



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

REVA UNIVERSITY

RUKMINI KNOWLEDGE PARK, KATTIGENAHALLI, YELAHANKA

560054

www.reva.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

REVA University is a **State Private University** established in Karnataka State under the *Government of Karnataka Act No. 13 in the year 2012* in Bengaluru, the IT capital of India. The University commenced its academic activities in the academic year 2013-14. The University is **spread over 45 acres of land** and has a sprawling green campus. The University is recognised by the **University Grants Commission (UGC)** and is approved by the **AICTE (All India Council for Technical Education)**, **BCI**, **COA** and other regulatory bodies.

In less *than a decade*, REVA University, Bengaluru, has established itself as a leader in the field of education by earning recognition as a forward-thinking institution across all disciplines. In addition to a significant emphasis on research and collaborations, the University places a heavy emphasis on programmes at both the undergraduate and postgraduate levels. The University has a **DIAMOND Band ranking from QS I Gauge**. Currently, as per **QS Asian University Rankings**, it is **ranked 47th** among all the private Universities of India and **6th** among all **private universities of Karnataka**. In **NIRF ranking 2023**, REVA has entered **BAND 51-100** for **Innovation**

REVA currently has numerous students on campus that come from all around the country. In its mission to become a social impact university, REVA University has initiated several *University Social Responsibility initiatives*. **Jagruti, Abhivridhi, Vanamahotsava, Education on Wheels, and Pragna** are a few of the several projects in REVA. REVA has now moved on to become a Social Impact University and has aligned with the United Nations Sustainable Development Goals. Through these initiatives, REVA aspires to become an innovative University by developing a social connection with leadership qualities, ethical and moral values, research culture, and innovative skills through higher education of global standards.

The University takes pride in its legacy set by its *Founder Chancellor, Dr. P. Shyama Raju*. **Dr. P. Shyama Raju** is an Indian entrepreneur, philanthropist, and educationist based in Bengaluru, Karnataka. As a philanthropic gesture of giving back to society what you earn from society, Dr Shyama Raju founded the REVA Group of Educational Institutions under **Rukmini Educational Charitable Trust**.

Vision

“**REVA University** aspires to become an innovative university by developing excellent human resources with leadership qualities, ethical and moral values, research culture, and innovative skills through higher education of global standards”.

Mission

- To create **excellent infrastructure** facilities and state-of-the-art laboratories and incubation centers.
- To provide **student-centric learning environment** through innovative **pedagogy** and **education** reforms.

- To **encourage research and entrepreneurship** through collaborations and extension activities.
- To **promote industry-institute partnerships** and share knowledge for innovation and development.
- To organize **society development programs** for knowledge enhancement in thrust areas.
- To **enhance leadership qualities** among the youth and enrich personality traits, promote patriotism and moral values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Learner friendly and teaching conducive infrastructure:** The learner spaces at REVA are welcoming and inspiring to every student who enters the portals of REVA. The learning spaces include *halls of residences, academic zones, sports and play fields, cultural centres, research and innovation spaces and open-air spaces* for outdoor learning.
- **Technology driven campus:** Digital REVA has been the aim of the university and right from the digital student notification boards to online payments to online admission to *Student Life Cycle Management Systems to technology aided learning*, REVA believes in a perfect harmony between *technology and traditional* methods of learning.
- **Multidisciplinary composition of Schools:** REVA University is a *Multidisciplinary University* and a University that is home to a cornucopia of Indian Knowledge System which is promoted in true spirit by the School of Performing Arts and Indic Studies, a differentiator School at REVA. Hence with the interdisciplinary learning mode at REVA, REVA has gone a step forward and ensured that the curricular aspects are not only *Interdisciplinary but are Transdisciplinary in approach*.
- **Progressive thinking team:** There is no dearth for progression at REVA and newer thoughts and ideation is always welcome. This is reflected in the *differentiated pedagogy* employed in each School for delivering the curriculum, the thrust towards rubric based assessment, the *blend of human resources with diversity* and also *women leaders* at the helm of affairs. Well defined and structured process is followed to ensure there is gender equality at all levels.

Strong market presence: South: Catering to students from all walks of life and with particular focus on the rural areas of the city and outside has been the hallmark of REVA. From *remedial teaching to bridge courses to foundation* courses, we strengthen the belief that parents have on the University and hence diversity is taken care of. The application to admission ratio has been increasing year on year which indicates that the university is the most sought after destination for higher studies.

Institutional Weakness

- **Revenue generation through industry consultancy:** At REVA we need to strengthen our *linkages with MSMEs* and also spur all Schools to increase the number of consultancy projects. Although the Schools of Engineering have been undertaking a lot of consultancy projects, conscientious efforts need to be put in to ensure all schools focus on this area post pandemic.
- **Accreditations:** A major setback post pandemic has been the accreditation rating. The University is sensitive to this fact and has learnt its lessons hard to ensure that proper and accurate presentation of data is important for accreditations. This would enable the University bounce back and also ensure all challenges of stakeholders is addressed.
- **Internationalization:** The pandemic has brought in a halt to the series of MOUs signed with

international universities. Focus is on bagging *international research fundings, collaborations, larger surge of progressions* by students, transnational education and invite to foreign students to study at REVA, thus building on inbound mobility of students and also faculty.

- **Research, IPR :** REVA needs to focus on increasing support from government and non-government agencies in terms of *extramural funding, thrust on research* and also *commercialization* of intellectual property rights.
- **Public funding and private funding for infrastructure development:** Unlike public universities or universities that do not focus much on infra and ambience, REVA has invested heavily on infrastructure. We need to focus on how to *mobilize private and government funding* for academic infrastructure development.

Institutional Opportunity

- **Build on pan India presence and global presence:** In a very short span of a decade and more REVA has built a strong footprint for all its academic offerings down South of India. The focus in the next few years will be on *building a national level presence* for which efforts are on and many initiatives like Pancavaktram and other student programmes are now being organized at a national level. Faculty advertisements and career opportunities are being deliberately focussed on all states for diversity of faculty and also students.
- **Strengthen governance:** With technology pervading our lives, efforts are on to make REVA a 'no paper campus' and reduce dependency on manual intervention. Initiatives like *SAP, SLCM, HCM and Pardot solutions* for account related operations, student life cycle management, Human resource development and appraisal and a good customer relation management software will strengthen this effort.
- **Strong alumni engagement:** As the University grows from a decade to another, the need for a stronger network of alumni who can engage in giving back to the society and to the Alma Mater has evolved. Efforts are on to ensure that the *connect with the alumni* is built, strengthened and is an objective-driven effort.

Institutional Challenge

- **Improve National and International Ranking:** The University has been participating in all *national and international rankings* and will need to focus and strive to be ranked in the top bands of ranking. Challenges have been in consultancy, research, funding categories and others and there is a lot of thought being given to these areas of improvement in order to change this challenge into an opportunity.
- **Revenue generation and consultancy and commercialization:** Bangalore is a city of opportunities. However, there are burgeoning number of universities as well and this has minimised some of the scope of consultancy being offered based on the proximity of the university to the industry zone. REVA is closer to residential areas and to the North of Bengaluru while most of the industries are to the east of Bengaluru. However, the University is *very focussed* on this aspect and efforts are on to build on consultancy and projects and commercialization of IPRs.
- **Mobilization of resources:** REVA being a private State University, the revenue generation is only from the academic fee collected from students. Hence *resource mobilization and budget adherence* has always been a challenge with emerging trends in education. However, the management has been prioritizing the needs and aligning the budgets accordingly.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At REVA University, the statutory bodies are very diligent when it comes to imbibing the best practices in curricula development. Hence the thrust at the University has now been to **upgrade the curriculum** to meet the **Industry 4.0** curricular standards.

- **Technological innovations and digitization** are hence the most revolutionary advancements made in the curricula at REVA.
- The entire approach towards teaching and learning has been changed and with the disruptions caused by the pandemic, there has been a complete **reimagination of the educational framework** at REVA. The strong and dynamic young faculty has been the strength of the University.
- The methodology and pedagogy has taken a different dimension and REVA ensures that there is a complete paradigm shift from **instruction-based teaching** to a **student-centric approach**.
- **Artificial Intelligence and Machine Learning** is now being used across all disciplines of study and grading and assessments has taken a new meaning.
- The **NEP 2020 policy** has further brought a new dimension to education as a whole.
- Regional and global immersion of programmes is taken care of and students now have a blend of **foundation, vocational and interdisciplinary** courses integrated.
- The **programme outcomes (POs)** of the programs are defined, blending global and local needs.
- The semester beginning has the **course handbooks** define the course objectives in detail, linking them to POs and PSOs.
- 100% of the programmes offered are CBCS based and courses that focus on: **skill enhancement, employability and entrepreneurship** related are included in the curriculum in all the programmes across schools and disciplines.
- Promotion of **interdisciplinary learning** is of utmost importance and students are permitted to enrol in select courses offered by different schools within the University as part of CBCS.
- Embedded within the curriculum are 21st century skills of: **critical thinking, communication, collaboration and growth mindset**.
- **Technological trends** are studied by each discipline and quick adaptation done. Research, project based learning, collaborative learning, community oriented learning, ethics and human values, and cultural immersion are the various dimensions in which the curricula is developed.
- **Gender sensitivity programmes** are taught across all disciplines and a course on Indian Heritage is the highlight of most of the disciplines of study offered.

Teaching-learning and Evaluation

REVA University focuses on the delivery of the **curriculum in symphony with the industry inputs**. **Experiential learning** is given importance to and skill based learning is priority in order to ensure that graduates grow to be successful professionals.

- The start of an academic year has a detailed **orientation programme** conducted wherein the focus is on: ice breaking, campus familiarity, amenity accessibility, a glimpse of the policies, SLCM adaptation and overall expectation setting apart from REVA culturization.
- Thereafter faculty mentors are **assigned to a cohort of students** and the entire mentoring policy discussed.

- **Student diversity** being of prime importance, grouping and regrouping of students is done based on their entry level performance.
- **Remedial teaching and enrichment sessions** are planned for students and for students who come from different nationalities there are bridge courses and foundation programmes offered.
- **Additional classes** are run for the hostellers and also for students who require additional support right from the start of the semester.
- **Mental health and wellbeing** and sessions by the counsellors are planned.
- The class teachers and **student representatives** give the students a detailed know how of the various clubs and associations at the University.
- Students are encouraged to participate in *inter-collegiate*, inter-school events and become members of various student associations.
- **University Social Responsibility** is of prime importance at the REVA campus and students participate in various social impact activities like: *Jagruti, Vanamahotsava, Abhivridhi, SDG oriented activities and also NCC and NSS*.
- **REVA NEST** at the campus supports students who are keen on entrepreneurship and also enables students scale their start ups during their study period at the University.
- The **Student Life Cycle Management** at the University enables students track their attendance, read through mentor notes and also keeps them dated on various activities.
- The evaluation process at REVA is absolutely *transparent* and *objective*.
- The entire examination process is *digitized and subjectivity* at all levels of evaluation is avoided.
- All **student grievances** are addressed within 48 hours and students have access to their faculty and Directors as and when there is a need.
- **ICT and integration of technology** at all levels of governance of the University is given prime importance.

Research, Innovations and Extension

REVA University has a well-defined **research and innovation policy** which aligns with the current need of interdisciplinary and applied research. The University ensures that all researchers are supported in their endeavours to the maximum possible and to aid this effort, the committees and policies formed reverberate the intent.

- The focus is on *social impact* of each research initiative and this is supported by the various extension activities that the University indulges in through SDGs and through various voluntary associations and NGOs.
- REVA through **Abhivridhi** has partnered with the *Government of Karnataka* to develop and impart quality education at the lower and primary government schools.
- The university has a **centre for research and development** and centres of excellence.
- Consultancy is promoted and the *consultancy policy* clearly defines the revenue/amount awarded to the faculty.
- A well-defined *research policy* enables researchers to carry on with their research seamlessly.
- **REVA NEST** supports each school with business incubation and innovations and funding and IPR and entrepreneurial activities for students.
- Incentives are given for faculty to participate in various research conferences and publications. *Patent facilitation* is taken care of by REVA NEST.
- Various experts are invited to speak to faculty on multi-disciplinary research, patenting, building an innovation culture, filing of patents and commercialization apart from IPR and other activities.

- The University's **Radio Dhvani** managed by the School of Arts, Humanities and Social Sciences airs programmes in local and English language on various social issues.
- The **NSS and NCC** wing participate in major local and national level activities and conduct a series of social impact programmes.
- Apart from this, the **SDG alignment of the University** ensures all students work in diverse voluntary activities to ensure that the University is aligned with the United Nations Goals and this enables build sensitivity in students towards global issues.
- The **Legal Aid Centre** pro bono activities are focussed on the villages nearby and all their related problems and challenges.
- The University has a major thrust in its next 5 years plan towards becoming a **Social Impact University** at large.

Infrastructure and Learning Resources

Nestled within the city of Bengaluru and amidst residential, *green settings* is the 45 acres campus of REVA University. The campus is a *composite campus* with academic and non-academic zones, hostels, staff quarters, guest house, fields and parking area and lush greenery and lung spaces for students and other stakeholders.

- The beautiful landscape of the campus is both *picturesque and panoramic* to the human eye making the campus a temple for learning.
- Blended within the nature's gift is the *IT infrastructure* that supports the modern day requirement of teaching and learning and research experience.
- The campus has been zoned as :*Academic zone, residential zone, green zone and non-academic zone.*
- Workshops, auditoria and libraries have separate and large spaces while smaller labs are housed in the designated academic block.
- ICT enabled classrooms, tutorials, business incubators, **REVA NEST, RACE-the Corporate Excellence** programme zone for business professionals have state-of-the-art facilities.
- Ergonomically designed furniture promotes people efficiency at work. *Gazebos* are placed for outdoor learning and experience.
- The *placement and career development centres* are zoned for easy access to the industry and the students.
- The library as a *learning resource centre* is automated.
- The entire campus is *wi-fi enabled and e-surveillance* is available day and night.
- The **media centre** is well planned and laid out.
- **Lecture Capturing System** is available in most of the blocks and SLCM is an added strength for student management.
- **Scholarship schemes** are available for students and all committees and cells are in place for *grievance redressal, anti-ragging*.
- Wardens, both male and female are there as student guardians and the security and safety aspect is of prime importance at the campus.
- The **International Student offices** take care of progression of students to various countries and to facilitate international faculty in the campus.
- All **administrative services** are taken care of by the administration offices.
- Dedicated teams are in place for preventive and corrective maintenance of IT, Civil, Electrical infrastructure.
- *ATMs, bank facilities, fitness zones, gym, health and mental well being centres* are all a part of the amenities at REVA.

- SOPs are defined for the *campus and for governance* administratively and academically.

Student Support and Progression

Student support is of prime importance to REVA University and all student support activities are closely monitored by the top management to ensure that all stakeholders of the University: parents, society, industry, students and alumni are involved.

- Alumni and industry engagement has been primary for REVA and the **Alumni Association** plays a pivotal role in bringing together the bonding between the alumni and the University to facilitate networking and global presence of the University.
- To support students in all aspects, the University has an array of *scholarships and freeships* given to students.
- All *government schemes* are made available to all students and they are kept informed of important notifications.
- *Career counselling* and guidance is given to all students and students are encouraged to take up competitive exams that can enable their progression.
- The international relations office of REVA ensures that students are facilitated to gain entry into various universities abroad for a *semester abroad* or *winter school* or *summer school* or a workshop or certification programme.
- **Internships abroad** are also encouraged while MOUs with various reputed Universities enable students to gain entry into the universities.
- *Anti-ragging cell, student grievance and redressal cell* and the mentoring at the campus enables students to work comfortably in the campus.
- The university has *zero tolerance* to ragging and adopts a policy which enables it to timely address all complaints of students.
- Hostel students have access to the library upto late hours and to the gym and leisure centre.
- Apart from this, hostellers have a *complete ecosystem* within the campus that enables them make this a home away from home.
- The *Office of Student Affairs* ensures that all student affairs and university level events are taken care of.
- Students participate in all *university level and inter-university level* activities and sports is a mega event for students to look forward to.
- The **Career Development Centre** at REVA works in tandem with all schools to ensure that the connect with the industry is intact and this has resulted in a larger number of companies visiting the campus for student placements and support in training.

Governance, Leadership and Management

The *vision, mission and values* of REVA University is reflected in the entire mechanism of academic and administrative governance which has enabled the University steer forward in the last decade. Values that have been listed for the entire community at REVA are practised in principle.

- All *systems and processes* are well defined and stated and the JD clearly defines the role of every team member.
- The *Human Resources* works on ensuring that REVA is a people-oriented organisation and

participative management is critical for REVA.

- **Decentralization and participative** management and decision-making takes form through various committees, bodies that work closely with the top management.
- External eminent personalities are part of all important committees of the University. This in turn ensures that **transparency, diversity and excellence** in governance is prevalent at all levels.
- As stipulated in the **REVA University Act**, the **Board of Governors, Board of Management, Academic Council, Board of Studies, Faculties** have been constituted.
- The **Vice Chancellor** of the University is responsible for the overall functioning of the University while the **Registrar** is the custodian of the University. The **Pro Vice Chancellors** support the Vice Chancellors in academic governance.
- The **Registrar-Evaluation** is responsible for the smooth conduct of examinations.
- As per the defined organogram of the University, **Deans, Directors**, are involved in carrying out all the academic and administrative responsibilities of the University.
- The meetings of all strategic bodies and committees are as chartered in the **annual plan**.
- **Regular reviews and quality checks and audits** are conducted by the IQAC and continuous review and feedback is given to each Director after reviews.
- A **ten years strategic plan** has been put in place and every year the Summit has all heads of schools tracking and updating the progress done and goals achieved; while deliberating on the following year road map.
- The SLCM is in place and university **MIS** is checked at periodic intervals by the top management.
- **Women empowerment** is critical to the University and maximum number of women are in leadership roles and positions.
- **Welfare measures** are in place and well defined and spelt out in the service handbook.
- **Financial management and resource mobilization** is critical and audits are conducted periodically.

Institutional Values and Best Practices

At the core of the University's priority charter is '**gender equality and inclusivity**'. At REVA, all committees like the **Internal Complaints Committee, the Women Grievance Redressal Cell** are actively involved in governance.

- **Unnathi** is the forum for **gender equity** at REVA and caters to diverse requirements of the women of the University. India has made great strides in putting the SDGs into practice, and REVA University has committed itself to match this development.
- To fulfil these **Sustainable Development Goals**, a number of significant projects and policies have been launched at REVA.
- REVA University has made sincere efforts to accomplish and advance these SDGs.
- Sustainable Development Goals give individuals the opportunity to develop their abilities, and seek the freedom they value, irrespective of their **social status, race, gender**, which in turn results in holistic development.
- It encourages close ties between universities and the communities around them, which have a **transformative impact** on societal advancement.
- By adopting these SDGs, REVA University sees SDGs as a potent tool that can empower people and abilities to pursue the **freedom they value, to liberate their minds and bodies**, and ultimately, to liberate the entire society.
- As part of SDGs, REVA University is working to advance gender equality and women's empowerment through a series of initiatives like **Nyaya Darshana, Samaavesh, Pancavaktram** to name a few.

- REVA is also committed to global challenges related to eradicating extreme poverty, putting an end to hunger, promoting *inclusive and sustainable economic growth*, full and productive employment, and decent work.
- It is also working to promote *peaceful, inclusive societies, access to justice*, and the creation of effective, accountable, and inclusive institutions.
- REVA University ensures that it contributes to the larger goal of *betterment and humane vision* of higher education.
- By doing so, it *aligns with creating a society* that is committed to sustainable development and ultimately the betterment of people's lives.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	REVA UNIVERSITY
Address	Rukmini Knowledge Park, Kattigenahalli, Yelahanka
City	Bengaluru
State	Karnataka
Pin	560054
Website	www.reva.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Madiraju Dhanamjaya	080-46966966		080-28478539	
IQAC / CIQA coordinator	Purba Prasad Borah	080-22213344	9535889053	080-22228840	dir.rankings@reva.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	05-02-2013
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	26-06-2004

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	28-11-2014	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Rukmini Knowledge Park, Kattigenahalli, Yelahanka	Urban	45	170000	Seventy Three		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	103283_10630_1_1677640356.PDF	
BCI	103283_10630_8_1677640355.pdf	
COA	103283_10630_18_1677640373.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	77				113				744			
Recruited	59	18	0	77	69	44	0	113	342	342	0	684
Yet to Recruit	0				0				60			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				325
Recruited	216	105	0	321
Yet to Recruit				4
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				99
Recruited	72	20	0	92
Yet to Recruit				7
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	56	16	0	61	34	0	102	73	0	342
M.Phil.	0	0	0	1	2	0	16	20	0	39
PG	0	0	0	7	8	0	231	247	0	493
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	22	11	0	33

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Not Applicable	N A	N A

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1815	609	0	37	2461
	Female	962	302	0	16	1280
	Others	0	0	0	0	0
PG	Male	468	125	0	7	600
	Female	399	172	0	1	572
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	81	25	0	1	107
	Female	117	16	0	0	133
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	07-02-2013
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Research And Innovation Council	View Document
School Of Allied Health Sciences	View Document
School Of Applied Sciences	View Document
School Of Architecture	View Document
School Of Arts Humanities And Social Sciences	View Document
School Of Civil Engineering	View Document
School Of Commerce	View Document
School Of Computer Science And Applications	View Document
School Of Computer Science And Engineering	View Document
School Of Computing And Information Technology	View Document
School Of Electrical And Electronics Engineering	View Document
School Of Electronics And Communication Engineering	View Document
School Of Legal Studies	View Document
School Of Management Studies	View Document
School Of Mechanical Engineering	View Document
School Of Performing Arts And Indic Studies	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	REVA University is a Multidisciplinary and Transdisciplinary University and a University that is home to a cornucopia of Indian Knowledge System
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	<p>which is promoted in true spirit by the School of Performing Arts and Indic Studies, a differentiator School at REVA. Hence with the interdisciplinary learning mode at REVA, REVA has gone a step forward and ensured that the curricular aspects are not only Interdisciplinary but are Transdisciplinary in approach. REVA offers programmes in Engineering, Arts, Technology, Management, Science, Law, Architecture, Design and Indology. So a student gets a flavour of all the programmes that are either interdisciplinary or multidisciplinary and under Indology and Dance and Music, they study courses that relate to a different branch of study.</p>
2. Academic bank of credits (ABC):	<p>REVA University has gone ahead and ensured that the University is registered with The Academic Bank of Credits (ABC) to promote the flexibility of the curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the Higher Education Institutions (HEIs) in the country with an appropriate "credit transfer" mechanism. The links have been activated on the REVA website: https://www.reva.edu.in/exam/academic-depository-nad-and-abc to facilitate the students to choose their own learning path to attain a Degree/ Diploma/Certificate, working on the principle of multiple entry and exit as well as anytime, anywhere, and any level of learning. ABC will enable the integration of multiple disciplines of higher learning leading to the desired learning outcomes including increased creativity, innovation, higher-order thinking skills and critical analysis. ABC will provide significant autonomy to the students by providing an extensive choice of courses for a programme of study, flexibility in curriculum, novel and engaging course options across several higher education disciplines/ institutions. The procedure for depositing credits earned, its shelf life, the redemption of credits would be as per UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) scheme in Higher Education) Regulations, 2021. Students of REVA have been briefed about the ABC along with the other stakeholders as well.</p>
3. Skill development:	<p>At REVA University skill development comes first and attention to it in the curriculum is priority. Bearing in mind the fact that the current generation needs to be skilled in order to get employment,</p>

	<p>REVA has a separate department which is called the REVA University Industry Interaction Centre (UIIC) which ensures there is enough partnership with the REVA Career Development Centre in order to ensure that students get the desired skills in their respective disciplines. Integrating skills within the higher education holds the key to reaping the demographic dividend between the industry and academia and hence the curriculum at REVA has the right blend of skill based courses along with core courses for study. Students at REVA are encouraged to ensure they build and acquire the right skills to get into entrepreneurship and REVA NEST ensures this platform is provided to all of them. At REVA the belief is that the academic world has a crucial opportunity to affect the future of our society through substantially improving the skill development of our students. We offer domain Specific Skills to enhance employability along with 21st-century skills in line with NEP 2020 such as: • Analytical Thinking. • Critical Thinking. • Creativity and Innovation Skills • Leadership. • Entrepreneurship Skills Emphasis is on holistic view instead of the traditional content-heavy and rote-learning approach. Students are provided with opportunities for internships with local industry, businesses, artists, and crafts persons as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and further improve their employability. Our focus has been on preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning. These courses are delivered by Industry experts and are 80% hands-on experiential learning. A socially responsible skill awareness session is given to create responsible individuals to contribute positively to their family, community, and environment; empathize with others and appreciate their perspectives; resolve problems peacefully; and develop and sustain healthy relationships.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>At REVA we recognize the fact that language learning is a good grounding for human beings to network, think and even build a larger reading context. Hence language learning like Sanskrit, Kannada which is the local language and foreign</p>

	<p>languages as well is integral to the higher education at REVA. Research is also promoted in Indian languages like Hindi, Kannada and also performing Arts, Indian heritage, dance and also offer Indology as a course. The School of Performing Arts and Indic Studies is one of the most prestigious schools of the University and has in its offerings programs that ensure and facilitate inter and transdisciplinary work at the University. The school offers to all other technical schools of study a course on Indian tradition and culture and other courses like dance and music are offered as electives. The School of Performing Arts and Indic Studies at REVA also creates and promotes popularization schemes like that of the SDGs and also of gender equality and sensitivity to Indian culture through dance and music and theatre. Traditional learning systems are embraced through the offerings of this School. While reviving the vast repository of ancient knowledge, these courses can instill pride in our youth with their inclusion in mainstream education and this is what REVA strongly believes in. Exposure is given to students by inviting various performing artistes of renown to the campus and students not only get to watch their performances but also interact with these artistes. Whether Engineering or Management or Law, the conventional and contemporary concepts will bring students closer to their cultural ethos, expand their intellectual horizons and enhance their confidence and hence a one credit course is offered across all disciplines of study. Foreign students come to REVA School of Performing Arts and Indic Studies and participate in workshops, lecture demos and interaction in classes. The School has been working with various bodies such as the IKS wing of the AICTE which has also funded the research projects at the school, apart from this they are also a member of International Dance Council, an official umbrella of UNESCO. The performing wing at the School of Performing Arts and Indic Studies has performing opportunities all over the country and abroad. Students can expect to become thinking, professional artistes. The seminars, workshops, guest classes are intended make them ready to face the world of Arts that is an amalgamation of a spectrum of experiences and choices.</p>
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is an approach to

	<p>education that focuses on the desired outcomes or results of the learning process, rather than just the delivery of content or the completion of courses. At REVA we believe in a student-centric teaching and learning methodology in which the course delivery and assessment is planned to achieve stated objectives and outcomes. OBE process is result-oriented and hence at the University we have ensured that students are given adequate exposure to knowledge gained from real-world situations. Through the implementation of OBE, REVA University focuses on measuring student performance through outcomes that include knowledge, skills and attitudes. As OBE focuses on evaluation of outcomes of the program by defining the knowledge, skill and behaviour a graduate is expected to attain upon graduation, students and faculty have been trained in the understanding of the OBE. In the OBE model, the required knowledge and skill sets for a particular degree is predetermined and the students are evaluated for all the required parameters (outcomes) during the course of the program. The key features for implementation of outcome based education at REVA includes: • Development of curriculum framework that outlines specific and measurable outcomes, • Instructional Methodology to ensure delivery for specified outcomes, • Assessments to determine if students have achieved the stated standard The process followed at REVA is as follows: • All programs of the university include Program Outcomes (POs), Program Specific Outcomes (PSOs), course objectives, and course outcomes (Cos). Program Outcomes (POs), Program Specific Outcomes (POs) and Course Outcomes (COs) of all Programs and courses are be prepared in alignment with University's vision, mission and the learning requirements of the students. • Course outcomes are mapped with the Program Outcomes and aligned with Bloom's taxonomy learning levels. Course outcomes for each course are defined through discussions with all the course teachers. • The Co-Po mapping process is a crucial aspect of educational program design and assessment. It helps in aligning the course outcomes with the program outcomes and ensures that students can develop the desired skills and competencies as per the program objectives.</p>
6. Distance education/online education:	The transition from conventional education to

blended and virtual education brings in an integrated engagement with technology at REVA University. With technology having become an integral part of the landscape of teaching and learning, it continues to transform pedagogical practices. The digital mission of REVA university aided by its digital infrastructure ensures steady progress in achieving set milestones towards the reality of tech-driven learning.

Technology has transformed and enhanced accessibility and pedagogy to provide a good learning experience. The promotion of online education and usage of tools and techniques at university levels has become increasingly important in recent years, particularly due to the COVID-19 pandemic that forced universities to shift to remote learning. Online education has many benefits, including increased access to education for students who may not be able to attend traditional on-campus classes, greater flexibility for both students and instructors, and the ability to incorporate a variety of multimedia resources into the learning experience. In order to promote online education, REVA University has invested in technology and infrastructure to support online learning, provide training and support for instructors to develop and teach online courses. The university has also integrated online courses (MOOC through NPTEL & Elective Courses) while ensuring that online courses are of the same high quality as traditional on-campus courses. REVA University also collaborated with other institutions and organizations to develop and promote online education initiatives, and engage with students and employers to better understand their needs and ensure that online courses and programs are meet their expectations. Several online tools and technologies are used at REVA University to enhance the learning experience of the student community on one hand, while enriching teaching experience of faculty members too.

Learning Management Systems (LMS) allow instructors to create and manage online courses, upload course materials, facilitate discussions, and administer assessments. Platform such as Micro Soft Teams allow students and instructors to conduct virtual meetings, Classes, Conduct of online Examination with proctor (Internal Assessments and Semester End Exams, Lab Exams) and collaborate in real-time. Various online collaboration tools and applications like Micro Soft office enable students to

collaborate on group projects, assignments and share documents and files online. The central library allows students to access a wide range of online resources, including scholarly journals, e-books, and other research materials. The university also engages with VR technology to enhance learning experiences, such as virtual Labs(C Programming, JAVA Programming) using VMware. Digital integration has transform the teaching-learning space across various streams be it Engineering, Arts & Humanities, Performing Arts, Commerce, Management or Basic and Applied Sciences. The ethos of REVA University is driven to be future-ready and offer exemplary academic experience with technology providing a range of teaching methods and materials.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	REVA has always been a forerunner when it comes to social causes and community activities. Accordingly, the REVA Electoral Literacy Club was set up in REVA in the year 2019 and bears the registration number: REVA University-AN0613
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The REVA Electoral Literacy Club has always been active and functional and the members are appointed for the RELA Club as below: • Student ambassador from RU – Mr. Siddu • Faculty coordinator REVA University – Prof. Madhu B
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	• Jagruti towards Electoral Awareness: Phase 1: 2018-19 • Jagruti towards Voting Awareness (in coordination with BBMP): 19.01.2023 • National Voter Awareness Program -25.01.2023 • Voter Fest at IISC, Bangalore-10.03.2023 • Voter Awareness Rally in the RU Campus –Kattigenahalli -26.04.2023
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	• Jagruti - Phase 1: Surveys were conducted of the villages nearby the campus by students and street plays and door to door awareness sessions were conducted by all students • Jagruti - Phase 2: Voter

advancing democratic values and participation in electoral processes, etc.	Awareness programmes were conducted and data collection was done by students of Byatarayanapura Constituency • Reference links: https://www.reva.edu.in/usr
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<ul style="list-style-type: none"> • Identified 802 students in the constituencies worked in who are above 18 years and who were not enrolled and • RELA students and members created awareness amongst them along with BBMP officials • All these students are enrolled through the online portal

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
71	58	57	46	38
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 16

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15906	14090	13938	13028	11010
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
4366	3705	3433	2831	1709
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
15009	13426	13038	12078	10331
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2021-22	2020-21	2019-20	2018-19	2017-18
463	34	243	238	249

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2207	2136	1593	1515	1097
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
874	744	604	589	516
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
934	755	621	594	521
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
113803	66928	11391	15712	13213
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2913	2553	2744	2581	2378
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 304****4.4****Total number of computers in the campus for academic purpose****Response: 2949**

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

2021-22	2020-21	2019-20	2018-19	2017-18
16273.96	13534.11	15111.22	13289.72	11426.01

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

REVA University, in alignment with the statutory bodies and curriculum framework which is pre-defined; has diligently ensured that the best practice in curricula is consistently blended in the curriculum. In order to achieve this, the best expertise and talent from the industry and academia is invited through various academic bodies of governance at the University. There is always a concerted effort by all stakeholders to ensure that the curricula address *local/national/regional futuristic technologies* as well as environment sensitivity and global needs. A harmonious blend of foundation courses focussed on sustainability is also in the framework. Interdisciplinary offerings are done with the core course offerings. The end goal of this entire exercise is to ensure students achieve their career dreams along with ensuring that their moral and ethical persona is developed. Hence, the role of the **Academic Council (AC)** and the **Board of Studies (BOS)** becomes critical.

100% of the programmes offered at REVA University are CBCS based. **Bloom's Taxonomy** is followed across all schools. Abundant scope is given to students to ensure their abilities and skills are honed to the maximum extent, by ensuring interdisciplinary, multidisciplinary aspects are met within all disciplines. REVA University does not hesitate to introduce contemporary and emerging study programmes. In the last 2 years new programmes such as *Microbiology, Chemistry and Genetics, Bioinformatics (BI), Microbial Technology (MT), Nutrition and Dietetics, MR & DI, Data Science, Cyber Security, Multimedia & Animation, Artificial Intelligence and Data Science, Internet of Things and Cyber Security including Block Chain Technology, and Robotics and Automation* have been introduced systematically at REVA University. This also dovetails into the fact that employability chances are higher when it comes to graduate outcomes.

The course objectives are defined in such a manner so that students have a competitive edge over others and learning outcomes as desired are achieved. Programme objectives are at a macro level aligned with global standards while *Local, National and Regional* aspects are borne in mind. The course outcomes are mapped with the programme outcomes and are continuously monitored and tracked through comprehensive and continuous evaluation through assignments, seminars, project works, internal assessments and semester-end exams. The attainment of the learning outcomes is used for quality improvement. Students are encouraged to enroll in *MOOCs, Swayam, NPTEL* and other portals. Domain experts are invited to recommend and share their valuable inputs.

Structure of the Board

1. Board of Management

2. Academic Council
3. Board of Studies
4. Faculty

Communicative and Soft Skills, Indian Constitution, value-based learning, Environment studies, NCC, NSS and Yoga which cultivate sensitivity in students and blend with their spirit of community welfare are a must at REVA University.

Experimental education is the base of all learning and industry visits and hands-on learning and interface is encouraged. *Critical thinking, research bent of mind, innovation, and global perspective development* are other attributes of the curriculum. Foreign languages are promoted, and local language support is also extended. Technological-based courses are annually revised so as to ensure the latest advances in technology are integrated.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2

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

Response: 74.65

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

Response: 53

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 71

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Link for additional information	View Document

1.1.3

Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**Response:** 78.76

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
626	413	2204	1493	1198

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility**1.2.1****Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 52.56

1.2.1.1 How many new courses were introduced within the last five years.

Response: 4493

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 8548

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

1.2.2

Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 71

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

As a **Social Impact University**, REVA has in alignment with the **United Nations SDGs** built the road map of the University; focusing on SDGs of prime importance: **SDG IV, SDG V, SDG XI and SDG XVII** which reflect on gender equality, climate action and the like. As a University, the importance and participation of youth in ensuring these SDGs and their value and importance is cascaded to the youth is prime.

The student body of the University has been organizing a series of programmes to integrate **crosscutting issues** such as **Pancavaktram**: with focus on the balance of the five elements in nature, **Samaavesha**: with focus on gender sensitivity and tolerance, **Nyaya Darshana**: focusing on women in the space of legal studies and rural justice initiatives, **Khel Khoj**: an effort to revive the traditional games of India, **Swatantra, Millet mindfulness at REVA** and many such programmes of national sensitivity. All these programmes are spearheaded by different Schools of the University and their students. Apart from this the clubs and committees at REVA focus on activities that instil in students performing and watching, the basic premise of **human values** (patience, tolerance, sensitivity) and ensure their tolerance towards the

environment is built.

REVA University is a *Multidisciplinary University* and a University that is home to a cornucopia of Indian Knowledge System which is promoted in true spirit by the School of Performing Arts and Indic Studies, a differentiator School at REVA. Hence with the interdisciplinary learning mode at REVA, REVA has gone a step forward and ensured that the curricular aspects are not only **Interdisciplinary** but are **Transdisciplinary** in approach.

Gender equity is evidenced at REVA University by the number of women staff at the helm of affairs and in key positions at the university. **‘Unnati’ the forum for women** organizes expert talks from women achievers in various disciplines on a need basis. Courses on *gender studies, managing workplace conflicts, Human Rights law, Family law, Women and Law* and many such courses are offered at REVA University.

Professional ethics, Heritage studies and Human values is offered at the university and spiritual discourse by eminent Spiritual gurus are organized at the campus. REVA University is very sensitive to climate crisis and environment challenges. Faculty have periodic sessions on Professional Ethics for faculty by eminent resource persons and academicians.

Vanamahotsava the tree planting campaign clearly states that each student will participate in planting and maintaining a sapling. The students have clear guidelines set that for at least the first two years following planting, they must take care of these plants. The plantation drive was carried out in association with the BBMP, and saplings were planted in pockets of forest areas, where there was a lack of greenery.

More than 25% of courses offered in schools address issues related to biodiversity, ecosystem, pollution and **disaster management** to list a few. Reduce, Reuse and Recycle is the policy followed across all schools.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2

Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 306

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 306

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3

Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 79.78

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
12370	9952	11063	11429	9180

1.3.4

Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 54.83

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 8722

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System**1.4.1**

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Demand Ratio (Average of last five years)

Response: 8.49

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5496	4931	5270	4990	4610

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years

(Excluding Supernumerary Seats)

Response: 100.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
3491	2825	2507	2353	2120

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

REVA University admits students every year from all over India through a common entrance test **REVA CET** (for Engineering, for Architecture, for Law, and Management). For other programs, admission is carried out based on the marks in qualifying examinations. The benchmarks for admission are set annually and the university has a strong policy on inclusivity and equity enabling students to gain admission in all levels of learning. Bearing in mind the fact that students thus admitted from diverse backgrounds are facilitated. REVA University has the following offerings.

Orientation programs are held at respective schools so that students are oriented with all the required information on the University.

Bridge courses:

- Wherever required **Bridge courses** are offered by respective Schools.
- English **proficiency** training is offered.
- Bridge courses are run for almost 2 weeks before the commencement of regular classes.
- Bridge courses are also offered for **Lateral entry** students.

Streaming of students

Based on student assessment, their involvement in classes and also through continuous assessment, students are categorised into various study groups.

Mentoring

Students are assigned **mentors** right at the beginning of the year and the mentoring process is structured and mentoring is consistently offered.

Support for slow learners

- Tutorial sessions are arranged for **slow learners**.
- **Remedial** classes are arranged for underperformers.
- Peer group learning is promoted and the students who excel are motivated to grow to be **buddies** for the low performers.
- The mentors of these students are expected *to track the performance* of the slow learners.
- **PTMs** for these students are conducted regularly.
- Special notes are provided for these learners.

Support for advanced learners

- Advanced learners are encouraged to get into peer group learners' teams.
- Advanced learners are motivated to take up additional certification programmes.
- They are encouraged to participate in many competitions.
- Advanced learners are encouraged to prepare for competitive exams.
- Advanced learners are encouraged to participate in research projects.
- Advanced learners are also goaded to take up internships.
- Flipped classrooms.
- Special placement assistance is given to Advanced Learners.

Common Strategies for Advanced/Slow Learners

- Peer learning.
- Collaborative assessments.
- Project-based learning.
- Usage of online platforms for learning.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 18.2

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process**2.3.1**

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:**Student centric methods**

An array of student centric approaches are adopted by schools and include: *Experiential learning*,

Participative learning, Problem solving methodology, Flipped classrooms and informal learning processes are adopted. These methodologies have a blend of project works, field visits, expert lectures, teamwork, debates, quizzes, case studies. Pedagogy varies from ICT classes, collaborative, and co-operative learning to differentiated instruction.

1. Experiential Learning methods adopted.

- Model making
- Case studies
- Laboratory exercises.
- Seminars
- Group assignments.
- **Project work:** Final year students are to compulsorily take up a field project/internship in the industry.
- **Field visits:** The school committee lists a series of significant places for field trips, educational trips and surveys.
- **Industrial Visits:** Organize industry visits for students as per requirement.
- **Participation in competitions:** Students are encouraged to participate in design competitions, hackathons, and other competitions.
- **Expert lectures:** Expert lectures are organized by industry and academia in online and offline modes to provide industry exposure.

2. Participative Learning.

- **Case studies/Moot courts:** Modelling, case studies, Moot court sessions, debates, role plays are taken up.
- **Debates, Seminars, Workshops:** Faculty ensure a series of debates, workshops and webinars and seminars are organized.
- **Group work:** Group assignments are given to students.

3. Problem Solving Methodology: Students are given a listed number of problems for which solutions are arrived at by students. In Management Studies, case studies are given to students.

4. Flipped Classrooms: Students are assigned lecture materials and presentations to read through at home and the following session is more of a deliberation on these sessions.

5. Informal Learning processes: A series of clubs are promoted by schools and these clubs are platforms for students to learn by doing. Technical societies and student chapters of regular organisations provide students a strong platform for professionalism. Forum like **TedX** also gives students a different exposure altogether. Several activities are conducted by these clubs for students and several social projects are taken up by these clubs.

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

2.3.2

Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

ICT enabled tools:

ICT is an integral part of the Teaching-Learning process at REVA. All teachers are trained to include ICT enabled tools in teaching online or offline. During COVID when there were restrictions and lockdowns, REVA University was amongst the first few Universities to go online seamlessly, thanks to **MS Teams**. From Day 1, students were engaged completely using ICT tools. All classrooms in the University are equipped with modern ICT tools like **LCD/projectors/LCS, Wi-Fi** to deliver a visual learning experience. **Language Labs** are set up for the assessment of language skills.

Some of the ICT enabled processes implemented:

1. Lesson plans, schedule of instructions and question banks with solutions are made available to all the students of different schools.
2. The **multimedia teaching aids** like, LCD projectors, **Media centre**, classrooms with internet enabled computer/laptops/tablet systems are used in classroom.
3. Electronic resource packages like **DELNET, NPTEL and Digital Library** are available. The faculty members effectively utilize **Audio Visual** aids to demonstrate the concepts to the students.
4. Sufficient number of **books, Journals, e-journals, and e-books** are available in the library. The research journals are available online and facility for accessing these journals is provided through proxy server in the campus.
5. All the schools conduct seminars, workshops, and guest lectures on the new developments in the core courses for effective teaching and learning by the faculty members and students in each semester.
6. Faculty have been using MS Teams effectively for online teaching and students can access the uploaded material from their homes and hostels.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3

Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18.2

2.3.3.1 Number of mentors ?????????????? ???????

Response: 874

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97.52

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2

Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 32.93

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
353	286	205	164	124

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 5.69

2.4.3.1 Total experience of full-time teachers

Response: 4970.4

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4

Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 9.02

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	15	23	7	7

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 8.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	9	9	8

File Description

Document

List of Programmes and date of last semester and date of declaration of results

[View Document](#)

Any additional information

[View Document](#)

2.5.2

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

Response: 1.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
463	34	243	238	249

File Description

Document

Number of complaints and total number of students appeared year wise

[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in

examination management system of the institution**Response:**

REVA University is committed to maintaining the highest standards of academic integrity and this is reflected in the efficacy maintained in the assessment and examination procedures followed at the University. REVA follows a **continuous internal evaluation system** embedded well within the regular framework of internal assessment. Class tests, quizzes, problem solving activities and the like continue in each School and this provides students with ample opportunity to enhance their learning.

Manual exam process upto 2018:

Upto the year of 2018, REVA followed the manual exam process wherein the entire process was required large number of manpower and duplication of work. Slowly **bar coding** was brought into place and result processing systems introduced for accuracy in conduct of exams and processing of results.

IT integration in Examination:

In the year 2018, **TAB based examination (Digital Pad)** was introduced and implemented the impact of which is below:

The Impact:

- Results are announced within two weeks
- Improvement in quality of education due to continuous assessment
- Paperless exam using digital pad

IT Integration:

- Online course registration and issue of hall tickets for the examinations
- Internal assessment of marks and entry in LMS
- Central valuation with coding of answer scripts and tracking of evaluation process
- The entire exam process including declaration of results is fully automated

Online payment gateways: Online payment gateways are enabled for all examination fee payments, obtaining certificates and entire examination department transactions are automated.

During **COVID**, the University was quick to adapt and ensure that all exams were conducted online and with the least difficulty or challenges to students. This was also quicker because all faculty were trained for conducting online exams and use digital platforms for examinations.

NAD: The University has aligned with the **National Academic Depository (NAD) portal** to enable online verification of degree certificates. This enables the potential employers and students to have hassle free access to their certificates. The NAD has various features: operate in fully online mode, allow lodging of Academic awards in a digital format, maintain the integrity of the awards lodged in the database, authorize students to retrieve their lodged academic awards at any time, allow employers and other people with prior approval of the concerned student to verify the authenticity.

ABC: The University has gone ahead and ensured that registration with **The Academic Bank of Credits (ABC)** to promote the flexibility of the curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across Higher Education Institutions (HEIs) with an appropriate "credit transfer" mechanism is done. The links have been activated on the REVA website: <https://www.reva.edu.in/exam/academic-depository-nad-and-abc> to facilitate the students to choose their own learning path to attain a Degree/ Diploma/Certificate, working on the principle of multiple entry and exit as well as anytime, anywhere, and any level of learning. ABC will enable the integration of multiple disciplines of higher learning leading to the desired learning outcomes including increased creativity, innovation, higher-order thinking skills and critical analysis. Students of REVA University have been briefed about the ABC along with the other stakeholders as well.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document
Link for additional information	View Document

2.5.4

Status of automation of Examination division along with approved Examination Manual

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Graduate attributes are explained to the faculty members at REVA University right at the beginning of the academic induction. In fact, REVA University has ensured that the NHEQF is deliberated on and excerpts of the same shared with all faculty members. Each programme has **OBE (Outcome Based Education)** as the basic premise.

Based on this, **Program Outcomes (POs)** for each programme are designed, After the finalization of the nomenclature and decision taken to offer a programme, the objective of the programme is first defined. The **POs** are then formulated based on the objectives. The **PSOs** are defined outlining competencies and shared with students. The complete course handout is then compiled and handed over to the students.

The main objectives of the **Program Specific Outcomes (PSOs)** and **Course Outcomes (COs)** for all programs offered by the University have been specified and these are included in the course handbooks of the respective programs which are distributed among all concerned students and faculty members. These are also uploaded in the University website under the specific program offered by the respective Schools.

The **Academic Programme Guide (APG)** of all programmes are displayed on the University website and on SLCM. The relevance of these POs and COs are explained by every faculty member to the students.

Attainment of Outcomes:

The Course Outcomes are mapped with concerned Program outcomes. Assignments, group discussions, tests and Semester End examinations are all focused on measuring outcomes.

Direct and Indirect methods of assessments are used:**1. Direct Methods**

- Class Test.
- Assignment.
- Group Discussion.
- Laboratory Work.
- Projects.
- Mid Sem/End Sem Exams

2. Indirect Methods

- Exit feedback.
- Employer Survey.
- Co-Curricular activities.
- Extra-Curricular activities.
- Alumni Survey.

Method for measuring attainment of CO's (Course Outcomes):

The method for measuring attainment of course outcomes uses the data of marks obtained by the students in Internal Assessments which include tests, assignments/seminars and semester end exams including project works if any.

Method for measuring attainment of POs (Program Outcomes):

The method uses grade points obtained by the students for all courses in the program and the strength of correlation of every course with program outcomes (POs) to assess the attainment of each PO by every student is defined in the **Examination SOP** shared with all Directors.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Paste link for Additional Information	View Document

2.6.2

Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

Method for measuring attainment of CO's (Course Outcomes):

REVA University has adopted **OBE (Outcome Based Education)** approach for all programs offered in various disciplines of engineering and non-engineering streams. For every course offered in the program, the attainment of course outcomes is measured for continuous quality improvement as part of the OBE process.

These assessments ensure that the students have acquired the required knowledge and skill at the end of the course. These course outcomes and their correlation with program outcomes are used to measure the attainment of program outcomes.

The method for measuring attainment of course outcomes uses the data of marks obtained by the students in Internal Assessments which includes tests, assignments/seminars and semester end exams including project works if any. The percentage of students attaining each course outcome (CO) is determined as given in the equation below:

Method for measuring attainment of POs (Program Outcomes):

The method uses grade points obtained by the students for all courses in the program and strength of correlation of every course with program outcomes (POs) to assess the attainment of each PO by every student. The grade points are awarded for every course registered by the student using two major components; Continuous Internal Examination and Semester End Examination. The assessment tools

such as theory tests, practical tests, project works, assignments, quiz and viva are included in continuous internal evaluation and semester end examination. The grade points range from O to F, where O indicates outstanding with 10 grade points and F indicates Fail with grade point less than 4. The grade point obtained by every student for every course in the curriculum and the strength of correlation of every course with each PO is used to assess the attainment of each PO by the student

The strength of correlation of each of the course outcome with program outcomes is indicated with the letters L, M and H, where L represents low correlation and has been assigned a weightage of 1, M represents medium correlation, with a weightage of 2 and H represents high correlation having a weightage of 3. The mapping will be devised by the course teachers. In the case of Engineering Programmes, the mapping of course outcomes with 12 programme outcomes for UG programmes and 11 programme outcomes for PG programmes has been done. Similarly Program outcomes have been written for different non-engineering programmes as per UGC regulations.

Based on the mapping, the program outcomes and program specific outcomes are derived from course outcomes. After calculating the program outcomes and program specific outcomes, the calculation of program educational objectives is done.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3

Pass Percentage of students(Data for the latest completed academic year)

Response: 93.69

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

Response: 4366

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 4660

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

REVA University is a *multidisciplinary* university and promotes *interdisciplinary* research. The University has a clear vision on promotion of research and this culture is embedded at all levels of the University. The Research Policy of the University reverberates this in its statement.

REVA University has a clear focus on knowledge dissemination, knowledge generation and professional practice. Knowledge generation that is essential for the well-being of people of the country and humanity as a whole is considered to be the holiest work that a University can do. Research is the way through which new knowledge is generated. To promote research, researchers and resources are essential. The University has created a pool of more than 198 research faculty members with a minimum of PhD qualification and some of them have acquired such qualification from reputed national and international institutions under internationally known research supervisors. The resources that are essential for carrying out good research are high-quality research journals, high quality books and reports, laboratories that have fabrication facilities and characterization facilities and high-end computing facilities with relevant software for modelling, simulation, and evaluation.

The research committee is headed by **the Dean for Research and Development**. Accordingly, REVA University has a **Research Advisory Board, University Research Ethical Committee and Human Ethics Committee**. The Research and Development Department has Turnitin as anti-plagiarism software. The annual library grant for research is around Rs.59 lakhs.

Research policies have been in place and there is a transparent mechanism available on the website. The policies in place are: *Intellectual Property Rights (IPR) Policy, Consultancy Policy, Ethical Practices Policy, REVA - National Innovation and Start-Up (NISIP) Policy, Incubation Policy, Incentive policy, Seed money policy* and others.

The University has created 10 Centres of Excellence equipped with relevant fabrication and characterization facilities that include IR Spectrophotometer, electrochemical workstation, material characterization facilities and spectrum analyser. The Research Centres has high-end desktop computers and workstations with required software licenses including **CATIA, ANSYS, STADPRO, CADENCE, MATLAB and Simulink, LAB VIEW**, and many such.

REVA University has subscribed to well-known journals being published by **IEEE, ASME, ASCE, EBSCO** and contemplating on subscribing Journals that are being published by Elsevier. The faculty/researchers have published more than 2100 papers in indexed journals during the last five years, have published more than 190 patents and more than 700 scholars are pursuing PhD at present. The University has awarded more than 150 PhDs so far. The total citations exceeds 12000 and H-Index of the University is 45.

The University encourages young researchers to start their research career with seed money. Each year an average of Rs.34 lakhs is distributed as seed money to young researchers. In addition, the University is attracting research funds averaging more than 50 lakhs per year from various funding agencies like **DST, DBT, KCTU**, and many such government organizations. Funding has been received from **VGST, DST, CSIR, DBT, UGC, DRDO, ICSSR, UNESCO, UNIDO, IDBI** and some of them are being persistently followed up.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 57.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
129.96	38.94	20.78	89.76	10

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various

agencies for advanced studies / research during the last five years.

Response: 0.15

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	2	1	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5

Institution has the following facilities to support research

- 1. Central Instrumentation Centre**
- 2. Animal House/Green House**
- 3. Museum**
- 4. Media laboratory/Studios**

5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6

Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 87.5

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 14

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1

Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 169.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
61.60	31.44	36.91	39.41	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2

Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 289.66

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
67.20	121.16	41.92	30.32	29.06

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3

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

Response: 0.23

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

Response: 40

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 874

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

REVA University has an incubation centre and an appropriate ecosystem for Research and Development. The University has created an appropriate ecosystem for Research and Innovation by bringing out its policy document entitled **“Vision for Research and Development”** and implementing it in all respects. The University accordingly has taken steps for recruiting and developing desirable human resource, for establishing state of the art infrastructure and providing right kind of research environment. It has also introduced monitoring systems to urge research initiatives and for creation and dissemination of knowledge.

The details are as under:

1. The **University Industry Interaction Centre (UIIC)** is one of the strategic centre, committed to work as a catalyst for promoting collaboration amongst academicians, scientists, and industrialists. It liaises with industries for the promotion of collaboration among academicians and industries for socio-economic development.
2. UIIC comprises **Skill development cell, Innovation and Entrepreneurship Development cell, Incubation center, Marker’s Space** and an **IPR cell** to support faculty members and students to upskill and empower them with creative thinking.
3. REVA IIC – Institution Innovation Council recognized by the Ministry of Education (MoE), Govt. of India has established **‘MoE’s Innovation Cell (MIC)’** to systematically foster the culture of Innovation among all Higher Education Institutions (HEIs). The primary mandate of MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes during informative years.
4. Incubation Centre –REVA NEST, adopted the **‘National Innovation and Start-up Policy 2019** for students and faculty members in HEIs. REVA NEST Technology Business incubation centre, extends all support to promote and nurture innovations and entrepreneurship with the guidance of a strong and able advisory board. The IPR cell creates awareness and handhold innovators to protect their novel ideas through filing patents, copyrights etc. It also helps in technology transfer and commercialization / licensing. Incubation is collaborated with multiple corporates and state and central government organizations and ecosystem enablers to strengthen the centre.

5. The Indian Knowledge Systems –IKS centre of REVA University is funded by the IKS division of AICTE.

- The project “**Dharana**”, at IKS center at REVA focuses on three aspects: Lilavati dance drama and multimedia production, Sculptures come alive, and digitalizing and publishing critical edition of manuscripts.
- An exclusive space of 11,000 sqft has been created to support start up at the University.
- Post-graduate Diploma and Certifications are being offered as innovative programmes on Health Management and Space Planning.
- Certification programmes in Entrepreneurship in collaboration with **NEN Wadwani** foundation and **NASSCOM** are offered.
- Counselling and **Health and Wellness Education** programmes are offered.
- REVA University has adopted five (05) villages under the **Unnath Bharath Abhiyan** (UBA) programme.
- All Schools have representatives from the industry in their respective BOS.
- REVA NEST has supported 55 start-ups and innovative projects/prototypes/IPs with a budget of Rs 2.0 CR and estimated projection for the future stands at Rs 3.0 CR
- 300 seminars/workshops/conferences were held/hosted by REVA NEST.

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

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 505

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
134	106	134	109	22

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3

Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 93

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
22	14	40	13	4

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2

The institution provides incentives to teachers who receive state, national and international

recognitions/awards**1. Commendation and monetary incentive at a University function****2. Commendation and medal at a University function****3. Certificate of honor****4. Announcement in the Newsletter / website****Response:** A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3**Number of Patents published / awarded during the last five years.****Response:** 194**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
87	78	28	0	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4**Number of Ph.D's awarded per teacher during the last five years.****Response:** 0.44**3.4.4.1 How many Ph.D's are awarded within last five years.****Response:** 193

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

Response: 441

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5**Number of research papers per teachers in the Journals notified on UGC website during the last five years**

Response: 3.18

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
539	615	285	382	296

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

Response: 1.99

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
294	421	358	100	152

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7

E-content is developed by teachers :

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

Response: C. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8

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

Response: 4.64

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

3.4.9

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

Response: 36

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

3.5 Consultancy

3.5.1

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

Response:

REVA University has a clear focus on knowledge dissemination, knowledge generation and professional practice to be a frontline university in India in the near future. One of the important activities is professional practice that includes interacting with industries, businesses and various social organizations.

The University has created a **special Cell** called UIIC (University-Industry Interaction cell), through which activities like-corporate training, competency development, skill training, industrial consultancy are promoted and undertaken. This is done to keep faculty members abreast with **technological development and business practices** in addition to earning revenue. Consultancy is a problem solving activity for industries. Many industries and research organizations come to the University seeking solutions for the problems encountered while carrying out ongoing projects. The UIIC –Director connects the industry to the expert faculty depending on the expertise required. The problem is studied by the faculty and time and cost estimations are done for solution of the problem and the consulting work is thus undertaken.

There are more than 32 faculty members along with their master degree students have involved in consulting work. The team has consulted more than 60 projects in the last 5 years and earned a revenue of Rs. 1037.33 lakhs (including revenue from corporate training) for the University.

The consulting work enhances the problem solving abilities of faculty members and also acts as a training ground for their students in addition to financial benefits. The University is making its best efforts to partner with MSME clusters in and around Bangalore as well as with **National Research Laboratories like DRDO, CSIR and ISRO**. The University also creating facilities like testing laboratories etc. simulation laboratories to undertake advanced and challenging consultancy work.

The University has a defined consultancy policy which supports faculty members and encourages them to utilise their time on projects. The consultancy policy of the university defines and outlines the revenue sharing amongst the faculty members and they are also rewarded and recognized for the work done.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Upload any additional information	View Document
Paste URL of the consultancy policy document	View Document

3.5.2

Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 717.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
64.62	38.75	198.87	356.93	58.71

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1

Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

REVA University is committed to the development of the students' personality. They are sensitized to social issues and are motivated to take active role in extension activities undertaken by the University.

Some important activities are given below:

- **Awareness about Consumers' Rights:** REVA University celebrates World Consumer Rights Day and students and faculty members organize a day long program for farmers, and village people about consumer laws and consumer protection rules.
- **VISAKA Digital Financial program:** REVA University has conducted series of awareness programs on Digital Financial transaction process for public, students, vendors, small business people and households in various places of Bengaluru city.
- **Water conservation and e-waste management:** Programs on water conservation and e-waste management are organised by REVA University students and faculty members for the employees of Wipro corporate office and villages around REVA University.
- **Awareness about Impact of deforestation:** REVA University has organized 'Vanamahotsava' - a Festival of Forests, and REVA students have been campaigning with placards to create awareness among public about the effects of deforestation etc.
- **Prevention of Accidents and Road Safety:** Students join their hands with police department every year in organizing traffic week and distributing more than 2500 to 3500 pamphlets containing traffic rules and helpline numbers to the commuters.
- **Assistance to under privileged children, old age people and the visually challenged:** Students are sensitized on REVA Founder's day about the concern towards under privileged children, old age people, the visually challenged, and such others by often taking them to old age homes, charitable trusts meant for such under privileged and provide financial assistance, food, clothing and other materials for them.
- **Jagruti:** A yearlong event was organized for the benefit of the society by the students of REVA University. Students and faculty members engaged in educating people from villages, slums and such other places in rural and semi urban areas about the importance of exercising their fundamental right by voting in Panchayat, Assembly and Parliamentary elections.
- **Literacy program:** As a part of *Balashikshana Abhayan* faculty members and students regularly conduct classes for the children of construction workers and other poor children to develop literacy levels.
- **Assistance to visually challenged and old age people:** Students visit blind schools and old age homes and donated cardboards, white papers, provisions and other stationeries to the students and old aged people.
- **Impact and Sensitization:** The activities conducted have imbibed in students the values of social responsibility such as to:
 - Help people in need and distress
 - Promote cleanliness in public places, slum areas etc
 - Acquire social values and a deep interest in environmental related issues
 - Exhibit honesty and integrity apart from working together in a team
- **Learning outcomes of the activity:**
 - Knowledge of societal issues and problems and to search for solutions
 - Build up relation and tie up with organizations/NGO to carry forward humanitarian work and for the development of the country.
 - Develop a compassion and bonding towards community, affected people/animals and destitute, children, differently abled and such others.

File Description	Document
Upload any additional information	View Document

3.6.2

Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 49

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
28	5	7	7	2

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 237

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
91	31	43	44	28

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4

Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 96.11

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
14757	3735	16909	17619	11531

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration**3.7.1**

Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 35.2

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
77	35	32	23	9

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2

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

Response: 83

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	16	18	11	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Nestled within the city and amid residential layouts and with quick access to airport and railway stations and the city. REVA University has one of the best *state-of-the-art campuses* akin to global standards. Spread over **45+ acres of land** in one composite parcel, REVA towers over the entire locality as an *ecosystem* which has modern amenities and is the best for teaching learning. Care has been taken to align with all *regulatory* norms and *statutory bodies* and the entire campus has been zoned as:

1. **Academic Blocks:** There are **7** academic blocks which have an array of teaching areas, *gazebos for outdoor learning, studios, labs, libraries, workshops, centres of excellence, learning resource centres and innovation and incubation centres*.
2. **Residential Blocks:** The residential blocks have **6 Hostel blocks, Mess, Tutorials** and **3 Staff** buildings along with a separate area which houses the Guest rooms and the VIP lounge.
3. **Amenities Blocks:** This zone has large sprawling *playgrounds, open-air theatres, food courts, gyms, recreational facilities, medical centres and relaxation zones and greenery*. The security zone of the University has surveillance and *automated equipment* for the entire security of the campus.

The classrooms are well-aired, large and well-lit and a good size of classrooms have Smartboards, Lecture capturing rooms, Tutorials, Seminar halls, Conference halls, Studios, Drawing halls, Labs, and Department Libraries. Specific disciplines have their studios, radio centres, recording rooms, moot court, music and dance studios, business labs, and media centre. The Labs have excellent computing facilities, equipped with the latest software and notable zones in the campus are **REVA NEST** for startups and incubation and **RACE – where Corporate Excellence** programmes are offered to build on academia-industry connect. Each block has a mini auditorium/hall to accommodate large groups of students. Industry-sponsored labs are set up in this zone as well.

Libraries are set up as school discipline libraries apart from the Central Library which has a good stack of both e-resources and physical books. Students have been provided with adequate *lung spaces* within the campus and an eco-friendly campus provides them with enough pleasure reading and relaxation areas.

REVA has *gazebos* that have been set up in open areas for faculty teaching and student interactions and deliberations. Faculty engage students in classes outdoors for **group discussions** and **collaborative learning**. Apart from these, studios are great places for engagement with students for **experiential learning and support**.

Advanced Labs for research-oriented projects for UG/PG/PhD students. The Advanced Labs in various schools are listed below:

- Centre of Excellence in Bioinformatics
- Centre of Excellence in Materials Research
- Centre of Excellence in Radiation Physics
- Centre of Excellence in Advanced Materials
- Centre of Excellence in Renewable Energy and Energy Auditing
- Robotics Research Centre
- Center of Excellence in Computational Intelligence
- VLSI & Embedded Systems Research Centre
- Global Toyota Center of Excellence
- Advanced Materials Research Centre

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

4.1.2

The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

Cultural Facilities: At REVA we have more than **07 auditoria** to accommodate large gatherings for major programs and performances. **Open Air** stages and **amphitheaters** are used for all **cultural activities** like **Kaladarshana** and other annual **Techno Cultural fests** and **Utsavs**. Lec Dems and SPICMACAY sessions are held for students regularly

Sl. No.	FACILITY	TOTAL NUMBER	SEATING CAPACITY
1	Auditoria	06	1250 Capacity
2	Auditoria	01	600 Capacity
3	Hall	14	200 Each
4	Open Air Theatre	03	2000 Each

Sports Facilities: REVA University has advanced sports facilities and the best infrastructure to support **sports training**. REVA University has 6 acres of outdoor Sports ground with facilities for **cricket, football, basketball, volleyball, kabaddi, tennis, etc.** It also has an excellent indoor sports facility for table tennis, carrom board, chess, badminton, gymnasium, etc. The details of Sports facilities available at REVA University are provided below:

INDOOR SPORTS:

SL.NO	EVENTS	QUANTITY	AREA
1	Table tennis boards	3	750 sqft

2	Carrom boards	6	300 sqft
3	Chess	60	300 sqft
4	Multi gym	2	1500 sqft
5	Yoga hall	1	2000 sqft
6	Weightlifting	250kg	200 sqft

OUTDOOR SPORTS:

SL.NO	EVENTS	QUANTITY	AREA
1	400m Athletic track	1	53092.75 sqft
2	Football	1	53092.75 sqft
3	Cricket	1	53092.75 sqft
4	Throwball	1	53092.75 sqft
5	Basketball court	2	14400 sqft
6	Volleyball court	1	7200 sqft
7	Tennis court	1	7200 sqft
8	Kabaddi	1	7200 sqft
9	Hockey	1	16500 sqft
10	Cricket Nets	2	1000 sqft
11	Kho Kho	1	4000 sqft

REVA University touched a new milestone by launching its very own **E-Sports Club – REVARENA**. Not to be confused with mundane *online gaming*, Esports requires a unique set of skills and proficiency for **competitive gameplay**.

The vision encapsulated in the establishment of the **REVARENA** club is to encourage and discover the world of competitive gaming and its interplay with sports. The club acts as the bustling **hub of gaming, networking with professionals and collaborating with developers** to cherish the mutually shared passion for technology and esports. The club additionally focuses on *developing and training young talent* with the leading professionals in the industry.

E-Sports can help students develop valuable skills that are highly sought after by employers, such as teamwork, communication, and problem-solving. As e-sports continue to grow in popularity and become more mainstream, having experience in the field can be a valuable asset for students who are interested in *pursuing careers* in related fields.

Overall, an e-sports club can be a valuable addition to any college or university, providing opportunities for students to *compete, build community and develop valuable* skills.

- <https://www.reva.edu.in/events/reva-esports-premier-league-2022>
- <https://www.reva.edu.in/events/revarena-valorant-season-2>

GYM: The Gym works in alignment with the Health and Wellness Programmes drawn up by the University. The sports infrastructure is host to various **inter-University and inter-collegiate sporting** events. The playground is well-lit at night and sports practice goes on till late hours.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3

Availability of general campus facilities and overall ambience

Response:

REVA University offers a unique learning environment which gives the students the *best of modern pedagogy* coupled with traditional pedagogy. Student life at REVA is *colorful, vibrant, and packed* with activities to make the campus days memorable. With *rich biodiversity*, study lawns, and open-air theatre to enrich the learning experience, a student's journey at REVA is unique in every way. The greenery and the rich land scape at the campus creates a unique learning experience.

REVA has many **studios and galleries** to showcase students' interaction with study material and enhance their skills and interests. **REVA Beats** is an exclusive *music room*, to sharpen students' diverse talent in music, with a mix of contemporary and classical set up, and a soundproof venue. REVA has an adequate number of *auditoria* and seminar halls to facilitate such curricular and co-curricular activities. *Laboratory experiences* not just provide hands-on learning experiences, but also enhance students' understanding of specific *scientific facts and concepts*.

The *Gazebos* at the campus are used generously by Schools to ensure there is open space for learning apart from the teacher-learner 'compatibility in outdoor learning. The gazebos are extensively used for **one-to-one learning** and **teacher interface** in a positive learning environment. Every attempt is made by the University to ensure that all students find REVA a very lively, *fun-filled and resourceful community* to enrich their *erudite* years.

Some of the major general campus facilities that are available and aid in providing a good ambience for an enjoyable learning experience at REVA are listed below.

- **Hostels** for girls and boys
- **Laundry services** and salon for hostel students
- **Food court** and fast-food centers
- **Photocopying** facility
- **Wi-Fi** connectivity in the campus
- **CCTV** for ensuring students' safety.
- **Health centre** with in-patient facility and exclusive ambulance provided for 24x7 health care facility.
- **Ambulance**
- **Ramps** and **lifts** to facilitate differently abled students.
- **Transport** facilities
- Battery operated vehicles (**Buggy**) for commuting inside the campus

- **Walkways** for safe, easy and congestion free movement
- Bank and **ATM** facilities
- **Electrical power backup** which is provided by standby power generators.
- **Guesthouse**
- **Gymnasium** for students with state-of-the art equipment
- **Beats Plaza** containing modernized facilities for music and dance.
- **Staff quarters**
- Other facilities include *courier services, bookstore, digital photo studios*, etc., to meet the day-to-day needs
- REVA campus has about one-third (32%) of its total area brought **under green cover** by the horticulture department.
- **RO water treatment plant** with 1,135 KLD capacity with well-connected water supply network to provide 24x7 drinking water to the entire campus.
- **Solid waste management** system for collection, segregation, disposal along with manure composting facility
- For **liquid waste management**, modern water treatment plant with an installed capacity of 4,500 KLD *recycles* about 90% of wastewater for secondary applications such as, flushing, gardening and vehicle washing
- **REVA Campus Radio** facilitates students to participate in mass media activities and contribute to build an effective, vibrant and sustainable community.

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

4.1.4

Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 33.88

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
5379.16	4905.75	4338.51	4459.49	4322.75

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

REVA University Central Library located in the heart of the campus and housed in an independent building with a carpet area of 35,680 Sq.ft is fully air-conditioned, well laid out, and aesthetically designed to make it an inviting place with the ambience that is suitable for learning and research. The library building has provisions for both individual and group studies making room for interaction, discussion, and quiet studies. Adequate space is provided for browsing and relaxed reading, from 8.00 am to 12.00 midnight providing a mix of learning environments to meet different student aspirations and teachers' needs.

The REVA University libraries are stocked with over **1,14,000 plus** printed textbooks and **33,500 plus** reference books with **29,500 Plus** titles. The library has gone digital with various options, making access and reading convenient. Online access to a vast range of information, including **34,500 plus** IEEE e-journals, conference proceedings and standards are available to all users. Apart from these, **19,000 plus** e-journals, magazines, and case studies through Elsevier Science Direct, ASCE, ASME, and K-hub for Engineering, are also subscribed. For non-engineering programs, JSTOR, EBSCO, Emerald Manupatra, Air Online, SCC online databases, Legal Studies Databases, Scopus and K-Hub for Architecture are subscribed.

The library provides access to **2,50,000 plus** e-books through Pearson, EBSCO, McGraw Hill, O'Reilly, MIT Press, Wiley, Emerald, EBSCO, K-Hub and Sage publication. Furthermore, through NPTEL (Local Guru) Media Streaming System, video-based learning access is provided to all users. The University library's electronic resources, databases and digitized primary sources are accessible remotely, so users can access them from anywhere.

Library Services and Facilities:

- **Document Delivery Services**
- **Inter-Library Loan (ILL) Services / Resource Sharing Services / Institutional Membership Services**
 - **DELNET (Developing Library Network)**
 - **IISc - Indian Institute of Science, Bangalore**
 - **IIMB - Indian Institute of Management, Bangalore**

◦ **Bangalore University Library**

- Current Awareness Services: New Arrivals Display, Abstract Bulletin, **Periodical Display**
- **E-Question Paper** Facility by providing the QR code
- **Newspaper Services** / News Paper Clippings Services
- **OPAC** (Online Public Access Catalogue)
- **Remote Access**
- **Plagiarism** checking services
- User Orientation
- **Self-Transaction** Facility (Issue, Renewal, and Return)
- **Audio-Visual** Section
- **Digital** Library
- Bulletin Board Facility
- Multimedia Resource Services (CD Borrowing Facility) / **CD-ROM Services**
- Easy Resource Access Services through **QR Code**
- **Rare Books** collections

The following activities of the library are automated.

- Web **OPAC** Search
- **Online** access to e-resources
- **Self-issue** kiosk
- Staff Workstations
- **Book drop** - Drop box can give 24/7 access for students to return the book
- **RFID** Gates
- Library Usage Gate

Description of library:

- Name of the ILMS software : **LIBSOFT**
- Nature of automation : Fully automated
- Version : 12.0.0
- Year of automation : 2005

The University has also incorporated **RFID** (Radio Frequency Identification Devices), for better security and safety in campus with self-issue kiosk, staff workstations, Book drop and RFID Gates in the year 2017-18.

- Name of the software : **2CQR RFID**
- Nature of automation : Fully automated
- Version Present : 1.0.0.0
- Year of automation : 2018

Web link of Library:

- Library Web OPAC : <https://library.reva.edu.in/opac/>
- Library E-Resources : <https://library.reva.edu.in/opac/E-Resources.aspx>
- Library Information centre : <https://www.reva.edu.in/library-and-information-centre>

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

4.2.2

Institution has access to the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3

Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 133.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
168.70	69.42	194.74	146.30	87.57

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 32.77

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 5498

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1**

Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 71.05

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 216

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2

Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

REVA University has latest ***IT Infrastructure*** to support teaching-learning, research, administration and support processes. The proposed budget is prepared every year after collecting the requirements from the schools and is submitted to the ***finance committee*** for approval. As per the approval the IT infrastructure is procured and updated.

- **Moodle server/ MS- Teams** – Moodle server exists in the campus and helps in conducting Quiz and online examination, while MS Teams is used widely in campus.
- **ERP Server** – Office automation systems at REVA **support** students, faculty members and administrative staff with quick information available on the lecture, course content, attendance, fee payments, examination schedules along with assessment
- **Tally Server** – Centralized accounting system is in place.
- **Helpdesk & Ticketing system**– Fully functional helpdesk and ticketing solution have been implemented to provide technical support to end-users
- **Firewall** – A fully functional Firewall is in place to meet Industry standard practices by implementing from DDOS, IPS/IDS, for safe browsing and safeguard from Malware, Trojan, Virus and hacking attacks on University system
- **SharePoint & One Drive (File Sharing & User backup System)** – REVA uses Microsoft SharePoint and One Drive to enable user file sharing and end user backup in the campus. A proper access control has been implemented to ensure privacy and security of personal and official data of the system
- **Antivirus Server**– Antivirus system has been implemented with central console, to ensure that the end user machines are safeguarded from Virus, Malware, Ransomware and other threats. A policy has been implemented to scan all user data from potential threat and new antivirus signature are being updated frequently
- **CCTV Camera**– CCTV cameras have been installed at all important locations of the University campus for safety and security purpose.
- **LibSoft server for Library** – Libsoft server exists in the campus
- **Online Education:** During the Pandemic, we implemented MS-Teams application across the university to enable students and staff to conduct seamless online classes
- **E-Content/Lecturing:** Created framework to develop e-content and standard lecture practices engagement during Online sessions for teaching-learning
- **Online Examination:** Online examination during pandemic..

IT Maintenance Services:

- Fully Wi-Fi Campus, providing **24x7 Monitoring & Support**
- Managing **User Access control** with Azure Active directory
- Implementation of Office 365 Application across the University
- **End-User Application** and Hardware support
- Coordinating and facilitating during Placement, Examination, conducting online competitive examinations, admission process and other **engagement drives**

Dedicated Computing Facilities

- Internet in all Computer Labs Internet in Residential area Wi-Fi in All Hostels
- Printing
- LCD Projectors
- Audio Visual classrooms

OFC & LAN Facility

One network across the campus to access internet/intranet resources & Proprietary Software under uniform network policy.

Number of Nodes with Internet Facility

- Implemented state of **art Virtualization Server environment** with Virtual Desktop setup in Tier **3 Data center setup** at University Campus
- Redundant, Secure and 97.5% Uptime provided on all IT setup including high speed **internet bandwidth**.

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

4.3.3

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

Response: 5.39

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4

Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5

Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 55.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
9100.42	7908.28	8690.03	7310.48	5883.82

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2

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

Response:

REVA University has an independent maintenance department headed by a dedicated senior officer designated as Director (Administration), assisted by *Deputy Director*, and supervisors in respective sections. This department is responsible for *overseeing* the maintenance of buildings, class rooms, laboratories, hostels, cafeterias, sports facilities, utilities, STP / ETP, lawns, green areas, transportation, health clinic, crèche, etc. The department is also responsible for allocation and maintenance of central facilities like seminar halls, auditoria, meeting rooms, board rooms, etc. as the whole system is automated and linked to *ERP of the University* to ensure optimum utilization of resources and proper maintenance. It also takes up the responsibilities of making all arrangements for all functions organised regularly in the campus.

During “**SWACHH REVA**” initiative implemented at REVA the maintenance of the entire campus was divided in different parts and each part was assigned to a particular School to clean and maintain properly. All faculty members, students and non-teaching staff were *involved in cleaning and maintaining* the portion of the campus assigned to them, in addition to maintenance of their respective school.

REVA University has a very comprehensive and systematic maintenance policy defined for the University and documented in the *SOP for Administration*. The infrastructure and maintenance policy applies to all members of the University and works under the direction and support and guidance of the Maintenance Committee. The roles and responsibilities of the Committee is well defined and REVA believes this is vital for the holistic development of all students as stakeholders. The scope as defined in the Maintenance SOP includes *maintenance of teaching-learning resources, labs and libraries maintenance, repair work, green campus maintenance, solar panels maintenance, electrical and electronic appliance maintenance, musical instruments maintenance, safety equipment maintenance, water purifiers and RO maintenance, ICT maintenance, maintenance of sports and grounds facilities*.

REVA maintenance policy sets the boundaries for maintenance strategy development at the University level and sets quantifiable objectives for deciding on the budget. The policy enables the University determine the regulatory compliances desired, the maintenance costs, expenditure commitment and collaborative decision making between the management and the administration team. In addition, the department has *qualified and skilled manpower* for civil work, electric work, mechanic work, plumbing, carpentry work, horticulture etc.

Maintenance of infrastructure facilities, services and equipments is done as per the following details:

1. The infrastructure facilities, such as, class-rooms, buildings, hostels, green areas, STP/ETP, etc. are maintained by the maintenance section.
2. The University has power management section to ensure uninterrupted power supply and maintenance of electrical gadgets. The maintenance of equipments like *Generator Sets, General Lighting, Power Distribution System, Solar Panels etc.* are undertaken as per their preventive maintenance schedules and guidelines by the equipment suppliers.
3. The maintenance of equipments for *water pumping plants, sewage*, etc. are undertaken as per

their preventive maintenance schedules, and guidelines by the equipment suppliers.

4. The University provides various services / facilities to the students and faculty and are maintained by respective service providers as per contract:

- **Cafeteria** facilities
- **Banking / ATMs** facilities and services
- **Laundry** services
- **Gymnasium** facilities
- **Reprography**
- **Salon** facilities
- **Books and Stationery** facilities
- **Departmental store**
- **Branding store**
- **Buses, Vans** and cars are maintained by the Transport Department.

REVA Health Centre, sports facilities, etc. are maintained by the administration department as per the laid down guidelines; security services are outsourced and available on campus 24 x 7.

Carefully thought of **SOPs** are given to the administrative department to ensure good upkeep and efficient maintenance of the campus. Seminar halls, Academic blocks, Centres of excellence, Auditoria are named after eminent scientists and freedom fighters. Inclusivity being of primary importance, the **Divyangjan** friendly washrooms, ramps, lifts, pedestrian zones are well taken care of and maintenance and upkeep of these are a priority.

Maintenance: Each faculty / school is assigned a block or a floor based on student strength. The classrooms and tutorial rooms are utilized to the optimum. All schools have their own departmental library. The *central library* is kept open for extended periods of time. However *digital resources* are available round the clock. The lab equipment and machinery are accounted for and well maintained.

Cleanliness: Dedicated teams are assigned for housekeeping and periodical cleanliness routines are scheduled, meticulously followed and monitored through *routine and surprise checks*. Prescribed systems are implemented for disposal of solid and liquid waste and a dedicated committee manages the disposal of scrap, including e-wastes. Cleanliness is well taken care of in these areas with rosters being maintained and continuous monitoring.

Maintaining Greenery: The *Horticulture team* ensures upkeep of green areas - indoor and outdoor. This includes caring of pots, watering of flowerpots, manuring, hoeing, weeding, lawn mowing, lawn weeding, preparing of *seasonal plants*, maintenance of the flowerpots and stands etc. Treated water from the Sewage Treatment Plant is used for horticulture.

Planned Preventive Maintenance (PPM): PPM is performed at REVA to extend the life of the equipment and prevent its failure. It is scheduled at specific intervals and includes specific maintenance activities such as lubrication, calibration, cleaning (e.g. filters) or replacing parts that are expected to wear (e.g. bearings) or which have a finite life. This measure enhances the *efficiency, effectiveness* and *reliability* of the equipment used and is carried out at appropriate frequency as suggested by the School or the service provider

IT Maintenance policy: At REVA we use the helpdesk software to track requests for support and

responses. A database on inventory and maintenance of hardware and software is maintained by the IT Department. Specific maintenance items under IT include:

- Periodic **replacement** of parts and renewal of consumable supplies
- **Repair** or replacement of faulty components
- Periodic **inspection** and cleaning of equipment
- **Updating** or upgrading hardware and software, including installing new operating system versions
- Adding or **deleting** users from a system, or modifying user rights and properties
- Periodic **backup of stored files** on a school network of the University
- Monitoring the condition and functionality of networks and equipment, including testing website accesses and links
- Installing and **removing equipment** and applications.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 53.53

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
10985	7214	7224	6604	4939

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.2

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

Response: 26.83

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4366	3705	3433	4624	2231

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Institutional website	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 63.87

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
62	67	54	43	23

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
139	93	76	58	40

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.2

Average percentage of placement of outgoing students during the last five years

Response: 50.62

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2498	1455	1821	1552	833

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3

Percentage of student progression to higher education (previous graduating batch).

Response: 25.03

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 1093

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response: 199

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	5	88	50	37

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2

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

Response:

At REVA University *stakeholders' involvement* in all governance models of the University takes priority.

Student Council:

The Student Council is formed by a representation of all Class Representatives of various schools and is overseen by the Office of Student Affairs.

Class Representatives

The Class Representative is a nominated leader of the respective class and serves his/her tenure (as per the guidelines of the school) by representing the class in all fora. These representatives **are nominated by** the School Director, Class teacher and students of the class to act as the mouthpiece of the larger set of students and play a key role in the University. The Directors of Schools meet the Class representatives and deliberate on pressing matters if any and ensure feedback on all student survey is taken. The class representative is responsible

- for **updates** on SLCM as per the directive of the concerned teacher.
- to ensure all **curricular, co-curricular** and **extra-curricular** activities of the class are conducted smoothly.
- **to engage students** and support teachers in the management of class activities.

- to enable students to ensure **participation** in all feedback.
- to **clarify queries** rising out of the student handbooks, or rules and regulations.
- to **appraise students** of declaration of results.
- to represent the students for **any grievance** that goes unnoticed to the concerned authority.
- for **overall discipline** of the class.

Albeit, there are no formal elections in campus held (so as to avoid unwanted interference from external elements and to maintain harmonious relations in and out of campus), **student committees** are formed and they play a key role in various aspects of the University. Accordingly, the Student Affairs office of REVA University oversees the following committees:

Student Advisory Committees

- Library Advisory Committee
- Hostel Advisory Committee
- Sports Committee
- Cultural Committee
- Arts and Media Committee
- Disciplinary Committee

The Directors of respective Schools oversee the following committees.

Student Clubs and Committees

All student Clubs have representatives under an assigned **Club Coordinator** of the School to coordinate and organize School related club activities and coordinate and support University **cultural, sports, literary activities**. These club and committee members in turn identify talent and ensure there is maximum participation in intra and inter University activities.

The University, under the leadership of the top management, also has the following bodies with student representatives:

- Academic Council
- Board of Studies
- Redressal Committee
- Anti-ragging Committee

Entry and Exit Level Meetings

The unique feature of REVA is that **the Chancellor** on the day of inauguration of the Orientation program for freshers in presence of parents and students makes a detailed presentation about the University facilities, services, do's and don'ts by the students and assures **imparting of quality education** by the University with cooperation of parents.

When the students graduate from the University, the Chancellor personally addresses all students in batches and during his interaction **understands their challenges** and makes note of inputs from them for the betterment and development of the University.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3

Average number of sports and cultural events / competitions organised by the institution per year

Response: 95

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
138	73	106	97	61

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement

5.4.1

The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

REVA University graduates within a very short period of time, have *found place* in many of the reputed institutions, industries both within and outside the country and are outshining in their performance taking the name of our nation and their **Alma Mater** to greater heights. REVA has always given priority in providing best education to its students. Our Alumni on the other hand are *adding value to its reputation* with their influences on the society.

The REVA University Alumni Association (RUAA) was formed and registered in the year **2016**.

Objectives of the REVA University Alumni Association (RUAA)

- Promote *amicable* relationship amongst Alumni.
- *Engage current students* with alumni and draw from their expertise.
- *Networking* with industry and society.
- Alumni *contribute* towards their Alma Mater.
- *Remain connected* as a REVAite.

The objectives of REVA University Alumni Association is met through various programmes and activities conducted by the University. Some of the notable activities include felicitation of distinguished alumni, social media updates, alumni interactions with current students, involvement of *Alumni in Board of Studies*, curriculum inputs, industry-academia interactives, organizing conclaves, involvement in major University events, *Alumni Social Media page updates*, *Alumni Day*, *Alumni You Tube* relays so as to reach Alumni all over the world. REVA University Alumni Association has chapters in **Bengaluru, Nepal, Chennai, Hyderabad and Germany**. The SLCM is now extended to the REVA University Alumni Association as well and alumni can access required documents from time to time. Sports Day at the University has the Alumni participating in a big way. Internship opportunities are extended to current students through the assistance of the alumni. This way the alumni *expedite* University's placement activities.

Major platforms where REVA alumni are engaged:

- Invited Talks/Guest Lectures/Alumni Fora
- As Participants/Speakers/Sponsors during workshops and conferences etc.
- Representatives of the company during campus recruitments
- Supporters for events like REVOTSAVA, **Khel Khoj, Panchavaktram** and other events
- Engaged with institutions in the capacity of *Visiting Faculty members*.
- Members of Boards of Studies and contribute to review and development of the curriculum and keeping REVA curriculum industry oriented and up to date
- Providing information to Placement office about job postings in their respective organization
- Exclusive engagement with existing students of REVA and its alumni under **Mentor Mentee Programme**
- *Active members* of IQAC and their inputs are very significant in terms of developments and quality enhancements.
- REVA alumni are also engaged in various students driven activities like clubs and committees as **Jury Members, Facilitators, Supporters and Sponsors**.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2

Alumni contribution during the last five years (INR in Lakhs)

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION

“REVA University aspires to become an innovative university by developing excellent human resources with leadership qualities, ethical and moral values, research culture, and innovative skills through higher education of global standards”.

MISSION

- To create excellent *infrastructure* facilities and state-of-the-art laboratories and *incubation* centers
- To provide *a student-centric* learning environment through *innovative pedagogy* and education reforms
- To encourage *research* and *entrepreneurship* through collaborations and extension activities
- To promote *industry-institute* partnerships and share knowledge for innovation and development
- To organize *society development programs* for knowledge enhancement in thrust areas
- To enhance *leadership qualities* among the youth and enrich personality traits, promote patriotism and moral *values*

While the leadership of REVA University has emphasized *excellence in education and research*, the senior management is clear about the requirement of the emphasis on leadership qualities amongst the youth. A series of *management leadership programs* and student leadership programs from spiritual leaders to leadership gurus are organized regularly. To build a sense of patriotism, the national anthem is played every day and every national event is enthusiastically participated. The Vision and the Mission are displayed in all blocks of the campus, website, and student handbooks.

VALUES

- Ethics
- Ownership
- Involvement
- Commitment

OBJECTIVES

- Developing a **sense of ethics** in the University and community, making it conscious of its obligations to society and the nation.
- Performing all the functions of interest to its major constituents like faculty, staff, students, and

society to reach a **leadership** position

- Smooth **transition** from **teacher-centric** focus to **learner-centric** processes and activities.
- To offer **high-quality** education in a competitive manner.
- **Creation, preservation, and dissemination** of knowledge and attainment of excellence in different disciplines.

Academic governance: REVA has the advantage of borrowing expertise from the rich **Advisory Board** of the University and the highly qualified and experienced members of the **Board of Governors** who are consistently spearheading the road map for the growth of the University. The **Board of Management, the Controller of Examinations, the Professor Emeritus, Advisor** are all experts who come with a rich background in academic governance. All regulatory bodies in the University are as stipulated by the UGC. The **Deans and Directors** are responsible for the overall academic governance of their respective Faculty and Schools and for the upgradation of the quality teaching-learning process and other operations of the Schools. **Regular feedback from all stakeholders, alumni, and parents** is taken for upgradation in the curriculum to align with the vision and mission and Exit meetings are conducted for the final year students.

Administrative governance: All the authorities and officers have been appointed and their duties and powers are defined strictly as per the provisions of the REVA University Act. The **office of the Registrar** ensures that all **regular meetings** of all **authorities/statutory bodies** are held as per the Annual Plan of the University and decisions taken at these meetings are implemented and **Action Taken Reports** are maintained. The focus is on ensuring that all operations of the University are driven by technology and that systems and processes are in place.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Institutional Governance:

Effective leadership by **setting values and a participative decision-making** process is key not only to achieving the vision and mission of the institution but also to building the organizational culture.

REVA University always believes in setting **organizational values** and focusing on participative decision-making at all meetings of the university. This has reflected well on the organizational culture of REVA. At REVA, we have various set structures to ensure there is complete synchronization between academic and administrative tasks. Participative decision-making, we feel, fulfills the university's vision and

mission. This also enables the University to ***groom leadership*** at various levels.

Participative Governance:

While the administrative leadership is given operational autonomy, units of the University in both academic and administration come together to coordinate all formal and informal arrangements of the University. '**Leading by example**' has always been the belief of the senior management and the overall focus of leadership has been on creating a systematic process that is not 'person dependent'. Good governance, we believe, is the major factor in improving the quality of higher education.

Institutional Practices:

The University organogram is clearly defined, and the HR plays a crucial role in ensuring ***JDs, KPAs, and KPIs***, are clearly defined to all. The **quality policy** is cascaded to all at the University and the focus is on achieving the goals set for the University.

The IQAC is the trailblazer in establishing quality processes across the University. The apex bodies such as **the Research Committee, Board of Studies (BoS), Academic Council (AC), Finance Committee (FC), Board of Management (BoM), and Board of Governors (BoG)** ensure that decentralization of academic governance is taken care of. Care is taken to ensure renowned, successful, and eminent members are added to all these committees. The members of each committee are nominated based on competencies. Students are focal to all the committees and participation from students is sought by all schools of the University. The MOM of every meeting is documented and populated so that ATRs are supplemented in coordination with all decision-makers.

Effective Leadership:

The leadership at the university has a ***decentralized process*** as evidenced by the ***organogram. Roles and responsibilities*** are clearly defined and the decision-making at the higher levels is cascaded effectively to the other members of the team. Accordingly, faculty involve student participation and other stakeholders in all operations of respective schools.

Committees are formed in accordance with ***statutory requirements*** for administrative governance. Minutes of all meetings are documented and the institution's short and long-term goals are achieved by orchestrated efforts of all schools and departments.

NEP Implementation:

As per the guidelines of the UGC, the IQAC has gone ahead and constituted the **NEP Committee** and ensured that the **Institution Development Plan** has been formulated as per the directive of the KSHEC. The entire process of ensuring that all stakeholders are a part of this journey.

Conclusion: REVA University believes in ***collaborative decision-making, motivating different leadership styles, and balancing accountability and autonomy***, while quality in education remains foremost.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

REVA University has always had a systemic process of setting up strategic plans a year ahead of the new academic cycle and hence **REVA Summit** is held every year in the month of November. This enables all Schools of the University to plan their academic year ahead with micro details and tracking systems.

A 10-year strategic plan in line with the vision and mission of the University has been put in place to establish the principles of *participation* and *transparency*. The planning was done by keeping important milestones to be achieved during the journey. A top-down approach was followed, where important stakeholders were involved for development of the 10-year strategic plan.

The overall development objectives of these Summits have been the following:

1. **Curriculum** development and benchmarking with global institutions
2. **Pedagogy**
3. Academic **Administration**
4. Examination **Reforms**
5. Infrastructural Development and Maintenance
6. Partnering with Knowledge Hubs
7. Automation and Information Technology
8. Stakeholders Involvement
9. Manpower Management
10. Legal Compliances
11. Creating Institutional Brand Image/Ranking
12. Research and Development
13. Social Outreach Programs
14. Monitoring and Evaluation
15. Employment
16. Supporting Students from Disadvantaged Backgrounds
17. Others

In accordance with the above, the following are the themes at REVA Summits conducted thus far, that have navigated the University in the last 6 years:

	Year	Theme

SUMMIT I	2015	Science & Technology for Society
SUMMIT II	2016	Ethics, Environment & Professionalism
SUMMIT III	2017	Digital REVA
SUMMIT IV	2018	Innovate, Enterprise & Socialise
SUMMIT V	2019	Experience, Explore & Excel
SUMMIT VI	2020	Retrospect, Introspect & Prospect
SUMMIT VII	2021	Future of Education & Skills
SUMMIT VIII	2022	Social Impact and SDGs

Case study

In order to ensure that the goals set in **Summit I & II** were achieved after the analysis was done, **REVA UIIC** (University Industry Interaction Centre) was started so as to promote collaboration between academia and industry.

REVA UIIC today works with various government and non-government bodies with the aim of creating value in the ecosystem.

The impact has been:

- Consistent **4 stars** and above in IIC ratings
- Industry **tie-ups**
- More than **80 MoUs** with industry
- **Boot Camps** are held regularly
- **Expert mentoring** support from the industry

At the VIII Summit, decisions taken included the need to have the entire University surge towards being a Social Impact University. Accordingly, selected SDGs were taken up for the year 2022-23 and the entire University has been working on these selected SDGs. The result of this was REVA University being awarded the **SDG Award** for the year 2022 and being recognized at the **Commonwealth Conference** for Leaders in the United Kingdom.

Each School is assigned targets to be achieved under various parametres and periodic review of these Summits is conducted by the **Steering Committee** to ensure that timelines are met and the implementation of each of the set goals are closely monitored.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

REVA University was established as a **State Private University under Karnataka Act No.13 of 2013**. The University has the following authorities:

1. The **Board of Governors (BoG)** - It is the apex body and gives visionary and futuristic direction to the University affairs.
2. The **Board of Management (BoM)** - BoM has responsibility to oversee all financial matters in campus and to ensure good academic and administrative health of the University.
3. **Academic Council (AC)** - AC is the principal academic body and supervises all the academic policies and practices.
4. **Board of Studies (BoS)** - BoS oversees all curriculum related affairs of a particular programme, considering various stakeholders inputs .
5. **Finance Committee (FC)** - FC plans the annual budget and regulates the expenditure under various heads through internal & external audit.
6. **Research Advisory Board (RAB)** - RAB is the apex body for giving futuristic research direction to the University.
7. **Doctoral Research Board (DRB)** - DRB regulates the Doctoral Research Programs as per the PhD ordinances and UGC regulations.
8. University has also appointed various other committees to support administrative and academic issues namely anti-ragging, disciplinary, **POSH committee..**

The administrative setup is:

1. **Chancellor** - Chancellor is the chairperson of the Board of Governors and Board of Management.
2. **Pro-Chancellor** – Pro Chancellor assists the Chancellor for such matters as may be specified by the Chancellor and exercises such powers as may be delegated.
3. **Vice-Chancellor** - Vice Chancellor is the principal executive, academic officer and functional head of the University. However, appropriate delegation of power is done to various office bearers viz., Pro Vice Chancellor (Strategies) is empowered to plan strategies for all aspects related to the growth of education.
4. **Pro Vice Chancellors** - Assist the Vice-Chancellor in all academic and administrative matters.
5. **Registrar** - All documents and records are authenticated by the Registrar. The Registrar is member secretary of the BoG, BoM & AC.
6. **Finance Officer (FO)** is member secretary of the finance committee.
7. **Deans/Directors** - Act as functional heads of schools/departments and assist the VC in all administrative matters. They are empowered to take decisions related to academic, industrial relations and collaborative issues of their schools.

Appointments: The University follows a *well-established process* for *talent acquisition* in various schools/departments. The mandate is to appoint quality faculty members preferably with PhD qualification.

Induction of faculty/staff members: Induction of the faculty/staff members is done according to a well-laid process. The induction/orientation program is planned for a minimum of 7 days. This helps equip the new hires with all the required information about the University from all perspectives.

The **HR induction program** facilitates a smooth and gradual hand holding process for the newly recruited faculty/staff members and helps them to settle down in their school/department and hence in the University culture.

Service Rules: The University has a well-defined **service rule book**, which provides details about the code of conduct, career progression, research incentive, leave rules, employee welfare, disciplinary procedures and other relevant rules of employment.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Link to Organogram of the University webpage	View Document

6.2.3

Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

The administration accords its **Human Resource** as the most crucial and important resource of the University and allocates adequate avenues for letting them *explore their potential*. It has *rewards and recognition policies* in place for their extraordinary contribution. In addition to a structured system for professional development of the staff, the University has implemented well-defined service rules, *promotion policies*, leave regulations, welfare schemes and *grievance redressal* mechanisms. Achievements of faculty members and staff are timely assessed and accorded due recognition through *financial and/or non-financial incentives*. The University provides lucrative welfare schemes to all the employees to keep them motivated to ensure that they are working with zeal and efficiency.

Annual Appraisal System and Corresponding Salary Increments: Appraisal system of teaching staff is based on the four parameters of performance, i.e., teaching, self-upgradation, students' feedback, their achievements and research output. For the non-teaching staff, the annual increments are packaged with *special emoluments* based on recommendations of their department heads.

Paid Leaves:

- Earned Leave
- Casual Leave
- Maternity Leave
- Paternity Leave
- Special Casual Leave
- Medical Leave
- Sabbatical

Subsidized Accommodation is provided to those joining from other locations and to those who are required to stay in the Campus. In addition, the administration has 2/3 BHK apartments in the vicinity of the campus of the University to *offer accommodation* to the *employees* on subsidized and shared basis.

Crèche Facility: The facility of creche is available to toddlers of the University staff.

Advance Salary: The University administration may decide to provide a salary advance to employees to help them manage their financial needs for medical or personal emergencies.

Specific measures are employed for increasing engagement of employees through:

- *Team bonding* activities
- *Referral* recruitment program
- Employee *opinion* surveys
- *Free medical* checkup camps within the Campus
- *Festival celebrations* on major festivals
- Providing *kiosk* / counter facilities (Cancer awareness program)
- Health related *awareness* programmes

Free Uniform Support: All the support staff of the University are issued with a set of uniform comprising shirt & trousers (salwar suits for women), jacket, shoes and belt. Wearing this *smart uniform* inculcates self-esteem and belongingness to the organisation.

Free Transportation: The Vice Chancellor, Pro-Vice-Chancellors, Directors, Deans are provided with chauffeur driven staff cars. All other teaching staff, support staff, the administrative staff are provided a *reserved seat* in the University buses.

Rewards and Recognition: *Excellence Awards* (for excellence in leadership), Teacher Excellence Awards (excellence in teaching), *Research Excellence Awards* (excellence in research), are organised annually to recognise, reward and motivate employees to excel in their respective fields.

As a part of employee bonding and team building every year in December, the HR organizes a team outing day called “**Sneha Sammilana**”. ‘Sneha’ meaning friendship and ‘Sammilana’ meaning togetherness / confluence. It is a daylong affair where employees right from the supervisors, housekeeping, clerical, office executives to wardens, support staff along with the teaching fraternity are taken to a destination. Games, music, activities for outbound, teamwork and talent shows along with lunch and tea is arranged.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2

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

Response: 25.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	161	168	129	159

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

Other Upload Files

1	View Document
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6.3.3

Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 100.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
107	90	104	145	58

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 51.8

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
342	271	421	363	269

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

REVA University is supported by **Rukmini Educational Charitable Trust** - a not for profit educational trust. Under Section 27 (2) of the REVA University Act, the Finance Committee is the principal financial body of the University. The Finance Committee is constituted as per Section 27 (1) and functions as prescribed in the **REVA University Statutes** governing Constitution Powers and Functions of the Finance Committee.

Strategies for mobilisation of Funds:

Fee received from students: The main source of University revenue is the fee received from students, from SC/ST scholarships and the like. Fee received is transferred to the overdraft facility account with the bank and from there it is used for various financial expenses like salary payments, vendor payments, bank instalments & interest, payment of statutory dues viz., PF, ESI, TDS etc.

Bank Loans: The University has strong relationship with the partnership banks. Any unforeseen fund requirement is pre- arranged through bank funding in the form of **term loans / overdraft** facility. Because of its excellent credit history, the University gets short term loan/overdraft facility by partner banks as and when required.

Sponsored research grants & fundings: **Approved vendors** (preferably working with government agencies) have been identified for fast mobilisation and spending of funds received under sponsored research head.

Income from other sources: This includes generation of funds from various food court outlets, merchandise, additional gym sessions, facilities being rented out for national exams and the like.

Strategies for optimal utilization of resources:

Preparation of budget and approval by Finance Committee: Financial budget is prepared before the *start* of every financial year. Budget is taken from every department which includes details of expenditures to be incurred in that financial year and consolidated to prepare final budget of the University.

Expenses according to the budget: For effective utilization, all expenditures are strictly linked to the approved financial budget of the university. Funds are *allocated* as per the budget and its utilization is closely monitored by the accounts office. Funds are released for approved and authorized payment requests only. For any requirement, proper demand is raised in writing by the respective schools and after thorough verification; payments are done by accounts department e.g. if any school has to buy any equipment, it has to submit the approved document from the authority for any advance or final payment.

Separate accounts for all grants & fundings: For optimal utilization, all grants and extramural fundings are taken *into separate accounts* so that the fund is utilized only for the purpose for which it is granted. Also, regular audits are done and utilization certificates are provided to the grant agency to ensure optimal utilization of funded amount.

Vendor Payments: Flow of vendor payments is also aligned with the fee received from students. Fee is received *twice a year* and payments managed accordingly. A healthy and balanced credit cycle is maintained for payments to vendors.

FCRA Account for foreign projects: All the foreign project funding will be taken into a separate FCRA Account (process under scrutiny)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2

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

Response: 55.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	28.72	17	10

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.3

Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 38.24

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
18.79	0	0.3	0.25	18.90

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.4

Institution conducts internal and external financial audits regularly

Response:

REVA University has given great importance to financial discipline. It believes while mobilisation is the key for the progress of the university, *proper optimum utilisation* of financial resources, equipments and other materials and accountability of their usage is equally significant. Hence the University has a

mechanism for internal and external audit. The University has a full-time Finance officer since its inception to ensure maintenance of proper accounts & records, review of the accounts regularly during fixed intervals and preparation of annual accounts and balance sheet of the University and auditing these accounts.

Audit mechanism: There is an effective mechanism for conducting internal and external financial audit. Internal audit evaluates *internal financial controls* and *accounting* processes. It ensures compliance with laws and regulations and help to maintain accurate and timely financial data. External audit extends the scope of audit towards finalizing the books of accounts and preparing financial statements strictly adhering to the accounting and auditing standards.

Internal Audit: Internal audit performs a wide spectrum of activities such as:

- *Evaluating* the accounting and internal control system.
- *Examining* the routine operational activities.
- Physical *verification* of inventory at regular intervals.
- *Analyzing* financial and non-financial information of the organization.
- *Detection* of frauds and errors.

The main aim of the internal audit is to increase the value of an organization's operation and to monitor the internal control, internal check and risk management system of the entity. An Internal audit is conducted by the internal auditors who have been appointed by the organization. The audit is conducted on quarterly basis.

M/s T. Sriram, Mehta & Tadinalla - A Chartered Accountant firm, has been appointed as the internal auditors. The internal audit is carried out quarterly. A thorough audit is conducted on authorizations, outstanding payments, advance payments, un-reconciled accounts are checked and reported.

Statutory Audit

M/s P Mohan Raju & Co.- A Chartered Accountant firm, has been appointed as the Statutory Auditors. A periodic, systematic and independent examination of the financial statements of the organization is audited and the following are given:

- The truthfulness and fairness of the financial statement of the Organization
- The accounting records are complete in all respects and prepared as per the policies outlined by GAAP (Generally Accepted Accounting Principles) or not.
- All material facts are disclosed in the annual financial accounts.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC at REVA was established in the year 2015 to develop systematic processes for the University and plan strategic interventions that would culminate in enhancing quality in all domains of administration and academics. The IQAC is reconstituted **every three years** and **strategic plans** in the form of summits, to navigate and monitor progress has been embedded into the system. The IQAC at REVA is aligned with the NAAC guidelines and SOPs and spares no efforts for the betterment of the University. By participating in various *rankings* (<https://www.reva.edu.in/awards>) year on year to understand the challenges and weakness of the University and specific schools of the University, the IQAC has been expanding the quality circle of the University.

Goals of IQAC

The goals of the IQAC at REVA are:

- To develop a quality system which is more systematic in process to ensure quality consciousness is maintained at all levels of the organization.
- To monitor and support the academic and administrative governance of the University by setting performance standards.
- To build a quality culture and internalize the same amongst all the stakeholders and institutionalize best practices.

The IQAC is granted autonomy to work on ratings, quality research and publications and regular **Academic and Administrative Audits (AAA)**. The domains of focus of the IQAC have been on curricular aspects, training, pedagogy, evaluation, infrastructure, student welfare and support and effective leadership and governance; including scheduling of all statutory body meetings. The IQAC has a dedicated team that works in synchronization with various schools in creating a repository for data and documentation. The IQAC at REVA has been responsible for the Institution Development Plan for REVA in alignment with the Govt. of Karnataka requirement

TWO BEST PRACTICES OF IQAC AND THEIR OUTCOMES

REVA SUMMIT

The REVA Summit is organized every year and the IQAC has undertaken the responsibility of aligning the summit goals with the **Institutional Academic and Administrative Audit metrics**. The review of the Summit goals and progress path is done every quarter, followed by feedback and advise on the methods for improvement by working on the weaknesses. Through this, the IQAC was able to identify some of the academic, administrative, research, examination, HR related challenges and build reforms as deemed fit. Dovetailing this, the IQAC ensures that need based workshops, training sessions are conducted, awareness sessions on benefits of rankings are conducted for the Directors and vertical heads of all Schools.

Launch of REVA NEST

Based on the REVA Summit findings and other ranking parameters, the IQAC recommended the setting up of an innovative platform to support startups to grow from idea to go-to-market. World class incubation facilities were created along with a network of experienced professionals to fund and support the start-ups. REVA NEST today successfully conducts awareness programs for students, runs a series of sessions on ideathons, is recognized by **MSME**, supported by the **Government of Karnataka** and is an advisor and facilitator to many industries.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2

Institution has adopted the following for Quality assurance

1. Academic Administrative Audit (AAA) and follow up action taken

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3

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

Response:

As per the strategic plan of the University developed every 5 years, the IQAC has been consistently monitoring schools for progress. This has resulted in the betterment of the University as endorsed by the various rankings, ratings, and the consistent increase in publications. The **periodic reviews** and AAA have resulted in overall quality enhancement of the University.

Some remarkable improvements are:

- The research publications of the University in reputed journals have seen a considerable rise.
- Sponsored research funding has improved.
- **REVA NEST & REVA UIIC** is doing commendable work.
- **SLCM** with **Sales Force** has enabled us to track a lot of data
- The paperless examination has benefited students.
- **RACE** has been working with tech giants on Corporate training.

REVA IQAC has been consistently and actively participating in various rankings like ATAL, ARIIA, NIRF, QS Asia Rankings, and QS Rating and is now focused on Times Impact Ranking. Data publishing on AISHE is done timely. In addition, REVA participates in all reputed private magazine rankings such as GHRDC, IIRF, Fortune, The Week, Business India, Academic Insight, OPEN, and others.

In NIRF rankings 2023, REVA has been positioned in the Top **51-100 band for Innovation**. Apart from this REVA has also entered the **World University Rankings 2023 (reporter)**

A few remarkable rankings and recognitions: QS LEAD Certification by QS I-Guage, REVA was amongst the first few Universities in 2020 to be ranked by QS I-Guage, Quacquarelli Symonds (QS) for readiness & excellence in online education.

REVA University has been consistently ensuring that quality systems and measures at the University are in place through the vigorous audits conducted. With these efforts for the first time the University has entered the **World Rankings** after successfully achieving the **47th position in QS Asia Rankings**. The University has been steered forward to grow to become a Social Impact University in the next 5 years and the added testimony is the University's alignment with **SDGs, G20, and NEP 2020**.

The University was among the first few to document and submit the **IDP** to the Government of Karnataka. Apart from this every year IQAC has been tracking the progress made by each year Summit, thus ensuring milestones are achieved by the University. The newly introduced Salesforce (SLCM) has been closely worked on by the IQAC team apart from ensuring that faculty training, student training, and feedback are taken. **Structured FDPs** and **Green audits** are conducted every year. The University has been surging forward with consistent efforts in National and International rankings.

REVA University has adopted an effective internal and external quality enhancement mechanism. The internal academic and administrative processes are monitored continuously and are audited periodically

through a robust three-tier audit system. The University also undergoes **external quality audits** of its processes by way of external audits, accreditations, and inspections by legally constituted controlling bodies. The reports of these bodies form an input to the Internal Quality Assurance processes thus resulting in improvement.

Regular training, FDPs are organized for faculty and skill improvement sessions for administrative staff.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

REVA University has an internalized culture of **gender equity** and **sensitization**. Women empowerment is an integral culture that is visibly seen in the number of women in leadership roles.

Unnathi

Unnathi-Forum for women, REVA University, is a vibrant platform that nurtures thought leadership and awareness. This is an inclusive platform for staff and students. Several programs and activities that Unnathi organizes are testimony to the environment and culture of gender equity, safety and security in the university. The intention is clearly to make sensitization aspects more inclusive and holistic. The annual gender equity and sensitization action plan includes the curricular and extra-curricular initiatives that are planned and executed. The *Smt. Rukmini Shyama Raju Memorial Lecture Series on Women Empowerment* is an excellent platform wherein expert speakers from varied fields such as Science, Engineering, Corporates, Education, Arts, Sports etc have delivered talks with the core concern of empowerment and gender sensitivity. Another milestone is the annual REVA Women's Convention, through Unnathi the Forum for Women. Under Unnathi, programmes are organized by all schools in the campus which are focused on gender issues.

SDG V has been adopted by all Schools at REVA University and as a part of this trajectory, adopts SDG V in the right spirit, REVA University has taken up several programs towards building gender sensitivity through programs such as '**Pancavaktram**', the dance performance that was performed across different states to ensure gender sensitization amongst youth; '**Samaavesha**' towards advocating the rights of women and sexual minorities; '**Nyaya Darshana**' which brings awareness towards women participating in various law fora and the like.

Gender Sensitive infrastructure which enables privacy and security

- **Separate hostels:** In keeping with the fact that REVA University has girl students traversing miles to study in the campus, the University has separate blocks, with *caretakers who are women* to monitor and facilitate their residences. Women faculty members stay in the campus along with their families and preference is given to them when it comes to allotment of residences for women.
- **Safety and Security:** At REVA University we have dedicated *women wardens* and security staff who are responsible caretakers for the girls' hostels.
- **Surveillance System:** The campus is completely secured with 24/7 surveillance across various corners, *women security personnel*, wardens, and physical education instructor to take care of students of the girls' hostels.
- **Medical Care:** Other initiatives include *Breast cancer Screening/testing* camps, film screening and discussions, street-plays on women empowerment, anti-eve teasing, flash mobs and so on.

- **SPARSH:** As per the guidelines of the UGC and the Supreme Court, an Anti-Sexual harassment cell – SPARSH has been established at REVA University.
- **Internal Complaints Committee:** REVA University has established the Internal Complaints Committee as per the UGC recommendation.
- **Women Grievance Redressal Cell:** Women's grievance redressal cell at REVA University is meant to safeguard and *promote the wellbeing* of all women employees and students of the organization.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

A lush green campus with open and green spaces, trees, lawns, shrubs is a luxury at REVA University that is easily one of the largest residential campuses in North Bengaluru. The *clean and green* campus is a result of a consciously practiced culture of cleanliness and eco-friendly attitude that are integral to the culture of the University.

(i) Solid Waste Management

REVA campus has an effective solid waste management system that caters to the requirements of the entire campus. The system components comprises **Excel's OUC-130** composting machines, High-speed Garden shredding machine, and single curing system with an automatic fogging system.

Vermicomposting: A small unit of vermicompost is also created in the campus. The vermicomposting unit is an outcome of *academic activities* being integrated with *practical projects* taken up by students.

(ii) Liquid waste management

The STP at REVA campus is an excellent system of liquid waste management wherein the recycled water is *reused to nurture the greenery* of the campus. The system capacity has also been upgraded in view of the growing requirement.

Currently, the unit is capable of processing 18 lakh liters per day. The treated water is utilized for watering plants and trees in the campus.

(iii) Biomedical waste management

Bio-medical waste on campus is meticulously addressed and taken care to maintain a healthy green environment on the campus. The generated bio-waste is sent to **BBMP** for disposal after collection. Incinerators have been installed in the women's residence to ensure the health and hygiene of girl students.

(iv) E-waste management

Electronic scrap components, such as CPUs, contain potentially harmful components such as lead, cadmium, beryllium, or brominated flame retardants. Recycling and disposal of e-waste may involve significant risk to the health of workers and communities in developed countries. REVA University has *E-waste collection* bins for proper disposal.

(v) Waste Recycling System (Waste Disposal)

REVA University follows a disciplined system of collecting the waste materials from various blocks, segregating it, and forwarding it for its disposal and further recycling to the Bengaluru **Bruhat Mahanagara Palike (BBMP)**. The BBMP trucks on a daily basis collect the disposed waste. The campus is hence kept clean and hygienic due to this system.

(vi) Hazardous chemicals and radioactive waste management

REVA University ensures that hazardous waste is never left unattended and follows all required procedures towards the management of such waste. In order to do this professionally with all necessary precautions, the *university tied up with an external* organization for its expertise. The university has an agreement to collect and dispose this hazardous waste with **M/S GOMTI RESINS & POLYMERS PVT LTD** who are professionals with disposal of hazardous chemical waste.

(vii) Radioactive waste

REVA University has no radioactive materials in the campus and hence there is no radioactive waste.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5

Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8

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

Response:

An inclusive environment is one in which members feel respected by and connected to one another and at REVA University *harmony and peace* have been well guarded. REVA University has this culture in which employees have been moulded towards the integration of peoples' experiences, knowledge, and perspectives. A *multicultural and multilingual* ambience at campus has enhanced the spirit of patriotism, fraternity, and gender sensitization in campus.

REVA has a diverse range of student body as well as employees from diverse regions. Inclusiveness also is reflected at the entry level and acceptance of all students from diverse regions, academic backgrounds, and linguistic competencies and so on. The diversity of students or staff is not merely regional but also national. Student community comprises a diverse range of nationalities too. A *cosmopolitan environment* has helped in each person bringing to the group a unique perspective which is influenced by his or her own unique cultural identity. The university follows a *tolerant recruitment policy* too with recruitments of staff from all parts of the country. Diversity along all cultural dimensions are recognized, valued, and respected.

While **internationalization** is a part of inclusivity, festivals to support regional diversity is also celebrated with gaiety. National days, like Republic Day, Independence Day etc are is a ceremonial days to showcase our culture. On certain days of the week, students are encouraged to wear T-Shirts as uniforms to bring in uniformity and a sense of belongingness and oneness amongst students.

The practice of **inclusiveness** includes communication with all stakeholders, and interactive teaching environment where every voice and every need in terms of interactive teaching learning atmosphere that is fostered in academic spaces. Assessments are varied to ensure inclusiveness wherein the learner can express and communicate learning such that he/she is not deprived due to rigidity in assessment formats. Every kind of learner is accommodated with *diversity in assessment* that makes learning more inclusive.

To foster a spirit of tolerance, it is important to engage in a diverse outlook of knowledge, openness, and communication, freedom of thought, conscience and belief. Various activities conducted at the

University help imbibe these values in the campus at all levels. All campus activities at the curricular, co-curricular and extracurricular spaces operate with the core idea of inclusiveness such that be it staff or student community, there is a ***sure space of inclusion*** for all as a family beyond differences. The synergy of inclusiveness is vibrantly visible in all campus initiatives and activities.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

REVA University has adopted the SDGs and has lined up a series of student and faculty members led initiatives to ensure that awareness is built amongst the students about their duties as responsible citizens. **Summit VIII** of the University also carried SDGs as the focus to strengthen student sensitivity and conduct various activities to achieve the same.

Aligning with REVA Core Values

- Every last Saturday of the month is the “REVA” Town Hall aptly named ‘**Chinthana**’. This is a forum for all employees to deliberate, raise a query and a day when the Chancellor of the University deliberates on ethics, values and other critical matters for discussion.
- In order to foster the spirit of patriotism amongst stakeholders, the National anthem is played in the campus every day at 8.20 am. Likewise, all national festivals are opportunities to reinforce the spirit of patriotism, highest cultural diversity, remember the ***valour and sacrifice*** of the freedom fighters and celebrate our Indian heritage.

Sensitization: Fundamental rights

Safe and secure campus: Safety within the campus 24/7 is monitored through high resolution **CCTV cameras** which are installed in strategic positions. **Ramps** are provided in each block apart from lifts to make the campus friendly for specially abled people. Compliance with pollution control and earthquake proof structures are installed in the campus.

Information Access:

All faculty members have access to information about the University and its policies through the website and through **SLCM**.

Jagruti – towards citizen awareness:

REVA University has been successful in conducting Jagruti – in three phases to build awareness on voting, global warming, and climate changes and sensitivity. Apart from this, 'Pragna' is an initiative by REVA NCC and NSS teams to ensure the safety of pedestrians and control the woes of the traffic.

As a responsible REVA Ecosystem:

- REVA University has participated actively in Digital India, Start-up India, **Swach Bharat, Make in India** movement through various initiatives taken up by **REVA NEST**
- Adoption of villages under '**Abhivridi**' has had REVA University partner with the Government of Karnataka to develop and impart quality education at the adopted schools.
- **Blood donation camps** are held at the campus frequently and both students and faculty members participate in huge numbers.
- Visits to **orphanages and old age homes** are organized by all schools.
- Extensive sessions on substance abuse and observation of 'No Tobacco Day' to bring in awareness are conducted.
- Display boards and notice boards in campus are not only digital, but also ensure paper consumption is brought to **zero**.
- **Sensitization** towards reducing consumption of electricity and water is displayed all over the campus.
- Faculty members and students are encouraged to reside in the campus or ensure they use the University transport or opt for **public transport and carpools** to reduce carbon footprint.
- Faculty members are encouraged to follow the principle of **reduce, reuse and recycle**.
- Examinations are completely **paperless** and digital.

7.1.10

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Independence Day and Republic Day: REVA University organizes national and state festivals, viz. Republic Day and Independence Day, Gandhi Jayanti and Karnataka Rajyotsava Day. During such occasions, tree plantation, environmental consciousness and cleanliness are espoused with walks, road shows, talks by eminent personalities, apart from celebration unfurling the national Flag with NCC march, singing patriotic songs, address by eminent personalities highlighting the importance of such occasions etc., are conducted. Apart from this, the University aligns with the theme announced for such occasions by the government.

Cultural programs by students and faculty members including live performances written, directed and lead by the School of Performing Arts are also conducted on these occasions.

Birth and Death Anniversaries: The birth and death anniversaries of great Indian personalities like Swami Vivekananda, Mahatma Gandhi, Maulana Abul Kalam Azad, etc., are commemorated. On these occasions public personalities are invited to give talks. Important movies depicting the biography, the achievements of these personalities, social problems, and their eradication etc., are also screened on these occasions.

It is a practice at REVA University to commemorate important days such as *International Women's Day, International Yoga Day, World Mother Language Day, World Dance Day, World Consumers Rights Day, World Environment Day, National Education Day, Martyrs' Day, Sadbhavana Divas, National Literacy Day, World Water Day, National Youth Day, Ambedkar Jayanti, Constitution Day (Samvidhan Divas)* and so on that align with its inclusive approach. These are made relevant rather than a mere ritual through interactive deliberations and exchange of ideas, making every event significant in triggering certain thought process towards transformative changes as well as to truly commemorate and keep alive the spirit of the days or events.

Teachers' Day, Engineers' Day, and Ethnic Day are organized every year meaningfully and in a grand manner. Both Teachers' Day and Ethnic Day are usually celebrated together. Indeed it is a day depicting real unity in diversity. As a part of Teachers' Day celebration, school wise teachers are recognized and they are awarded *Best Teacher Award, Best Researchers Award* etc., To celebrate Ethnic Day, the best dressed men and women are awarded. The awardees at the end would highlight their future plans to take the university forward. Cultural programs also form a part of these celebrations.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices

Title of the practice: Jagruti – Towards Electoral Practice

Objectives of the practice:

- Creating awareness of the *electoral process* of the country
- Aiding *voters' contribution* through activities organized by students
- Providing platforms for people to interact and expand on their knowledge of *democratic processes*
- Encouragement of people's interaction with the political system
- Promoting accountability towards *civic responsibility*
- Helping citizens make informed choices
- Introducing and enlightening citizens on *Digital electoral* procedures
- A hands-on engagement with citizens of the constituency to take the cause forward by setting an example

The Context:

The volume of voting in Lok Sabha and State Assembly elections created a disquiet and was of concern in the last elections in Karnataka. The election of an efficient and loyal public representative for the administrative mechanism is possible only when a large number of voters of this nation participate in the electoral process. REVA took a step forward from the line of booming Universities of the country to be one of the first to have taken the responsibility to make the citizens aware of their voting rights spearheaded by the leadership of the **Chancellor Dr. P Shyama Raju**. Under the aegis of **REVA Electoral Literacy Association (RELA)**, the faculty members and students conscientiously evoked in citizens the awareness, knowledge of, and the need for the ideal functioning democratic processes. RELA constituted **Jagruti** to counter the legacy of a non-participatory mindset in people. The essence and vision of RELA are aligned with the empowerment of the citizens for better participation in the electoral democracy by voluntarily registering and ethically voting in every election. 'Jagruti'- REVA's torch-

bearing campaign blazed a trail in this regard. The campaign, an initiative of REVA Electoral Literacy Association (RELA), was inaugurated on 16th November 2018.

The Practice

This initiative of the University was taken up by our students and faculty members to spread awareness of the electoral processes of our country. Jagruti was the flagship campaign of REVA Electoral Literacy Association (RELA), a movement planned and executed successfully by the joint effort of students and faculty of the University, supported by BBMP officials, and encouraged by the State Election Commission. The 12-day event had students undertaking a survey to get a systematic deduction of the voting mindset of citizens. Encouraged by this massive response, Phase 2 of Jagruti focused on creating voting awareness and reinstating civic belief in electoral practices through a planned array of activities. Students had to go in batches to the **remotest villages** possible and converse with the villagers in the local dialect. Afternoons under the scorching heat were earmarked for these visits as the working women returned home in the afternoon. Evenings had the students put up street plays, talk to the Panchayat members, show them slides of 'awareness building' and engage them in dialogues.

Evidence of Success

Phase 1

In the first phase of **Jagruti**, the '**Deeksha Vidhana Event**' was conducted wherein more than 800 students of REVA University and its allied educational institutions participated in this event as volunteers to spread the message of voting, beginning with conducting an awareness electoral-centric survey in **Byatarayanapura Constituency of Bengaluru**. Two-rounds of workshops were conducted for students and faculty members who were involved in this campaign. In these workshops, electoral officers participated to guide the group to a better understanding of the mission and its importance. BBMP officials were a crucial part of this door-to-door campaign.

Phase 2

The campaign entered its second phase, a performative and participatory engagement with residents, where street plays, songs, cultural performances became the medium of imparting and spreading electoral awareness, for another segment of this journey. Phase 2 of Jagruti focused on **creating voting awareness and reinstating civic belief** in electoral practices through a planned array of activities.

Phase 3

Jagruti Phase 3 was a digital platform where voting as a right was endorsed hoping to capture modern social media aficionados. Phase 3 transformed the campaign with WhatsApp, Twitter, Website, Facebook, Vlogs, and blogs as the fora for communication. The **Jagruti Digital Campaign** fashioned an incredible response from the forums; the fulcrum of this mission being a fused strong voice of the youth. Through the combined platform of Google, Facebook, Twitter, LinkedIn, Instagram, YouTube, and Slide share, the campaign was able to reach more than 30 lakh views and responses.

Problem Encountered

- Girl students especially hostellers had to take parent permissions and mentors had to counsel

them.

- Some villages had narrow lanes and walking paths only and hence students had to walk for hours to reach homes.
- Some people were very hostile and refused to cooperate.
- Authorized permissions were a challenge.

Resources Required

- Transport
- Mobile IT support
- Food and snacks
- Safety kits
- Presentations, costumes, placards, stationery
- Internet connectivity

Title of the practice: Leading SDG - Pancavaktram

Objectives of the Practice:

- Aligning with the Prime Minister's vision of bringing back the **Bharatiya tradition** and culture apart from respecting women and girls in both the word and spirit by the society at large.
- A production by the **School of Performing Arts & Indic Studies** that highlights the five faces of Siva – Sadasiva and elaborates them through significant stories from Indian mythology.
- Aligns with NEP 2020 and United Nations **Sustainable Development Goals** to spread the larger goal of **Sustainability** and the message amongst youth and various stakeholders of various states and countries.
- Bridges the gap between the audience who live amidst the smog of global warming, extensive urbanisation, and natural resource depletion, and the age-old tradition that has enlightening tales of sustainable development, harmonious living, and the importance of nature.

The Context

Pancavaktram is of tremendous significance in the contemporary context. Our ancient treatises and texts chronicle a progressive and “woke” India that is gender-sensitive. The fact that Lord Siva as Ardhanarisvara encompasses the male and the female as two halves of the ultimate whole, the total of which is an all-embracing concept of gender and sexuality that existed long before these genders were separated brutally. The piece showcases the confluence of the five elements of Nature that are an integral part of the Indian spiritual identity. Our Vedic gods themselves were incarnations of different aspects of nature.

The five faces of Shiva- Sadyojata, Vamadeva, Aghora, Tatpurusha and Esana, embodied through the five elements of nature or the Pancabhuta - Bhumi, Jala, Agni, Vayu, and Akasa, respectively, present the world with the idea of creation with grace, dissolution with preservation, the experience of the unseen and the embrace of the infinite sky. The production showcases how the five elements superimpose each other with ease in their existence and movement creating harmony and balance in nature. Humans, unaware of the importance of ancient thought have time and again interfered with this balance. This production bridges the gap between the audience who live amidst the smog of global warming, extensive urbanization, and natural resource depletion, and the age-old tradition that has enlightening tales of

sustainable development, harmonious living, and the importance of nature.

The Practice

Pancavaktram was initially a group choreography course for the MPA students of batch 2022. Later the production was enhanced, polished, and redefined by the experienced faculty members of the School. With the able guidance of the Chancellor Dr P Shyama Raju and Pro Chancellor Shri Umesh S Raju, Pancavaktram dance production travelled to various cities. The first performance was held in Hyderabad which was followed by Bengaluru, Chennai, New Delhi, and Guwahati. In the next phase, the dance production is all set to travel nationally and internationally to different locations. This will be followed by the next phase of performances to be held in the cities of Bhubaneswar, Gujarat, and Varanasi and also in countries like Cambodia and the Middle East. Constraints faced included long hours of practice, identifying the right locale for the performance, maintaining travel schedules and balance between performances of students.

Evidence of Success

The premiere show of Pancavaktram turned out to be a tremendous success. Both the class and the mass responded to it in overwhelming numbers. Standing ovations were given to the performances by the crowd, which included prominent gurus, critics, writers, policymakers, and the commoner. Pancavaktram discovered its path to the national and international levels in this manner.

In the following performances in Bengaluru, Chennai, Delhi, and Guwahati, the team received a similar response from the varied audience. Each performance stood alone as a distinct experience. The artistes had the honour of meeting the *Vice President Shri Jagdeep Dhankhar while in Delhi*. In spite of Cyclone Mandous in Chennai, the team's performance was overwhelmingly well-received by the audience in the Cultural City. The team got an excellent opportunity to play for the **IEEE** conference, which was held in Bengaluru, and they were praised by a large international audience that consisted of distinguished scientists, leaders, and academicians in the field of Science and Technology. For the team, the North-East boundaries were uncharted territory. However, the audience, which was made up of think tanks from diverse societal sectors, enjoyed the performance held in Guwahati.

Pancavaktram has grown stronger with each performance, however small the changes may have been. The production has scripted history, and the esteemed Chancellor Dr. P. Shyama Raju deserves all the credit for his unwavering support showered upon the team.

Problem encountered:

- Language barriers
- Reluctance from colleges to collaborate/ cooperate
- Travel to certain destinations
- Coordination in localities for light, sound, etc.
- Communication and reach to faraway colleges
- Parent permission to travel

Resources required included:

- Costumes, make-up, etc.

- Press and media support
- Food and snacks
- Stay and hospitality
- Sound recording
- Anchor training
- Scripting & branding

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

REVA University is very focused and realizes the importance of start-up support for students, industry alliance and also incubation apart from the relevance of patents and product development. Accordingly a separate vertical aptly named **REVA NEST, a Technology Business Incubator** has been established at the REVA University campus.

The aim of REVA NEST is: to build the entrepreneurial ecosystem by empowering and nurturing student start-ups and incubating innovative technology-based start-ups. (It is registered as RAY Foundation, a section 8 company under the Companies Act 2013. RAY – REVA Aspiring Youth Foundation). The University faculty members and industry mentors associated with REVA NEST advise Incubate companies on *Technology Product Development, Patenting, Commercialization, Marketing, Business Set up and Operations, and Human Resource Sourcing and Development.*

REVA NEST has access to University's fully equipped state-of-the-art Centre of Excellence in the sector of Electronics and Communication, Design & Manufacturing, Construction, and Biotechnology. It offers a Creative and Innovative program for aspiring entrepreneurs in the thrust areas of the Internet of Things (IoT), Electronic System Design and Manufacturing (ESDM), Robotics and Intelligent Systems, Clean Energy, Art and Design, Agriculture, Allied Industries, Water and Sewage.

An **Intellectual Property Rights (IPR) Cell** has been formed at REVA University to provide knowledge by coordinating and conducting activities related to Intellectual Property Rights in the Institution and to create awareness among the stakeholders. Also, the IPR Cell provides a basic knowledge of IPR, patent concepts, and procedures for filing the patents at the national & international levels, industrial design registration, copyright, and geographical indication. The IPR Cell further advice a researcher about trademarks, copyright, brand names, etc.

REVA Academy for Corporate Excellence (RACE) aims to develop visionary enterprise leaders for

corporates through progressive and integrated learning capabilities.

Rapid development in technology and digitization has transformed the way we do business. Enterprises are gaining valuable insights into their business decision making processes and out-think the competitors by harnessing technologies like AI, IOT, Cloud etc. The working professionals and organizations need to constantly learn, adapt and align with the new technologies and upgrade themselves with the emerging skill sets to gain a strategic edge in today's highly competitive workplace.

RACE offers the best specialized, techno-functional and interdisciplinary programs designed to suit the needs of working professionals. The pedagogy of each program incorporates social and experiential learning to build transformative proficiencies in every participant.

To catalyse the transformation in organizations and help professionals to fast track their learning and careers, RACE offers a set of top-ranked executive programs for working professionals and consulting solutions for organizations in emerging technologies viz, **Artificial Intelligence, Data Science, Analytics, Cybersecurity, Blockchain** etc. The programs are designed and delivered by eminent industry leaders and academicians.

The experiential pedagogy include simulations, labs, case studies, live capstone projects etc. In addition, the learners get access to a robust online learning platform, with, virtual labs, live webinars, session videos, reading materials, discussion forums, online assessments etc.

Each of the programs is planned, designed and delivered by renowned corporate leaders and trainers and combines latest tools, technologies and skill sets which are in sync with the futuristic demands of the industry. The programs follow a blended mode with lab-based training and 24/7 online support with learning management system with certifications from REVA University and several industry partners. Lateral placement support and mentoring by senior industry leaders are provided. RACE has curated techno-functional programs for the fast-rising working professionals to provide them with the competitive career advantage in this ever-evolving technological world. In all, the industry-academia interface is strengthened by RACE for the students of REVA University.

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

5. CONCLUSION

Additional Information :

All regulatory approvals and affiliations are in place at REVA University; some of which are as listed below:

1. UGC
2. State Government of Karnataka
3. All India Council of Technical Education (AICTE)
4. Council Of Architecture (COA)
5. Bar Council of India (BCI)

REVA University is a member of many prestigious organisations and councils and consortia:

1. Association of Indian Universities (AIU)
2. Associated Chambers of Commerce and Industry of India (ASSOCHAM)
3. Board of IT Education Standards (BITES)
4. Institute of Engineers (IOE)
5. International Association of Universities (IAU)
6. Institute of Electrical and Electronics Engineers (IEEE)
7. Commonwealth Universities
8. Association of Universities of Asia and the Pacific (AUAP)
9. India International Centre (IIC)
10. Commonwealth Scientific and Industrial Research Organization (CSIRO)
11. Confederation of Indian Industry (CII)
12. Karnataka Association for the Advancement of Science (KAAS)
13. Indian Society for Technical Education (ISTE)
14. Institution of Civil Engineers (ICE)
15. Society of Women Engineers (SWE)

REVA University has won several awards and has been positioned high in all rankings both at the National and International rankings. A list of some of the latest rankings is as below:

1. **India Academia Rankings 2023**
 - Diamond Band
2. **NIRF 2023: Innovation**
 - Band 51-100
3. **OPEN Magazine Best B-Schools Ranking 2022**
 - 8th Rank in State Wise
4. **Top ranking in GHRDC Architecture/Law/BBA/BCA/MCA Colleges Survey Results 2023**
5. **Sustainable Institutions of India Green Rankings 2023**
 - Diamond Band
6. **QS I-Gauge**
 - 'Diamond' Rating from QS I-Gauge Ratings based on globally recognized QS World Rankings.
7. **IIRF 2023 - Private Universities' category (Deemed and State-Architecture and Legal Studies)**
 - School of Architecture: Ranked 17th in the country
 - School of Legal Studies: Ranked 18th in the country

8. IIRF - Top 100 B-Schools in India (Private Sector) 2022-23

- Overall 49th Position

9. QS Asian University Rankings 2023

- 6th Among all the Private Universities of Karnataka

10. OPEN Magazine Top B Schools under the Private University category

- 8th Rank in State Wise

11. Global Sustainability Awards 2022

- REVA University has been conferred with the Global Sustainability Awards 2022 for its outstanding achievement towards sustainability.

12. Institutional Innovation Council – 2022

- 13th Rank - National Level (Private University)

Concluding Remarks :

Driven by the vision and mission statement of the University and under the able guidance and leadership of the top management of REVA, the University has achieved and made footprints in the *global scenario* of education in the last decade and more. Since its inception, REVA continues to strive to be the top education destination in India, offering the country's most *advanced and futuristic* education. With the current trends in mind, REVA moulds students to work in a post-pandemic world and adjust to the new ways of work culture

After the first decade of its establishment, REVA has added a social dimension to its University Social responsibilities and with newer initiatives undertaken, REVA has now moved on to becoming a *Social Impact University*. A clear paradigm shift from being a teaching university to emerging as a social impact university. As priority, the University has aligned with the United Nations Sustainable Development Goals by developing projects like *Jagruti, Abhivridhi, Vanamahotsava, Education on Wheels, Panchavaktram, Abhivyakti, Nyaya Darshana, Samaavesha, Pragna* among others.

In alignment with the UGC guidelines, REVA has further improvised the strategic plans and directions of the University and accordingly formulated the Institution Development Plan blending the requirement of the NEP 2020. REVA has a full fledged School of Performing Arts and Indic Studies which plays a pivotal role in navigating the University to be *Transdisciplinary* in nature. With a strong and niche school like the School of Performing Arts, REVA has a stronger thrust on the Indian Heritage, culture and values as a part of the education process.

A consistent effort at REVA during each year's **Summit** is to leverage the strengths of the University, work on the weaknesses and identify opportunities after resolving challenges. With less carbon print emphasis, the University has always retained its green campus status and with participation in GRIHA audits and the rest, REVA hopes to emerge as a zero carbon print campus. New programmes are introduced after studying the emerging trends in education and newer avenues of employability paved for the graduates of tomorrow.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years. Answer before DVV Verification : 372 Answer after DVV Verification: 306</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
1.3.4	<p>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</p> <p>1.3.4.1. Number of students undertaking field projects or research projects or internships. Answer before DVV Verification : 8877 Answer after DVV Verification: 8722</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
3.4.7	<p>E-content is developed by teachers :</p> <ol style="list-style-type: none"> 1. For e-PG-Pathshala 2. For CEC (Under Graduate) 3. For SWAYAM 4. For other MOOCs platform 5. Any other Government Initiatives 6. For Institutional LMS <p>Answer before DVV Verification : D. Any 2 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared reports.</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations