhai Khata	Assistant Professor	GTU-ITR	Teaching	Computer
53	Mr.Vishal Natvarlal Koria	Assistant Professor	GTU-ITR	Teaching	Electrical
54	Mr.PANKAJBHAI PRAJAPATI	Assistant Professor	GTU-ITR	Teaching	Mechanical
55	Mrs.Amrita Chitranshi	Assistant Professor	GTU-ITR	Teaching	Computer
56	Ms.Shilpaben Vasava	Assistant Professor	GTU-ITR	Teaching	Computer
57	Dr.Kapilkumar Surani	Assistant Professor	GTU-ITR	Teaching	Mechanical
58	Mr.Milin Pandya	Assistant Professor	GTU-ITR	Teaching	Mechanical
59	Mr.Tirthesh Mehta	Lecturer	GTU-ITR	Teaching	Computer
60	Mr.Jaydip Prajapati	Lecturer	GTU-ITR	Teaching	Electrical
61	Mr.Shabbir Ali Champa	Lecturer	GTU-ITR	Teaching	Electrical
62	Mr.Jay Patel	Lecturer	GTU-ITR	Teaching	H & S
63	Mr.Mehulkumar Thakor	Lecturer	GTU-ITR	Teaching	H & S
64	Mr.Azruddin Kureshi	Lecturer	GTU-ITR	Teaching	H & S
65	Ms.Janavi Patel	Lecturer	GTU-ITR	Teaching	Civil
66	Mr.Alok Patel	Lecturer	GTU-ITR	Teaching	Computer
67	Ms.Hiral Patel	Lecturer	GTU-ITR	Teaching	Computer
68	Mr.Naman Bhavsar	Lecturer	GTU-ITR	Teaching	Civil
69	Ms.Jeel Patel	Lecturer	GTU-ITR	Teaching	Computer
70	Ms.Hinalben Prajapati	Lecturer	GTU-ITR	Teaching	Computer
71	Mr. Bhavin Kher	Lecturer	GTU-ITR	Teaching	Computer
72	Mr. Pruthav Barot	Assistant Professor	GTU-ITR	Teaching	Civil
73	Mr. Hirenkumar Joshi	Assistant Professor	GTU-ITR	Teaching	Computer
74	Ms. Disha Patel	Assistant Professor	GTU-ITR	Teaching	Computer
75	Mr. Ashutosh Gohel	Assistant Professor	GTU-ITR	Teaching	Mechanical
76	Dr. Arick Lakhani	Assistant Professor	GTU-ITR	Teaching	Mechanical

77	Ms. Chetna Agarwal	Assistant Professor	GTU-ITR	Teaching	H & S
78	Mr. Avinash Ganesh Prasad	Assistant Professor	GTU-ITR	Teaching	Civil
79	Dr. Sanjaykumar Prakashbhai Chauhan	Professor	GTU-SP	Teaching	Pharmacy
80	Dr. Dashrath Muljibhai Patel	Associate Professor	GTU-SP	Teaching	Pharmacy
81	Dr. Rajeshkumar Kanubhai Patel	Associate Professor	GTU-SP	Teaching	Pharmacy
82	Dr. Kashyap Naranbhai Thummar	Assistant Professor	GTU-SP	Teaching	Pharmacy
83	Dr. Udaykumar Girdharlal Vegad	Assistant Professor	GTU-SP	Teaching	Pharmacy
84	Ravisinh Vikramsinh Solanki	Assistant Professor	GTU-SP	Teaching	Pharmacy
85	Ravi Bharatkumar Patel	Assistant Professor	GTU-SP	Teaching	Pharmacy
86	Bhavinkumar Arjunbhai Gayakvad	Assistant Professor	GTU-SP	Teaching	Pharmacy
87	Asmatbanu Mehmoodkhan Pathan	Assistant Professor	GTU-SP	Teaching	Pharmacy
88	Bhumika Kishorbhai Maheriya	Assistant Professor	GTU-SP	Teaching	Pharmacy
89	Dr.Dignesh Mansukhlal Khunt	Assistant Professor	GTU-SP	Teaching	Pharmacy
90	Hardi Dilipbhai Joshi	Assistant Professor	GTU-SP	Teaching	Pharmacy
91	Dr. Jigna Mansukhbhai Vadalia	Assistant Professor	GTU-SP	Teaching	Pharmacy
92	Shweta Maheshbhai Atri	Assistant Professor	GTU-SP	Teaching	Pharmacy
93	Dr. Vaibhav D. Bhatt	Professor	GTU-SAST	Teaching	Science
94	Dr. Dolatsinh Balavantsinh Zala	Associate Professor	GTU-SAST	Teaching	Science
95	Dr. Rajeshkumar Ghemarbhai Chaudhari	Associate Professor	GTU-SAST	Teaching	Science
96	Dr. Kshipra Chauhan	Assistant Professor	GTU-SAST	Teaching	Science
97	Dr. Chandrashekar Kistaiah Mootapally	Assistant Professor	GTU-SAST	Teaching	Science
98	Dr. Neelam Mustakali Nathani	Assistant Professor	GTU-SAST	Teaching	Science
99	Dr.Kuldeep Kishanchandra Luhana	Assistant Professor	GTU-SAST	Teaching	Science
100	Dr.Alok Pandya	Associate Professor	GTU-SAST	Teaching	Science
101	Dr. Anupama Modi	Assistant Professor	GTU-SAST	Teaching	Science

102	Dr. Ashish Janraoji Warghane	Assistant Professor	GTU-SAST	Teaching	Science
103	Gaurav Shrimali	Assistant Professor	GTU-SAST	Teaching	Science

2.6 Student demographics

Student demographics for the Academic year 2023-24

Name of School	Name of Program	Duration of Program (Years)	Program Start Year	Approved Intake (GTU/AICTE/PCI)	No. of Male Students Admitted	No. of Female Students Admitted	No. of Total Students Admitted
GSMS	MBA (IB)	2	2018-19	60	31	46	77
	MBA (IEV)	2	2019-20	30	10	3	13
	PGDDM	1	2018-19	15	7	3	10
	PGDHM	1	2022-23	15	13	20	33
	BBA	3	2022-23	30	36	38	74
GSET	ME (CS)	2	2017-18	30	11	5	16
	ME (MCNT)	2	2018-19	0	0	0	0
	ME (IOT)	2	2021-22	18	2	1	3
	ME (AI)	2	2021-22	18	11	7	18
	ME (SE)	2	2021-22	18	17	3	20
	PGDDS	1	2020-21	30	9	6	15
	BE (CE)	4	2023-24	60	49	22	71
GSP	Ph. D	3			0	5	5
	M. Pharm (DRA)	2	2017-18	15	4	12	16
	M. Pharm (QA)	2	2019-20	15	6	9	15
	M. Pharm (Pharmaceutics)	2	2020-21	15	7	7	14
	M. Pharm (Phyto)	2	2021-22	10	1	4	5
	B. Pharm	4	2022-23	60	38	36	74
SAST	Ph. D		2021-22	6	3	4	7
	M. Sc., Biotechnology	2	2021-22	20	10	11	21
	PGD Bioinformatics	1	2021-22	10	3	5	8
	Integrated M. Sc., (Biotechnology)	5	2022-23	30	13	14	25
SIKS	MA in Hindu Studies	2	2022-23	15	9	10	19

GPERI	Ph. D				1	0	1
	BE (Civil)+D to D	4	2011-12	45	13	8	21
	BE (CS)+D to D	4	2011-12	68	62	27	89
	BE (EE)+D to D	4	2011-12	30	1	0	1
	BE (ME)+D to D	4	2011-12	45	9	21	30
	Integrated M.sc IT	5	2021-2022	60	16	5	21
	PG Diploma in Cyber Security	1	2021-2022	30	0	0	0
	Diploma (Civil)	3	2023-24	60	3	0	3
	Diploma (CS)	3	2023-24	60	33	11	44
	Diploma (EE)	3	2023-24	60	6	0	6
	Diploma (ME)	3	2023-24	60	15	0	15

Student demographics for the Academic year 2024-25

Name of School	Name of Program	Duration of Program (Years)	Program Start Year	Approved Intake (GTU/ AICTE/ PCI)	No. of Male Students Admitted	No. of Female Students Admitted	No. of Total Students Admitted
GSMS	Ph.D	4	2017-18		05	02	07
	MBA (IB)	2	2018-19	60	31	46	77
	MBA (IEV)	2	2019-20	30	10	3	13
	PGDDM	1	2018-19	15	7	3	10
	PGDHM	1	2022-23	15	13	20	33
	BBA	3	2022-23	30	36	38	74
GSET	ME (CS)	2	2017-18	30	23	13	36
	ME (IOT)	2	2021-22	18	11	4	15
	ME (AI)	2	2021-22	18	10	10	20
	ME (SE)	2	2021-22	18	18	3	21
	PGDDS	1	2020-21	30	4	3	7
	BE (CE)	4	2023-24	60	48	33	81
	BE (EC)	4	2024-25	30	27	16	43
GSP	Ph. D	4		--	00	02	02
	B. Pharm	4	2022-23	60	48	36	84
	M. Pharm (RA)	2	2017-18	15	9	7	16
	M.Pharm (QA)	2	2019-20	15	5	11	16
	M.Pharm (Pharmaceutics)	2	2020-21	15	9	7	16
	M. Pharm (Phyto)	2	2021-22	10	6	4	10
SAST	Ph. D		2021-22	06	3	4	7

	B.Sc . Biotechnology	3	2024-25	30	10	24	34
	M.Sc . Industrial Biotechnology	2	2021-22	20	6	17	23
	PGD Bioinformatics	1	2021-22	10	3	4	7
	PGD in IPR	5	2023-24	30	4	3	7
SIKS	MA in Hindu Studies	2	2022-23				
GPERI	BE (Civil)	4	2011-12	45	8	0	8
	BE (CS)	4	2011-12	68	50	30	80
	BE (EE)	4	2011-12	30	5	2	7
	BE (ME)	4	2011-12	45	5	1	6
	Integrated M.sc IT	5	2021-2022	60	18	21	39
	PG Diploma in Cyber Security	1	2021-2022	40	0	0	0
	Diploma (Civil)	3	2023-24	60	4	2	6
	Diploma (CS)	3	2023-24	60	30	8	38
	Diploma (EE)	3	2023-24	60	12	0	12
	Diploma (ME)	3	2023-24	60	22	0	22

3. SWOC ANALYSIS

3.1 INSTITUTIONAL STRENGTH

- **Accreditations and Ranking:**
 - NAAC accredited with A+ grade
 - QS-IGAUGE E-LEAD (E-Learning Readiness for Academic Digitization) certificate from the QS-ERA India Private Limited.
 - Achieved 5-star rating in GSIRF and
 - 70th rank secured in Pharmacy Category, Among top 50 in Innovation category and top 100 in State Public University Category in NIRF 2024.
 - Accredited as a GREEN UNIVERSITY in platinum ranking for 2024-2027 period
 - NBA accreditation for Computer Engineering (Cyber Security) program of GTU school of Engineering and Technology for 2023-24 to 2025-2026.
 - Ranked 1st in Gujarat and 7th in India in Atal Ranking of Institutions on Innovation Achievements (ARIIA)-2021 amongst all Government Universities (Technical) in India.
 - NABL accreditation for the Laboratories of GTU school of Pharmacy
- **Largest State University for Technical programs:** Only University with state wide jurisdiction having 412 colleges and around 2,71, 000 enrolled students making it the state's largest University for studying technical programs ranging from Diploma to Doctoral studies in Engineering, Pharmacy, Management, Architecture, Computer Application, and Applied Science.
- **Strong Industrial and Academic Collaborations:** The University has multiple industrial and academic collaborations with whom the students and faculty members get opportunities to develop skills required for industries.
- **Centre of Excellence (CoE) and Public Testing Lab:** GTU – Bosch CoE, Keepsake Welding Technology, Skill Development Centre, Siemens CoE, AIA & AISE, Block Chain Technology, Semi-conductor Chip Design and NABL approved Public Testing Laboratory provide an industry-oriented learning environment for the students.
- **International Exposure:** The Department of International Relations (DIR) is committed to building up global relations in academia. More than 30 universities are in partnership with GTU for various joint projects. Focus areas include managing activities for international students, collaborating with foreign universities, joint academic programs,

conferences with foreign universities, etc. International Co-Supervisor programme provides a platform for international cooperation where experts from across the leading universities in the world

- **ICT Enabled University:** Looking at the scale and size of the operations GTU has created an in-house IT infrastructure to ensure a convenient, speedy, transparent, and hassle-free experience for all stakeholders. Key IT-enabled services include Wi-Fi enabled Campus, Online Student-Support Services, an examination system, degree certificates on NAD, Departmental Portals, Cashless Payment System and GTU SARTHI- a virtual assistant system. CCTVs are also installed on the entire campus. GTU has implemented SAMARTH e-governance platform of Ministry of Education, Government of India for all stake holders.
- **GTU Ventures:** A pioneer in setting up an ecosystem of Start-ups through its various councils and centres. GTU Venture has been established for providing close bonding between industries, entrepreneurs, faculty members, and students to nurture innovative ideas for developing a strong start-up ecosystem. The university has set up regional centers at Ahmedabad, Vadodara, Rajkot, Mahesana, and Surat with dedicated teams. Till date 232 patents have been published/awarded to the university. GISC has the following verticals–
 - **GTU Innovation and Start-up Centre (GISC)** includes Technology Business Incubator (TBI), Nodal Institute for Start-up Gujarat, and Student Start-up & Innovation Policy(SSIP)
 - **Atal Incubation Centre (AIC)** is supported by the Atal Innovation Mission, NITI Aayog, Govt of India. **Design Innovation Centre (DIC)** recognized by MHRD, GoI.
 - **GTU IPR Cell** includes NRDC - Innovation Facilitation Centre (IFC), Technology Innovation Support Centre (WIPO – TISC), SPRIHA
 - **Community Innovation and Co-Creation Centre (Ci-C3)** supports activities related to **Robotics and Motorsports**
- **Research Eco-system:** Well-defined research ecosystem through its various policies.
 - Following schemes are to support the newly inducted faculty members for setting up their labs, providing financial support for attending conferences and for pursuing research like

- Seed Money Scheme (SMS),
 - Financial Assistance Scheme for Teachers (FAST)
 - Minor Research Projects (MRP)
- Moreover, Central instrumentation centre, media laboratory, business lab, and research and statistical databases are available to facilitate the research activities.
- SHODH (Scheme of Developing High-quality research) and ADF (AICTE Doctoral Fellowship) schemes for scholarship to Research scholars
- Publication of own Multidisciplinary International Research Journal.
- Received Research Grants (in lakhs) such as DIC (1000), AIC (1000), TBI (500), SSIP (292.22) & NI (488).
- **Sports and cultural activities:** GTU has high-tech Major Dhyanand Gymnasium, well maintained basketball ground, Kho-Kho ground, kabaddi ground, volleyball ground, and Yoga Hall. The Students Activity Centre has facilities for indoor games like table tennis, carom, chess, etc. GTU organizes an inter-college Sports Tournament known as “SPIRIT” and Youth festival/cultural program known as “XITIJ” regularly.
- **Strong Placement Cell:** GTU has a strong placement cell and many of our students get placed in very reputed companies like S & P Global, Torrent Pharma, E-Infochip, Zydus, KPMG, Sun Pharma, Deloitte, NTRO, IG etc. Students are encouraged to take up final semester projects in collaboration with industries as industry defined project. GTU is serving the state and nation by producing some of the finest Engineering and Technology professionals.
- **Locations:** GTU is located in the industrial corridor of Ahmedabad and Gandhinagar with various research institutions like ISRO, PRL, IPR, GCRI, GBRC and in vicinity of other well-known academic institutions like IIT-Gandhinagar, IIM-A, NFSU, NID, IIPH, NIPER, etc.

3.2 INSTITUTIONAL WEAKNESS

- **Lack of required Infrastructure:** The existing campuses of the university are scattered into three locations and not sufficient for expanding the academic and administrative portfolios as per the scale and size of the university. Shortage of research

grants is also experienced due to not having the required permanent campus of the university. Looking at the provisions of the implementation of NEP 2020, the university is keen to start the new programs with required research facilities, wherein the current infrastructure has become a big constraint.

However, after receiving the land of 100 acres from the Government of Gujarat at Lekawada, Gandhinagar, the university intends to develop in near future a full-fledged infrastructure with academic blocks, administrative buildings, and hostels for national & international students, auditoriums, sports complex, and staff quarters. The new campus is planned to house the modern facilities with zero discharge, waste water treatment plan, solar energy and many other environmental friendly amenities.

- **The short span of GTU Schools:** The University was established in the year 2007 but till 2017 GTU was not having the infrastructure for establishing the PG schools. However, after the transfer of academic blocks from IIT, Gandhinagar to GTU by the Education Department, Government of Gujarat as a transit campus, the academic programs at various PG schools could be started in the year 2017-18 onwards. So, the schools of the university are in the infant stage which results in a comparatively less number of research publications.
- **Unavailability of Strong Alumni Base:** As university departments are very young, a strong alumni base is yet to be created to get the optimum benefits in terms of donation, placement opportunity support, industry academic linkage support, etc.

3.3 INSTITUTIONAL OPPORTUNITY

- **Implementation of various provisions proposed under the National Education Policy 2020:** NEP 2020 has created the scope to introduce multi-disciplinary programs, multiple Entry/Exit options, the Creation of the Academic Bank of Credit (ABC), the introduction of courses related to Indian Knowledge System and research oriented academic culture at university. University has already implemented a few provisions and working towards increasing the scope of implementing NEP 2020 in all possible ways.
- **Developing the industry-ready manpower through enhanced industry-academia linkages:** The University is constantly enhancing tie-ups with industries to ensure the

required skill sets among the students. Through active collaboration with reputed industry players in the relevant fields, GTU is enhancing its capabilities of designing industry-oriented curricula, introducing industry-abridged courses, and providing internships/training to the students to make them successful professionals.

- **Expansion of international outreach:** GTU is intending to expand its international outreach in terms of implementing twinning & dual degree programs, and international research partnerships, attracting foreign students from developing countries and contributing to the national vision to make India an Education Hub.
- **Technology Transfer and Commercialization:** University is having strong IPR cell which includes innovation facilitation center and WIPO-TISC, which creates opportunities for technology transfer and commercialization of patents.
- **Scope of Academic and Administrative Expansion:** With the availability of sufficient infrastructure at the new campus at Lekawada, Gandhinagar, the university may overcome the current restrictions on the expansion of academic and administrative portfolios. Facilities like the Central Library, Hostel for International Students, Sports Complex, Centre of Excellence, etc. shall add significant value in achieving academic excellence. With the provision of a high-tech recording studio, GTU is planning to develop a significant volume of E-content which will ensure the reach of learning material to the students with 24x7 accessibility. Now the university has the scope to receive grants from UGC / other agencies for research projects.
- **Research:** GTU is exploring several opportunities to enhance research capabilities, including:
 - **Funding Access:** Grants, industry collaborations, and government support can drive innovation.
 - **Interdisciplinary Research:** Encouraging multidisciplinary collaboration across departments for cutting edge research like Quantum Computing, Nanotechnology, AI in Drug Discovery, AI & Machine Learning, 3D Printing, IoT & Smart Systems, Nano medicine, 3D Printing of Medicines, Block chain in Pharmaceutical industry, Tele pharmacy & Digital Health, CRISPR Gene Editing, Synthetic Biology etc.

- **Emerging Technologies:** Research based on the emerging technologies like AI, biotechnology, and sustainable solutions offer new research avenues.
- **Industry Integration:** Strengthening ties with businesses ensures real-world impact and application.
- **Innovation and Entrepreneurship:** GTU can drive innovation and entrepreneurship through more number of Start-up Incubation, Industry Collaboration, Technology Advancement with Access to Resources and Policy Support.
- **Implementation of emerging technologies:** GTU can leverage emerging technologies for advancement of academic and research activities through:
 - Integrating AI and IoT to enhance learning experiences,
 - Implementing AI-driven tools for streamlined administrative tasks
 - Utilizing big data, block chain, and biotechnology for innovation.
 - Partnering with tech firms to apply cutting-edge solutions.
 - Using green technologies for eco-friendly campus operations.

3.4 INSTITUTIONAL CHALLENGE

- **Mushrooming of Institutes:** Mushrooming of affiliated institutes without having NBA / NAAC accreditation is a challenge for maintaining the quality aspects of higher education. De-affiliation of such institutions is a major area of concern for the implementation of provisions under NEP 2020.
- **Development of New Campus:** Government of Gujarat has allotted 100 Acres of land to Gujarat Technological University for development of new permanent campus at village Lekawada Dist. Gandhinagar. So, shifting to new campus and adjustment in a new geographical area will be a challenge.
- **Competition with older universities having a strong academic and research legacy**

4. STRATEGIC GOALS AND OBJECTIVES

4.1 Short-term goals (1–2 years)

- To acquire NBA accreditation for PG Programs
- Development and shifting to the sustainable and green new campus.
- Faculty trainings, international faculty exchange program, and research and innovation in the cutting-edge technologies.

4.2 Medium-term goals (3–5 years)

- To acquire NBA accreditation for UG programs
- Industry collaboration for employability, innovation-driven sustainable and indigenous solutions/products
- Development of commercial inventions/products through IP protect, quality research publications, and start-ups in cutting-edge technologies.

4.3 Long-term goals (5+ years)

- Development of e-Governance system for the Society in local languages
- Free- Air conditioning, zero-waste, green environment by using energy-efficient and sustainable solutions/technologies in the campus.
- To acquire rankings/rating at the international level.

5. KEY FOCUS AREAS

5.1 Academic Excellence

1. Courses catering to professional/future requirements

Gujarat Technological University (GTU), as a premier affiliating institution, offers a comprehensive portfolio of academic programs that align with the evolving professional, technological, and societal needs of the 21st century. GTU has consistently demonstrated its commitment to providing a multidisciplinary, future-oriented academic ecosystem that empowers students with domain expertise, practical skills, and employability. In line with the National Education Policy (NEP) 2020 and guided by statutory bodies such as UGC, AICTE, PCI, and COA, GTU offers a diverse and future-focused range of programs across multiple disciplines including Engineering, Pharmacy, Management, Computer Applications, Applied Sciences, Architecture & Design, Vocational Studies, and Indian Knowledge Systems.

1.1 Diversity and Multidisciplinarity of Programs

GTU has curated a robust academic portfolio that supports the varied interests and career aspirations of students. As of Academic Year 2024-25, GTU offers 33 distinct programs across different academic levels:

Level of Program	Number of Programs
Diploma	04
Bachelor	10
Postgraduate Diploma	06
Integrated	03
Master	09
Doctorate (Ph.D.)	01
Total	33

These programs span over 170+ branches across disciplines, with notable offerings in:

- **Engineering:** 29 Diploma, 40 Bachelor, and 47 Master-level branches
- **Pharmacy:** Programs from Diploma to Doctoral level
- **Management:** Including MBA, BBA, IMBA, and sectoral PG diplomas
- **Computer Applications:** Covering BCA, MCA, and integrated IT programs
- **Design and Architecture:** Aesthetic and technical disciplines

- **Applied Sciences and Vocational Education:** Aligning with National skilling missions
- **Indian Knowledge System (IKS):** Through an M.A. in Hindu Studies and elective offerings across streams

1.2 Curriculum Aligned with National Education Policy (NEP-2020)

In line with the progressive vision of the **National Education Policy 2020**, GTU has undertaken significant curriculum reforms across Diploma, UG, and PG levels beginning Academic Year 2024–25. Key implementations include:

- **Integration of the National Credit Framework (NCrF)** for UG Engineering.
- **Curricular flexibility** that encourages in-depth learning, student choice, and multidisciplinary exposure.
- **Revised syllabi in Engineering, Management, Computer Applications, and Applied Sciences** embedding employability, innovation, and research-centric content.

1.3 Courses Focused on Emerging Technologies and & Future-readiness

GTU has strategically introduced and updated programs to reflect contemporary and future professional requirements:

- **Emerging Technologies:** Launch of new branches and specializations in **Artificial Intelligence, Machine Learning, Data Science, Robotics, and Renewable Energy** at both undergraduate and postgraduate levels.
- **Collaboration with Industry:** Introduction of a course on **Semiconductor Technology**, in collaboration with **Micron Technology**, offered as both an Open Elective and Professional Elective in Degree Engineering (6th semester).
- **Skill-based Internships:** Integrated **Skill-based Internship Program (SIP)** for two weeks in Semester 6, and a **12-week Full-term Internship** in Semester 8 for Degree Engineering students, fostering industry readiness.
- **Value-based and Cross-cutting Courses:**
 - Inclusion of **Fundamentals of AI, Intellectual Property Rights, Universal Human Values, and Industrial Safety and Standards** in the core curriculum.

- **Indian Knowledge System (IKS)** credit courses introduced in BE, Diploma Engineering, MBA, BBA, and BCA programs to reinforce cultural context and interdisciplinary understanding.

1.4 Commitment to Professional Growth and Student Choice

GTU's academic structure supports students in customizing their learning journeys. With a broad range of electives, interdisciplinary offerings, integrated degrees, and industry-linked programs, students are empowered to pursue their academic interests while developing competencies relevant for future employment, entrepreneurship, research, and innovation.

GTU's academic programs are strategically curated and periodically revised to meet global benchmarks, national educational goals, and dynamic industry requirements. The emphasis on **relevancy, flexibility, skill orientation, and interdisciplinary learning** ensures that GTU graduates are well-equipped for future challenges and opportunities across sectors. Through such initiatives, GTU reinforces its role as a future-ready institution committed to academic excellence, innovation, and sustainable development. In essence, GTU's curriculum strategy is future-focused, inclusive, and professionally aligned—designed not only to meet present market demands but to proactively anticipate the skills and knowledge that will shape tomorrow's workforce.

2. Curriculum – updated as per Industry Requirements

GTU has adopted a dynamic and forward-looking approach to curriculum development, ensuring that its academic programs remain responsive to the evolving needs of industry and society. With a firm commitment to employability, technological advancement, and lifelong learning, GTU continuously revises and upgrades its curricula to reflect current industry standards, emerging technologies, and global best practices.

Structured Curriculum Revision Aligned with Regulatory Norms

- **Undergraduate programs** at GTU are developed in line with **UGC and AICTE** guidelines, ensuring national-level compliance and academic rigor.
- **Postgraduate programs** strictly adhere to **AICTE and PCI** regulations, undergoing a systematic revision process initiated by the **Board of Studies (BoS)** and vetted through the **Faculty Boards** and the **Academic Council** of the University.
- **Pharmacy programs** follow mandates laid out by the **Pharmacy Council of India (PCI)**.

- On average, curricula across all levels are **revised every three to five years**, ensuring content relevance and contemporary application.
- **Industry experts are actively involved as members of the Board of Studies**, contributing to the curriculum design process to ensure alignment with current industry practices and emerging trends.

Integration of Industry-Relevant Skills and Training

Recognizing the demand for graduates who are industry-ready from day one, GTU has implemented several initiatives and structural reforms:

- From Academic Year 2024–25, **MOOCs and skill-based courses** have been integrated into all major programs, allowing students to gain **flexible, modular, and industry-oriented certifications** in emerging areas.
- In UG Engineering and Diploma Engineering programs, a 60-hour (2-week) skill-based training aligned with AICTE norms is introduced with 02 credits.
- The 8th semester of UG Engineering and 6th semester of Diploma Engineering are now entirely dedicated to a **Full-time Industry Internship**, wherein students engage in **real-time industrial projects**, fostering practical exposure, innovation, and problem-solving skills.

Emphasis on Project-Based Learning and Research Exposure

GTU emphasizes **experiential and applied learning** through its robust **Project-Based Learning (PBL)** approach, especially at the postgraduate level. This pedagogical strategy ensures that students not only understand theoretical frameworks but also learn to apply them in real-world settings.

Dissertation, Seminar, Comprehensive Projects (CP), Summer Internship Projects (SIP) and Country Study Project (CSP) are integral part of curriculum.

These initiatives are designed to promote **industry-relevant research**, hands-on training, and an understanding of contemporary practices in each discipline.

Curriculum Modularization and Flexibility

GTU has introduced **curriculum modularization** as part of the **National Education Policy (NEP) 2020** reforms. This enables:

- **Multiple Entry and Multiple Exit (ME-ME)** options across programs.

- Inclusion of **industry-based skill modules** where students are encouraged to complete courses within real industrial settings.
- Flexibility in learning pathways tailored to student interests and market needs.

University-Industry Collaborations and Industry-Led Curriculum

GTU has been proactive in forging strategic partnerships with industry leaders to design and implement programs that bridge academia and the workplace:

- **Minor/Honours Programs** in Undergraduate Engineering have been introduced to promote **industry-led curriculum** and advanced specialization opportunities.
- A notable initiative is the “**Learn and Earn**” **Diploma in Mechanical (Manufacturing Technology)**, conducted in collaboration with **Toyota Tsusho India Pvt. Ltd.** This joint program operates near Toyota’s manufacturing facility at Vithalapur (Ta. Mandal) and is designed to provide **local candidates with hands-on training** while pursuing their diploma. The program is considered **equivalent to a full 3-year diploma**, offering a model of **skill-integrated education and employment-readiness**.

Outcome-Oriented and Industry-Synced Curriculum Goals

All these initiatives are designed to:

- Foster **technical competencies, soft skills, and entrepreneurial mind-sets**
- Promote **student engagement with live industry problems**
- Build a **pipeline of graduates equipped for Industry 4.0 and beyond**
- Reduce the gap between **academic learning and workplace requirements**

In essence, GTU’s curriculum development approach is strategically structured to ensure alignment with industry requirements, while preserving academic depth, flexibility, and student empowerment—creating a future-ready workforce capable of driving innovation and national growth.

3. Curriculum embedded with Employability Skill:

Gujarat Technological University (GTU) places a strong emphasis on embedding employability skills across all its academic programs to prepare graduates who are not only academically sound but also industry-ready. The curriculum across Diploma, Undergraduate,

Postgraduate, and Doctoral levels is thoughtfully designed to foster comprehensive development, with a specific focus on cultivating professional competencies, soft skills, and adaptive intelligence required in the 21st-century workplace.

Skill Integration across All Disciplines

GTU has adopted a **competency-based approach** to curriculum design, where employability skills are integrated as **cross-cutting themes** across programs in Engineering, Management, Pharmacy, Computer Applications, Applied Sciences, and more. The focus is on inculcating the following foundational and advanced skills:

- **Foundational Employability Skills:**
 - Communication Skills & English Proficiency
 - Constitutional Values
 - Digital Literacy and Fluency
 - Financial and Legal Literacy
 - Entrepreneurship & Start-up Management
- **21st Century Skills and Competencies:**
 - Critical Thinking and Problem Solving
 - Analytical Thinking
 - Creative Thinking & Innovation
 - Design Thinking and Computational Thinking
 - Cross-Cultural Competency
 - Conflict Resolution, and Decision-Making

Courses such as **CPDP (Contributor Personality Development Program)**, **IPDC (Integrated Personality Development Course)**, **Human Values & Professional Ethics**, **Skill-based electives**, and **Entrepreneurship & Innovation modules** are mandatory or elective in various programs, ensuring well-rounded personality and professional growth.

Real-World Exposure and Practical Learning: GTU encourages **experiential learning** as a core pedagogical principle. Students are actively involved in **industrial training**, **internships**, and **project-based learning** to acquire hands-on experience:

- **Internship and Industrial Training:** Structured internship programs during semester breaks and the final semester across programs.
- **Industry-Institute Interaction Cell:** A dedicated cell at the university facilitates:
 - **Industry-expert involvement** in curriculum design via Board of Studies
 - **Regular industrial visits**
 - **Guest lectures, conclaves, and mentorship programs**
- **Innovation Clubs and Mentorship Sessions:** These forums provide regular interaction with industry leaders and entrepreneurs to guide students on current trends and expectations.

Centres of Excellence (CoEs): Skill & Innovation Hubs

GTU has established several state-of-the-art **Centres of Excellence (CoEs)** to strengthen the employability ecosystem and align students with emerging industry domains:

- **GTU–Bosch Centre of Excellence in Automation**
- **Keepsake Welding and Skill Development Centre**
- **GTU–Siemens Centre of Excellence in Industrial Automation**
- **Agilent Centre for Excellence**
- **GTU Blockchain Centre of Excellence**
- **GTU Code Unnati CoE on Emerging Technologies**
- **GTU Industry Centre for Excellence (ICE)**

These CoEs serve as **practical training platforms**, bridging the gap between theoretical learning and industrial application by providing real-time exposure to technologies, simulations, and process management.

Entrepreneurship and Innovation Support

To nurture entrepreneurial mind-sets, GTU integrates entrepreneurial learning and support mechanisms into its curriculum:

- Modules on **Entrepreneurship, Start-up Management, and Export-Import Skills** are part of UG and PG programs.

- Students are encouraged to participate in **Seed Money Schemes, Student Start-up Innovation Policies (SSIP)**, and national-level pitching competitions.
- Opportunities to present business ideas at forums and secure funding under state and institutional initiatives.

Research, Development, and Professional Grooming

GTU supports professional and research skill development through:

- **Encouragement to participate** in seminars, conferences, technical competitions, and workshops.
- **Dedicated project-based learning semesters** in PG programs (second year) across schools such as GSMS, GSET, SAST, GSP, and GPERI.
- Emphasis on **independent inquiry, problem-solving, and team-based research**, often leading students toward higher studies or research careers.

Holistic Student Development and Assessment

GTU employs a comprehensive evaluation system for employability-related skills:

- **100-Point Activity System:** Designed to assess co-curricular and skill-development engagement throughout the degree program.
- Continuous assessments on **soft skills, technical presentations, group work, and internship reports**.

4. Curriculum embedded with Skill Enhancement Courses

Gujarat Technological University (GTU) recognizes the transformative impact of emerging technologies and is committed to embedding **skill enhancement courses** in its curriculum to prepare students for the rapidly evolving digital and automated economy. In alignment with national priorities and global industry trends, the university has strategically integrated **21st-century digital skills** and **cutting-edge technologies** across all levels of education, from Diploma to Doctoral programs.

Integration of Industry 4.0 and Beyond

GTU has revised and restructured its academic offerings to incorporate the **core skills demanded in the era of digitization and automation**, thus empowering students to adapt and thrive in future-focused industries. The curriculum now includes:

- **Artificial Intelligence (AI) and Machine Learning**
- **Block-chain Technology**
- **Internet of Things (IoT)**
- **Drone Technology and Applications**
- **Data Science and Big Data Analytics**
- **Cloud Computing and Cybersecurity**
- **Robotics and Automation**

These domains are covered through:

- **Core and elective courses** at the undergraduate and postgraduate levels
- **Skill-based electives** as part of the revised curriculum
- **MOOCs and hybrid delivery models** to expand access and flexibility

Centres of Excellence: Catalysts for Hands-on Skilling

GTU has established several **Centres of Excellence (CoEs)** in collaboration with industry partners, which serve as **skill-enablement hubs** where students receive hands-on training and exposure to real-world applications of advanced technologies. These centres offer **certified skill development programs, project-based learning modules, and lab-based practical training** that strengthen students' technical proficiency and problem-solving abilities.

Collaboration with Industry for Emerging Skill Courses

GTU has partnered with leading technology organizations to co-develop **industry-driven skilling courses**:

- Collaboration with **Micron Technology** to offer a **Semiconductor Technology Course** as an open/professional elective in UG Engineering programs
- Structured internship models and **Skill-based Internship Program (SIP)** introduced in UG Engineering:
 - **2-week (60 hours) skill training** in the pre-final year
 - **Full-semester internships** with industry in the final year

Skill Enhancement through Entrepreneurship and Innovation

GTU's emphasis on skilling goes beyond employment, extending to **entrepreneurial capability building**:

- Programs in **Start-up Management, Innovation, and Export-Import Management**
- Access to **Seed Money Schemes** and **SSIP** platforms for student-led innovation and product development
- Mentorship through **Innovation Clubs, Hackathons, and Technical Competitions**

5. Curriculum embedded with emerging technologies to be integrated with future of work

The university offers the Diploma, Undergraduate and Post Graduate programs in the areas of Artificial Intelligence, Data Science, Machine Learning, Block-Chain, IoT, Industry 4.0, Cyber Security, Automation and Robotics. The programs are offered at Diploma, Under Graduate, and Post Graduate programs in Engineering, Architecture, Pharmacy, Applied Science and other fields.

1-2 Year Plan:

Objective:

To begin integrating core skills of emerging technologies and 21st-century digital skills into the curriculum of Higher Education Institutions (HEIs).

Actions:

1. Curriculum Review:

- a. Conduct a comprehensive review of existing curricula across disciplines to identify areas where emerging technology skills can be integrated.
- b. Identify courses/modules where concepts of AI, Blockchain, IoT, Industry 4.0, etc., can be introduced or expanded upon.

2. Faculty Development:

- a. Provide training and workshops for faculty members to enhance their understanding of emerging technologies and how to incorporate them into teaching.
- b. Encourage faculty to engage in professional development activities to stay updated on the latest trends and advancements in technology.

3. Partnerships and Collaborations:

- a. Establish partnerships with industry stakeholders to gain insights into the latest technological advancements and industry requirements.
- b. Collaborate with technology companies to develop case studies, projects, and internships that provide real-world exposure to emerging technologies.

4. Infrastructure Enhancement:

- a. Upgrade infrastructure and facilities to support hands-on learning experiences in emerging technology areas.
- b. Invest in software, hardware, and equipment required for conducting experiments, simulations, and projects related to AI, Blockchain, IoT, etc.

5. Assessment and Feedback Mechanisms:

- a. Develop assessment criteria to evaluate students' proficiency in emerging technology skills.
- b. Gather feedback from students and faculty to continuously improve the relevance and effectiveness of the curriculum.

3-5 Year Plan:

Objective:

To establish a comprehensive framework for integrating future skills in emerging technology areas across all disciplines, ensuring graduates are well-prepared for the evolving nature of work.

Actions:

1. Curriculum Innovation:

- a. Continue to update and refine the curriculum to reflect advancements in emerging technologies and evolving industry demands.
- b. Introduce interdisciplinary courses or specializations that combine multiple emerging technology areas to address complex real-world challenges.

2. Research and Development Initiatives:

- a. Encourage faculty and students to participate in research projects focused on cutting-edge technologies.

- b. Establish research centers or labs dedicated to exploring and advancing emerging technology domains.

3. Industry Integration:

- a. Strengthen industry partnerships to facilitate internships, co-op programs, and collaborative projects that provide students with hands-on experience and industry exposure.
- b. Establish advisory boards comprised of industry experts to provide guidance on curriculum development and industry-relevant skills.

4. Global Collaboration:

- a. Foster collaboration with international universities and research institutions to exchange knowledge and best practices in integrating emerging technologies into education.
- b. Explore opportunities for joint degree programs or student exchange programs focused on emerging technology fields.

5. Continuous Evaluation and Improvement:

- a. Implement mechanisms for ongoing evaluation and feedback from stakeholders, including employers, alumni, and industry partners.
- b. Use data analytics and feedback loops to monitor the effectiveness of curriculum changes and identify areas for improvement.

6. Lifelong Learning Initiatives:

- a. Establish lifelong learning programs or continuing education courses to enable professionals to upskill or reskill in emerging technology areas throughout their careers.
- b. Offer online or hybrid learning options to reach a broader audience and accommodate diverse learning needs.

6. Centre for Curricular & Life Skills Development (CCLSD)

Introduction: Gujarat Technological University recognizes that technical competence alone is insufficient to meet the evolving demands of the contemporary professional landscape. The

Center for Curricular & Life Skills Development (CCLSD) represents GTU's strategic commitment to holistic student development through the systematic integration of essential life skills and curricular enhancements across all academic programs.

Building upon the strong foundation of GTU's existing Centre for Continuing Education (CCE), which has successfully delivered diverse short-term certificate courses including Financial Technologies, Strategic Leadership in Healthcare, Advanced HPLC techniques, Refrigeration and Air Conditioning systems, DevOps Professional certification, and Clinical Research methodologies, the CCLSD will expand this mandate to encompass comprehensive life skills development for all students.

The center addresses the gap between academic knowledge and industry readiness by developing competencies in communication, critical thinking, teamwork, adaptability, leadership, and emotional intelligence. This holistic approach directly enhances graduate employability, innovation capacity, and long-term career success while strengthening GTU's position as a leader in technical education.

Short-Term Strategic Objectives (2025-2027)

Primary Objectives:

- Establish CCLSD as a fully operational center with adequate human resources and infrastructure
- Develop and implement foundational life skills curriculum integrated with existing engineering programs
- Create immediate impact through targeted skill development workshops and certification programs
- Build strategic partnerships with industry and professional organizations

Implementation of Framework:

Human Resource Development:

- Complete recruitment of qualified professionals including program coordinators, curriculum developers, and industry liaison officers to achieve sanctioned staff strength
- Implement comprehensive training programs for newly recruited staff in collaboration with national experts and pioneer institutions
- Establish faculty exchange programs with leading institutions for knowledge transfer

Curriculum Integration with Life skills:

- Conduct systematic needs assessment across all engineering disciplines to identify priority skill areas
- Develop modular life skills curriculum covering communication excellence, problem-solving methodologies, digital literacy, collaborative teamwork, and emotional intelligence
- Pilot implementation of life skills modules through value-added courses in select programs
- Establish assessment frameworks aligned with program learning outcomes

Immediate Impact Initiatives:

- Launch regular workshop series addressing Time Management & Organizational Skills, Financial Literacy, Digital Skills Enhancement, Entrepreneurial Thinking, Ethics & Values, and Civic Literacy
- Implement guest lecture series featuring industry leaders and professional practitioners
- Establish certification programs in partnership with professional bodies and industry associations

Infrastructure and Resource Development:

- Procure advanced training materials and digital learning platforms
- Establish dedicated spaces for interactive learning and skill development activities
- Implement technology-enabled assessment tools for continuous evaluation

Long-Term Strategic Vision (2027-2030)

Transformational Objectives:

- Institutionalize comprehensive life skills education as an integral component of all GTU programs
- Achieve national recognition for innovative life skills pedagogy and curriculum design
- Establish GTU as a benchmark institution for holistic engineering education
- Create sustainable mechanisms for continuous curriculum evolution

Strategic Implementation Plan:

Curriculum Institutionalization:

- Establish mandatory life skills credit requirements across all undergraduate and postgraduate programs
- Develop advanced modules for specialized skills including leadership development, innovation management, and global competency
- Integrate life skills assessment into comprehensive academic evaluation systems
- Create flexible delivery mechanisms including digital and blended learning approaches

Research and Innovation:

- Establish enriched research initiatives focused on life skills pedagogy and assessment methodologies
- Publish best practices and contribute to national discourse on engineering education reform
- Develop proprietary tools and techniques for life skills development
- Create knowledge repositories and sharing platforms

Partnership Ecosystem:

- Build sustained collaborations with industry partners for internship and mentorship programs
- Establish partnerships with NGOs for community engagement and social responsibility initiatives
- Develop international institutional partnerships for global perspective development
- Create alumni networks for continuous engagement and industry insights

Quality Assurance and Continuous Improvement:

- Implement robust feedback mechanisms from students, faculty, and industry partners.
- Establish regular curriculum review cycles based on industry trends and technological evolution (As of now we are following the same in Academic Revision and Reforms)
- Develop benchmarking frameworks against national and international standards

- Create policy frameworks ensuring sustainable program implementation

7. Faculty/ teaching Staff

Introduction

Faculty members represent the intellectual capital and academic leadership that defines GTU's educational excellence. In an era of rapid technological advancement and evolving pedagogical approaches, the continuous professional development of teaching staff emerges as a critical determinant of institutional quality and student success.

GTU's faculty development philosophy encompasses multiple dimensions: pedagogical innovation, research excellence, industry engagement, and mentorship leadership. The comprehensive approach ensures that faculty members not only deliver high-quality education but also serve as catalysts for innovation, research, and student development while maintaining relevance with contemporary industry practices.

Short-Term Development Priorities (2025-2027)

Core Objectives:

- Enhance pedagogical competencies through structured professional development programs
- Strengthen research capabilities and innovation leadership among faculty
- Foster meaningful industry-academia partnerships and collaborations
- Establish mentorship frameworks for junior faculty development

Professional Development Framework:

Pedagogical Excellence:

- Implement comprehensive faculty development workshops focusing on innovative teaching methodologies, technology integration in education, and student-centered learning approaches
- Provide training in emerging educational technologies including AI-assisted learning, virtual reality applications, and digital assessment tools
- Establish peer learning communities for sharing best practices and collaborative problem-solving
- Create certification pathways for advanced pedagogical competencies

Research and Innovation Support:

- Flourish GTU Seed Money Scheme (GTU SMS) for faculty research initiatives and interdisciplinary projects
- Provide Extensive and comprehensive support for conference participation, including Financial Assistance Scheme for Teachers (GTU - FAST Scheme)
- Implement faculty mentorship programs pairing senior researchers with emerging scholars
- Create research collaboration networks within GTU and with external institutions / Industry.

Industry Engagement:

- Launch structured faculty-industry interaction programs including guest lectures, collaborative projects, and consulting opportunities
- Establish sabbatical and exchange programs with industry partners for practical experience on a national and international level.
- Create industry advisory panels for curriculum development and research guidance
- Facilitate more faculty participation in industry conferences and professional associations

Professional Growth Support:

- Allocate more dedicated funds for faculty research, travel, and professional memberships
- Provide support for advanced degree completion and professional certifications
- Establish recognition systems for outstanding teaching, research, and service contributions

Long-Term Faculty Excellence Vision (2027-2030)

Strategic Objectives:

- Establish GTU faculty as recognized thought leaders in their respective disciplines
- Create sustainable culture of lifelong learning and continuous improvement
- Achieve national and international recognition for faculty research and innovation

- Build comprehensive industry-academia integration across all departments

Institutional Transformation Plan:

Excellence Recognition Systems:

- Implement more comprehensive faculty appraisal systems linking performance to teaching effectiveness, research output, and innovation contributions In line with AICTE 360 Degree evaluation (GTU- PART)
- Establish more annual recognition programs celebrating outstanding achievements in teaching, research, and service
- Create career advancement pathways based on demonstrated excellence and contributions
- Develop more transparent promotion criteria emphasizing holistic faculty development

Research Infrastructure Development:

- Invest in state-of-the-art research facilities and equipment across disciplines
- Establish interdisciplinary research centers focusing on emerging technologies and societal challenges
- Create collaborative research spaces promoting innovation and knowledge exchange
- Develop intellectual property policies supporting faculty research commercialization

Global Academic Networks:

- Establish long-term faculty exchange programs with leading national and international institutions
- Create visiting scholar programs bringing external expertise to GTU
- Facilitate faculty participation in international conferences and collaborative research projects
- Develop dual degree and joint research programs with partner institutions

Policy Leadership and Impact:

- Encourage faculty participation in curriculum design committees and accreditation processes
- Support faculty involvement in national and international policy-making bodies

- Create platforms for faculty to contribute to educational policy development
- Establish thought leadership initiatives positioning GTU faculty as domain experts

8. Aryabhatta center for Capacity Development

Introduction

The Aryabhatta Center for Capacity Development (ACCD) serves as GTU's institutional backbone for faculty excellence, representing a strategic investment in human capital development. Building upon the existing Aryabhata Faculty Development Center's foundation, the enhanced Aryabhatta Center for Capacity Development will emerge as a comprehensive hub for pedagogical innovation, research enhancement, and technology integration.

The center's mission extends beyond traditional professional development to encompass transformational change in teaching practices, research methodologies, and industry integration. Through structured programs, advanced technology deployment, and strategic partnerships, the ACCD will position GTU staff members at the forefront of educational innovation and research excellence.

Short-Term Establishment Phase (2025-2027)

Foundation Objectives:

- Upgrade and expand existing facilities to meet contemporary faculty development needs
- Establish comprehensive technology infrastructure supporting advanced pedagogical training
- Launch industry partnership programs for faculty practical experience
- Create systematic support structures for effective program implementation

Infrastructure and Technology Development:

Advanced Educational Technology Integration:

- Procure and deploy cutting-edge educational tools including AI-powered learning analytics, augmented reality (AR) and virtual reality (VR) systems, and metaverse platforms for immersive learning experiences, Semiconductor Lab and any emerging technological advancement learning facility.

- Establish dedicated technology training laboratories with latest hardware and software configurations
- Implement learning management systems specifically designed for faculty development and tracking
- Create digital repositories for educational resources and best practices sharing

Industry Partnership Framework:

- Identify and formalize strategic partnerships with leading industry organizations, research institutions, and technology companies for faculty exchange and internship programs
- Establish structured sabbatical programs allowing faculty to gain practical industry experience
- Create joint research and development initiatives providing faculty with real-world application opportunities
- Develop consulting frameworks enabling faculty to contribute to industry problem-solving

Research Infrastructure Enhancement:

- Upgrade existing research laboratories with state-of-the-art equipment and instrumentation
- Establish collaborative research spaces promoting interdisciplinary innovation
- Create funding mechanisms for faculty research projects and publication support
- Develop research methodology training programs covering quantitative and qualitative approaches

Support Systems Development:

- Recruit specialized non-teaching staff including program coordinators, technical support personnel, and administrative assistants
- Establish comprehensive training programs for support staff ensuring effective program delivery

- Create project management frameworks for efficient resource utilization
- Implement quality assurance mechanisms for continuous improvement

Long-Term Excellence Vision (2027-2030)

Transformational Objectives:

- Establish CFD as a nationally recognized center of excellence for faculty development
- Create sustainable ecosystems for continuous innovation in teaching and research
- Achieve integration of advanced technologies in all aspects of faculty development
- Build comprehensive networks for knowledge sharing and collaborative growth

Strategic Excellence Framework:

Institutional Policy Integration:

- Develop comprehensive faculty development policies with built-in review and update mechanisms ensuring relevance and effectiveness
- Establish mandatory professional development requirements linked to career advancement and performance evaluation
- Create recognition systems celebrating innovation in teaching and research methodologies
- Implement impact assessment frameworks measuring faculty development program effectiveness

Global Collaboration Networks:

- Expand international partnerships for faculty training, research collaboration, and knowledge exchange
- Establish visiting scholar programs bringing global expertise to GTU faculty
- Create joint research initiatives with international institutions addressing global challenges
- Develop study abroad and international conference participation programs for faculty

Technology-Driven Personalization:

- Implement AI-driven analytics systems for personalized faculty development pathways based on individual strengths and improvement areas
- Create adaptive learning platforms adjusting to faculty learning preferences and schedules
- Develop predictive models identifying faculty development needs and opportunities
- Establish virtual reality-based training simulations for complex teaching and research scenarios

Sustainability and Continuous Innovation:

- Secure diversified funding sources including government grants, industry partnerships, and international collaborations
- Create revenue-generating programs through consulting services and training delivery to external organizations
- Establish endowment funds ensuring long-term financial sustainability
- Develop innovation incubation programs supporting faculty entrepreneurship and technology commercialization

Knowledge Leadership and Impact:

- Create comprehensive knowledge-sharing platforms showcasing faculty research outputs, innovative teaching practices, and technological innovations
- Establish publication initiatives documenting best practices and research findings
- Develop thought leadership programs positioning GTU faculty as national and international experts
- Create policy advocacy mechanisms enabling faculty to influence educational and technological policy development

Implementation Timeline and Milestones:

Years 1-2 (2025-2027):

- Complete infrastructure development and technology deployment
- Launch core faculty development programs and industry partnerships
- Establish foundational support systems and quality assurance mechanisms

- Achieve measurable improvements in faculty satisfaction and performance indicators

Years 3-5 (2027-2030):

- Attain national recognition for innovative faculty development approaches
- Establish sustainable funding mechanisms and partnership ecosystems
- Achieve integration of advanced technologies across all program components
- Demonstrate measurable impact on institutional academic quality and research output

The successful implementation of these academic enablers will position Gujarat Technological University as a leader in comprehensive technical education, combining academic excellence with practical skills development and innovative pedagogical approaches. Through systematic investment in curricular development, faculty excellence, and institutional capacity building, GTU will prepare graduates who are not only technically competent but also equipped with the life skills and professional competencies essential for success in the rapidly evolving global economy.

9. Non-teaching staff

1-2 Year Plan:

Objective:

Ensure that all non-teaching staff possess the necessary qualifications and experience for their respective positions.

Actions:

1. Assessment of Current Staff:

- Review the qualifications and experience of existing non-teaching staff.
- Identify any gaps between the requirements of their roles and their current qualifications/experience.

2. Training and Development:

- Offer training programs to bridge identified gaps in qualifications and experience.
- Encourage staff to pursue relevant certifications or further education if needed.

3. Recruitment Process Enhancement:

- a. Revise the recruitment process to prioritize candidates with the required qualifications and experience.
- b. Implement standardized criteria for assessing candidates during interviews and selection processes.

4. Performance Reviews:

- a. Conduct regular performance reviews to identify areas where additional training or support may be needed.
- b. Provide constructive feedback to employees and offer resources for improvement.

5. Succession Planning:

- a. Identify key positions within the organization and potential successors.
- b. Develop career pathways and training programs to prepare employees for future roles.

6. Continuous Monitoring:

- a. Regularly monitor staff qualifications and experience to ensure compliance with job requirements.
- b. Address any new gaps or changing requirements promptly through training or recruitment efforts.

3-5 Year Plan:

Objective:

Establish a robust framework for maintaining and enhancing the qualifications and experience of non-teaching staff to meet evolving organizational needs.

Actions:

1. Long-Term Training Strategy:

- a. Develop a comprehensive long-term training strategy aligned with organizational goals.
- b. Invest in continuous learning opportunities such as workshops, seminars, and online courses.

2. Professional Development Programs:

- a. Implement structured professional development programs tailored to the specific needs of different departments or roles.
- b. Encourage staff to participate in industry conferences and networking events to stay updated with latest trends and best practices.

3. Leadership Development:

- a. Identify high-potential employees for leadership development programs.
- b. Provide mentoring and coaching opportunities to groom future leaders within the organization.

4. Enhanced Recruitment Practices:

- a. Strengthen partnerships with educational institutions to attract top talent with relevant qualifications.
- b. Utilize innovative recruitment methods such as targeted advertising and employer branding to attract candidates with the desired experience.

5. Knowledge Management Systems:

- a. Implement systems to capture and share institutional knowledge effectively.
- b. Create databases or knowledge repositories to document best practices, procedures, and lessons learned.

6. Employee Engagement and Retention:

- a. Foster a positive work environment that encourages employee growth and retention.
- b. Offer competitive compensation and benefits packages to attract and retain skilled professionals.

7. Evaluation and Feedback Mechanisms:

- a. Establish regular evaluation processes to assess the effectiveness of training and development initiatives.
- b. Gather feedback from staff to identify areas for improvement and make necessary adjustments to training programs.

10. Session wise Teaching Plan:

Currently, Institute is following the A-Z file format which caters all expects starting from Session wise detailed teaching plan and course outcome based attainment.

1-2 Year Plan:

Objective:

To establish a systematic approach to lesson planning and teaching that enhances the effectiveness of the teaching and learning process. To apply the A-Z file format mechanism in all affiliated institutes to keep the track of session wise teaching and learning.

Actions:

1. Curriculum Analysis:

- a. Conduct a thorough analysis of the curriculum to identify key learning objectives, topics, and sequencing of content.
- b. Determine the scope and sequence of topics to be covered within each academic session.

2. Development of Teaching Resources:

- a. Create teaching resources such as lesson plans, presentation materials, hand-outs, and multimedia content to support instruction.
- b. Ensure that teaching resources are aligned with learning objectives and promote active engagement and critical thinking.

3. Session-wise Teaching Plans:

- a. Develop session-wise teaching plans outlining the objectives, activities, instructional strategies, and assessment methods for each class session.
- b. Incorporate a variety of teaching methods, including lectures, discussions, group activities, hands-on exercises, and multimedia presentations.

4. Feedback Mechanisms:

- a. Implement feedback mechanisms to gather input from students regarding their learning experiences and preferences.
- b. Use feedback to make adjustments to teaching plans and instructional strategies to better meet the needs of students.

5. Professional Development:

- a. Provide training and support for faculty members on effective lesson planning techniques, pedagogical strategies, and utilization of teaching resources.
- b. Encourage collaboration among faculty members to share best practices and innovative teaching approaches.

6. Monitoring and Evaluation:

- a. Establish mechanisms for monitoring the implementation of session-wise teaching plans and assessing their impact on student learning outcomes.
- b. Conduct periodic evaluations to assess the effectiveness of teaching strategies and identify areas for improvement.

3-5 Year Plan:

Objective:

To institutionalize a culture of systematic planning in the teaching and learning process, leading to continuous improvement in teaching quality and student learning outcomes.

Actions:

1. Standardization of Teaching Practices:

- a. Develop standardized templates and guidelines for creating session-wise teaching plans across departments and disciplines.
- b. Ensure consistency in the format and content of teaching plans while allowing for flexibility and customization based on specific learning objectives and student needs.

2. Technology Integration:

- a. Leverage educational technology tools and platforms to enhance the development and delivery of session-wise teaching plans.

- b.** Explore the use of learning management systems (LMS), online resources, and interactive multimedia to supplement classroom instruction and facilitate blended learning experiences.

3. Faculty Empowerment:

- a.** Provide opportunities for faculty members to engage in ongoing professional development activities focused on pedagogical innovation, curriculum design, and assessment practices.
 - b.** Support faculty-led initiatives to explore emerging trends in teaching and learning and integrate innovative approaches into session-wise teaching plans.

4. Student-Centered Learning:

- a.** Promote student-centered approaches to teaching and learning that prioritize active participation, inquiry-based learning, and collaborative problem-solving.
 - b.** Incorporate feedback from students into the iterative development and refinement of session-wise teaching plans to better meet their learning needs and preferences.

5. Research and Scholarship:

- a.** Encourage faculty members to engage in scholarly activities related to teaching and learning, such as action research, curriculum development projects, and pedagogical experimentation.
 - b.** Establish mechanisms for disseminating and sharing research findings and best practices within the institution and the broader academic community.

6. Continuous Improvement:

- a.** Foster a culture of continuous improvement by regularly reviewing and revising session-wise teaching plans in response to feedback, assessment data, and changes in educational trends and technologies.
 - b.** Encourage faculty members to collaborate on curriculum revision and enhancement initiatives to ensure alignment with evolving educational goals and standards.

11. Learning material like Study books

- To provide equal amount of essential information to all the students in a class
- To provide study books prepared as per the syllabus of the subject.

12. Question bank

- Such question bank eliminates the chance of asking questions out of the syllabus.
- It enables evaluating the holistic learning of a student

13. Assignments

- This could include term papers, practicums, or assigning students with task of preparing answers for question banks.
- The students are encouraged to work more by answering all question bank questions in the form of Assignments.
- Periodic assignment submission with due date
- Internal assessment for these assignments for doing work time bound manner.
- Timely and relevant assessments.

14. Assessments

- All kinds of assessment strategies to be used like formative assessments (quizzes, in-class questions, peer assessments), summative assessments (midterms, final exams), performance-based evaluations (projects, presentations), and reflective assessments (journals, self-assessments). Employing diverse methods ensures that students with different strengths—analytical, creative, practical, or verbal—are given equal opportunities to showcase their understanding.
- Mode of assessment could be online, offline or blended.
- Opportunities like on demand assessments, make-up assessments etc to be given
- The syllabus must not be restricted to core and elective subjects.

Assessments should also reflect the broader scope of the curriculum, including co-curricular and interdisciplinary subjects such as life skills, environmental studies, value education, and digital literacy.

15. Value added skills enhancement Papers

- Provision of providing modules on general skills for enhancing the employability of the students by improving their professional knowledge.
- Introduced as skill development-based value-added papers should be offered as separate papers and taught by industry or professional people in the field.
- The teaching – learning pedagogy should contain substantial amount of experimental learning part related to their specialization through either real environment or virtual environment

16. Pedagogy

- GTU started five schools offering programs in emerging fields like cyber security, IoT, data science, pharmaceutical sciences, digital marketing, entrepreneurship, and industrial biotechnology. The university also supports robust doctoral and postdoctoral programs across diverse faculties, aligned with industry demands to contribute to India's development.
- GTU's curriculum emphasizes industry relevance, global context, and interdisciplinary research. Programs are designed to address critical scientific, technological, societal, and environmental challenges while meeting statutory requirements like AICTE and PCI standards. The syllabus is developed by experts of Boards of Studies, vetted by the concerned discipline faculties, and approved by GTU's Academic Council.
- Each school has a unique focus: GTU School of Engineering and Technology train's engineers as technocrats in advanced domains, while GTU School of Pharmacy develops expertise in pharmaceutical formulation, quality assurance, and regulatory systems. GTU School of Management Studies nurtures global- minded managers and entrepreneurs, and GTU School of Applied Sciences and Technology integrates biology, technology, and information science for societal welfare. The GTU School of Indian Knowledge System focuses on the heritage Indian educational system. GTU ensures outcome-driven education through periodic assessments to develop student competencies effectively.
- GTU has established a robust framework of specialized PG schools and centers to promote academic excellence and innovation. GTU schools—GSET, GSP, GSMS, and SAST—offer programs tailored to industry needs, supported by state-of-the-art

infrastructure such as ICT-enabled classrooms, advanced labs, resourceful libraries, and placement facilities.

- GSET provides AICTE-approved PG programs in Cyber Security, IoT, AI & Data Science, and Structural Engineering, along with a GTU approved PG Diploma in Data Science. GSP delivers pharmaceutical sciences programs equipped with modern labs and classrooms. GSMS offers AICTE-approved MBA programs and other university-endorsed courses in management education, while SAST focuses on biotechnology programs backed by government sponsorship.
- GTU fosters innovation through its Centers of Excellence (COE), Design Innovation Centre (DIC), and Innovation Councils, enabling industry collaboration, research, and idea incubation. The Atal Incubation Center and Center for Continuing Education nurture entrepreneurial skills and offer short-term certification courses to address societal and industry demands.
- GTU emphasizes practical learning and technology transfer through centres like GIC, DIC, AIC, and KEEPSAKE.
- The University has a well-defined continuous evaluation test mechanism which helps to identify advanced and slow learner at GTU Schools. The major tools used in the assessment are internal mid semester exam/practical examination, presentations, assignments, etc. Advanced learners are provided with an opportunity to carry out their project work in research organizations and industries. Institutes regularly organize various skill development programs without any charge that helps these advanced learners to enhance their knowledge and skill. Subject teachers spare more time with slow learners to understand and solve their difficulties. Subject-related mini projects of practical importance are assigned in a group, to ensure that the group comprises advanced and slow learners. Remedial activities for slow learners are identified and implemented successfully.
- Sports and Yoga are being offered at the Diploma, Undergraduate levels and Research Writing course is being offered at Master levels.

17. Other activities as part of learning

- 100 points activity is included in Under Graduate Engineering Program as a part of Academic requirements. This 100 points activity covers the areas like Sports and

Cultural, Community outreach and Social initiatives, Leadership / Management, Innovation / IPR / Entrepreneurship. NCC and NSS activities are also offered along with curriculum for the overall development of students.

18. Earn while learn facility & flexibility

Objectives of the scheme:

- The main objective of the scheme is to develop a student with a multidimensional personality with academic excellence which can excel in the professional career as well as contribute to the society on larger extent.
- University encourages its students to take up Part Time Jobs at the University under the “Earn While You Learn” (EWYL) scheme on campus. EWYL is aimed at developing the potential of the students as a valuable human resource, it involves them in understanding the dignity of workforce, gives them a hands on experience and enhances their ability to face various issues related to the work environment.
- Students will gain hands-on experience on real word issues on related to their academic domain along with theoretical knowledge which will make them the most preferred choice for recruiters.
- It inculcates the idea in the student about the dignity of the work and develops a work culture with the right attitude and aptitude.
- It helps to channelize the un-utilized energy or skills of the young students in positive activities.
- Students will draw insight into the world of work, know career prospects, acquire job skills, develop interpersonal relations, and cultivate social skills, enhance employment prospects, increase industrial contacts, improve self-confidence, job knowledge, job-seeking skills, and attitudes towards practical reasoning, develop greater maturity, and demonstrate competencies.
- The spare time of each student selected will be fully utilized not only for their individual growth and development but also overall development of the organization and society at the large.
- This policy is currently applicable to GTU PG Schools and Constituent College of GTU.

Diploma in Mechanical (Manufacturing Technology)

- GTU has signed a MoU on 14th August, 2020 with Techno Trends Autopark Private Limited (commonly called as TAP which is a subsidiary of Toyota Tshusho India Private Limited) to initiate joint academic programs like diploma and short-term certificate courses. Toyota Tshusho India Private Limited is an affiliate company of Toyota Tshusho Corporation, Japan that is a group company of Toyota, Japan.
- Under this MoU, a 3-year Diploma in Mechanical (Manufacturing Technology) program is running at Toyota Tsusho NTT Training Centre at village Vithalapur, taluka Mandal, Ahmedabad. This is GTU approved Diploma program.
- Any student who comes from weaker economic background and has completed 10th standard schooling and from nearby villages surrounding the Mandal where this centre is located. There is no program fee and the duration of the program is 3 years.

19. Flexibility and Multidisciplinarity

- GTU has started different schools in the domain of Engineering, Pharmacy, Management, Applied Science and Indian Knowledge System. 20 Minor/Hons. Branches are offered in the Bachelor of Engineering where student can opt for interdisciplinary subjects earning extra 18-20 credits during their education period. Skill based courses like CPDP (Contributor Personality Development Program) and IPDC (Integrated Personality Development Course), and Communication Skills, Indian Constitution, Sports and Yoga are being offered at the Diploma, Undergraduate levels and Research Writing course is being offered at Master levels. Separate programs for working professionals are introduced from 2023-24.
- The curriculum offers Professional Electives, Program Electives, Open Electives and Professional Core subjects. Interdisciplinary courses are offered as Open Electives.
- Certificate courses offered in GTU PG Schools to enhance the skill.
- GTU Centre for Continuing Education (GTU-CCE) offered different certificate courses covering various fields.

20. Opportunities to develop & utilize Research & innovative thinking skills

- Internship and Research projects courses offered in UG programs, which help students to explore and work independently on their projects/research under the guidance of their research supervisor.
- Design engineering course leads to enhance the innovative ability of students.
- Students are encouraged to participate into Hackathons events at State level, National Level and International Events.
- Internship and Research projects courses offered in UG programs, which help students to explore and work independently on their projects/research under the guidance of their research supervisor.
- GTU is having Ecosystem of Start-ups which includes Design Innovation Centre (DIC) and AIC-GISC to provide the mentorship to students to develop their ideas into products.

5.2 Research and Innovation

1. Gujarat Technological University has always been very research and innovation-oriented. As per GTU regulations, the Research Council (RC) is framed to serve as a policy-making body for framing and amending the regulations related to governing the research activities in line with UGC norms.
2. GTU focuses on Research and Development to build an innovative environment by establishing dedicated research orientated COEs, supporting interdisciplinary projects, encouraging faculty-student collaboration, and promoting faculty and student involvement in funded research considering societal impact, global relevance, potential for innovation in specific research areas.
3. GTU is the first university in India to take progressive measures to promote innovation and entrepreneurial attributes among the youth to widen their vision and established the GTU Innovation Council (GIC), on 2nd August 2010. It is one of the elite organizations in the nation for cultivating a multilayer innovation ecosystem and launched India's first Student Start-up Policy in November 2014 on College and University based Entrepreneurship (CUBE) Model.
4. During the past decade, GIC has provided several support mechanisms to accelerate

innovation orientation. GTU has set up regional Innovation Centres in a hub and spoke model in Ahmedabad, Vadodara, Rajkot, Surat, and Mehsana. It has a dedicated IPR cell for promoting innovations. GTU Innovation and Start-Up Centre (GISC) has put efforts to become one of the best University and start-up ecosystems in the nation with a lean and agile approach in its strategy and execution. It promotes a culture of creativity, innovation, design, and entrepreneurship among students, faculty members, and allied stakeholders.

5. Various structured schemes/policies like the Policy of Seed Money Scheme (SMS), the Policy of Financial Assistance Scheme for Teachers (FAST), and the Policy on Staff Recognition Scheme (SRS) are framed by IQAC Cell to promote research activities amongst the students, and the faculty members.
6. Collaborations with industries, academic institutions, and government bodies will be strengthened to facilitate technology transfer and innovation.
7. Regular workshops, training, and publication support will be provided to nurture a research-oriented environment, contributing to both academic excellence and societal impact.
8. Participation by students in tech fest, innovation or start-up challenge/hackathon or any technical event Engage stakeholders, including faculty, researchers, industry partners, and funding agencies, to gather input and insights
9. Develop and maintain state-of-the-art research facilities, laboratories, and research infrastructure that align with the identified research areas.
10. Establish innovation centres or incubators to provide a physical space for collaboration and experimentation
11. Promote interdisciplinary research initiatives that address complex societal challenges.
12. GTU is the **first university** in India to introduce the Gold medal to Start-ups to give recognition and inspire fellow students.
13. Various schemes of the Ministry of Education (MoE) have led to the development of (a) the Design Innovation Center (DIC), (b) the Atal Incubation Center (AIC), (c) the Start-up Assistance Scheme under the Industries Commissionerate, implemented by the State Level Empowered Committee (IC-SLEC), (d) Student Startup and Innovation Policy (SSIP), and (e) Technical Business Incubator (TBI)

14. GTU has received a sanctioned grant of **INR 3280.22 lakhs** out of which, a grant of **INR 2117 lakhs** is received to support and promote Innovation, Research, and for creating awareness about Patent filing. Till now, **730** Innovations were supported by GTU which also generated significant employment
15. The Institution ensures implementation of its stated Code of Ethics for research through the following:
 - a. Inclusion of research ethics in the research methodology course work
 - b. Presence of Ethics committee
 - c. Plagiarism check through software
 - d. Research Advisory Committee
16. Innovation and Start-up initiatives, such as the Innovation Council, Entrepreneurship Development Cell, and Start-up & Innovation Center, to foster an entrepreneurial ecosystem. GTU encourages students to develop their innovative ideas and provides support through mentorship, funding, and networking opportunities. The Design Innovation Centre (DIC) at GTU aims to provide a platform to students, faculty members and researchers having enthusiasm for learning and creativity, and passion to convert their ideas into design innovations.
17. Adopting sustainable practices within its campuses by promoting energy conservation, waste reduction, green initiatives, and sustainable development projects, thereby inspiring its students and the wider community to embrace environmental responsibility.
18. Establish skill enhancement platforms such as Robocon, Hackathon, AIC-GISC (Atal Incubation Centre - GIS Cell), and other similar initiatives that promote innovation, creativity, and entrepreneurial skills among students.

Table shows the proposed number of Research activities

Sr. No.	Target Area	A.Y. 2024-25	A.Y. 2025-26	A.Y. 2026-27	A.Y. 2027-28	A.Y. 2028-29
1	Research Publications (SCI/Scopus)	99	137	171	214	260
2	Patents Filed/Granted	50	70	87	100	114
3	Technology Transfer	01	01	01	02	02

4	Funded Research Projects	39	67	82	100	122
5	Research Collaborations (MoUs signed)	33	44	69	89	111

5.3 Faculty Development

1. GTU aims to strengthen faculty capabilities through regular training in teaching methods, new technologies, and research skills.
2. To develop rigorous Colloquium for faculty member to ensure their overall development.
3. Imparting training to faculty members through participation in industrial training
4. To develop a system of assigning an Industry expert as Mentor to a Faculty group
5. Imparting training to faculty members through participation in Nurturing Future Leadership Program (NFLP), NEP orientation and sensitization program, various technical and non-technical events etc.
6. The university support faculty in pursuing higher studies and other certifications.
7. Collaborations with academic and industry partners will be encouraged to promote knowledge sharing and practical exposure.
8. Various structured schemes/policies like the Policy of Seed Money Scheme (SMS), the Policy of Financial Assistance Scheme for Teachers (FAST), and the Policy on Staff Recognition Scheme (SRS) are framed by IQAC Cell to promote research activities amongst the students, and the faculty members.
9. The institution provides incentives to teachers who receive state, national and international recognitions/ awards on the University foundation day.
10. Faculties are encouraged to prepare the E-content for e-PG-Pathshala, CEC (Under Graduate), SWAYAM, other MOOCs platform, Any other Government Initiatives and Institutional LMS.

Table shows the proposed number of faculty development activities

Sr. No.	Target Area	A.Y. 2024-25	A.Y. 2025-26	A.Y. 2026-27	A.Y. 2027-28	A.Y. 2028-29
1	Faculty participation in FDPs/STTPs/Seminars /Workshops/Trainings	75	90	110	130	150

2	Industry Trainings for faculty (in % of total faculties)	5%	10%	20%	25%	40%
3	Faculty involved in consultancy projects	20	30	40	50	60
4	MOOC certifications (NPTEL/Coursera)	40	60	80	100	120
5	Faculty development FDPs/STTPs/Seminars /Workshops/Trainings organized	10	12	15	20	25
6	Participation in conferences	50	75	100	125	150

5.4 Infrastructure Development

The university's vision is to make a university with world class facilities. Furthermore, the university wants to develop a campus that is planned with respect to topography and vegetation, and which is green and sustainable with functionally efficient zoning, right building orientation, connected building groups, lush green garden and integrated infrastructural services.

The Transit campus of GTU Chandkheda, Ahmedabad is located on Sabarmati-Koba-Gandhinagar Highway. It is almost in the 5 kms radius from the Sardar Vallabhbhai Patel International Airport, Ahmedabad, and Sabarmati railway station.

GTU Chandkheda campus is spread over 94,596 Sqm of land. University Chandkheda campus comprises of administrative main building and Three PG schools (i) GTU School of Engineering and Technology (GSET) (ii) GTU School of Management Studies (GSMS) (iii) GTU School of Applied science and Technology and various Innovative Activities Centres. The GTU School of Pharmacy (GSP) is operating from the Gandhinagar campus.

GTU prioritizes cost-effectiveness in all its operations, seeking to minimize expenses while maintaining high-quality services and facilities ensuring the comfort of students, faculty, and staff by productive learning and working environment. GTU seeks to shield the campus from the volatility of energy prices by diversifying energy sources, investing in renewable energy

generation, and implementing energy-saving measures like installing solar roof top panels, sensors based lighting system etc.

GTU has been accredited as a Green University by Green Mentors. GTU has also integrated sustainability principles into the curriculum and research activities to address environmental challenges.

GTU has a basic Healthcare Centre with doctor at campus available to provide medical support to its staff and students. University has a Day care Centre which provides care to children of the staff. University is having SAMVAD centre for counselling.

Government of Gujarat allotted 100 Acres of land to Gujarat Technological University for development of new permanent campus at village Lekawada Dist. Gandhinagar. The site is located adjacent to river Sabarmati. It is 5 Km away from the Gandhinagar city, Gujarat. The site slope is gently towards river Sabarmati on its western edge. Considering the future expansion of university, GTU has prepared the Master plan of whole campus by appointing an Architect consultant and the construction work of the campus is progressing with rapid speed. The master plan at Lekawada campus is divided into multiple zones like administrative zone, academic zone, Residential Zone, Sports & Recreation zone etc.

The buildings of the new campus are planned in North-South facing to use the maximum natural sunlight. The planning of the whole campus is made in such a way that 84% of the area remains open and 16% of the area is used for construction work.

The new campus is to be constructed with an objective of obtaining platinum category under IGBC certification. Solar power generation system, LED type fixtures, sensor system, astronomic timer will be used to reduce the consumption of non-renewable resources.

Each Department/School will have a dedicated separate building/block at Lekawada campus planned with ICT enabled classrooms, tutorial rooms, sufficient seminar halls, and discussion rooms of different sizes with comfortable seating arrangements to fulfil the requirements of all curricular activities.

All PG Schools buildings will be equipped with appropriate laboratories, machinery and tools, computer centres, and technology labs for learning skill as part of the course curriculum. Buildings of GTU PG Schools are planned with an adequate number of well-equipped faculty chambers to accommodate all faculty members, research scholars, etc. The faculty members and staff will be provided with adequate number of Computers, printers, scanners, etc

Lekawada campus is planned with various well-furnished and air conditioned offices with sufficient space as per various academic and administrative requirements. office rooms will be equipped with high-speed internet connectivity, multimedia presentation capabilities, video conferencing systems, and integrated productivity software to support seamless information sharing and decision-making.

The upcoming new campus will feature a dedicated sports arena aimed at providing enhanced opportunities and exposure to sports for the students. Sports Complex spread over 5300 m2 will be constructed for various indoor & outdoor sports facilities and state of the art gymnasium facilities. The new campus will have Auditorium of 1000 students' capacity spreading over 3900 m2 to be constructed during Phase-II. This facility will serve as a central hub for academic lectures, cultural events, and conferences, providing a state-of-the-art venue for educational and professional gatherings.

The new campus of GTU will have Separate Boy's and Girl's Hostel building with built up area of 3812 m2 for each hostel. The hostel building also consists of Common facilities like Reception, waiting lounge, Dining Hall, Kitchen, Gym, Laundry area, Common Toilet & Other facilities. The development of hostel facilities is essential to meet the growing demands of the student population and ensure a comfortable and conducive atmosphere for academic and personal development.

At upcoming Lekawada campus, GTU Incubation Centre and Research Park spanning over 5500 square meters is to be constructed during construction Phase-II. It will be serves as a dynamic hub for innovation, research, and collaboration.

The proposed centre will be equipped with in-house industry R&D units for working on pioneering projects, addressing industry-specific challenges, driving innovation in key sectors, and fostering partnerships. it also serves as a catalyst for technological advancement and entrepreneurship. Cutting-edge research facilities will be created within the premises, enabling researchers to conduct experiments, tests, and studies across various disciplines.

Table shows the Planning of Infrastructure development:

A.Y. 2024-25

- Major works executed of various buildings/campuses of GTU. Interior, Furniture, Civil & Electrical Work at B-0 Seminar Hall of GTU Admin Building, Chandkheda Campus, Ahmedabad (On going)

- Repairing and renovation work of Main otta area of GTU Admin Building, Chandkheda Campus, Ahmedabad (completed)
- Interior and Furniture work for A-104 Conference Hall of Admin Building, Chandkheda, Ahmedabad (Completed)
- Installation of Fire Hydrant System at Gujarat Power Engineering and Research Institute (GPRI), Village: Mevad, Dist: Mehsana (Completed)
- Installation of Fire Hydrant System at Boys Hostel/ Academic Block 4/5 at GTU Chandkheda Campus and School of Pharmacy at Gandhinagar Campus (On going)
- Interior and Furniture work for Anchor Institute of Solar Energy (AISE) laboratory at GPRI, Mehsana (On going)

A.Y. 2025-26

- Construction of Boys & Girls hostel at GPRI, Mehsana.
- Interior & Furniture work at DIC Center, Academic Block-2, Chandkheda campus
- EPC tender for Riverside compound wall at GTU new campus, Lekawada, Dist: Gandhinagar.
- Construction of Pad Polly House with High Tech Fan & Automation System at GTU Chandkheda Campus
- Construction of HVAC & Excess and Extra Electrical work in 1st phase of building work at GTU new campus at Lekawada (Depository work)-R&B Electrical Dept.
- Landscaping work at GTU campus, Lekawada (Depository work)-work order issued by Parks & Garden Dept.
- Irrigation work for the landscaping at GTU new campus, Lekawada (Depository work)-work order issued by Parks & Garden Dept.

A.Y. 2026-27

- Construction of Start up and innovation center at Lekawada Campus
- Installation of Solar System at Lekawada Campus
- Development of Medicinal plant garden at Lekawada Campus

A.Y. 2027-28

- Construction of School of Applied Science & Technology at Lekawada Campus
- Construction of Guest House at Lekawada Campus

• Construction of Auditorium (1000 Capacity) at Lekawada Campus
A.Y. 2028-29 • Development of Research & Development park at Lekawada Campus • Construction of class-I quarter at Lekawada Campus • Construction of International Student Hostel at Lekawada Campus

5.5 Industry Collaboration

Sensing the demand of time with emergence of Industry 4.0 and futuristic requirements of skill development, since its inception in 2007, GTU has put up rigorous efforts to strike out fruitful collaborations in the fields of Academic and Research excellence, Industry-Academia networking and Internationalization.

Gujarat Technological University (GTU) has established itself as a model institution through its strategic and impactful collaborations with leading national and international industries. These collaborations are anchored in Memorandums of Understanding (MoUs) with over 100 industry partners, serving as a foundation for fostering innovation, skill development, and future-ready education.

1. Strategic Partnerships for Industry-Relevant Education

GTU has signed MoUs with reputed organizations such as TCS iON, Infosys Springboard, iACE (Maruti Suzuki), and L&T Edutech, enabling the design and delivery of an industry-synced curriculum. These partnerships have resulted in:

- Minor/Honours programs in UG Engineering with industry-led content.
- Skill-integrated diploma programs, like the "Learn and Earn" program with Toyota Tsusho India, combining classroom learning with on-site training.

2. Centers of Excellence (COEs) for Technical Advancement

GTU has collaborated with top industry players like Bosch Rexroth, Siemens, Keepsake, and solar tech companies to establish state-of-the-art Centers of Excellence (COEs). These centers cater to domains like Manufacturing, Solar Energy, and Automation, offering students:

- Hands-on training in cutting-edge technologies.
- Real-time exposure to industry trends.

- Participation in live problem-solving scenarios.

3. Internship and Placement Ecosystem

Through structured collaboration, GTU ensures robust student engagement with the industry by:

- Facilitating internships, co-op programs, and industry-sponsored projects.
- Hosting an annual Centralized Placement Fair for Engineering, Pharmacy, and Management students.
- Launching a dedicated internship and placement portal, providing centralized access to opportunities.

4. Curriculum Development and Industry Advisory Boards

Industry experts, professionals, and researchers are actively involved in GTU's statutory and academic bodies, contributing to:

- Curriculum modernization aligned with Industry 4.0.
- Incorporation of practical skill sets, sustainability themes, and entrepreneurship modules.

5. Research, Innovation, and Knowledge Transfer

GTU encourages joint research projects, innovation hubs, and technology transfer through:

- Sponsored research agreements with industries and government bodies.
- Establishment of innovation and incubation centers for startups and applied research.
- Promotion of faculty-industry collaboration for co-innovation and knowledge dissemination.

6. Faculty and Administrative Capacity Building

GTU supports continuous professional development by organizing:

- 3–5 industry-led Faculty Development Programs (FDPs) annually.
- Professional Development Programs for administrative staff in association with training institutions.
- Workshops on resume writing, interview skills, and industry interaction under CCCA-GTU.

7. Global and Societal Impact

In its mission to become a dynamic global hub, GTU has initiated:

- New international collaborations for joint research and exchange programs.
- Integration of sustainable development goals through curriculum and campus activities.
- Multi-stakeholder partnerships across academia, industry, government, and NGOs to address societal challenges.

8. Innovation and Entrepreneurship Enablement

GTU promotes student-led innovation through:

- Focused entrepreneurship development programs, mentorship support, and access to seed funding.
- Linking industry-academia-governance to foster an entrepreneurial ecosystem.
- Interdisciplinary design and research education to commercialize innovations.

Key Outcomes

Enhanced employability through experiential learning and real-world training.

Industry-ready graduates equipped with technical and soft skills for emerging sectors.

Bridging the academia-industry gap through curriculum reforms and collaborative projects.

Empowered faculty and administration with enhanced pedagogical and management skills.

Strengthened research culture through funded projects and innovation partnerships.

Sustainable and globally relevant education aligned with societal needs and global trends.

Table shows the proposed number of MoU with Industries

School/ Institute	Executed in 2024-25	Planning for MoU with Industries			
		2025-26	2026-27	2027-28	2028-29
GTU-SET	9	12	18	20	23
GTU-SMS	3	4	5	8	10
GTU-SP	3	4	10	10	15
GTU-SAST	6	10	16	25	30
GPERI	9	9	13	17	21
GIC- Venture	3	5	7	9	12

Total	33	44	69	89	111
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5.6 Student Support and Employability

Student Support activities are crucial for aligning academic efforts with student success in terms of career readiness and employability. This requires strategies, initiatives, and infrastructure to enhance students' personal development, academic experience, and employment prospects.

Proposed activities for student support and employability are listed below with a road map of 5-year timeline.

Placement Support: Students should be provided with Placement guidance through training and placement cell. Various placement-oriented training programs including aptitude tests, resume writing, group discussions, and mock interviews will be conducted. GTU Organises campus recruitment drives, industry interactions, and job fairs and Collaborate with industries for direct placement partnerships and recruitment.

Internships and Industry Exposure is mandatory as part of the academic curriculum during 7th and 8th semester. The students are properly monitored and reviewed of internship work through structured mentorship programs with internal guide and industry professionals. GTU facilitate industry-driven live projects and field experiences of the students.

Students are encouraged for **skill development** and certification in certified online courses through platforms like NPTEL, SWAYAM, etc. Various subjects are introduced for soft skill training covering communication, leadership, and emotional intelligence.

To provide academic and psychosocial support to students, faculty **mentorship programs** implemented for academic guidance as well as peer tutoring, bridge courses, and remedial teaching for slow learners provided. Moreover, University is having SAMVAD centre for professional psychological counselling and wellness services.

As a part of International Exposure, students are encouraged to be part of GTU's International Experience Program for students and for internships with foreign universities.

GTU regularly organizes start-up boot camps, hackathons, and ideation contests to provide incubation support, seed funding, and access to investor networks and organises interaction with famous entrepreneur of India to promote Entrepreneurship and Innovation.

GTU organize alumni guest lectures, webinars, and career talks for the benefits of students and to encourage alumni contributions to scholarships and development funds by building a strong alumni network and maintain a centralized alumni database through regular Alumni Meet.

In summary, GTU aims to ensure 100% student engagement within two years through successful placement, higher education opportunities, entrepreneurship/start-up ventures, or entry into government services."

5.7 Digital Transformation

Looking at the scale and size of the operations GTU has created an in-house IT infrastructure to ensure a convenient, speedy, transparent, and hassle-free experience for all stakeholders. Key IT-enabled services include Wi-Fi enabled Campus, Online Student-Support Services, an examination system, degree certificates on NAD, Departmental Portals, Cashless Payment System and GTU SARTHI- a virtual assistant system. CCTVs are also installed on the entire campus. GTU has implemented SAMARTH e-governance platform of Ministry of Education, Government of India for all stake holders. This robust digital infrastructure is crucial for accessing major digital services across all platforms.

A comprehensive digital transformation at GTU would elevate the university on every front. Finally, the digital audit trails these systems create would simplify NBA/NAAC accreditation and bolster GTU's reputation, attracting stronger faculty, grants, and revenue from online programs—together positioning the university as a modern, smart university.

Sr. No.	Types of infrastructure digital	Details of digital infrastructure & its usage ESSENTIAL	Existing Digital and usages (2024-25)
1.	Internet usage	Connecting external world through an electronic device to the stakeholders	Well-equipped internetworking and networking devices to connect the external world.
2.	Website	For providing institutional information to the public	https://gtu.ac.in/ https://gsms.gtu.ac.in/ https://set.gtu.ac.in/ https://www.gsp.gtu.ac.in/ http://sast.gtu.ac.in/
3.	Online Messaging stakeholders' groups	For vertical and horizontal communication between Stakeholders	For vertical communication: Student Portal (https://student.gtu.ac.in/Login.aspx) Student Grade History, 1. Institute Admin Panel

			(https://www.gtuexams.in/) - WhatsApp Groups - Principal/Directors - GTU Coordinators - GTU Whatsapp Channel
4.	Online Blogs & sites for every course	To provide course information and day to day progress of the students who enrolled in the course to stakeholders and publics.	Learning Management System http://ecourses.gtu.ac.in/
5.	Wi-Fi Campus	To access online ubiquitous information in the campus and classes.	30 Wi-Fi access points to access online information from the campus.
6.	Online Study material	Development of study materials both in audio, video, and text form as per the curriculum and providing them to concerned students online as additional support to classroom teaching – learning process. The study material in the form of a PDF book to be stored in a smartphone, tablet, or laptop computer will help provide a ubiquitous reference for the covered portion of the course subjects.	Learning Management System http://ecourses.gtu.ac.in/ E-Learning in Regional Languages https://lectures.gtu.ac.in/
7.	Digital Library	Developing and updating digital library and providing digital library membership to every stakeholder of the university for ubiquitous access of books, periodicals, study materials, magazines, annual/year books of organizations, journals in digital form is the responsibility of University digital library. For this purpose, the University digital library can collaborate with national digital libraries and Global digital libraries.	E-RESOURCES ProQuest One Academic Springer Nature Knimbus K-hub Sage Journals https://gsms.gtu.ac.in/e-resources-of-gsms-library/ MEMBERSHIP Vikram Sarabhai Library IIM-Ahmedabad Indian Institute of Technology-Gandhinagar Library Mudra Institute of Communications Ahmedabad Library Developing Library Network

			(DELNET)
8.	Digital Publication	The university should have its own publication for books, newsletters, magazines, journal proceedings, and printing question papers for examinations. Online digital publication as open access publication globally is the best practice.,	Newsletter https://www.gtu.ac.in/newsletterlist.aspx https://set.gtu.ac.in/kanash-newsletter-a-face-of-gset/ https://gsms.gtu.ac.in/anantham-newsletter/ Journal http://www.researchjournal.gtu.ac.in/
9.	Paperless office	By developing academic administrative software the university should provide an online office environment to cater the services of stakeholders.	Document sharing through Samarth ERP
10.	Paperless exams	Adopting a digital examination system eliminates the wastage of papers in the examination process.	Secured Online Question Paper Receiving System (SOQPRS) Secured Online Question Paper Delivery System (SOQPDS)
11.	Online Evaluation	Automated & digitized online evaluation system eliminates the wastage of time of evaluators & speeds up the evaluation process.	Online Evaluation is used in the University Examination process. Digital Evaluation Systems - GTU E-Assessments
12.	Website based result announcement	Ubiquitous reachability.	Yes, every student can view his/her result on the website as well as the student portal and also check his/her overall grade history online. Result- GTU, Ahmedabad
13.	NAD markscards Facility	A convenient and completely secure digital academic depository solution.	Degree Certificates: 1866763 Marksheet: 2205211 Credit Data with APAAR ID: 911144 (As on 22/04/2025, 9.42am)
14.	Online admission test	A ubiquitous facility for global admission	Login - Samarth eGov Suite for all courses under the purview of the University.
15.	Education ERP	To integrate various departments of the university for timely exchange & access of information.	The modules of Samarth ERP - Login - Samarth eGov Suite are in use at present: Admission Process

			Core Communication System - Bulk Email Employee Management System IT Service Desk Recruitment File Management and Tracking System Legal Case Management System Inventory Management System RTI Management System Payroll Management System Leave Management
16.	Plagiarism software facility	A software facility available to every stakeholder to check plagiarism content in the documents.	Turnitin Plagiarism Software
17.	Online digital magazine & Student publication	In online publication. Digital format through University	Not implemented
18.	Online placement (Project, internship, & final)	Online ubiquitous support.	Not implemented
19.	Video documentation of each course & each College	For open information access from globally	Learning Management System http://ecourses.gtu.ac.in/
20.	Video documentation on online public platforms	For open information access from globally	Learning Management System http://ecourses.gtu.ac.in/
21.	Social Media based promotions	Information access & Brand building promotions	GTU's Social Media Platforms (Facebook, Twitter, Instagram, LinkedIn) • https://linktr.ee/gtuoffice • GTU WhatsApp Channel • https://whatsapp.com/channel/0029Va9DWY60G0XrXTODhh0y • GTU YouTube Channel (1) Gujarat Technological University -

			YouTube
22.	Use of ICCT underlying technologies like AI, BA, CC, DS, MB, OC, VR & AR	Adopting present technologies in automating the services	The information about services provided by GTU is be quickly available at single place on GTU-SARTHI (Generative AI based Virtual Assistant)
23.	Studio for video online classes	Studio for digitization of sound and scene	GTU Media Center for recording video classes @ Dharohar.
24.	Video conference facility	For global information exchange in digital format	Cisco WebEx Google Meet Microsoft Teams
25.	Online open Publication system	For exchange of new knowledge generated to everybody through open access system	GTU Journal http://www.researchjournal.gtu.ac.in/

Sr. No.	Types of infrastructure digital	Short-Term Plan (1 to 2 Years)	Long-Term Plan (3 to 5 Years)
1.	Internet usage	To avail the higher speed of internet in order to align with the requirement of creating digital multimedia content, provide uninterrupted access to the stakeholders.	To provide the dedicated access points to the users as per their requirement for creating & accessing the digital content across the nation.
2.	Website	To incorporate generative AI based features on the university website.	
3.	Online Messaging stakeholders' groups	Continuation	
4.	Online Blogs & sites for every course	To explore further the customization of moodle for providing access to other stakeholders like parents, industries to see the progress/profile of the students.	To upscale the course website for adding the video content related to the courses.
5.	Wi-Fi Campus	To increase the number of wi-fi access points in academic buildings for providing uninterrupted ubiquitous internet access to the learners.	Implementation at lekawada campus
6.	Online Study	To procure massive storage devices as	To develop online study

	material	well as make provision of storing the multimedia study materials on clouds.	materials in video & text form in multiple natural languages in all courses and make it accessible to the learner at the farthest point of society.
7.	Digital Library	To collaborate with national & international digital libraries to provide the access of best available resources to the learners.	To avail the subscription of standard e-books and study materials that are of international standards. To make the digital library information rich with multi flavoured resources and make it accessible to different stakeholders of society.
8.	Digital Publication	To collaborate with standard publishers for publishing the research/review articles in proceedings.	To publish the books authored by university teachers in multiple regional languages through the university's own publication house.
9.	Paperless office	To further carry on the use of ERP modules to make the academic administration paperless.	
10.	Paperless exams	To conduct the university exams with the use of digital resources.	
11.	Online Evaluation	To scalup the resources required for digital evaluation at multiple zonal offices of university to decrease the transportation cost, time of collecting the answer-books centrally.	
12.	Website based result announcement	Continuation	
13.	NAD markscards Facility	To upload all marksheets data on NAD platform for credit accumulation & credit transfer to provide a flexible learning system to the learners.	
14.	Online admission test	To integrate the functionality of conducting the online admission test through the admission portal.	
15.	Education ERP	To adopt the student centric academic modules of ERP in phase wise manner.	To make the university completely paperless with the use of integrated ERP modules for all the stakeholders.

16.	Plagiarism software facility	To avail more users of the software for providing the access to every stakeholder of the university.	
17.	Online digital magazine & Student publication	To publish discipline wise digital magazines that showcase the students' contribution.	
18.	Online placement (Project, internship, & final)	To enhance the existing placement portal by more automation and smooth access by the stakeholders.	
19.	Video documentation of each course	LMS of all courses	
20.	Video documentation on online public platforms	LMS of all courses	
21.	Social Media presence	To establish a social media cell that deeply explores the existing social media platforms and use it for branding of the university at global level.	Target/Budget/outcomes
22.	Use of ICCT underlying technologies like AI, BA, CC, DS, MB, OC, VR & AR	To develop the digital content repository and get it accessible by the stakeholders through AR, VR modules. To adopt the generative AI for providing the content based prediction to the stakeholders in order to get effective results in reduced time. To make a secured digital environment for protection against threats.	
23.	Studio for video online classes	To develop the large scale studios with modern facilities of recording & editing.	To establish the massive repository for storing the video lectures and provide ubiquitous access to the stakeholders.
24.	Video conference facility	To scale up the video conferencing facility in each school of the university at lekawada campus	
25.	Online open Publication system	To initiate the system of student centric online publication for exchanging the knowledge about trendy technologies	To establish a university's own publication house to provide a platform for the stakeholders to exchange the new knowledge in different capacities.

5.8 Sustainability and Green Campus Initiatives

To meet ever increasing demand for electricity and global warming, there is an urgent need to adapt sustainable and green campus initiatives.

The transit campus of University at Chandkheda has developed and implemented sustainable practices and policies to reduce the university's environmental impact, promote energy conservation, waste management, and green initiatives on campus.

The University has increased its green cover in the last five years. It has placed solar power rooftops and has banned single-use plastic on campus. Campus also equipped with rainwater harvesting system, recharge well, landscaping, afforestation, horticulture for Individual buildings as per the requirement. Adequate percolating wells are constructed & more than 60% of ground water will be recharged.

GTU has been accredited as a Green University by Green Mentors. GTU has also integrated sustainability principles into the curriculum and research activities to address environmental challenges.

The buildings of the new campus are planned in North-South facing to use the maximum natural sunlight. The planning of the whole campus is made in such a way that 84% of the area remains open and 16% of the area is used for construction work.

The new campus is to be constructed with an objective of obtaining platinum category under IGBC certification.

GTU embraces innovation and will adopts new technologies to improve efficiency, enhance sustainability, and enhance the overall campus experience by using sensor based automation in facilities at Lekawada new campus.

This may include implementing the IBMS system (Intelligent Building Management System) & Rooftop Photovoltaic Solar Electricity Generation System. Recharge wells, zero waste water discharge. Solar power generation system, LED type fixtures, sensor system, astronomic timer will be used to reduce the consumption of non-renewable resources

All bulk services like water distribution systems including water treatment plant, underground, overhead storage tanks, Sewerage system including sewage treatment plant, effluent treatment plant and separate lines for distribution of sewage treated water for horticulture, HVAC and flushing system by calculating zero discharge into campus are also planned.

Initiatives for Sustainability and Green Campus Initiatives for university includes shifting to renewable energy sources for power generation, responsible consumption of electricity, adopting energy efficient devices, bio-gas plant, and vertical garden.

Target Objectives:

- Reduce the university's carbon footprint through green infrastructure, renewable energy, and eco-friendly practices.
- Attain Platinum rating under IGBC certification for the new Lekawada campus.
- Ensure all new constructions and systems follow green building norms.
- Install solar photovoltaic systems on rooftops to meet a significant portion of the campus's energy demands and Shift to 100% renewable energy sources over a defined period.
- Achieve zero discharge campus with complete reuse of treated wastewater.
- Recharge over 60% of groundwater through rainwater harvesting and percolating wells.
- Implement zero solid and liquid waste discharge policy.
- Establish bio-gas plants and adopt waste segregation and recycling systems.
- Increase and maintain green cover, vertical gardens, and afforestation activities.
- Use sewage-treated water for horticulture and landscape maintenance.
- Integrate Intelligent Building Management System (IBMS) for automated monitoring and control.
- Use LED lighting, sensor-based systems, astronomic timers to reduce power usage.
- Embed sustainability principles in academic programs and research agendas.
- Promote Plastic-Free and Eco-Conscious Campus Culture promote reusable alternatives.

Expected outcomes:

- Maintain and elevate GTU's status as a "Green University" recognized by Green Mentors and other accrediting bodies.
- Significant reduction in carbon emissions, non-renewable energy use, and water wastage.
- Self-Sustainable Utility Systems through Independent water, waste, and energy management systems.

- Enhanced Student and Staff Awareness and development of a culture of environmental responsibility among students, staff, and stakeholders.
- Increase in research projects and academic outputs addressing climate change, green technologies, and sustainable development.
- Improved Campus Experience through Healthier, cleaner, and more efficient learning and working environment.
- Long-Term Cost Savings by reduced operational costs through energy conservation, water recycling, and waste reduction.
- Model Campus for Replication to serve as a benchmark for other universities and institutions adopting sustainable practices.

5.9 Internationalization

Internationalising higher education is a way to respond to globalisation by improving the quality of education to match international standards. It involves updating the curriculum to teach skills that boost productivity in a competitive global economy. This is also important to help graduates succeed in a world that is more connected than ever. It also involves research collaborations with researchers across the globe who are working in respective areas for faculty members.

Department of International Relations (DIR), GTU is established to manage, expand, and enhance international relations and activities of the University. Its major activities comprise of Student Exchange through International Experience Program (IEP), enrolling full time International Student at GTU Collaboration with Foreign Universities through MoUs Exploring and managing various joint academic programs with foreign universities.

Table shows the proposed number of Internationalization activities

Criteria	Executed in 2024-25	Planning for			
		2025-26	2026-27	2027-28	2028-29
Internationalization at Home (Foreign Students @GTU)	150	200	230	260	290
Credit Recognition under Twinning Arrangement	1	2	3	4	5
Events for creating Global Citizens Approach	6	14	18	22	34
International Experience Program (IEP)	87	250	270	300	320

Winter School Program (WSP)	-	15	20	25	30
Partnership and Collaboration	9	12	18	26	36
Joint Research Events	5	8	10	12	20
Alumni Engagement Program (Foreign Students)	1	1	1	1	1
Alumni Engagement Program (Local Students at foreign institutes)	1	1	1	1	1
Internationalization activities as foreign universities	5	8	12	16	22

5.10 Dharohar Bharatiya Gyan Parampara Kendra as Promotion of Indian Knowledge System

The Gujarat Technological University has established the “**School of Indian Knowledge System – Dharohar Bharatiya Gyan Parampara Kendra**” to promote academic programs and courses centered on Indian culture, philosophy, thought, ideology, and both ancient and modern Indian knowledge systems.

The school offers a diverse range of courses and programs, including:

- M.A. in Hindu Studies

Certificate courses in followings

- The Gita Today: Ancient Wisdom for Modern Times
- Vedas Unveiled: Foundations of Indian Knowledge
- The Science of the Ancients: Discovering India’s Intellectual Legacy
- Life Lessons from the Mahabharata: Insights for Contemporary Living
- Kathak: A Journey Through the Lakhnau Gharana Tradition
- Bharatanatyam: Beyond the Dance, Embracing the Culture
- Engineering Marvels of Ancient India: A Legacy of Innovation
- Shad-Darshan: Exploring the Six Pillars of Indian Philosophy
- Indian Contributions to the World of Science: A Historical Exploration
- Vedic Mathematics: Unlocking the Secrets of Ancient Calculations

These offerings reflect the university's commitment to preserving and disseminating India's rich intellectual and cultural heritage. Moreover, the Gujarat Technological University has been regularly conducting programs in yoga, sports, Indian traditional dance forms, music, photography and fine arts to enhance students' skills.

GTU is the first university to implement the technical education in regional language i.e. offering degree engineering courses in Gujarati language at GTU- Institute of Technology and Research (Previously known as GPERI). The institute faculties have contributed in design curriculum in regional languages to promote linguistic inclusivity and accessibility.

Targets:

- **Curriculum Expansion & Diversification** – Introduce at least 5 new certificate/diploma/degree programs in Indian Knowledge Systems (IKS), integrating both ancient and contemporary applications.
- **Cultural Literacy** – Ensure maximum number of GTU students participate in IKS-related courses, workshops, or cultural events annually.
- **Regional Language Implementation** – Expand technical education in regional language to more affiliated institutions within 3 years, with complete curriculum availability in regional language.
- **Skill Development** – Organize minimum 12 annual workshops/seminars in yoga, sports, traditional dance, music, and fine arts to nurture holistic skills.
- **Research & Publications** – Publish a minimum of 10 peer-reviewed research papers annually in the field of IKS and regional language pedagogy.
- **Collaborations** – Establish partnerships with at least 5 national and 2 international institutions working on Indian heritage, culture, and traditional knowledge systems.

Expected Outcomes

- **Increased Cultural Awareness** – Students and faculty develop deeper appreciation and knowledge of India's intellectual, cultural, and philosophical heritage.
- **Linguistic Inclusivity** – Greater accessibility of technical education for Gujarati-speaking students, reducing language barriers in higher education.
- **Academic Excellence in IKS** – Recognition of GTU as a leading center for research and education in Indian Knowledge Systems.

- **Enhanced Employability & Entrepreneurship** – Graduates acquire skills applicable in cultural tourism, heritage management, translation, education, and creative industries.
- **Holistic Student Development** – Improved soft skills, creativity, and physical well-being through integration of arts, sports, and wellness programs.
- **Global Outreach** – Strengthened academic reputation through international collaborations and cultural exchange programs.

6. ACTION PLAN/IMPLEMENTATION STRATEGY

6.1 ACTIVITIES

Academic Excellence Activities

- Academic Skill-Building activities like Study Groups, Reading Challenges, Academic Journaling etc.
- Enrichment Programs like STEM/STEAM Projects, Debate Clubs, Creative Writing Workshops
- Recognition and Motivation through Academic Awards or “Wall of Fame”, Mentorship Programs and Goal-Setting Sessions for the students
- Real-World Applications like Field Trips to Universities, Museums, or Labs, Guest Lectures from Experts, Internships or Service Learning.
- Engagement and Curiosity Builders like Academic Games and Quizzes, “Genius Hour” Projects, Cross-Disciplinary Challenges – Create activities that combine subjects (e.g., math in art, science in history).

Research and Innovation Activities

- Research-Oriented Activities like Undergraduate & Graduate Research Programs, Research Proposal Competitions, Journal Clubs, Student Research Journal etc.
- Innovation and Entrepreneurship Activities: Hackathons & Innovation Challenges, Start-up Incubation Programs, Design Thinking Workshops, Innovation Showcases etc.
- Interdisciplinary and Collaborative Activities: Cross-Departmental Research Collaborations, Industry-Academia Research Forums, Capstone Projects with Real Clients
- Global and Community Engagement through Community-Based Participatory Research, International Research Exchange Programs like Collaborate with global universities for research internships, joint publications, and cultural exchange.
- Infrastructure and Support Systems: Research Skill Development Workshops, Mentorship Circles, Innovation Labs or Maker Spaces equip students with tools (3D printers, sensors, IoT kits, etc.) for prototyping and experimenting.

Faculty Development Activities

- Teaching Excellence and Pedagogy: Instructional Design Workshops, Active Learning and EdTech Training (flipped classrooms, blended learning platforms (Moodle,

Canvas), and interactive apps (Kahoot, Mentimeter)), Teaching Portfolios- Support faculty in developing teaching portfolios for promotion and reflection.

- Research Capacity Building through Research Methodology Bootcamps, Academic Writing and Publishing Seminars, Grant Writing and Proposal Development, Interdisciplinary Research Forums etc.
- Leadership and Professional Development activities like Higher Education Leadership Training, Peer Mentorship Programs, Sabbatical and Exchange Programs, Time and Stress Management Workshops
- Digital Transformation & Innovation: AI and Digital Tools in Education, MOOC Creation and Online Content Development, E-Assessment and Learning Analytics
- Inclusive and Student-Centered Practices like Diversity, Equity & Inclusion (DEI) Training, Student Feedback Utilization
- Recognition and Continuous Growth by Faculty Fellowships and Awards, Faculty Development Days or Retreats

Infrastructure Development Activities

- Academic and Research Infrastructure: Modernization of Classrooms, Establish or upgrade research labs with modern equipment tailored to each department (e.g., biotech labs, robotics labs, environmental labs), Innovation and Incubation Centers etc.
- Digital Infrastructure: Campus-Wide Wi-Fi and Cloud Services, Learning Management System (LMS) Implementation. Digital Libraries, Automation of Administrative Services- ERP systems for Student enrollment and records, HR and payroll, Finance and procurement, Examination and grading systems
- Student-Centric Facilities like Student Housing & Hostels, Libraries and Study Hubs, Health and Wellness Centers, Sports and Recreation Facilities
- Sustainable and Green Campus Initiatives like Green Buildings and Eco-Friendly Architecture with Incorporate solar panels, rainwater harvesting, energy-efficient lighting, and sustainable materials in new constructions, Waste Management Systems by establish solid waste segregation, recycling units, and composting stations on campus, Landscape Development etc.
- Maintenance and Safety Infrastructure: Infrastructure Audit and Maintenance Schedule, Campus Safety and Security by installing CCTV cameras, smart ID access systems, emergency exits, and fire safety mechanisms, Barrier-Free Infrastructure like Ensure

accessibility for differently-abled students and staff (e.g., ramps, lifts, tactile paths, assistive tech).

- Infrastructure Planning and Funding: Master Planning Committee for long-term infrastructure planning aligned with academic goals and student needs, Public-Private Partnerships (PPP), Grants and Fundraising Campaigns

Industry Collaboration Activities

- Industry-Academia Partnerships through a. MoUs with Companies, formation of Industry Advisory Boards includes industry experts in curriculum committees to ensure academic programs stay relevant to market needs, Joint Centers of Excellence through establishment of research or innovation labs funded and co-managed by industry partners on campus (e.g., AI, renewable energy, fintech).
- Student-Centric Collaboration Activities: Internship and Apprenticeship Programs, Industry-Sponsored Live Projects, Industrial Visits and Virtual Tours, Campus Recruitment Drives etc.
- Research and Development Collaboration: Joint Research Projects, Patent Commercialization, Corporate Research Fellowships
- Faculty Development & Consulting: Faculty Internships/Sabbaticals in Industry, Consultancy Projects,
- Knowledge Sharing Platforms: Industry Guest Lectures & Masterclasses, Seminars, Conferences & Tech Talks, Industry-Academia Roundtables
- Curriculum Enrichment: Co-Created Courses and Certification Programs, Guest Evaluators for Projects,
- International and Strategic Collaborations: Global Industry Linkages, CSR and Social Innovation Projects- Partner with companies through their CSR arms for community development and sustainability-focused student initiatives.

Student Support and Employability Activities

- Academic and Learning Support: Academic Advising and Mentoring, Tutoring and Remedial Programs and Study Skills and Time Management Workshops for teaching note-taking, exam strategies, goal-setting, and productivity tools (e.g., Pomodoro, Notion).
- Career Readiness and Employability Skills activities like Career Services Office offering resume reviews, job search support, and employer engagement, Soft Skills and

Communication Workshops to Train students in Public speaking, Group discussion, Interview etiquette, Email writing and presentation skills, Industry-Ready Certification Courses, Aptitude and Competitive Exam Training etc.

- Internship and Placement Support: organisation of Internship Fairs and Matching Platforms, On-Campus Placement Drives, Placement Readiness Bootcamps etc.
- Mental Health and Well-Being: Counselling and Wellness Centers, Stress Management and Mindfulness Programs, Yoga sessions, meditation workshops, and stress-reduction seminars before exams.
- Global and Experiential Learning: Student Exchange and Study Abroad Programs, Volunteering and Social Impact Projects, Entrepreneurship Support
- Student Engagement and Leadership: Clubs, Societies, and Student Councils, Student Ambassadors and Peer Leaders to train students to support new entrants, lead events, and serve as institutional representatives, Annual Student Development Week

Digital Transformation Activities

- Digital Infrastructure Development: Campus-Wide Wi-Fi and Network Upgrades, Smart Classrooms & Virtual Labs, Data Centers and IT Security
- Digital Teaching & Learning Transformation: Learning Management System (LMS) Adoption, E-Content Development, Hybrid and Online Course Delivery, MOOCs and OER Integration
- Digital Skill Development: Faculty Digital Literacy Training, Student Digital Competency Programs Offer certifications in Digital marketing, Cloud computing, Cybersecurity, Data analytics, Office productivity tools
- Administration and Governance Digitization: ERP and MIS Implementation, Online Admission and Examination Systems, E-Office Systems
- Student Support Digitization: Student Portals and Mobile Apps, Online Career Services, Virtual Help Desks and Chatbots
- Research and Innovation Support: Digital Repositories and Research Databases, Collaboration Tools for Research Teams, Digital Research Grants Portal.
- Outreach and Community Engagement: University Website and Social Media Modernization, Virtual Open Houses and Webinars for prospective students, alumni, and partners using Zoom, WebEx, or MS Teams.

Sustainability and Green Campus Initiatives Activities

- Campus Greening and Biodiversity: Tree Plantation Drives - Adopt a “One Student, One Tree” program for incoming batches, Herbal and Medicinal Gardens, Vertical Gardens and Green Walls
- Waste Management Initiatives: Waste Segregation Units to separate bins for biodegradable, recyclable, and hazardous waste across campus, Composting and Bio-digestion, E-Waste Collection Drives
- Water Conservation: Rainwater Harvesting Systems, Water Audits and Low-Flow Fixtures like sensor-based taps, low-flow showers, and dual-flush toilets in hostels and academic blocks.
- Energy Efficiency and Renewable Energy: Solar Panel Installations, LED and Sensor Lighting, Green Building Certifications
- Sustainable Transportation: Bicycle Sharing Programs, Electric Vehicle Charging Stations, No Vehicle Days
- Awareness and Education: Sustainability Workshops and Talks, Green Curriculum Integration Include environmental science, climate change, and sustainability modules in all programs, Eco-Clubs and Green Ambassadors-Form student-led clubs to organize clean-up drives, recycling campaigns, and awareness activities.
- Monitoring and Certification: Green Campus Audit, Sustainability Dashboard to display real-time energy/water usage stats on digital screens around campus, Green Policy Implementation,
- Community and Outreach: Neighbourhood Sustainability Campaigns - Partner with local communities for clean-up drives, tree planting, and awareness programs and Collaborations with NGOs and Green Tech Start-ups

Internationalization Activities

- Internationalization at Home (Foreign Students @GTU),
- Credit Recognition under Twinning Arrangement,
- Events for creating Global Citizens Approach,
- International Experience Program(IEP),
- Winter School Program (WSP),
- Partnership and Collaboration,
- Joint Research Events,

- Alumni Engagement Program (Foreign Students),
- Alumni Engagement Program (Local Students at foreign institutes),
- Internationalization activities as foreign universities,
- Integrate Virtual Exchange and Digital Learning,
- Offer International Programs and Short-Term Courses

Dharohar Bharatiya Gyan Parampara Kendra – Promotion of Indian Knowledge System:

- Introduce students to local, community-based knowledge systems, including traditional arts and crafts, through various activities and programs.
- Make the language laboratory functional to support the learning of Indian languages.
- Organize excursions to sites of historical significance, scientific contributions, and traditional knowledge systems in India.
- Establish various student clubs focused on sports, dance, music, photography, fine arts, theatre, and community outreach to enhance students' skills.
- Launch programs focused on indigenous tribal communities, yoga, Indian history, Indian philosophy, and related subjects.
- Promote regional language courses to encourage linguistic diversity and engagement.
- Sensitize teachers and parents to support the holistic development of each student in both academic and non-academic domains.
- Parents will be sensitized to take admission of their children in native language.
- Development of Learning Materials: Create textbooks and e-learning resources in regional languages to facilitate effective learning.
- Cultural Inclusivity: Position the Institute as a leader in culturally inclusive education by 2035, empowering students from diverse backgrounds to succeed.
- Support for Regional Language Research: Encourage and support research in regional languages to produce scholarly contributions and drive cultural advancement by 2035.

6.2 Responsible person/department

GTU is in the process of preparing its Institutional Development Plan for the next five years, following the UGC guidelines. A committee, designated as the IDP Draft Committee, is formed to prepare & submit the plan for GTU, GTU-Schools & Institute.

Overall Co-ordinator: Dr. Pankajray Patel, Professor & Director- GTU SMS			
Overall Co-coordinator: Dr. Kaushik B. Kanada, Planning and Development Officer, GTU			
Component No.	Title of Component (New Guideline)	Component Co-ordinator	Component team members
1	Governance Enablers	Dr. Kaushal A. Bhatt (Associate Professor, GTU-SMS)	Dr. Dolatsinh Zala (Associate Professor, GTU-SAST) Ms. Shobhanarani Sengunthar, (Statistical Officer)
2	Financial Enablers	CA Chitrani Parmar (Internal Auditor)	Dr. Chirag Vibhakar (Principal, GTU-ITR) Account Officer
3	Academic Enablers	Dr. Sarika Srivastava (Head, Academic Section, Assistant Professor, GTU-SMS)	Dr. Utsav Gadhiya (Academic Officer) Dr. Komal Borisagar (Associate professor, GTU-SET) Ms. Vidya Chauhan Section Officer, Academic
4	Research, Intellectual property & Supportive Enablers	Dr. Vaibhav Bhatt (Director, GTU-SAST) Dr. Rajesh A. Thakkar (Director, Research and Development)	Dr. Chandrashekar Mootapally (Assistant Professor, GTU-SAST) Ms. Mona Chaurasiya (Research Co-ordinator, Ph. D. Section)
5	Human resource management Enablers	Dr. Sanjay Chauhan (Professor, GTU-SP)	Dr. S. K. Hadia (Associate Professor, GTU-SET) Shri Sumit N. Patel (AR-Establishment) Ms. Gilakshi Bhatt (OSD, Samvaad Center)
6	Enablers for Networking and collaborations	Dr. Keyur Darji, (Deputy Registrar & Director, DIR)	Dr. D. M. Patel, (Associate Professor, GTU-SP) Dr. Tushar Panchal (Assistant Professor, GTU-SMS & CEO, GIC)

			Dr. Seema B. Joshi (Assistant Professor, GTU-SET & Alumni Association)
7	Physical Enablers	Dr. Jignesh Amin (Professor, GSET)	Shri Ragesh V. Thakor (OSD-Estate) Shri Hemal Patel (Deputy Engineer, Estate) Mr. Mridul Sheth (Assistant Professor, GTU- SET)
8	Digital Enablers	Dr. Gautam Makwana (Associate Professor, GTU-SET)	Shri Mahesh Panchal (Assistant Professor, GTU- SET) Shri Sandip Modi (computer Programmer, IT) Mr. Deepak Upadhyay (Assistant Professor, GTU- SET) Dr. Pulkit Trivedi (Assistant Professor, GTU- SMS)

6.3 Timeline

2025-26 to 2030-31

6.4 Estimated budget

Budget and planning of university includes head wise income and expenditure of the university. Major part of the income includes students related fees I.e. tuition fees, enrolment fees, exam fees etc. Whereas major part of the expenditure of the university includes GTU school administration expenses, examination expenditure etc.

Total expenditure estimate is as follows:

Financial Year - 2025-26 to 2030-31							
Expenditure Estimates							
Sr. No.	Heads	2025-26 (Rs. In Lakhs)	2026-27 (Rs. In Lakhs)	2027-28 (Rs. In Lakhs)	2028-29 (Rs. In Lakhs)	2029-30 (Rs. In Lakhs)	2030-31 (Rs. In Lakhs)
1	Research & Development						
	R & D Infrastructure (CoEs)	110	355	525	415	265	270
	R & D Manpower	27	45	47	48	56	68
	R & D Talks/Activities	37	63	65	67	69	72
	IQAC	50	60	70	80	90	100
	Conference Participation and Professional Membership	19	25	28	28	28	28
	Experts Honorarium & TA	4	4	4	4	4	4
	Experts Honorarium & TA and Ph.D. Expense	100	125	150	200	225	250
	Fellowships (PhD & PDF)	100	175	150	175	225	275
	Patent Filing	12	12	12	12	12	12
	PhD/PDF Admission Expenses	2	2	2	2	2	2
	Any Other Head related to R & D	31	42	47	54	61	68
	Miscellaneous	25	30	35	40	45	50
2	University Library						
	Books & Journals	39	40	44	48	53	56
	Digital Resources	120	133	150	164	180	180
	IT & Maintenance	13	13	14	17	19	20
	Miscellaneous	5	6	5	4	5	5
3	Digital Infrastructure						
	Internet usage	13	25	25	25	25	25
	Cloud Services Usage Charges	120	144	156	168	180	210

	Wi-Fi Campus	10	20	-	-	-	-
	Online Study material	60	60	80	80	80	90
	Digital Library	4	4	4	4	4	5
	Digital Publication	10	4	4	4	4	5
	Online admission test	1	1	1	1	1	1
	Plagiarism software facility	25	25	26	26	26	26
	Social media-based promotions	2	2	2	2	2	2
	Use of ICCT underlying technologies like AI, BA, CC, DS, MB, OC, VR & AR	5	8	10	10	12	15
	Studio for video online classes	2	20	4	4	4	5
	Video conference facility	9	11	13	15	17	20
	Large Scale Central Computing Facility	-	500	10	15	20	22
4	Physical Infrastructure						
	Housekeeping Service	80	115	120	125	130	150
	Security Service	145	175	180	185	190	225
	Construction of Boys & Girls hostel at GPERI Mehsana	50	900	441	-	-	-
	Detailed Design Drawing, Engineering Procurement and Construction (EPC) tender for construction of RE Wall with Tech revetment at riverside of GTU new campus at village Lekawada, Dist. Gandhinagar	50	541	-	-	-	-
	HVAC (Heating, Ventilation and Air Conditioning), Electric, BMS (Building Monitoring System) and Irrigation work to develop New Campus at Lekawada from GTU's own fund (Work executed by R & B Department	800	3,491	-	-	-	-
	Irrigation & Land Scrapping work to develop New Campus at Lekawada Dist. Gandhinagar from GTU's	20	500	182	-	-	-

	own fund. (Work executed by Director Parks and Garden)						
	Maintenance/Repairing/ Renovation work of the existing campus	270	350	360	370	380	425
5	Internationalisation						
	ICCR Expense	568	628	705	773	851	925
	IEP Expense	25	37	40	42	50	55
6	University Administrative Expense						
	Examination Expenses	4,560	5,175	5,525	5,770	6,050	6,375
	Affiliation Expenses	15	18	19	21	23	26
	Stationery Expense	22	28	31	35	42	46
	Administrative and other Expenses	2,576	3,081	3,827	4,268	4,736	5,056
7	Sports/Cultural/NSS/NCC expense						
	Sports	100	100	100	100	100	100
	Cultural	25	25	25	25	25	25
	NSS	5	5	5	5	5	5
	NCC	2	2	2	2	2	2
8	Human Resource expense other than Schools						
	Vice Chancellor	40	52	62	75	110	135
	Registrar	37	47	55	70	95	120
	Officers	950	1,175	1,280	1,325	1,549	1,763
	Clerical staff	225	295	345	425	520	670
	Contractual Staff	642	706	776	854	940	1,127
	Outsource staff	502	552	607	668	735	826
9	University school/college						
	Salary						
	Teaching	Regular	1,250	1,750	2,250	2,700	3,750
		Contractual	840	992	1,080	1,239	1,584
		Visiting/ Adjunct/Professor of Practice	45	54	58	60	70
	Non-Teaching	Regular	59	65	75	85	105
		Contractual	249	267	294	320	356
10	Recurring						
	Chemicals & Glassware's	85	85	85	90	95	100
	Stationary	16	17	17	19	20	20

	Computer and Printers (including software)		48	53	63	74	84	95
	Apex Bodies Fees/ Accreditation fees and other fees		27	37	47	57	58	58
	Deposited Held by Colleges		-	-	-	-	-	-
	Seminar/ Workshop/ Conference		43	53	60	73	81	92
	Remuneration of Visiting/ Guests		38	34	35	38	40	43
	Student Development Activities		67	71	83	92	105	115
	Office Expenses	Electricity	275	292	285	304	325	347
	Miss. (Transportation, Travelling, Food, Office Expenses, etc.)		18	19	22	24	27	29
11	Non-Recurring		0	0	0	0	0	0
	Equipment's/ Instruments		530	601	670	847	966	1,043
	Furniture and Fixture (including branding material)		41	44	50	52	62	67
	Misc.		16	17	24	26	28	35
12	Maintenance							
	Infrastructure		35	36	43	47	54	58
	Laboratory		44	47	50	54	58	65
13	GTU Ventures							
	Salary							
	CXO		15	16	17	17	18	19
	Incubation		40	42	44	46	49	51
	Admin		36	38	40	42	44	46
	Class 4 (Supporting staff)		12	13	13	14	15	16
	Furnishing of Space		60	5	5	5	5	5
	Recurring							
	Stationary		4	4	5	5	6	6
	Apex Bodies Fees		5	6	6	6	6	6
	Seminar/Workshop/ Conferences		10	15	20	20	20	21
	Remuneration of Visiting Guests		28	30	30	32	35	37
	Office Expenses		2	2	2	2	2	2

	Miss (Transportation, Travelling, Food, Office Expenses etc.)	15	15	15	15	15	16
	Robotics Club	35	39	42	47	51	54
	Motorsports	60	66	73	80	88	92
	Hackathon & Bootcamp	15	15	15	15	15	16
	Software subscription	2	2	2	2	2	2
	Website Development and Maintenance	2	1	1	1	1	1
	Non-Recurring						
	Equipments/Instruments	150	100	50	50	50	53
	Furnitures and Fixture	5	5	5	5	5	5
	Computer and Printers	2	2	2	2	3	3
	Network Infrastructure	5	10	-	5	5	5
	Maintenance						
	Infrastructure	5	5	5	5	5	5
	Lab	15	15	20	20	20	21
	Total Expenditure (Rs. In Lakhs)	16,908	24,927	22,073	23,489	25,819	28,453

Total income planning of the university is as follows:

Financial Year - 2025-26 to 2030-31

Income Estimates

Sr. No.	Heads	2025-26 (Rs. In Lakhs)	2026-27 (Rs. In Lakhs)	2027-28 (Rs. In Lakhs)	2028-29 (Rs. In Lakhs)	2029-30 (Rs. In Lakhs)	2030-31 (Rs. In Lakhs)
1	Central Government grant (capital)	368	377	238	408	629	719
2	State Government grant (capital)	463	491	528	568	704	954
3	UGC grant	3	4	5	6	6	6
4	Other Central/ State Bodies grant for project/research	503	723	959	1,190	1,415	1,540
5	Private Trust (in cash/kind/CSR)	45	58	75	98	107	133
6	Donation	30	40	38	98	102	118
7	Students Fees (Regular)	853	1,070	1,183	1,258	1,444	1,590
8	Internal Revenue Generation (Breakage Charge)	2	2	3	3	4	4

9	Library Fees/charges	1	1	1	1	1	1
10	Other Income (Enrolment Fees, Exam Fees, etc.)	17	20	24	26	29	33
11	Consultancy income	70	85	108	157	189	225
12	Certificate course fees	5	8	9	12	16	18
13	Recurring Grant received from Government of Gujarat	1,565	1,725	2,025	2,260	2,525	3,525
14	Fees received from Students Exam & Enrolment	4,386	4,514	5,587	6,013	6,575	5,569
15	Affiliation Fees and PRC Fees	1,289	1,325	1,675	1,825	1,975	1,875
16	Fees for PHD	450	500	655	720	825	800
17	Interest Income	4,500	4,800	5,075	5,470	5,780	6,200
18	ICCR Fees	917	1,014	1,138	1,248	1,373	1,469
19	Convocation fees Income (Degree and Diploma)	465	525	710	1,010	1,495	1,875
20	Other Income	65	71	80	89	93	151
21	Industry sponsored project grant	100	350	510	770	825	1,078
22	NGO fund	50	125	150	200	215	300
23	Foreign university/industry grant/CSR	500	700	825	975	1,112	1,500
24	Alumni contribution	65	75	80	90	96	151
25	University development fund	500	5,000	5,000	7,500	9,500	1,000
	Total Income (Rs.)	17,210	23,601	26,679	31,994	37,032	30,834

6.5 Key performance indicators (KPIs)

Surveys and feedback mechanisms are utilized by Gujarat Technological University to gather input from stakeholders, including students, faculty, staff, alumni, and community members to identify strengths, weaknesses, and areas for improvement in resilience planning and

implementation. These mechanisms focus on areas such as satisfaction levels, communication effectiveness, and alignment with institutional goals.

The university conducts an Internal Assessment Review to monitor and evaluate the performance of technical and administrative staff for specified parameters and the staff members have a clear understanding of their duties and expectations.

The university utilise AICTE 360-degree Appraisal form for faculty members based on performance evaluations, increased responsibilities, specialized training programs, and incentives for exceptional contributions.

By recognizing and rewarding the efforts and achievements of both teaching and non-teaching staff, universities can foster a positive work environment and encourage continuous growth and improvement in various roles within the institution.

Performance metrics, key performance indicators (KPIs), and benchmarking data are used to inform evidence-based decision-making.

Parameter	Performance Indicator
Academic Excellence & Student Success	Admission Ratio
	Demand Ratio
	Student Faculty Ratio
	Diversity in Program (No. of Program)
	Value Added Courses
	Certification Courses
	MOOC Courses
	Graduation Rates
	Teaching Awards and Recognition
Research and Innovation	Paper Publication in Journal
	Publication in Book/Conference Proceeding
	Book Publication
	Publication by Scholars/Students
	Funded Research Projects- External & Internal
	Funded Research Grants- External & Internal
	International Research Collaboration
	No. of Ph. D. Scholars enrolment- Full time
	No. of Ph. D. Scholars enrolment- Part time
	No. of Ph. D. awarded
	No. of Ph. D. Supervisor
	Patent Published - Design/Utility
	Patent Granted – Design/Utility
	Technology Development

	Commercialization of Technology Transfer
	Consultancy Projects
	Research aligned to Sustainability Development Goals
Faculty Development	Number of faculty development training Attendance < One week One Week ≥ Two Weeks
	MOOCs Completion
	MOOCs/E-Courses Designed
	No. of Paper/poster presented in Conference/Seminar
	No. of Workshop/Seminar/ Symposium attended
	No. of teachers receiving National/International Fellowship
	Faculty with Ph. D. Degree (Ratio)
	Research Collaboration
	Awards and Honors
	Experience in current organization
Infrastructure Development	Availability of Class rooms, Laboratories, Seminar halls, Smart Class room
	Budget Adherence
	Construction Timeline Adherence
	Maintenance Cost per Square Foot
	Energy Efficiency Ratio
	Green Building Certifications
	Library development
	Library Investment
	Library Automation
	Facility Utilization
Industry Collaboration	No. of MoUs with Industry, Academic and Research Organizations (National/International)
	Number of Collaborative Projects/Activities
	Research projects sponsored by Industries
	Commercialization of Technology
	No. of Industrial Mentors
	Representatives of Industry personal in various boards/committees
	Internship/Training support for students/faculties
	Placement support
	Curriculum Enhancement Initiatives
	Sports facilities and activities

Student Support and Employability	Cultural activities
	NSS, NCC, other co-curricular and extracurricular activities
	No. of Students placed
	Workshop/Seminar organized for students
	Internship/Training participation
	Employability skill training/Career counselling activities
	Soft Skills Training
	Scholarship/Fellowship
	Activities related to Competitive exam
	Alumni engagement
Digital Transformation	GTU SARTHI
	LMS
	SAMARTH
	AI Integration
	Online Blogs
	Wi-Fi Campus
	Online Study Material
	Digital Library
	Paperless activities
	NAD Markcards facilities
	ABC
	Education ERP
	Plagiarism Softwares
	Social Media presence
Sustainability and Green Campus Initiatives	Ratio of Open Space to Total Area
	Vegetation Coverage/ Tree plantation activities
	Sustainability Budget Allocation
	Energy Efficiency Measures
	Renewable Energy Usage
	Carbon Footprint Reduction
	Recycling Program Participation
	Reduction in Paper and Plastic Usage
	Organic Waste Treatment
	Sewage and Toxic Waste Management
	Water Conservation Programs
	Water Recycling Systems
	Efficient Water Appliances
	Pedestrian and Bicycle Infrastructure
	Sustainability Curriculum Integration
	Sustainability Research Funding

	Sustainability Publications and Events
	Student Engagement in Sustainability
Internationalization	No. of International Student Enrollment
	Number of International Partnerships/MoUs
	International Experience Program (IEP)
	Research Collaboration Projects
	International Faculty Exchange
	Courses with International Content
	Dual/Twinning/Joint Degree Programs
	International Accreditation
	Intercultural Programs
	International Student Participation in Campus Activities
	Global Alumni Engagement
Promotion of knowledge of India (Dharohar Bhartiya Gyan Parampara Kendra)	Compliance with UGC IKS Guidelines
	Funding for IKS Initiatives
	Number of IKS-Integrated Courses Offered
	Number of Students Enrolled in IKS Courses/Certificate courses
	Credit Allocation for IKS Courses
	Number of Faculty Trained in IKS Pedagogy
	Faculty Participation in IKS Research and Development
	Number of IKS-Related Research Publications
	Collaborations with IKS Research Institutions
	Integration of IKS in Research Projects
	Student Participation in IKS Workshops and Seminars
	Student Feedback on IKS Courses

6.6 Review intervals

Sr. No .	Name of Committee	Frequency of review meeting
1	Board of Governance (BOG)	At least once in every quarter.
2	Academic Council (AC)	At least once in every quarter
3	Finance Committee	At least once in every quarter
4	Faculty Committee	Once in each semester
5	Board of Studies	Once in each semester
6	Internal Quality Assurance Cell	At least once in every quarter
7	Research Council (RC)	At least once in six months, or as often as it may be necessary.

8	Doctoral Research Committee (DRC)	At least once in three months, or as often as it may be necessary.
9	Innovation Council (IC)	Three meetings in a year
10	Planning and Monitoring Board (PMB)	At least once in every six months
11	Department of International Relation (DIR)	Minimum twice in a year (Preferably before the start of each academic term)
12	Board of Sports	At least twice in a year and may meet as often as required, if necessary.
13	Universities Library Committee	Once in every term
14	Board of Cultural Activities	At least twice every year.
15	Unfair Means in Examination Committee	After the conclusion of each semester examination

7. MONITORING AND EVALUATION

7.1 Mechanism for tracking progress (Online/Offline)

GTU has defined processes to develop and implement a monitoring and evaluation framework that tracks the university's progress towards its goals and objectives, and that identifies areas for improvement. For this purpose, different committees of GTU are formed to monitor and evaluate the various aspects of Governance, including finance, recruitment, purchase, academics, examinations, research, international relationship, sports and culture etc. as per regulations with their deliverables and outcomes.

GTU committees to handle various process of Governance are as follows:

A. List of various boards in administrative processes as per regulation:

1. Board of Governance(BOG)
2. Academic Council (AC)
3. Finance Committee
4. Faculties
5. Board of Studies (BoS)
6. Multi-Disciplinary Board of Inter- Disciplinary Studies
7. Internal Quality Assurance Cell (IQAC)
8. Research Council (RC) and Doctoral Research Committee (DRC)
9. Innovation Council (IC)
10. Department of International Relation (DIR)
11. Board of Sports
12. Universities Library Committee
13. Board of Cultural Activities
14. Unfair Means in Examination Committee
15. Board to Monitor activities of AIC, DIC, Idealab, Design Lab, CoEs, Robocon, SAE

B. Various boards for curriculum strengthening and external stakeholders' involvement:

- Board of Governance(BOG)
- Academic Council (AC)
- Faculties
- Board of Studies (BoS)
- Internal Quality Assurance Cell (IQAC)

C. Advisory boards on various skill sectors like

- Semiconductor
- Artificial Intelligence
- Electric Vehicles
- Fin-Tech

7.2 Mid-term review and feedback loop

Continuously Monitor, Evaluate, and Improve: GTU follows the continuous monitoring, evaluation and improvement process through collection of feedback from stakeholders, including faculty, staff, students, and external partners, to identify strengths, weaknesses, and areas for improvement in resilience planning and implementation. Use performance metrics, key performance indicators (KPIs), and benchmarking data to inform evidence-based decision-making.

The roles and responsibilities of various GTU Boards/committees for monitoring and evaluation of governance and their frequency of meetings are as follows.

1) Board of Governance (BOG):

- Frequency of meeting is at least once in every quarter.

Roles and Responsibilities

The Board shall be responsible for the general superintendence, direction and the control of the affair of the university and shall exercise all the powers of the University, and shall have the power to review the acts of the Academic Council and the Finance Committee and other committee or authorities constituted by the University.

2) Academic Council (AC):

- Frequency of meeting is at least once in every quarter

Roles and Responsibilities

- To approve or refer back with some modifications the proposed regulations including the regulations for special courses of studies or the division of subject in affiliated colleges and recognized institutions, as recommended by Board of Studies.
- To approve or refer back with some modifications the proposal for allocating subjects to the Faculties and assigning its members to the faculties.

- To approve or refer back with some modifications the proposals for the establishment of colleges, schools, institutions of research and specialized studies, libraries, laboratories; etc.
- To approve or refer back with some modifications, the proposals for the institutions of professorships, associate professorships, assistant professorship, lectureships and any other categories of teachers required by the University, and for prescribing their duties.
- To prescribe the qualifications for different classes of teachers, including additional qualifications, if any, for a particular post of teacher, whether in the University Schools or in any affiliated colleges or recognized institutions.
- To approve or refer back with some modifications the proposals for the institution of fellowship, travelling fellowship, scholarships, studentships, exhibitions, medals and 15 prizes and to make regulations for their award.
- To approve or refer back with some modifications the regulations for the examinations of the University and the conditions on which the students shall be admitted to such examinations.
- To approve or refer back with some modifications the provisions for conducting examinations and tests of University in different modes in the prescribed manner.
- To approve or refer back with some modifications the regulations for the equivalence of examinations.
- To approve or refer back with some modifications the regulations for granting exemptions from courses of study prescribed for qualifying for degrees, postgraduate diplomas, certificates and other academic distinctions.
- To review the academic policies of the University and give directions, whenever necessary, regarding methods of instruction, co-operation in teaching among colleges, evaluation of research and improvement of academic standards and allied matters.
- To recommend measures for interdisciplinary co-ordination and appoint committees or boards for engaging in projects and research on an interdisciplinary.
- To appoint committees to review the utility and practicability of existing courses of studies and the desirability or necessity of reviewing or modifying them in the light of new knowledge.
- To make proposals for the conduct of interdisciplinary and area or regional studies.
- To approve or refer back with some modifications such other regulations as it may think fit, for the proper academic conduct of the University and the conditions of discipline, residence (in hostel), corporate life and attendance of students, including fee concessions to them.

- To advise the University on all academic matters.
- To prescribe norms for granting affiliation, continuation of affiliation, extension of affiliation to colleges, and recognition, continuation of recognition, extension of recognition to institutions of higher learning and research or specialized studies.
- To recommend to the Board of Governors to accord recognition to institutions of higher learning, research or specialized studies on the recommendation of the Planning, Monitoring and Evaluation Board.
- To recommend to the Board of Governors for conferment of autonomous status on University institutions, Schools, affiliated or constituent colleges and recognized institutions in accordance with the norms of respective national statutory bodies.

3) Finance Committee

- Frequency of meeting is at least once in every quarter

Roles and Responsibilities

- To examine the annual account and annual budget estimates of the University and to advise the Board there on;
- To review from time to time the financial position of the University;
- To make recommendation to the Board on all financial policy matters of the University;
- To make recommendation to the Board on all proposals involving raising of funds, receipts and expenditures;
- To provide guideline for investment of surplus funds;
- To make recommendation to the Board on all proposals involving expenditure for which no provision has been made in the budget or for which expenditure in excess of the amount provided in the budget needs to be incurred;
- To examine all proposals relating to the revision of pay scales; up gradation of the scales and those items which are not included in the budget prior to placing before the Board; and
- To exercise such other powers and perform such other functions as may be conferred or imposed upon it by the regulations.
- To sanction all expenditure up to Rs.1,00,00,000 on behalf of the Board of Governors.
- To dispose of quotations and tenders received for the supply of materials, dead-stock, and execution of work and other expenditure.

- To consider such other matters as are referred to it by Board of Governors from time to time.

4) Faculty:

Each Faculty shall ordinarily meet once in each semester, and at other time when convened through the Registrar by the Dean, or in his absence, by the senior member amongst the member of the Faculty.

The University shall establish following faculties initially.

1. Faculty of Engineering and Technology
2. Faculty of Pharmacy
3. Faculty of Architecture
4. Faculty of Management
5. Faculty of Computer Science, and

Such other faculties as may be prescribed by the regulations.

Constitution of Faculty:

Each Faculty shall consist of

- i. Dean of the Faculty, who shall be the Chairperson of the faculty;
- ii. Dean of the Diploma courses, Only for Faculty of Engineering and Technology;
- iii. Chairperson of the Boards of Studies and Director of the School of Studies of the subjects in the faculty;
- iv. One teacher from each School of Studies, nominated by the Vice-Chancellor;
- v. Two Associate Dean by rotation to be nominated by Vice- Chancellor.

Roles and Responsibilities:

- Each Faculty shall have the general control and power of framing rules, and be responsible for, the maintenance of standards of teaching, research and examinations for the subjects comprised in it.
- To specify a common scheme of course structure, instructional hours, pattern of marks and evaluation, internal and external components for the courses / subjects included in Faculty;
- To forward the resolutions of the Boards of Studies, which are included in the Faculty, to the Academic Council along with its opinion /recommendations.

- To recommend to the Academic Council, the admission criteria, course structure, examination pattern and regulations for the award of Degrees, Diplomas and other 28 Distinctions for the existing and/or new courses offered by all those schools under the Faculty.
- To recommend the introduction of ‘School System’ in a given Faculty. Each School shall consist of group of Department/Center of Teaching that are inter- related, as decided by the Faculty.
- To deal with another matter relating to the concerned Faculty, and referred to it by the Vice-Chancellor / Board of Governors/ Academic Council.

5) Board of Studies:

- Each Board of Studies shall ordinarily meet once in each semester.

Roles and Responsibilities:

- To recommend, upon reference to it by the Board of Governors or the Academic Council, the Faculty or otherwise, the courses of study in the subject or group of subjects within its purview.
- To recommend, on its own the courses of study in the subject or group of subjects within its purview.
- Recommend books, including text books, reference books, monographs, etc. for the different subjects under the discipline concerned of that faculty.
- To recommend to the Faculty and the Academic Council, for its approval, the preparation and publications of selections or anthologies of the writings or works of authors and other masters in any subject or group of subjects, together with synopsis of the selections or anthologies, and the names of the authors and masters and of the persons who may, in its opinion, be considered as appropriate for the relevant subject.
- To bring to the notice of the Faculty, Planning, Monitoring and Evaluation Board, Academic Council or the Board of Governors, as the case may be, matters of importance relating to the examinations in the subjects or group of subjects of every discipline of each faculty concerned.
- To recommend the syllabus for subjects of the discipline.

6) Internal Quality Assurance Cell:

- Frequency of meeting is at least once in every quarter

Roles and Responsibilities:

- Develop and apply quality benchmarks/parameters for the various academic and administrative activities of the University.
- Facilitate the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrange for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- Disseminate information on the various quality parameters of higher education.
- Organize inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Document the various programs/activities of the University, leading to quality improvement.
- Act as a nodal agency of the University for Coordinating quality-related Activities, including adoption and dissemination of good practices.
- Develop and maintain Institutional database through Management Information System for the purpose of maintaining /enhancing the institutional quality.
- Develop Quality Culture in the University.
- Prepare the Annual Quality Assurance Report (AQAR) of the University based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format.
- Bi-annual development of Quality Radars (QRs) and Ranking of Integral Units of the 36 University based on the AQAR.
- Interact with SQACs in the pre and post accreditation quality assessment, sustenance and enhancement endeavours.

7) Research Council (RC) and Doctoral Research Committee (DRC):

- The Research Council shall meet at least once in six months, or as often as it may be necessary.
- The DRC shall meet at least once in three months, or as often as it may be necessary.

Roles and Responsibilities of Research Council (RC) & Doctoral Research Committee (DRC):

The Research Council is a policy making body in respect of all matters relating to research, both fundamental and applied, in the University, and will suggest such action as may be necessary for encouraging, monitoring, motivating and coordinating research activities in the University. The recommendations of Research Council shall be approved for implementation by Vice-Chancellor after seeking opinion of Academic Council.

- Suggest various steps for promoting quality research in the University, and for this purpose call for such reports and other information as may be required from time to time from all those concerned with research in the University;
- Suggest the areas of research which the University could undertake in a time-bound and goal-oriented projects funded by the Centre/State Governments or other funding agencies, both national and international, industries and companies;
- Formulate all policies related to award of research degree like Ph.D., M. Phil, D.Phil., MS (Research), etc. program in accordance with the prevailing guidelines issued by the national regulatory bodies like UGC, AICTE, etc.
- Formulate Mechanism to monitor progress of research scholars enrolled for research degrees;
- Evolve mechanism to accord a person recognition as Ph.D. Supervisor and Doctoral Progress Committee Member;
- Evolve policy and mechanism for its effective implementation as well as promotion of Intellectual Property Rights;
- Evolve a policy and mechanism of commercialization of Intellectual Property;
- Evolve policy for funded research projects;
- Evolve policy for consultancy;
- Evolve policy for Plagiarism;
- Evolve policy for transfer of credits for Academic Mobility;
- Based on the areas of expertise and facilities available in the schools and laboratories of the University, suggest –
 - (i) Nature and type of consultancy and testing services to be provided for various types of users like industries, companies and other institutions in India or abroad;

- (ii) Fees to be collected for such services; and to determine the proportional distribution of consultancy fee between the University, schools and the investigator;
- (iii) The purposes for which the fees so collected are to be utilised;
- Evolve policy to monitor the research projects undertaken in the schools/colleges, and suggest for their proper completion;
- Encourage interdisciplinary and multidisciplinary research in the University, and in collaboration with other research institutions;
- Investigate any case of plagiarism indulged by any teacher and/or researcher of the University, and to submit a detailed report to the Board of Governors;
- Consider such other issues relating to research as may be referred to it by the Vice Chancellor or any other Authority of the University;
- Doctoral Research Committee (DRC) for every sub-discipline under each faculty shall recommend/ take decision(s) as per the policy framed and mechanism evolved by the Research Council (RC) in respect of all following matters-
 - Admit and register candidates to leading to research degree with the approval of the Vice-Chancellor.
 - Obtain and maintain a database pertaining to admissions, registrations, reservation category, research supervision, research topic, payment of fees, etc;
 - Obtain and maintain database on pre-PhD examination, field work/lab work, publications, pre-submission seminars, submission, etc. related to the research students/scholars;
- Grant leave to Research Scholars, cancel M.Phil./Ph.D. registrations, recommend
 - i. Modification of titles for Ph.D. / M.Phil.
 - ii. Allow change of Supervisors and Doctoral Progress Committee Members
 - iii. Early submission of thesis / dissertation and
 - iv. Extension of time for submission of thesis / dissertation, all in accordance with University rules;
 - v. Recognize research supervisors/co-supervisor on the recommendations of the Research Committee constituted for the purpose, as per University rules,
- Allocation of Supervisor/s to eligible candidates in order of merit;
- Appointment and Allocation of Co-Supervisor;
- Appointment and Allocation of Doctoral Progress Committee for each enrolled Research Scholar;

- Recommend examiners/subject experts for entrance examination, research proposal presentation, course work, etc.; Consider such other issues relating to research as may be referred to it by the Vice-chancellor or any other Authority of the University.

8) GTU Ventures:

- Frequency of meeting is 3 meetings in a year.

Roles and Responsibilities:

- To promote culture of creativity, innovation, design and entrepreneurship among students, faculty members affiliated to GTU Colleges and allied stakeholders.
- To deploy broad agendas of student start-up policy developed by GTU and other national roadmaps to promote start-up India action plans.
- To implement and handle operations and management of start-up and innovation incubation at Gujarat Technological University.
- To develop, framework and implement policies/strategies to support start-ups, entrepreneurs and innovators at GTU and its affiliated institutes.
- To create decentralized facility for best possible pre incubation, incubation and acceleration support for young innovators and start-ups at no- or low-cost and/or against equity-sharing basis so that it become self-sustainable.
- To make holistic efforts to create multi stakeholder, decentralized innovation and startup ecosystem in GTU and Gujarat State
- To create systematic efforts and institutionalize support systems for IPR, Technology transfer, IP awareness, creation and commercialization.
- To create and execute end to end support system for innovation and start-ups right from ideation stage to scale up phase.
- To facilitate business support system for incubated start-ups and others in the network along with prototyping, designing, market access, funding linkages, mentoring, etc through common window.
- To invest and facilitate external investments in innovation and start-ups at seed, angel, VC and other stages as required for start-ups in case to case basis.
- To create common resource/facilities for innovators and start-ups.
- To support alumni start-ups and innovators from GTU affiliated colleges and support alumni engagement programs.

- To conceive and execute innovation, start-up, design, ecosystem, IPR and allied related events, conferences, symposium, boot camps, demo day and workshops to build capacity of stakeholders and support broad goals of innovation and entrepreneurship agenda.
- To build linkages, partnerships and associations with other start-up support systems and start-up ecosystem stakeholders such as the Government, Universities, educational institutes, incubators, accelerators, funding agencies, policy making agencies, etc.
- To Scout and implement best practices of innovation, start-ups, incubation, and ecosystem development involving various national and internal organizations.
- To research, document and publish research, innovation, start-up and allied efforts for benefiting the ecosystem.
- To take measures to link industry-academia-governance while facilitating various innovation and entrepreneurship efforts.
- To organize, manage, conduct, sponsor, promote, advertise various innovation/tech/start-up festivals, awards , technical fairs, educational fairs, science fairs, seminars, conferences and Exhibitions of innovative researches for promotion of education, research and knowledge in the area pure sciences, social sciences, Arts, engineering and management and to collect membership fees , sponsorships advertisements and model presentation fees , model launching fees from the Universities, colleges, students , industries and other participates of technology festivals (tech-fest) ,technical fairs, educational fairs, science fairs, seminars, conferences and Exhibitions and similar platforms to showcase creativity, innovation and start-ups.
- To develop new pedagogic interventions through new academic programs/courses, facilitate co-curricular and community driven innovation and entrepreneurship efforts.
- To develop joint initiatives with public and private sector organizations to make GTU a truly innovative and start-up supporting University ecosystem.
- To consult and offer services to other stakeholders/organization on innovation/entrepreneurship and similar domain in public and private sector based on the insights from own efforts and scale the impact.
- To create R&D and other infrastructure based support systems as needed for innovators and start-ups.
- To provide educational, vocational, training to Youth and students of various colleges, universities and help them in building innovation and entrepreneurial abilities.

- 24. To develop exposure program for innovators, start-ups, researchers from GTU Ecosystem.
- To undertake initiatives for skill development of students, faculty members, innovators, start-ups and allied stakeholders.
- To undertake initiatives like skill-market linkages, placement and allied efforts to provide opportunity for youth/students.
- To undertake joint collaboration based efforts with Universities and other organizations in India and abroad involved in research, innovation, entrepreneurship and policy for exchange programs and mutual benefiting causes towards achieving key goal of the company.

9) Department of International Relations (DIR):

- The meeting of department of International Relations will be conducted minimum twice in a year (Preferably before the start of each academic term).

Roles and Responsibilities:

- Admission and Administration of all activities related to Foreign students (Sponsored by ICCR/other organizations and Self-Financed): These activities may include some key activities like:
 - Continues contact and interactions with ICCR/other concerned organizations for getting good numbers international students each year,
 - Scrutiny, Selection, Institute Allotment of International Students,
 - Exploring the relevant institutes or sources for getting Self-Financed International Students and building strong relationship with them,
 - Enrollment, and other academic activities for international students,
 - Monitoring the progress through progress reports, continuous interactions with Institute Mentors and students,
 - Maintaining the relationship with concerned government departments like FRRO, MoEA of GOI, etc.
 - Arranging students' centric activities like welcome and farewell events as well as cultural events for providing rich and comfortable environment to international students,
 - Making and maintain dedicated Web Portal for International Students.

- International Experience Program (IEP) – Outward Mobility: These activities may include some key activities like:
 - Exploring the new foreign Universities for new branches,
 - Exploring new models and areas for organizing IEP additionally to the existing structure,
 - Maintaining relationship and negotiations with existing Universities for continuation of IEP qualitatively and cost effectively,
 - Various activities involved in execution of the program starting from announcement to students' departure for various countries and after the completion of program, receiving students back and processing their result,
 - Maintaining good relationship with concerned Embassies of countries for easy operations of visa and related issues.
- Maintaining and exploring the collaborative opportunities with foreign universities.
 - Maintaining and Exploring collaborative opportunities with foreign universities in-line with GTU's academic scope of operations,
 - Exploring new areas of collaborations like Students and Faculty Exchange, Joint Research, joint events, Dual and Joint Degree and Certificate programs, etc
- Appointment of foreign professors as co-supervisor in GTU Ph.D. program
- Collaborations with various foreign Industries/organizations for various academic and consulting activities.
- Participation in various events nationally and internationally to promote internationalization.
- Other related academic and administrative activities.

10) Board of Sports:

- The Board of Sports shall meet at least twice in a year and may meet as often as required, if necessary.

Roles and Responsibilities:

- To frame rules for the control and conduct of various sports, games, tournaments and similar activities;
- To plan and prepare programs under the National Service Scheme, N.C.C, etc.
- To prepare and present to the C.A.O the Annual Budget of the Board of Sports.
- To allot funds to various Committees and sub-committees.

- To make arrangements for the purchase of materials and other necessary equipment, to secure grounds and other appendages in order to ensure the proper discharge of its functions and for the fulfilment of its objectives.
- To organize coaching camps with a view to raise the standards of sports in general and increase the capacities of sportsmen in particular.
- To decide in which games, sports and tournaments the University should participate in the Inter University tournaments/competitions.
- To select players for the various teams for participation in Inter- University tournament/competition.
- To appoint committees and sub-committees whenever necessary.
- To organize and conduct University and Inter-University sports meets.
- To incur expenditure within the frame-work of the sanctioned budget.
- To institute and receive Prizes and Trophies and to receive donations for the purpose.
- The University shall collect such amount, which will be decided by the Board of Governors, from time to time, per year per student borne on the rolls of the University as on the 1st day of August of the year concerned for the purpose of organization of sports.
- Generally, to do everything except financial commitments, for the promotion of sports within the University and to advise the University in all matters pertaining to sports.
- To nominate team Managers, Selection Committees and Coaches for the teams which are participating in the Inter-University tournaments

11) Universities Library Committee:

- The Committee shall meet once in every term.

Roles and Responsibilities:

- To make recommendations to the Board of Governors,
 - regarding the administration of the fund set apart for the Library;
 - regarding the requirement of the staff of the Library;
 - regarding other matters connected with Library;
- The committee shall report to the Board of Governors, for information, the purchase of books and disposal of such books as in the opinion of the Committee, are either worthless, unserviceable or otherwise useless. For the purpose of the regulation, books shall include manuscripts and periodicals;

- The Committee shall have the power to make rules governing the use of the Library from time to time and to amend them. Such rules, and any amendment made therein, shall be reported to the Board of Governors;
- The Committee shall have the power to write-off books lost during any year, of the value not exceeding Rs.5, 000/- after holding necessary inquiry and shall report the matter to the Board of Governors.

12) Board of Cultural Activities:

- The Board shall meet at least twice every year.

Roles and Responsibilities:

- To organize the cultural and literary activities of the University and to recommend to the Vice-Chancellor entries for such activities or competitions of such activities at the State level or All India level;
- (ii) To organize youth festival competitions, if any, and to recommend to the Vice-chancellor entries for such festivals or competitions at the State level or All India Level;
- To provide workshops and to arrange for hobby centers in the University, when provision for financing such activities are made by the Board of Governors.
- (iv) To take up any other project to promote cultural and literary activities, amongst the students of the University in general and to make rules for the same after the finances are provided by the Board of Governors.
- To appoint sub-committees to consider and to decide such matters as may be referred to them by the Board;
- to plan its activities in such a manner that co-ordination is effected between the colleges and University, for purpose of organizing its activities, and
- to carry out the activities which may be referred to it by the Board of Governors.

13) Unfair Means in Examination Committee:

- The UFM Committee shall meet after the conclusion of each semester examination on the dates fixed by the Vice-Chancellor.

Roles and Responsibilities:

The committee inquire on all matters connected with the students booked under UFM/Malpractices. After detailed inquiry, the Committee shall prepare a Report giving its recommendations to be imposed, for the consideration of the Vice – Chancellor.

14) GTU alumni Association

The official name of the association shall be Gujarat Technological University Alumni Association, hereinafter called the GTUAA. The Registered Office of the Association shall be situated at the Head Office of Gujarat Technological University (GTU).

The affairs of Alumni Association shall be managed by the Executive Board. The executive board will ordinarily meet once in a year but the secretary may call an emergency meeting at any time with prior notice of 7 days.

Vision:

To activate and keep the alumni connected in a network for their own good and the Alumni mater, and to engage the University's global community to advance the University's excellence.

Mission:

- To provide a vibrant forum that promotes interaction and networking amongst alumni of the University
- To help the alumni achieve their professional goals.
- To facilitate the association of alumni with their Alumni Member.
- To contribute to the University's vision of being recognized among the world's leading institutions in academics, research excellence and innovation.

Objectives:

The objectives and purposes of this Association shall be to develop and encourage the interest of the Alumni in GTU and generally to do all lawful things for the welfare, benefit, and betterment of the GTU and its faculty, students, former students, graduates and staff. GTUAA shall foster and encourage Alumni to contribute in the GTU and in higher education.

The objectives of the Association, though not exhaustive, shall be to:

1. Organize and operate exclusively for educational and such other purposes as a non-profit organization dedicated to advancing the excellence of learning systems at GTU and for

enhancing the reputation of GTU, in India and abroad, as a distinguished University of higher learning.

2. Work with GTU in meeting the educational and recreational needs of the alumni; and encouraging united action in promoting the advancement of every alumnus.

3. Organize continually the programs of advanced education at GTU and its chapters in India and abroad and provide regular communication about such programs including about opportunities at the research centers of GTU.

4. Maintain records and collect statistics concerning alumni and to provide support to the alumni offices and thereby the Council of GTUAA.

5. Encourage a spirit of loyalty, friendship, services and benevolence among the Alumni.

6. Render advice and guidance on matters relating to the alumni to GTU.

7. Promote and develop chapters and foster affiliates of the Association internationally by interaction in its correct perspective among the chapters and affiliates.

8. Ensure adequate representation of GTUAA in Government and Industries by nominating Alumni representatives wherever possible and necessary.

9. Publish after consultation with the Executive Board the Alumni News in the form of GTUAA Newsletter, to be distributed to alumni for the purpose of disseminating information about the University and the alumni.

10. Provide support to raise funds for the University by gift, endowment scholarship, donation or any other means.

11. Give awards to alumni for outstanding work in promoting the welfare of the GTU, Society, state or country or for outstanding performance in activities related to culture, art & science, technology, social service or any other area which brings pride for the University.

12. To encourage and facilitate the alumni taking up activities that are geared to improve society at large and contribute to national development.

13. To mobilize, arrange, spend and utilize funds required to manage the affairs and activities of the association.

14. Any other activity(ies) which is/are in the larger benefit of society, university, educational institute(s), students or alumni.

Apart from above mentioned committees, the university has established various cells to address specific safety concerns and ensure the well-being of all stakeholders, including students, faculty, and staff. These committees include:

Sexual Harassment & Internal Complaint Committee: This committee addresses issues related to sexual harassment within the university. It likely provides a forum for filing complaints, conducting investigations, and implementing preventive measures. The committee ensures compliance with relevant laws and policies, offers support to victims, and maintains confidentiality.

Anti-Ragging Committee: Typically, this committee works to prevent and address ragging (hazing) within the university. It creates awareness among students about the consequences of ragging, monitors activities to prevent such incidents, and takes action against violators.

Women Development Cell: Vidhushi Gargi Center for Women Development at Gujarat Technological University (GTU) is constituted to extent a congenial environment to contribute in inclusive growth of all, particularly women in and around the ambit of the academia. The center aims to give safe, secure environment and empower women through knowledge sharing, training and aptitude building exercises and programmes. Centre for women development shall create opportunities and environments to facilitate women to reach to the peak of their naturally endowed potential, and thereby enriching organizational and social life.

Equal Opportunity Cell: To oversee the effective implementation of policies and programmes for disadvantaged groups, to provide guidance and counselling with respect to academic, financial, social and other matters and to enhance the diversity within the university campus.

Grievance Redressal Cell: The objectives of this cell are to maintain an inclusive educational atmosphere throughout the campus including Learning resources and Student support, to develop a responsible and cordial Student-Teacher and Student-Student relationship and to encourage students to express their concerns and grievances with self-respect and without any fear of being victimized.

7.3 Stakeholder involvement

At the moment, the level of trust that GTU has among its stakeholders and outsiders is likely to be influenced by a mix of these variables, as well as the university's reputation for academic achievement, integrity, and devotion to serving its constituents.

- **Accreditation and Rankings:** GTU's accreditation from recognised authorities and high rankings in national and international assessments demonstrate faith in the quality of its education and research.
- **Industry Partnerships and Placements:** GTU's strong links with industry partners, good placement rates, and positive comments from employers indicate that graduates are well-prepared and respected by the industry, demonstrating trust in the university's programmes.
- **Alumni Success:** The achievements and contributions of GTU alumni in various disciplines can indicate the quality of education and assistance provided by the university, impacting trust from existing and potential stakeholders.
- **Transparency and Accountability:** Open communication, open policies, and accountability systems build trust among stakeholders and demonstrate GTU's commitment to ethical standards and responsible governance.
- **Community Engagement:** Participating in outreach, social impact programmes, and joint projects with local stakeholders can foster trust and goodwill among the community, demonstrating GTU's commitment to societal development.
- **Feedback Mechanisms:** Regular feedback gathering and responsiveness to stakeholders' wants and concerns can help to build trust and confidence in GTU's ability to address issues and continuously improve its services.
- **Committees:** GTU has formed following committees in which the external stakeholders are directly involved for the strengthening of the curriculum and quality of education.
 - Board of Governance(BOG)
 - Academic Council (AC)
 - Faculties
 - Board of Studies (BoS)
 - Internal Quality Assurance Cell (IQAC)

8. RISK MANAGEMENT

8.1 Identification of key risks

Currently, Gujarat Technological University (GTU) has a system in place for promptly addressing any failures or issues that may arise. This includes a dedicated grievance redressal mechanism where students, faculty, and other stakeholders can report problems and expect timely resolution. Moreover, GTU conducts regular assessments of potential threats and vulnerabilities that could impact academic services, including facilities, faculty availability, exam administration, and result announcements. Utilization of data-driven approaches and scenario planning techniques to identify and prioritize risks, taking into account both internal and external factors.

8.2 Mitigation strategies

GTU follows safety measures to overcome the key risk by conducting comprehensive assessments of campus facilities, infrastructure, and technology to identify potential safety hazards and address them promptly, develop and maintain emergency response plans, including fire safety protocols, disaster preparedness, and security measures and regularly evaluate and update campus security systems, including surveillance, access control, and emergency communication systems.

Safety and Security of Girl Students: CCTV cameras are strategically placed in every corner of the building to ensure the safety and well-being of both the students and the staff.

SAMVAD for counselling: GTU WDC has established “SAMVAD” A Counselling and Stress Management Centre at GTU. The existing practices at "SAMVAD – The Happiness Center" within Gujarat Technological University (GTU) underscore a proactive approach to promoting positive mental health among students and staff members. SAMVAD's emphasis on "Prevention is better than cure" reflects a commitment to addressing social, psychological, emotional, and academic needs through various awareness programs and support services.

Day Care Center for Young Children: In Line with the UGC Scheme for Day Care Centers, Gujarat Technological University provides day care facilities on payment basis at university for children of around Six Months to Six Years of age, when their parents (University employees/ student) are away from home during day.

The University has a well-developed Crèche for the employees of university which consists of basic amenities like AC rooms, Toys, Kitchen facility, 24X7 water and electric supply, CCTV facility for safety of Child, Well Trained Two Full Time Lady Care taker available during the day and situated in the peaceful area of the University Chandkheda campus, Ahmedabad. Rules are formed for Admission of Child in University Crèche.

Various activities carried out for Learning, to make aware about Good habits and Bad habits in daily routine.

IT infrastructure security and preventive measures: Robust security measures, including firewalls, antivirus software, and data encryption tools are used for protecting sensitive

academic & personal information from unauthorized access. A dedicated IT team monitors the information flow, network traffic and report to the concerned authorities for any malicious activity as soon as it occurs.

Employee insurance system: University has taken a group medical insurance for the contractual employees having coverage of Rs. 3, 00,000 /- and cashless medical facility.

Environmental, Hazards management system

- **Solid Waste Management:** The waste management practices at GTU showcase a comprehensive approach across various waste categories. Dry and Wet waste collection bins are strategically placed in campus areas, promoting source-level segregation.
- **Liquid Waste Management:** Liquid waste, including Grey water and Black water, undergoes treatment within Ahmedabad Municipal Corporation's Sewerage System, aiming for a Zero discharge concept.
- **Biomedical waste management:** Biomedical waste adheres to government guidelines, classified and segregated using a four-colored bin system at GTU's Atal Incubation Centre (AIC). Authorized vendors like E. coli Waste Management Pvt. Ltd. collect and dispose of biomedical waste after proper treatment.
- **E-waste management:** E-waste management aligns with the university's IT policy established in 2020.
- **Waste recycling system:** The recycling system directs solid and liquid waste to treatment/recycling plants managed by Ahmedabad Municipal Corporation.
- **Hazardous chemicals and radioactive waste management:** Hazardous chemicals and radioactive waste receive specialized treatment. Acids undergo neutralization with Calcium hydroxide before disposal, while Alkalies are neutralized using Sulphuric acid. Organic solvents are reclaimed through distillation under controlled conditions.

GTU's waste management strategy integrates systematic collection, segregation, treatment, and disposal methods for diverse waste types, emphasizing environmental responsibility and compliance with regulatory standards. This approach ensures effective waste handling while minimizing environmental impact.

Quality audits on environment and energy are regularly undertaken by the institution like Green Audit, Environment Audit, and Energy Audit.

9. BUDGET AND FINANCIAL PLAN

Financial and budgetary sustainability are crucial aspects of managing the finances of an organization, government, or individual. It refers to the ability to maintain a healthy financial position over the long term by ensuring that income exceeds expenditures and that resources are allocated efficiently and effectively. Here's a detailed writeup on these concepts which we follow at GTU.

In general, ensuring financial sustainability requires managing finances in a way that ensures the long-term viability and economic health of GTU. An appropriate plan of planning and management of financial resources in terms of fees, consultancies, project overhead, government industrial projects is always done in such a way that ensures that income exceeds expenditures, allowing for the accumulation of reserves and the ability to meet future financial obligations.

Key components of financial sustainability followed at GTU includes:

1. **Income Generation:** Ensuring a steady and diversified income and revenues from sales, grants, donations, or investments is the key which we intend to follow so as to mitigate risks associated with fluctuations in any one source of income.
2. **Cost Management:** Controlling costs is essential for maintaining financial sustainability. This involves careful budgeting, monitoring expenses, and identifying areas where costs can be reduced or optimized without compromising the quality of goods or services. For this all the schools are asked for their budgetary requirement at the beginning of financial year and the same is followed to ensure spendings is within limits. Some contingency grants are also kept aside so that in case of emergency it may be utilized.
3. **Debt Management:** Managing debt levels is crucial for financial sustainability and GTU as of now ensures to keep a plan in place for repaying debt and to avoid taking on excessive debt that cannot be serviced.
4. **Reserve Funds:** Building and maintaining reserve funds are important for financial sustainability. Reserves can help organizations weather financial emergencies or unexpected expenses without resorting to borrowing or cutting essential services and GTU has dedicated fund for that which is different from annual recurring budget of university.

5. **Financial Planning:** Developing a long-term financial plan is essential for achieving financial sustainability. This plan should outline financial goals, strategies for achieving those goals, and metrics for measuring progress. The same exercise is done annually, and the financial plans are reviewed based on inputs received from stakeholders.

Sustainability refers to the ability to maintain a balanced budget over the long term and generate revenue to mitigate expenses and not depending much on government support. A balanced budget occurs when revenues equal expenditures, resulting in no deficit or surplus. However, university will strive to achieve diverse sources of revenue generation from financial year 2027-28 and accumulate a dedicated university development fund of Rs. 100 crores up to financial year 2029-30. From financial year 2030-31, university will have to again generate revenue and identify diverse sources of revenue generation.

Key components of budgetary sustainability include:

1. **Revenue Generation:** Ensuring that revenue sources are sufficient to cover expenditures is essential for sustainability. This may involve identifying new revenue sources, increasing existing revenues, or reducing expenditures to align with available revenues. In this case university has already initiated schools offering PG, UG and PHD courses at all the schools with 2-3 disciplines which we intend to expand in a gradual manner in the coming year, and this will create a steady source of income. Besides university has plan to create incubation space, other diversified integrated programs, skill development courses, certificate or diploma courses for working professionals so that the revenue generation sources are diversified. University also earns a sizable amount of revenue from exam fees and affiliation fees which we intend to compound in coming years.
2. **Expenditure Control:** Controlling expenditures is crucial for maintaining a balanced budget. This involves careful budgeting, monitoring spending, and prioritizing expenditures to ensure that essential services are maintained while avoiding unnecessary costs. This is done in every school and department to ensure expenditures are predicted well in advance with limited scope of contingency, further schools are advised to use their facilities to generate more funds through consultancies, and industrial projects. Industrial projects at different schools like SAST, GTU SP, GTU SET, GTU SMS and GTU-ITR are also an additional source of overhead for schools which help maintain the expenditures within limits.

3. **Long-Term Planning:** Developing long-term budget plans can help ensure sustainability. This involves forecasting future revenues and expenditures, identifying potential challenges, and developing strategies to address them. University has a well-defined finance cell which looks after this by ensuring that funds are properly invested, disbursed and accounted for
4. **Efficiency and Effectiveness:** Ensuring that budgetary resources are allocated efficiently and effectively is essential for budgetary sustainability. This may involve conducting regular reviews of budgetary processes and identifying opportunities for improvement. An internal financial audit and external audit is also conducted as part of this exercise to avoid last minute hustle.

In conclusion, financial sustainability is essential for ensuring the long-term viability and health of GTU. By carefully managing finances, controlling costs, and planning for the future, GTU can maintain a solid financial footing and avoid the pitfalls of unsustainable debt and financial instability.

In case of Government Universities either State or Central, it is the thumb rule for each and every University Officer, to implement the decisions of the following mentioned bodies viz.,

1. The decisions taken by the Finance Committee,
2. The decisions taken by the Board of Governance,
3. The General Resolutions of State Government and Central Government
4. The Financial Rules of the State Government and Central Government.

In case of managing the University's Financial Assets, though the roles and responsibilities of the Drawing and Disbursing Officers (i.e., in the Layman's Language the Cheque Signing Authorities) have been the predominating one, nevertheless all the other officers also are bound to act accordingly. They must look after whether the Financial Assets of the University are being utilized effectively, taking into consideration Generally Accepted Accounting and Auditing Principles (GAAP), such as the Conservatism Principal.

Whenever the discussion takes place of the policies shall outline the roles and responsibilities of various university/institution officers and organizations in managing the University's Financial Assets, in case of any of the Government Establishments, it is required always to take a note that each and every government officer has to take any of the financial decisions in office

as if he/she is taking financial decisions at their respective homes. i.e., by taking the utmost personal interest to save the money of the Government.

As far as the hierarchy provided in the Gujarat Technological University Act, 2007 is concerned, the chronological order is 1) The Chancellor, 2) The Vice Chancellor, 3) The Registrar, 4) The Board of Governance, 5) The Finance Committee, 6) The Officers and Employees of the University. The Vice Chancellor acts as a Chairman of both Board of Governance and the Finance Committee. Any financial decision which is a policy matter is put before the Finance Committee, for having the necessary approval. Once the Finance Committee approves the matter, then it is put before the Board of Governance, to have the Final Approval.

Once the final approval of the Board of Governance is obtained, it becomes the considerable norm of all the Officers / Employees to obey and implement the same. It is necessary for each and every Officer / Employee to keep in mind that any financial decision must be taken in Public Interest / Welfare.

Moreover, it is also necessary to follow the Accounting Standards and other prevailing rules and regulations of the Institute of Chartered Accountants, in the contemplation of the Act, 1949 pertaining to the Social Audit. The officers must also have to comply with the Internal as well as Statutory Audit objections, which are mentioned in the Annual Report of the University, from time-to-time basis.

Moreover, the University has its Regulations of 2017, which also guide the way of carrying out financial decisions.

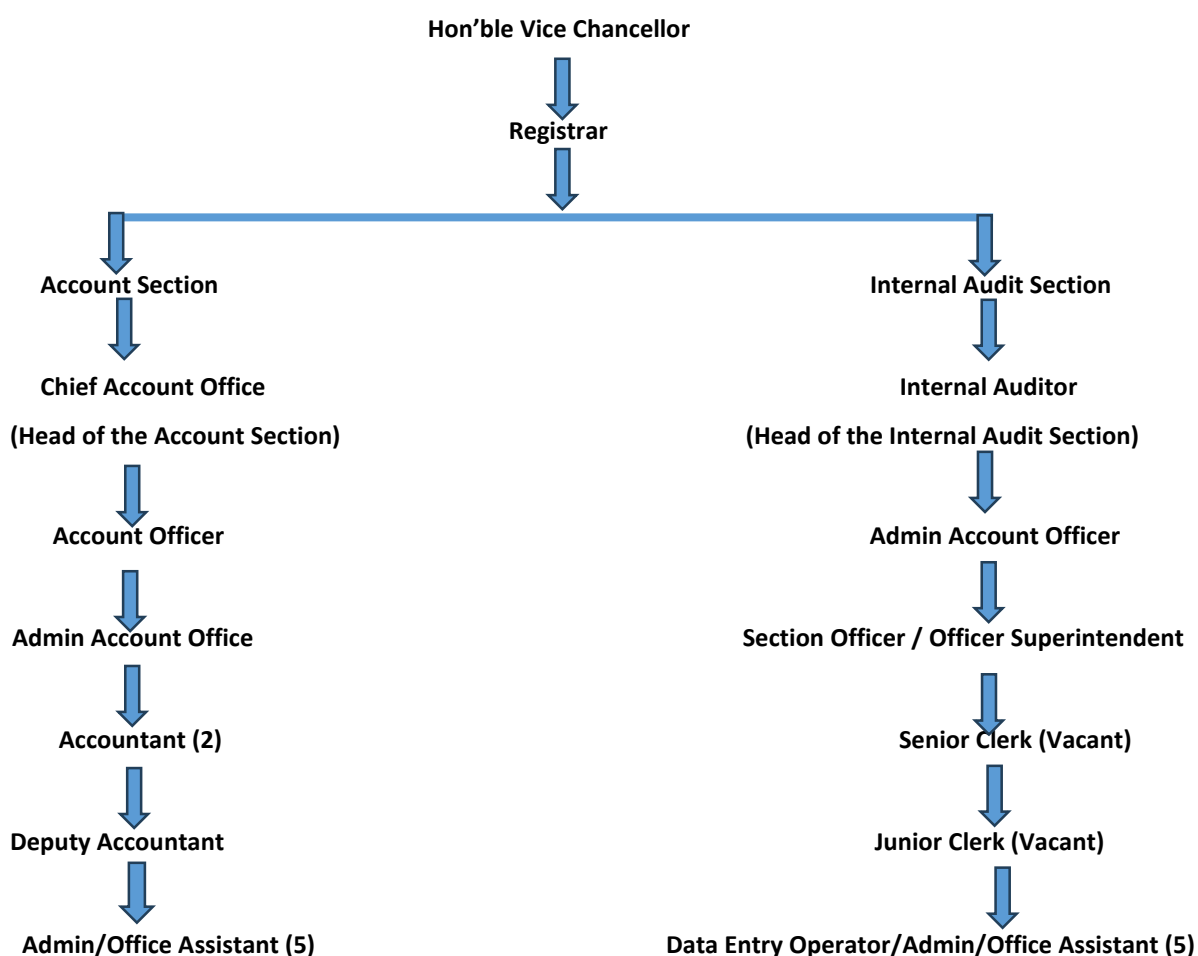
Here the main sections of the GTU Act 2007 are kept in mind dealing with the Financial Decisions to be taken by any officer / employee of the University.

- Section 9 – Empowers relating to the appointment of the Chancellor,
- Section 11- Empowers relating to the appointment of the Vice Chancellor,
- Section 15- Empowers relating to the appointment of the Board of Governance,
- Section 21- Empowers relating to the appointment of the Finance Committee,
- Section 25- Empowers relating to the appointment of the Registrar,
- Section 33- Empowers relating to the Fund of the University,
- Section 34- Empowers relating to the Accounts and Audit,

- Section 35- Empowers relating to the Submission of the Annual Report,
- Section 40- Empowers relating to the fact that each and every Officer, Employee are meant to be the Public Servant as referred to in the Section 21 of the Indian Penal Code,
- Section 42- Empowers relating to the State Government to issue directions from time-to-time basis etc.,

Conclusively, it can be interpreted that the Financial Assets of the Government Establishment must be utilized in such a way so as to avoid any sort of Audit Objection. It can always be justified if it is utilized in Public Interest / Welfare. The commensuration of the activity and the amount spent also matters a lot, especially in the case of Public Enterprises.

Staff Providing Financial Service or the existing team of the university looking after finance functions is as per below.



10. ANNEXURES

11.1 Supporting documents

11.2 Organizational structure

11.3 Policies

11.4 Data tables, graphs, or additional references