



REVA
UNIVERSITY

Bengaluru, India

SWAMI VIVEKANANDA BLOCK

IDP

Institutional Development Plan





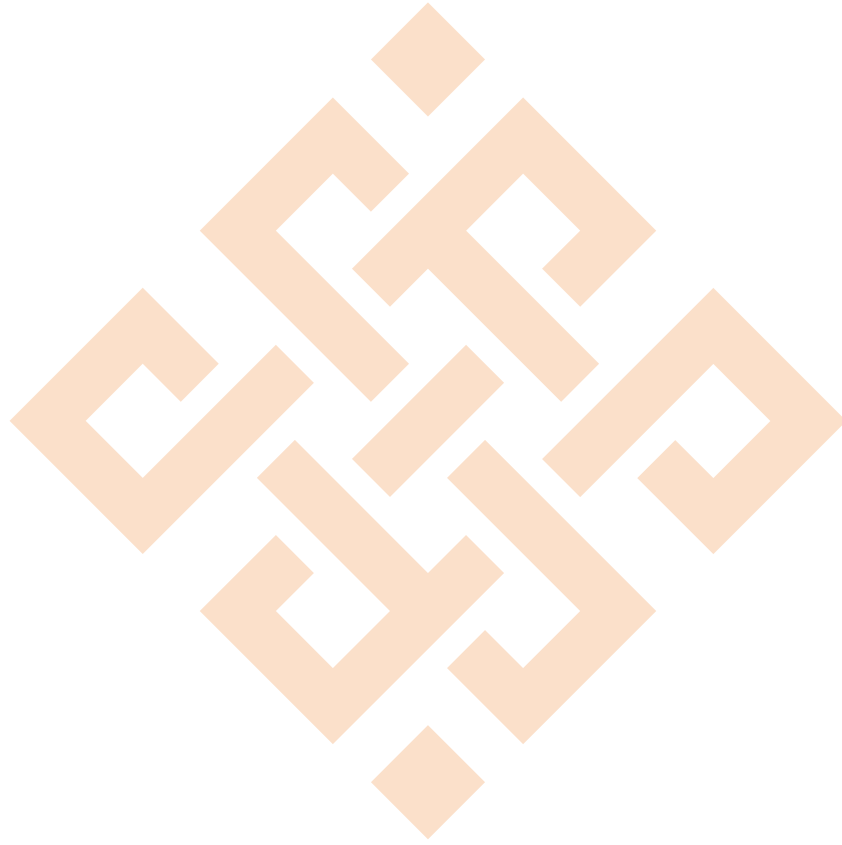


REVA
UNIVERSITY

SIR. C. V RAMAN BLOCK

DivyaSree

MAIN BLOCK



Institutional Development Plan - 2023

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About REVA University: A thumbnail sketch

REVA University is a State Private University established in Karnataka State under the Government of Karnataka Act No. 13 in the year 2013 in Bengaluru, the IT capital of India. REVA University is recognized by the University Grants Commission (UGC); approved by the AICTE and is accredited by NAAC. As QS Asian University Rankings 2023, REVA is ranked 6th among State Private Universities in Karnataka and 47th in India. REVA University is also a DIAMOND rated University by QS-I-Gauge.

REVA University prides itself in contributing to every student's holistic development. The University currently offers 39 full-time Undergraduate Programs, 32 full-time Post Graduate Programs, 18 PhD Programs, and certificate and diploma Programs. The University offers Programs under the faculty of Engineering, Architecture, Science and Technology, Commerce, Management Studies, Law, Arts and Humanities, and Performing Arts and Indic Studies. REVA University facilitates research leading to a Doctoral Degree in all disciplines. The Programs offered by REVA University are well-planned and designed based on methodical analysis and research with an emphasis on knowledge assimilation, practical applications, hands-on training, global and industrial relevance, and their social significance.

The University is spread over 45 acres of land and has a sprawling green campus. 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. With state-of-the-art infrastructure, the University has created a vibrant academic environment conducive to higher learning and research. This includes 200 smart classrooms that support blended learning, real-industry-like labs that foster on-the-job learning in students, a tech-enabled library with over 1 lakh collection of books, and most importantly, modern pedagogy. In addition to this, the physical infrastructure includes outdoor classrooms, sports grounds, a professional gym, open study parks for peer learning, and a food court that has been countered by popular food chains. REVA currently has numerous students on campus that come from all around the country. The campus has exclusive Halls of Residence which provides comfortable accommodation for boys and girls, apart from catering to the needs of all cuisine and ensuring adequate amenities are provided to make their stay an extended home.

The programs offered by REVA University are well planned and defined after a detailed study of the industrial need, social relevance, and global job markets. Highly qualified and experienced faculty and scholars from reputed universities /institutions, and experts from industries and business sectors have contributed to preparing schemes of instruction and curricula for these programs. The Choice-Based Credit System and Continuous Assessment Grading Pattern (CBCS – CAGP) of education are in place in all the Programs to facilitate students to opt for the subjects of their choice in addition to the core subject of study. The system also allows 'moving forward', under the fast track for those who have the capabilities to surpass others.

REVA University has initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners to give them needed input and build in them confidence and courage to move forward and accomplish success in their careers. The Career Development Centre sets specific goals so that the students are equipped and become the preferred choice for major companies and industries.

The Career Development Centre assists students in choosing the right career path through interest mapping and training for experts and imbibing skills so that they are well-equipped during the transition from Campus to Corporate. With the aim of creating mutual value in

the educational ecosystem, REVA has a University Industry Interaction Centre (UIIC) that acts as the strategic Centre to promote collaboration among academicians, scientists, and industrialists, thereby broadening the scope of innovation and entrepreneurship ecosystem.

REVA also has added a social dimension to its corporate initiatives. REVA has now moved on to become a Social Impact University and 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. Through these projects, REVA makes sure that the University is making a difference in the social and economic well-being of the communities through teaching, research, social activities, and other programs.

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.

LOGO



REVA logo depicts 'Srivatsa' or "the endless knot". The Srivatsa has rich significance in Indian Symbolism- in the religions of Hinduism, Buddhism and Jainism. Chief among its varied interpretations is that it represents the interplay of opposite forces in the world and a final merging of the dual, leading to harmony. It binds and connects all the stakeholders- the teacher and the learner at one level; and at another level connects the individual units of the institution to make it a harmonious whole.

The 'endless knot' signifies the continuous process of learning which has neither a beginning nor an end. In the Tibetan branch of Buddhism the endless knot signifies both wisdom and compassion which are essential in making the teaching-learning process meaningful and productive. Finally, the logo in its digitized version embodies the institution's blend of tradition and technology – a blend that signifies change and evolution at the individual and collective level and finally the societal level.

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

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 the 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.



Foreword

I am happy that in a short span of 10 years of the existence of REVA as a University we have been able to formulate and release the IDP of the University. As a Structured process, REVA has been indulging in organizing a REVA Summit every year ahead of the commencement of an academic cycle. Hence, we have had thus far 8 summits which have enabled us create a system that directly contributes to the overall growth of its stakeholders. This in turn has enabled us put the administrative machinery in a pace which has accelerated the last decade. Adding to this has been the continuous process of measuring the parameters that have been set year on year. I am happy that the IQAC team of REVA has been able to compile the IDP based on which REVA will move forward and develop initiatives, assessors progress and reach the goals set.

Dr P Shyama Raju
Chancellor
REVA University



From the pen of ...

The NEP 2020 recognizes the importance of the IDP and considers this to be more of a strategic document that will steer the University forward. Team IQAC with inputs from the deans, Directors and Joint participation of all. Institutional leaders, students, faculty has put together the framework of the IDP. The REVA IDP is a working document, and I am sure the document would evolve further with the indicators and targets set for the University. I am confident that with integration with the SLCM from Sales Force we will be able to identify goals, set priorities and work forward with time-bound targets.

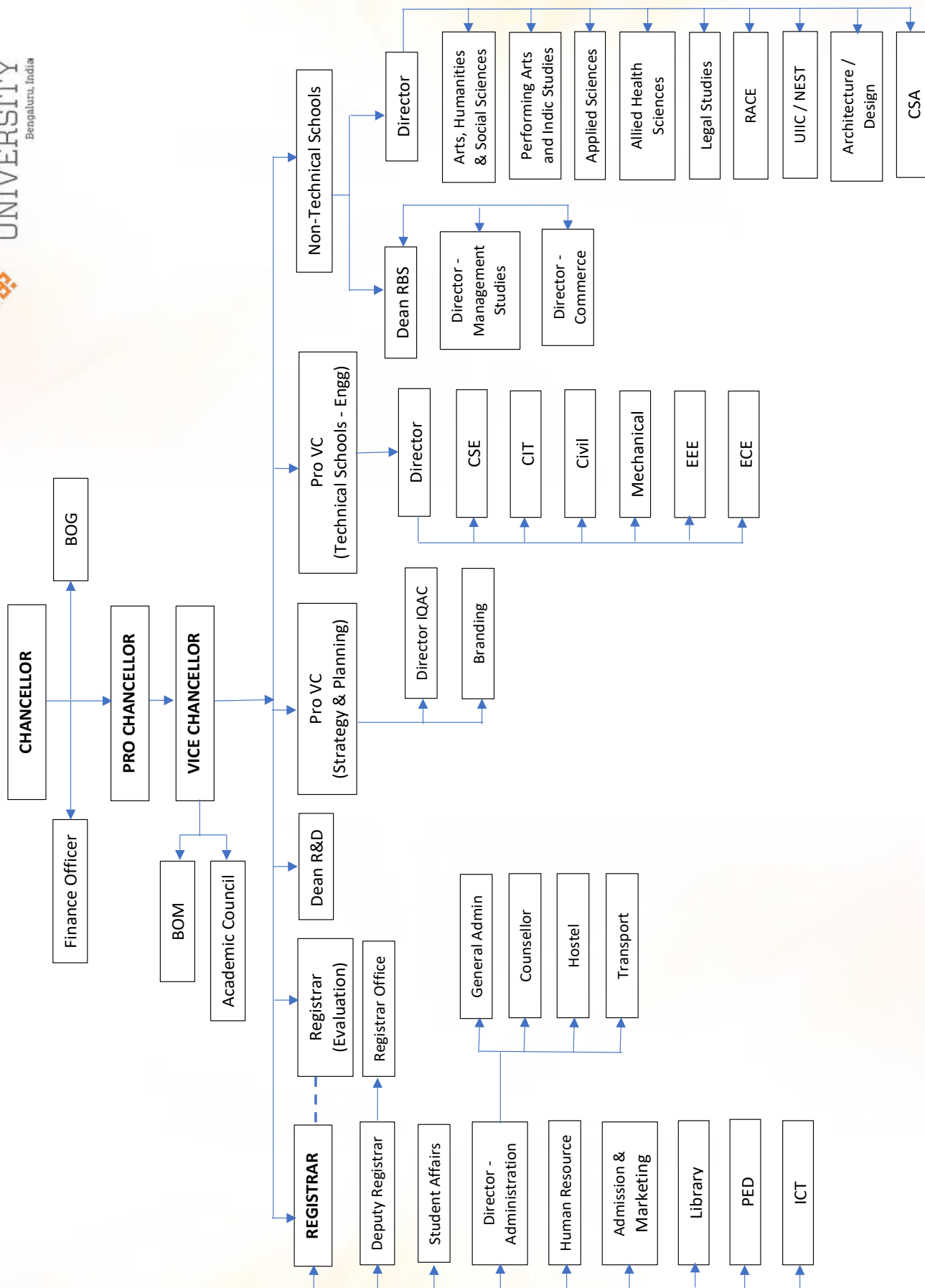
Mr Umesh Raju
Pro Chancellor
REVA University



From the desk of ...

The IDP of REVA will enable us to implement and progress and march ahead with our set targets. The IDP has been prepared keeping the 5 years ahead as a target and will be renewed from time to time as per our need assessment sustainability is key to us at the university and based on the same, we shall work toward time-bond targets. I am sure with periodic consultation and deliberations we will be able to achieve all targets set in the IDP.

Dr M Dhanamjaya
Vice Chancellor
REVA University



INSTITUTION STRATEGIC GOALS

REVA University has always had a systemic process of setting up strategic plans a year ahead of the new academic cycle and hence REVA Summits are 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.

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

1. Curriculum Excellence Objectives
2. Pedagogical Excellence
3. Academic Administration
4. Examination Reforms
5. Infrastructural Development & 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 & Development
13. Social Outreach Programs
14. Monitoring and Evaluation
15. Employment
16. Supporting Students from Disadvantaged Backgrounds
17. Others

In accordance with this the following are the themes that have navigated the University in the last 6 years

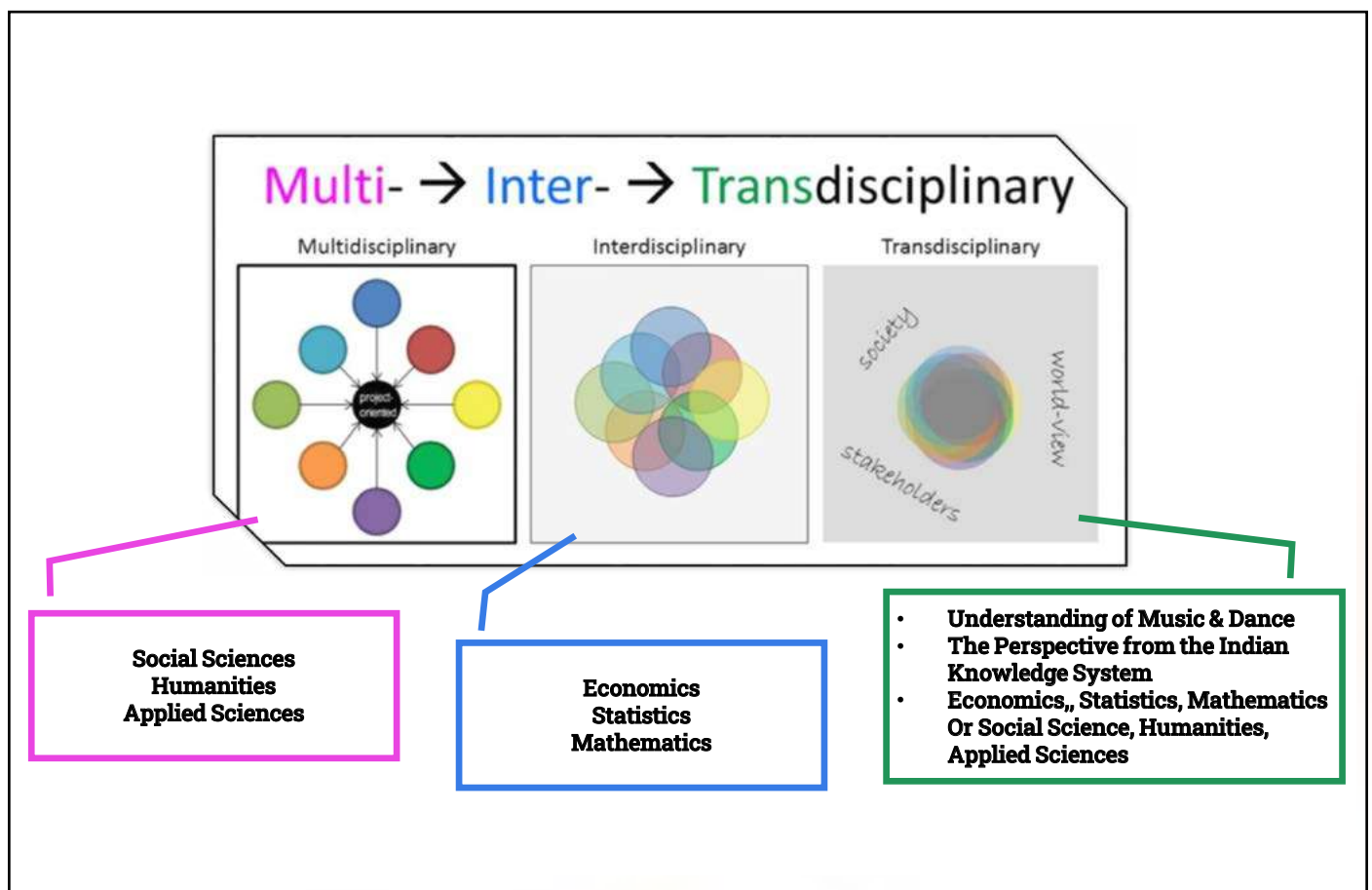
	Year	Theme
SUMMIT I	2015	Science & Technology for Society
SUMMIT II	2016	Ethics, Environment & Professionalism
SUMMIT III	2017	Digital REVA
SUMMIT IV	2018	Innovate, Enterprise & Socialise
SUMMIT V	2019	Experience, Explore & Excel
SUMMIT VI	2020	Retrospect, Introspect & Prospect
SUMMIT VII	2021	Future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

NEP 2020@ REVA

REVA University has introduced the NEP 2020 in the year 2023 with the clear objective of enhancing the educational processes followed thus far. The University spearheaded by the vision of its Founder Chancellor Dr. P. Shyama Raju has already been following most of the essential principles as specified in the NEP 2020. Thereupon embracing the NEP 2020 in letter and spirit is more a matter of finetuning the existing educational processes and procedures. A detailed discussion has been had at every rung of the senior leadership so that the plan of action was clear and inputs taken.

The Institution Development Plan, created with the participation of the REVA stakeholders, establishes the aspects on which the University will concentrate its actions for the next five years in cohesion with the optimal fulfillment of the Mission, Vision, and University Strategic directions through compliance with instruction, research, extension, and production.

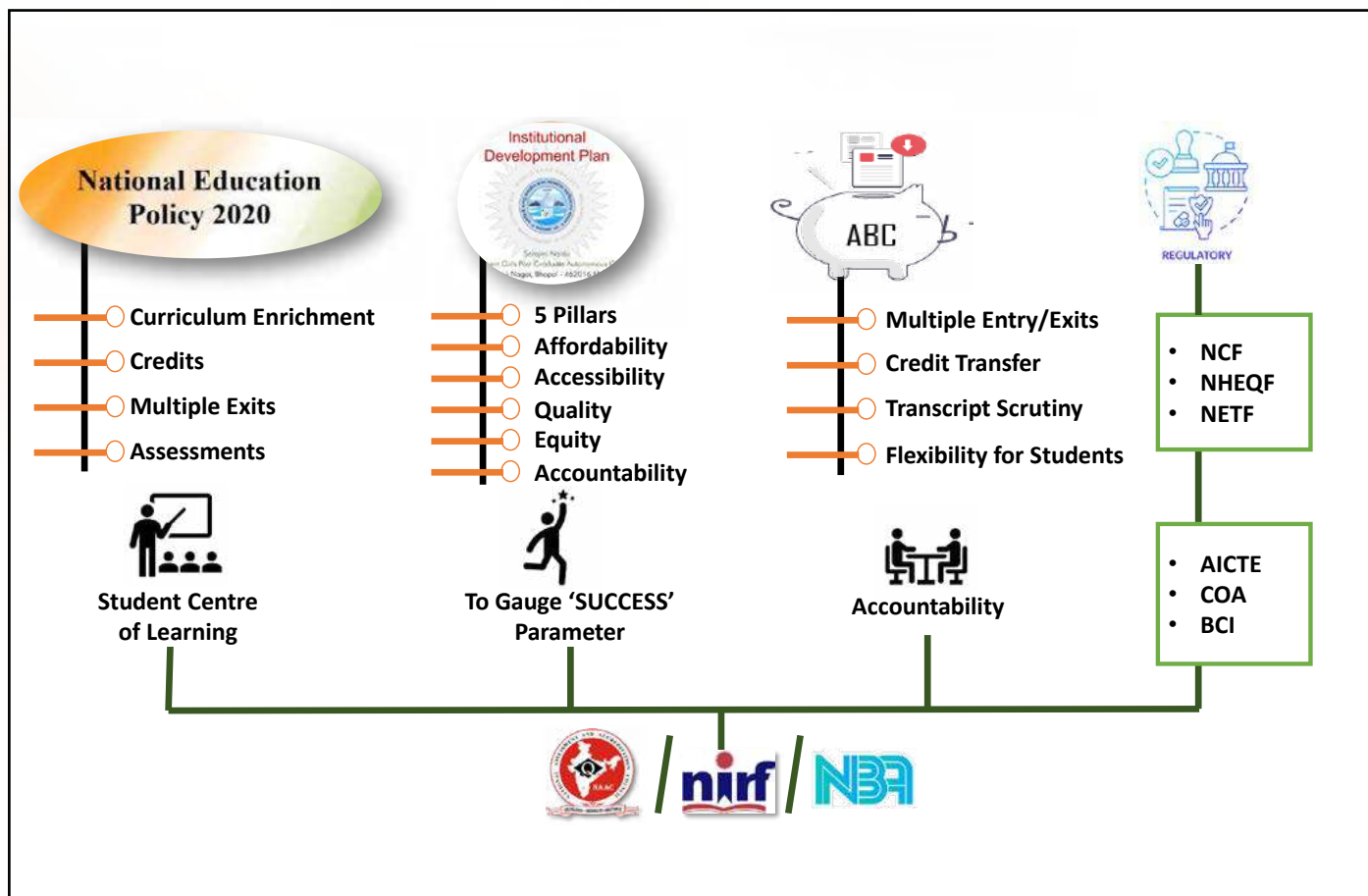
REVA University is a Multidisciplinary University and a University that is home to a cornucopia of Indian Knowledge System which is promoted in true spirit by the School of Performing Arts and Indic Studies, a differentiator School at REVA. Hence with the interdisciplinary learning mode at REVA, REVA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



STRATEGIC DIRECTIONS @ REVA

The strategic directions define: what is offered to the environment? to whom?
Where? how? With whom? and with what?

REVA has placed in perspective the recent changes of the Ministry of Education and synced the entire process as follows as part of Strategic directions of the University:



Attainment of the above will accordingly need the following as agenda for growth of the University and blend with the IDP of the University in the long term plan.

Excellence in Curricular Aspects:

REVA will offer relevant academic programs that engage students and professionals in interdisciplinary education that inspires analytic thinking, creativity, and ethical practices through experiential learning, thus, preparing them to the industry 4.0 ready curriculum.

Excellent Faculty:

REVA is committed to supporting and strengthening faculty through the recruitment, development, and retention of outstanding scholars and educators. REVA will promote academic leaders' growth through professional development opportunities and institutional policies designed to strengthen our faculty towards discovery, learning, and engagement.

Student Excellence:

Student success is the core responsibility of REVA. At REVA we believe that the success of our students fuel our passion and hence our energies are diverted towards continuously improving student performance.

Excellence in Research:

REVA University aims to become a research powerhouse, and evolve as a university for research in the years to come. Our focus is to touch upon areas of research which will have a profound impact on the society.

Excellence in Outreach and Social Impact zones:

Extension service or community engagement is one of the University's focus in the decennial year of its existence. We create a culture of outreach and engagement through innovative teaching and scholarship and value engagement with our communities and local partners.

Excellence in Institutional Governance:

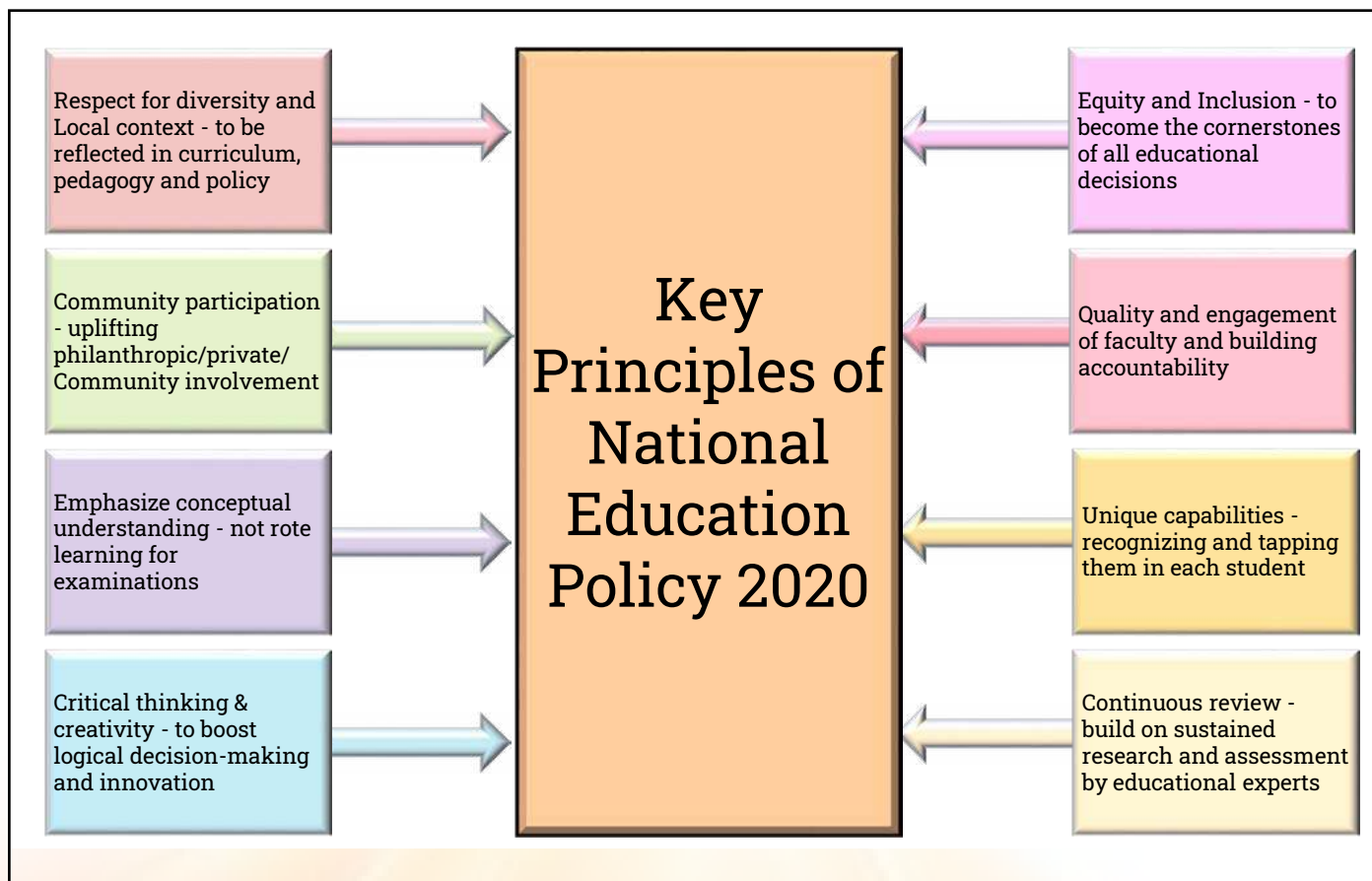
Good governance is pivotal to ensure the University steers forward in the years to come and practice in the University. Stakeholders have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests.

Excellent Campus Environment:

REVA is committed to transforming and revitalizing the campus by securing investment in teaching and learning facilities. At the core of this revitalization will be the construction of additional facilities and buildings for the community's intellectual, social, physical and spiritual needs.

INSTITUTION DEVELOPMENT PLAN (IDP)

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, key features of which is as tabulated below:



OBJECTIVES OF THE IDP

The objective of the IDP is to

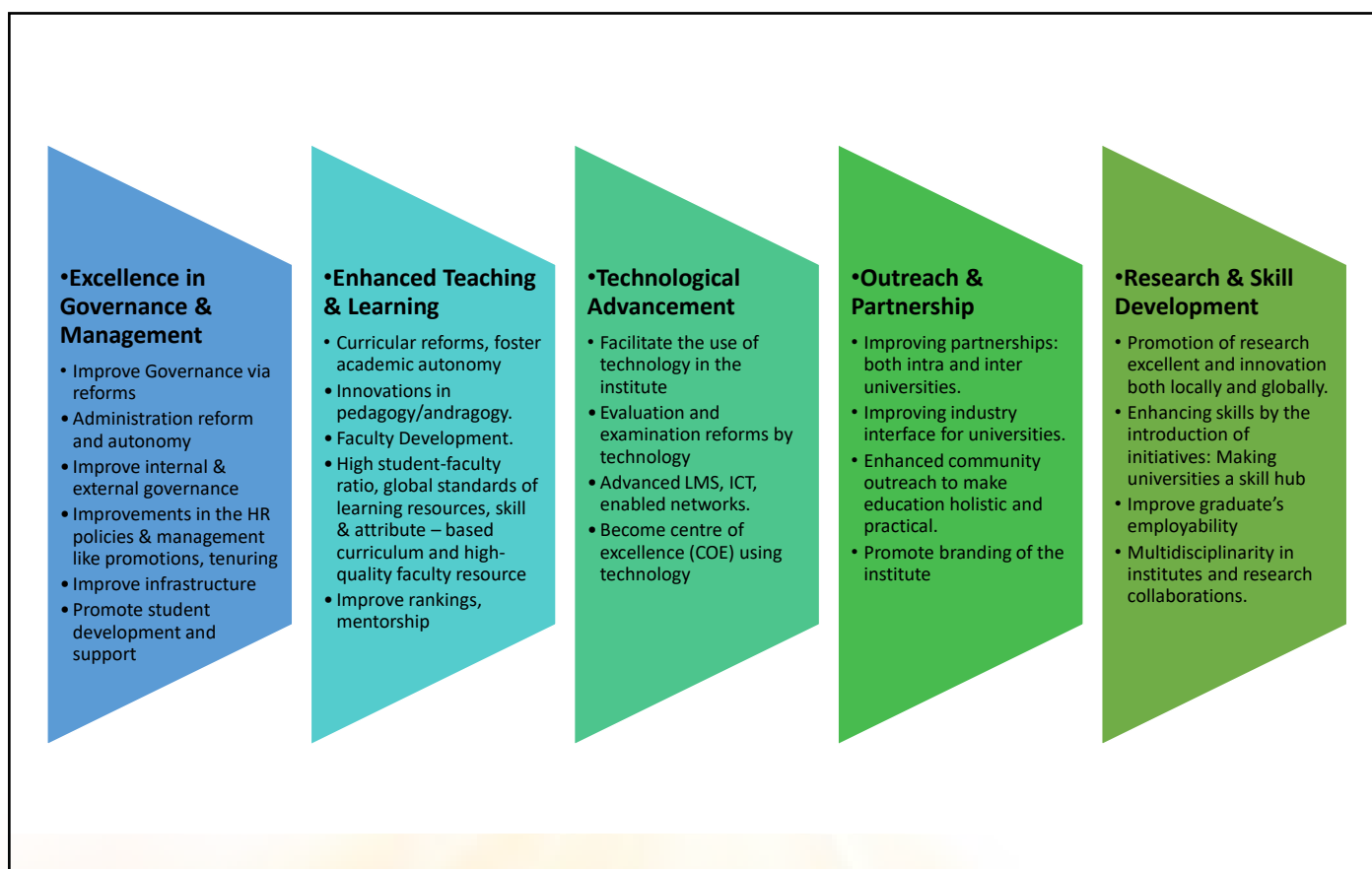
1. Align with the defined mission, vision and values of the University
2. Professionally manage the University
3. Document the changing, flexible, pattern of governance to accelerate progress
4. Build an accountable, decentralized and transparent internal governance
5. Set IDP measurable parameters are for monitoring the progress of the university
6. Align with the NEP 2020 framework
7. Look into the perspective of the University holistically
8. Build a robust development path / road map for the University

The REVA IDP has highlights that are aligned with the following:

- Aligned with SDGs of United Nations
- Aligned with emerging technologies.
- Guided by the rich Indian Heritage and Knowledge
- High standards of Multidisciplinary teaching

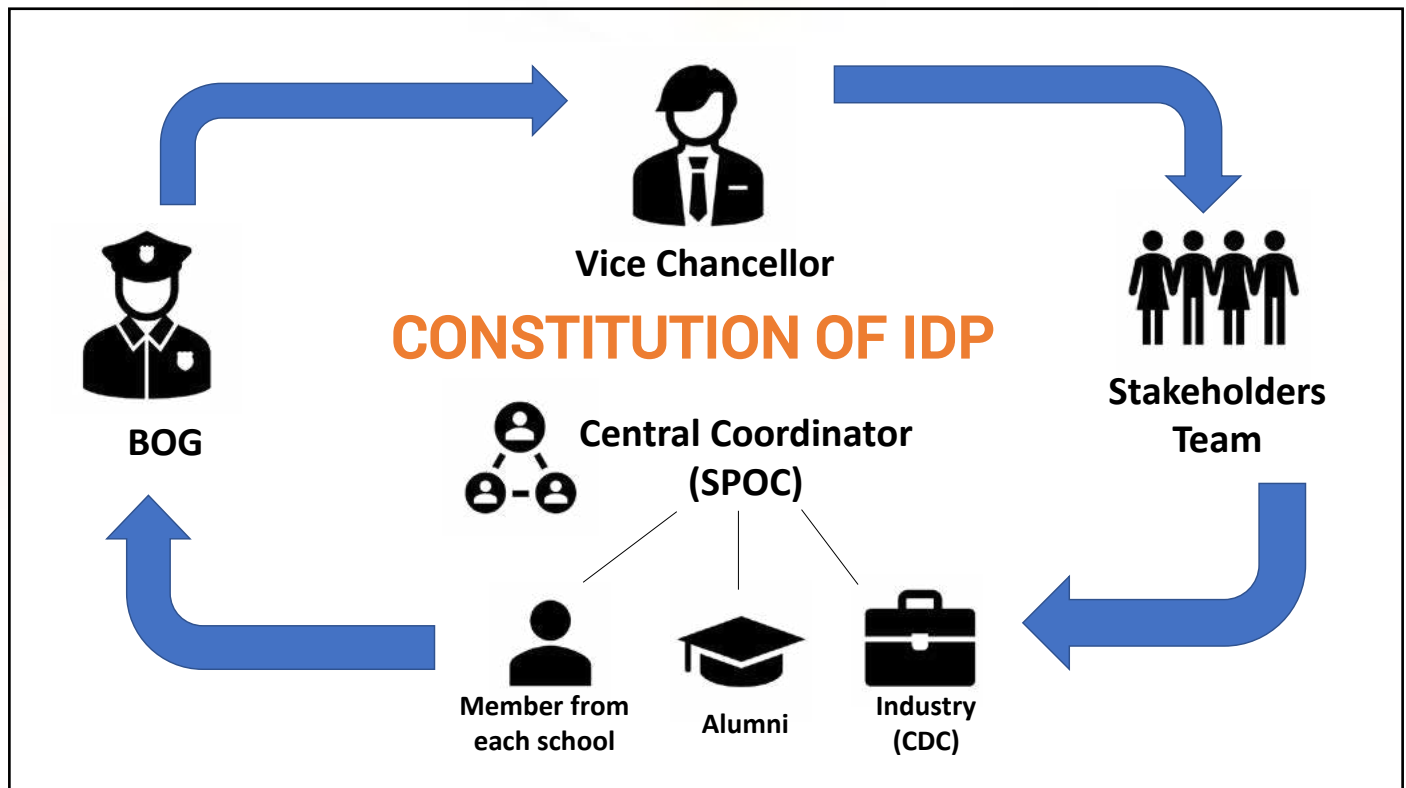
PANCHAMRUT FOR HEIS

The following thematic objectives as shared by the IDP Strategy template has been borne in mind while setting the IDP for REVA University:

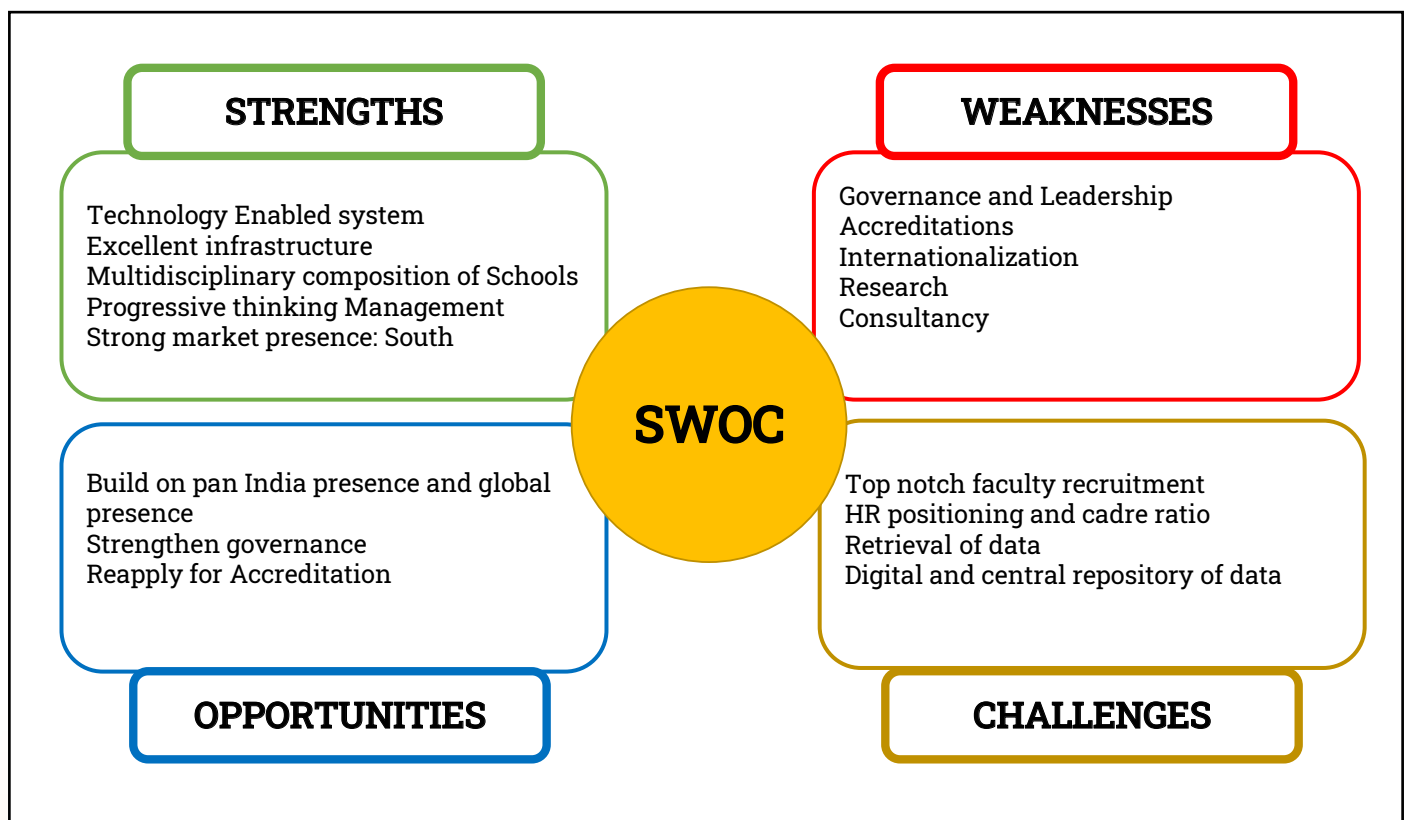


CONSTITUTION OF THE IDP TEAM

The Steering Committee of REVA University has been familiarized with the objectives of the IDP and of how we have arrived at the IDP. Coordinators have been identified across the University who will form a part of the Core team for IDP development and implementation.

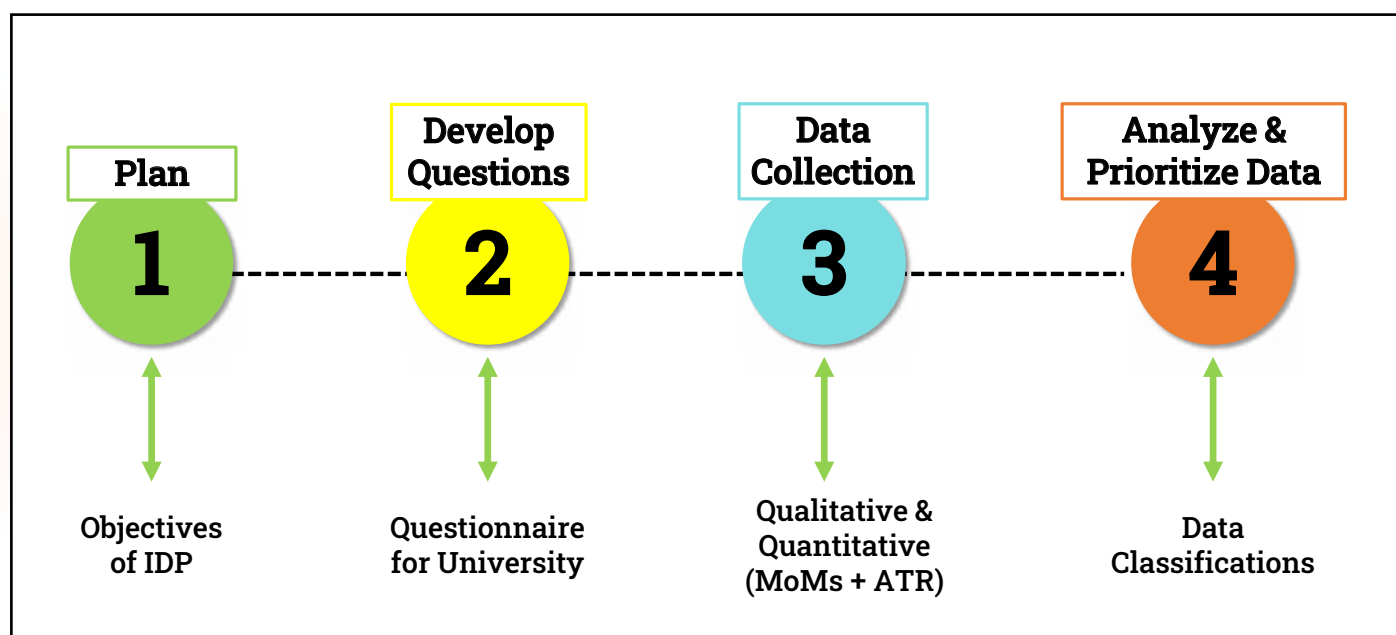


SWOC ANALYSIS OF REVA UNIVERSITY

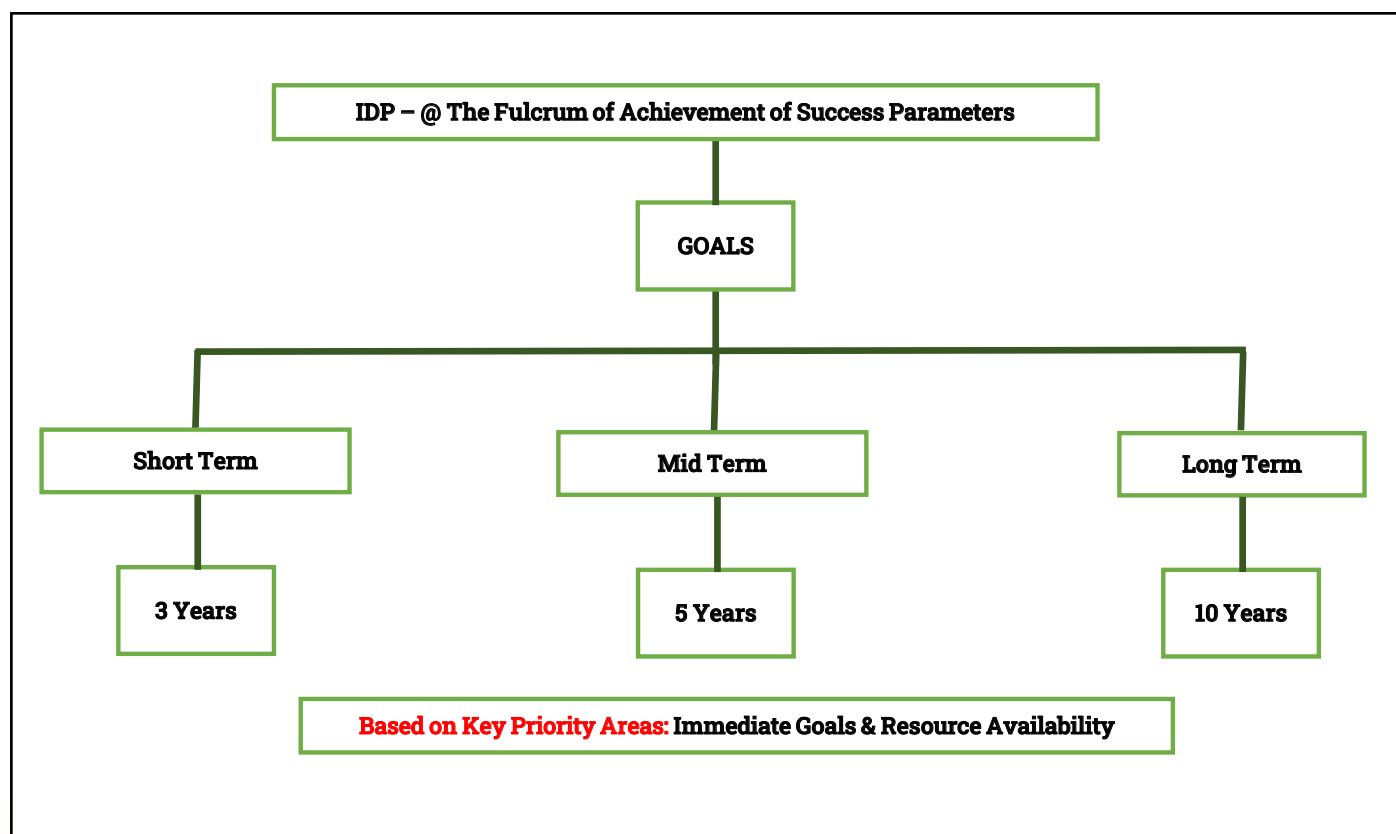


NEED ASSESSMENT

The need assessment based on the SWOC analysis was done accordingly and the following process followed:



After having shared a series of questionnaires with all stakeholders to capture the key elements of the IDP, REVA has created an Institution Development Plan which is dynamic in nature.



QUESTIONNAIRE

REVA University is in the process of developing its IDP as per the guidelines given by the UGC. In this context, please spare 20 minutes of your time to fill in the attached questionnaire. Each of the elements given below relate to the NEP 2020 and have a set of defined outcomes to achieve. The IQAC can then support the IDP in ensuring that these elements are used to achieve the outcomes of the IDP.

Academic Administration:

Assessment Questions:

Does the institute have an academic calendar for the year?

REVA University follows all the academic activities as per the calendar defined well in advance of starting every semester. Academic Calendar incorporates the number of instruction days and number of days required for examination/evaluation including semester end breaks. We have 16 weeks of instruction days and 4 weeks of examination for each semester.

Draft Academic Calendar is prepared and circulated across the schools, and it is finalized after incorporating inputs. Final calendar is put on the notice board and circulated to all students in their SLCM (Salesforce) portal.

Does it follow the academic calendar strictly?

Yes. Academic Calendar is strictly followed.

Does the institute have the following systems:

Mentoring system, Tutorial system, Counselling system etc.

REVA University is committed to 360-degree growth of students through mentoring, career and personal counselling, and focusses on student centric learning methods.

Every student is allotted a faculty mentor as soon he/she gets admitted in the university. There are 15-20 mentees to each faculty who act as local guardian in the university and provide comfort to the students on professional personal matters. Mentors are assigned for the entire duration of the degree program and later, they become alumni mentors and keep long-standing relation with alumni. Mentoring transactions/records have been captured through ERP system (SLCM) for verification, monitoring and ATR.

Tutorials add significant value addition to the re-enforcement knowledge to the students. There are few courses that have tutorial classes apart from which each hostel block housed a tutorial room for the students to involve in evening learning activities. Students are given choices of their topic to be discussed by the faculty or students. Group discussions, debates and recent developments, general knowledge is included as some of the topics.

We have well established counselling cell headed by dedicated senior counselor. Some of the chronic cases which beyond the mentoring ambit are being counselled by the counselor.

Attendance management system is implemented in SLCM (Salesforce) where in all the academic transactions of theory and practical sessions have been marked by the faculty


every day. Attendance status is randomly checked by the School Director and Vice Chancellor. Regular absentees are being counselled by mentors and class teachers. Appropriate attendance status is used as eligibility criteria for attending the internal tests and 75% attendance is mandatory for attending semester end exams.

What type of feedback system is used for appraising the performance of faculty members? For example, 360 degrees, Students' feedback, Self-appraisal etc.

One of the components in performance appraisal is the student feedback. Student feedback is taken once at the end of every semester on faculty performance that comprise of teaching learning methods, usage pedagogical tools, usage of ICT, student centric learning methods, transparency in evaluation system, etc.

Faculty having low rating in faculty appraisal are being asked for the justification and mechanisms to improve the feedback. Based on the improvement and progress, points appraisals are decided, thus implementing 360 degrees of feedback system.

Key Element: Academic Administration

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none"> • Consolidated IDP in Place. • Counselors in place (Manodhaara) • Health and Wellness programs in place. • Structured feedback through SLCM. • Examinations reforms rubric in place. 	<ul style="list-style-type: none"> • Creation of an Academic Calendar • Mentoring in place • Robust Performance Appraisal System

Accreditation and Quality Assurance:

Assessment Questions:

What methods are in place to ensure accreditation and recognition of all academic offerings/programmes?

- IQAC team and committee is comprised
- Manuals and guidelines are in place
- Team is trained
- Repository created

Does the institution have a fair percentage of programmes with full accreditation of statutory authorities to measure performance indicators?

Yes

What should be the process for new program development?

- For new programmes, ensure BOS is formed
- Expertise from industry and academia to be a part of the BOS
- Inputs sought from students and career cells
- Programme framework drawn
- Macro and micro modules set up

What mechanism is to be followed to ensure adherence to the program strategy of the Institution?

- Quality cell involvement
- Session plans
- Course plans
- Structured feedback and analysis

What should be the mechanisms for program review? (program level review goes beyond individual course/curriculum review as it includes a review from all perspectives academic, student, placement, market potential etc.)

Structured feedback

Feedback analysis

What is the process for systematically collecting and incorporating student and faculty feedback into reviews?

SLCM


What is the process for validation of assessment schemes practiced? How do we ensure that these are true 'assessments for learning'?

- BOE in place
- Result analysis
- Performance review meetings

What is the process for meticulously documenting all the above? This is critical to build an institutional memory of the processes as well.

Repository in place

Key Element: Accreditation and Quality Assurance

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none">• Multiple entry-exit processes are being built.• Accreditation process in place• Benchmarks set by NAAC set in the process• IDP built	<ul style="list-style-type: none">• A standardized framework is being set up for the university.• Stakeholder involvement.• Accreditation parameters set in place• Process being strengthened.

Board:

Assessment Questions:

Does the Institution have a functioning Board as prescribed in the NEP?

Yes

How many members in the Board, frequency of meetings?

As per the directive of the IDP guidelines

Should some members of the boards also take responsibility for important areas? For example, People Development, Academic excellence... (a common practice in corporate)?

Yes


What regulatory changes need to be done to make the Board independent?

- Awareness building amongst all members
- Ensure there is transparency in communication
- Clarity in roles
- Autonomy for decisions

In the central/state regulations and in the specific Institution Acts/Statutes are there specific areas/domains that the Institution needs expertise in (Through a member of the Board)?

Not as of now

Key Element: Board

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none"> • BOG in place • IDP Shared with BOG. • REVA University is a multi-disciplinary university. • REVA University is a Teaching Intensive University progressing to be a Research – Intense University. 	<ul style="list-style-type: none"> • IDP committee constituted. • The committee will oversee the implementation of the IDP. • Role clarity was given to all members. • Gradually a separate department will be created based on need analysis under IQAC for monitoring IDP implementation.

Collaboration / Partnering with Knowledge and skill Hubs/institutional Partnerships:**Assessment Questions:****Does the institution have a Faculty Exchange Programme?**

Yes

Does the institution have a student exchange programme?

Yes

What type of institutional/departmental collaborations does the institution have with others?

Professional memberships/ Industry Collaborations are in place.

Any HE will need institutional partnership for a variety of reasons – academic collaborations, fieldwork for students, research, placements etc.?

REVA University has always emphasized on strong institutional partnership with Industries, R&D Laboratories, Academic Institutions Nationally and Internationally for various collaborations and partnerships for the benefit of the students and faculty members.

University Industry Interaction Centre (UIIC) has been established in the University Level wherein experts from industries have been included as its member. The University Industry Interaction Centre (UIIC) is one of the strategic centers, committed to working as a catalyst for promoting collaboration amongst academicians, scientists, and industrialists to achieve competitiveness in developing the technical manpower for socio-economic development under the present scenario of global competition and challenges. The Expression of Interest (EOI) and MoU's have been signed with several industries / startup's for Industry Academia collaboration. In addition, several certification programs have been provided for the students from industry experts. Special efforts are made to interact with industries to invite them to campus. The University is establishing and growing substantially by its engagement with alumni in a multitude of ways – as mentors to startups, as advisors to Schools and industry

partnerships, as visiting faculty, and as board members. University has put its best efforts to explore the all-round support of its alumni in bridging the resource gaps.

The University promotes collaboration in academics, research, and employability at national and international levels. It provides opportunities for students and faculty to understand and analyze the existing industry problems and come up with sustainable and innovative solutions. Improved interaction with the industry is through campus placement, inviting eminent personalities from various industrial sectors, field visits.

The Training and Placement Cell maintains a warm relationship with various sectors of industry to continue opportunities in the future. Also, the university imparts vocational skills to bridge the gap between industrial requirement and educational qualification of the students. Efforts are made to educate the students to involve in group projects thereby developing group effectiveness which is the want of the industry. Training and placement cell is working closely with various industries so that more and more industries visit the Institute for campus placements.

The Research and Development cell aims to continuously liaise with various funding agencies, R&D institutions, industries and faculty members of REVA University to facilitate for undertaking innovative research in cutting-edge areas of application and social relevance. The University strives to create an ambience for research culture by establishing research circles in every school to mentor faculty members by senior members specialized in specific fields. Research and Innovation club is started to identify and nurture young talents to take up interdisciplinary projects. Students across schools are encouraged to work on projects of interdisciplinary nature under the guidance of faculty mentors. Promotion of Scientific temperament and multidisciplinary research among students is the main agenda of Research & Innovation club. Motivated students mentored by faculty across all disciplines come together on a common platform with a mission to take up tasks of common interests. Students participate in competitions like Hackathon, Android development, IOT applications, SAE-competitions and have won accolades in various national championships.

Ideas and thoughts from international experts and renowned professors are shared for the benefits of students, faculty members and growth of the university. Global opportunities to the students, global exploration opportunities to the faculty members are the main area to be inculcated in the university set up. With this motive, REVA International Relations and Research Collaborations Centre (REVA-IRRC) strives to provide the platform and avenue for these aspects. The academic and research collaborations between REVA and various International universities exist in several countries across the globe including the USA, Canada, Europe, Australia, Netherlands, UK, Asia, and ASEAN countries.

A prioritized plan for building these partnerships over a period of time?

The plan to encourage and build the active partnerships / collaborations are as mentioned below, Joint collaborations with renowned academic institutions, research institutes, and industries to create possibilities for research projects and internships for students and faculty. To strengthen an international desk/ department to encourage global collaborations.

Creating opportunities for credit transfers/ exchange programs for students Exploring opportunities to start short-term, immersion and semester break programs with industry collaborations and cultural awareness.

To strengthen the Alumni presence at Global and National level – in public and private organizations across diverse domains connected through the REVA University Alumni Cell

To promote faculty and student exchange and collaboration to enhance global reach.

To improve interaction with the industry for campus placement Inviting eminent personalities from various industrial sectors In-house training is staged by both educational institution and corporate personnel.

Establish Industry sponsored Center of Excellence, think tanks which would benefit the students to work in the real time problems given by the industry.

To focus on international collaborations and interdisciplinary research – REVA University will have a sustained focus on developing meaningful collaborations with leading local and global institutions in the areas of research.

To sign MOU's with local industry for research, training and employing the students.

To identify local entrepreneur role models and involve them in educating the students to explore their own start-ups.

Are there any collaborative efforts with the NGOs?

Yes

Is there any knowledge partnership with Innovation centres?

Yes

Are there any industry partnerships?

Yes, we have 100+, industry partners, the main motive of our university is to support our students to enter into the corporate world well prepared and our responsibility is to deliver stakeholder the value of their investment. The collaboration of industry-academia encourages openness, where students are motivated to share and publish new findings and to become a better version of themselves. Our industry-partnerships, aim is to develop skills and knowledge, discovery of new synergies, promote advanced research, access to more resources, exposure to industry jobs, full-time employment to students.

Are there any incubation centers?

Yes, we do have an incubation center, "REVA NEST", a Technology Business Incubator, recognized by MSME, established at REVA University campus, we aim to build the entrepreneurial eco system by empowering and nurturing student start-ups and incubating innovative technology based start-ups. (It is registered as RAY Foundation, section 8 company under Companies Act 2013. RAY – REVA Aspiring Youth Foundation). REVA NEST is, supported by Government of Karnataka, Department of Science and Technology. REVA NEST has access to universities full equipped state of art Centre of Excellence in the sector of Electronics and Communication, Design & Manufacturing, Construction and Biotechnology. It offers Creative and Innovative program for aspiring entrepreneurs in the thrust areas of Internet of Things (IOT), Electronic System Design and Manufacturing (ESDM), Robotics & Intelligent Systems, Clean Energy, Art and Design.

We at REVA NEST, strive to nurture, encourage, and develop innovation and entrepreneurial skills among our students, research scholars and alumni, we aim to generate viable business ideas, fund and launch the idea and provide necessary support and assistance to our students during the process by giving them assistance from entrepreneurial mentors. We have a good infrastructure, facilities and resources available to provide to us incubate such

as, computing resources, library and above all highly experienced and knowledgeable human resource. In addition to these, our incubation Centre also has a network of eminent professionals, academicians, venture capitalists and businessmen, who can extend support to new ventures. The Centre offers training in ideation, business planning, entrepreneurship, marketing, business communication, intellectual property, idea pitching among others.

REVA NEST has

- 55 Incubated Startups
- 400+ Event Conducted
- 200+ Interns Incubated

Creating a brand image of the institution:

Assessment Questions:

Has the institute adopted any innovative practices to build the institutional brand image?

- Regular updates on social media
- Communicate with all stakeholders
- Website updates and transparency in all activities conducted
- Paid campaigns
- Thrust on schools that need mega presence

Does the institute have any centre of excellence?

YES


Whether a multi-disciplinary approach is followed to build and nurture an effective brand image?

Yes, digital media presence has a conscientious mix of all disciplines and hence multi-disciplinary approach is followed

What steps are taken by the institute for building brand image?

- Brand guidelines are set up for the entire University to follow through meticulously
- All Schools have SPOCs who work on updates diligently
- Website is consistently dated
- Digital media presence is strengthened
- A perfect blend of print and electronic media is planned

Key Element: Creating a Brand Image

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none"> • School of Performing Arts and Indic Studies at REVA is the center for Indic Studies and has a critical role in promoting the Indian Knowledge System. 	<ul style="list-style-type: none"> • Brand management has done PAN India through student-centric Programmes. • Centers of Excellence set up at the University. • Brand Management strategic goals in place.

Curriculum Excellence:

Assessment Questions:

When was the curriculum updated last?

For Engineering UG programs, recent major revision is done in 2022 for PG programs, major revision is done in 2021.

For non-technical programs, major revision is done as per their duration in 2021 and 2022.

How frequently (time duration) the updating is done?

REVA University has a regular practice of major curriculum revision once in entire degree program duration. For example, for four-year degree program, major revision of curriculum takes place once in four years, and for two-year degree program, major revision takes place once in every two years. This enables us keep abreast with industry standards and excellence

However, there is a provision to modify individual course contents every year based on various stakeholder's (such as students, faculty, alumni, and industries) feedback on curriculum. Stakeholder feedback analysis becomes one of inputs for BoS member's committee, which will decide the modification in curriculum for forthcoming academic year. BoS is conducted once in a year in each school.

Who is on the curriculum development committee?

BoS members are on the committee and this is a good mix of eminent academicians, industry experts, alumni and current students.

Does the curriculum include Skill development, Enhancing Employability, and Generating interest among students for learning?

Yes it does. A well structured curriculum caters to provide skill development, enhancing employability, motivation towards entrepreneurship and life long learning interests among the students. For the past 5 years, we have around 35% courses on skill development, 30% courses on employability and 8% courses on entrepreneurship that are part of the curriculum.

Is the curriculum based on adult learning principles? (relevant, related and applicable)

REVA University is committed on delivering matured learning principles. We believe that most adults, adolescents, and children learn best by experiencing a blend of activities that promote the three learning domains: cognitive (lectures, brainstorming, discussions), affective (hands-on sessions, practical, exercises, group discussions) and behavioral (seminars, teach back, plays). Cognitive refers to knowledge or a body of subject matter, affective refers to attitudes and beliefs, and behavior refers to practical application. All Program Outcomes (POs) have been mapped to the learning domains that are classified into knowledge, skill, and attitude.

Placement scenario? percentage of students employed/pursuing higher studies after completion of the course?

On average, there are 52% students get placed on campus and <1% go for higher studies while the rest get into entrepreneurship and family business


Is local language a component of the curriculum?

Yes. A course on Kannada is a mandatory course for the students. In state students have to take Advanced Kannada and non-Kannadigas have to take Basic Kannada.

What should be the process for new program curriculum development and ongoing curricular review?

For new programmes, a reccee is conducted, market intelligence is sought and thereafter there is internal deliberation with SMEs and industry experts. After that the proposal is submitted to the AC and thereafter on clearance, regulations, course handbooks, eligibility and market launch is looked into.

Key element Curriculum Excellence:

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none">• Periodic curriculum updates• Specialization offerings• Industry Experts - Academia blends to meet specific outcomes	<ul style="list-style-type: none">• Strong curriculum• Inclusivity followed in BOS.• Contemporary curriculum

Grievance Redressal Mechanism:

Assessment Questions:

What are the present mechanisms for grievance redressal?

As per the UGC Guidelines, REVA University follows a stringent mechanism for grievance redressal and the process definition is transparent and published on the website.

Policies of the institute to prevent sexual Harassment, Discrimination.

All policies for sexual harassment, discrimination are clearly defined and available on the portal for faculty.

What are the inclusivity policies of the institutes? What is the turnover time to address issues and the transparency of the process?

The policies for inclusivity are clearly defined in the HR manual of the University and various stakeholders are made aware of the same.

Which software/platforms are used for grievance registration and keeping a track of these issues?

HCM is used for grievance registration and a track of this is monitored by the Registrar's office.

What penalties/procedures are in place for addressing discrimination?

The HR manual clearly defines the penalties and processes for addressing discrimination.

Infrastructural Development:

Assessment Questions:

What type of exhaustive renovation is required in terms of additional infrastructure, physical structure, furniture, and equipment (viz. Laboratories, Library, Networking, Smart classrooms, discussion rooms)

- Smart Classrooms -REVA has provided maximum infrastructure and comforts to students and staff, however Smart Classrooms have to be added where a student located anywhere can attend a lecture by a Teacher in any class.
- Discussion Rooms with Audio Video compatibility
- Library – Promote e learning and introduction of e books, isolated cubicles for audio learning.
- Central stores & warehouse

- Common Rooms for staff to double up as dining cum meeting room with furniture.
- Exhibition display boards (foldable) -40
- Mobile notice boards for outside building activities presentation
- Electronic weighing machine
- Additional CCTV and monitoring system.

What type of infrastructural development work is required for a non-academic area for the institution (hostels, parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, students' common room, etc.)

- **LIFT** - provision for lift in Hostels and staff quarters .
- **Common bathrooms** – Common Bathroom with Geysers for Boys.
- **Wardens rooms** - Wardens office to be provided a Mini Fridge and a locker.
- **Visitor's room** – Provision of an all-purpose Visitors room with attached washrooms in each Hostel. To be used as common room /recreation room in each hostel, Visitors room can be used as Resting Room for Parents.
- Hostel rooms to be renovated with Bookshelves and shoe racks.
- Digital notice board for displaying information.
- 24X7 small coffee shop in girls' and boys' block
- Swimming pool of international standards
- Studio type fully furnished apartments for students and bachelor staff
- PUC students to have separate hostel.
- Common toilets for workers in hostels
- Rainwater harvesting pits near bore wells for rain water rejuvenation

What type of infrastructural development work is needed for making them accessible for differently abled students?

- Ramps to be made in all blocks.
- Each Hostel to have lifts
- One special room to be made in each blocks
- Living Rooms and Washrooms to be made smart rooms
- Creation of Tactile path
- Washrooms for Physically challenged
- Wheelchairs for Physically challenged
- Audio Signage for tactile path, lights, display boards and signposts
- Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

What are the monitoring mechanisms followed for maintenance?

- An administrative support group has been formed where the users escalate the requirement of maintenance and the maintenance team undertakes the task on priority.
- Hostel students escalate their grievances in space basic app, which are addressed by the Maintenance team as per the level of priority
- There is deadline given for resolving the complaints, if complaints not resolved within deadline, it will be escalated to Top management.

What is the infrastructure required for the scale envisaged?


- Modification of Hostel Rooms and Washrooms
- Construction of Ramps
- Construction of lifts in all Blocks
- Construction of Tactile path in campus
- Swimming Pool

- Improved networking
- Provision of additional CCTVs
- Central Store
- Construction of Additional rooms

Land (considering local rules on permissible building limits, height allowed etc.)

Infrastructure within available land

Key Element: Infrastructural Development

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none"> • State-of-the-art infrastructure to promote engaging learning environments. • Technology-based learning. 	<ul style="list-style-type: none"> • SDGs at REVA • Consistent monitoring practices. • Systemic administrative process. • Well, thought of learning spaces.

Internal Governance Bodies :

Assessment Questions:

Does the institute have a clear articulation of all the governance bodies, their roles and responsibilities and decision-making authority (E.g., Academic Council, Research Council, Student Affairs etc.)

YES

What is the frequency of meetings, a rotational frequency for members?

As per the set calendar


What are the plans to develop younger members to assume positions on these bodies?

- Mentoring by the Chancellor
- Leadership and Cluster heads grooming

What Audit mechanisms are there to ensure performance?

- Internal and external audits
- ISO

Key Element: Internal Governance Bodies

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none"> • Clear articulation of all governance bodies in place as per the statutes and requirements of regulatory bodies 	<ul style="list-style-type: none"> • The clarity in roles and Job Descriptions are defined • ATRs (Action Taken Report) after every meeting builds on accountability

Monitoring and Evaluation: IQAC

Assessment Questions:

Does the present administration, academic and financial system need monitoring and development?

Yes, it does and the IQAC makes it a point to ensure that processes and systems are in place consistently

Does the institute conduct Academic Audits, Energy Audits, Green Audits, Financial Audits, Administrative Audits, Tech Audits etc.?

Yes, it does and records are maintained accordingly for all statutory compliances.

Does the institute have learning management systems?

Yes

What tools/systems are in place to monitor, evaluate and suggest recommendations for improvements?

- Periodic reviews are conducted school wise
- Steering committee meetings are held
- Directors have a strong PMS in place for staff achievement
- Summit book is a major guiding force to ensure targets are achieved
- IQAC meetings are regularly held for updates
- Rankings and accreditations are participated in so as to ensure higher benchmarks are set

Monitoring and Evaluation:

Assessment Questions:

What are the processes for academic support for students needing it – these covers reading and writing, subject-specific tutorials, communication, language, quantitative skills, IT, time management, stress management etc.?

Support services incorporate the facets of the university/institution experience apart from teaching – learning is administrative, technical, induction, course choice and careers counselling etc. Academic facility goes in hand with the facilities like library, project guidance, building interpersonal skill set and digital literacy - e-learning provision. Through the support services, the students' retention, success, and satisfaction becomes major intents.

The Academic Support process for students may have to establish **the Optimal Learning Environment, having teachers with compassion and** has a positive influence on student learning, secured established with appropriate classroom facilities, motivating students with better positive feedback to perform well in academics through effective mentoring, motivating the students to accept and have a positive willingness to handle academic challenges to compete with the industrial requirements, help students to build with necessary skillsets and collaborative relationships by improving their communication and social skills.

- Teaching Learning System
- Choice of electives, Lab facilities, Research labs, Smart classrooms
- Sufficient classes/ hours per subject in timetable
- Sufficient facilities for Online sessions/Recorded sessions
- Feedback analysis and reward / corrective measures

Tutorials

- Tutorial facilities to address student questions.
- Mentoring
- Mentoring/Counselling system to help at individual levels.
- Career Guidance
- Internships/ Global Certification
- Skill Enhancement Programs
- Training, placement, and Entrepreneurship Cell for enhancing the Quantitative and Logical skills.
- Language Laboratories for enhancing Communication skills.
- Research facilities/ research paper writing/presenting and publishing in international

conferences and journals.

- Scope for self-learning
- Self- learning facilities and availability of materials for learning beyond syllabus – Nptel, MOOC/SWAYam.Coursera, Infosys Springboard etc.
- Library/ Laboratories
- Co-curricular and extra-curricular activities
- Society oriented, Leadership promoting, Physical and mental relaxation.
- Sports Facilities

Should such support structures be centralised at the Institution level/decentralised at the program level?

Academic support system can be centralized at institution level. Decentralization can be done at the program level with proper coordination between different support units.

It is the Departmental / School responsibility to organize student support at an institutional/ University level for the quality of support that a student receives.

Good student engagement (among themselves and with the rest of the University community) is critical to good culture. This can be done in many ways – sports, art, theatre, clubs for different activities etc. as group activities.

The student engagement deals with cognitive, emotional, and behavioral aspects and hence it is a multi-facet. It should be examined holistically through the course design, syllabus, activities, content, and assessment which builds a strong influence on how the students think, feel, and act. They should realize that the learning environment is positive, encouraging to do things better to meet the benchmarks as industry expects from their learning outcomes.

The outcomes of engaging students in events and activities on campus will help them to get involved, connect with themselves to know, and learn through peer groups, bring a positive change in learning to avoid stress and make the stay at campus more enjoyable with well-balanced attitude. These key benefits create a sense of belongingness and develop their leadership qualities. Also from several research outcomes, it is proven that through engaging students' activities in their learning process will surely improve their focus and critical thinking. It builds strong relationships, appreciate good behavior by tracking their positivity.

The student engagement activity includes community-based activities too and it helps the students to empower to work with different group of people towards common goals. The activities as such:

- Clubs – coding, Innovative idea, sports and cultural
- Dance and music, Theatre events, social media activities in association with multidisciplinary schools like arts and Humanities and Performing arts
- Participate and organise Inter-University sports, cultural and technical events – REVotsava
- Participating in social awareness activities like Jagurdhi, Abhivridhi, Vanamahotsava , adoption of Govt. Schools etc.

What are the plans for governance and operationalization of these?

Inter School activities/competitions in the University level.

Inter University activities and National level competitions on Sports, art, theatre, and various club activities.

- NSS, NCC
- Vanamahotsava
- Community Development Programs
- Cultural Performance opportunities/ Support to participate in Competitions.

- Multidisciplinary groups to be formed for art, theatre performances and clubs' initiatives.
- Techfest's promotions for enhancing good culture and leadership qualities.

Any HEI should be of relevance to the immediate community around and must attempt to build a mutually beneficial relationship. What are the plans for Community engagement?

To develop community engagement, make sure to identify the policy influence objectives and stakeholders, determine the possible outcomes that bring positive changes in the community, establish the guidelines of the working protocol of HOW, provide the relevant and needed resources to accomplish, outline the areas of community engagement, identify the kind of services to address immediate by understanding the society/community need. Being involved in such activities make the students to be more socially responsible by contributing their best efforts in participation through various associations.

The relevance of such will make our community to believe our students with more trust for their well-being. Also, it helps the students to take better decisions and lead better roles to manage challenging situation with balanced mind. The Community will recognize the actions of students through such activities and accept their valuable recommendations and suggestions.

The activities go on as such: performing great community services by providing food to the needy, books, Recycling water, Maintain the environment green and clean, Blood donation, Health check camps, Clothes to the needy, respond to community complaints, engage with surrounding communities, build trust, increase brand loyalty, empower community members, provide access to multiple perspectives and expertise, create a culture of collaboration and improve communication. The following deals with:

- Adoption of Govt. Schools
- Community Development activities such as green ecosystem, need for energy saving, health, hygiene, technical awareness training for local citizens.
- Traffic awareness and supporting the government in such activities.
- Technical and Essential Activities awareness to local Women.

What are the processes for promoting good mental health as well as interventions for addressing mental health (counsellors, peer support networks)?

- Counsellor's support.
- Effective mentoring
- Technical counselling
- Spiritual Leaders are invited to Campus and Stress relieving sessions are given to faculty, Students, and staff.
- Yoga, Fitness awareness classes.
- Volunteering in various health screening camps
- Various types of get together to promote healthy relationship among REVA family members.

All such helps the students and faculty in reducing their stress level, improves learning and creativity, allows to spend time with nature, connect with people to know about them, improves the physical health and mental health as well and helps to take decisions with clarity. It allows the people to practice kindness and compassion.

Plan for student representation in critical processes. How should the student councils/ unions etc. be organized?

Students Associations, Clubs, Alumni association act as a liaison between the students and the academic leaders. Representing the student views on critical process during CR meeting, Class teacher meeting and counsellor meeting will be addressed through the grievance and

counseling cells at Institutional level. It should be handled with proper protocols meeting the student's representation and handling it with high confidentiality.

The process of extracurricular activities should be communicated to all students to make them to attend, coordinate organize and participate in activities like sports day, fresher's day, farewell, function, Revotsava – technical, cultural and sports fest, stalls, seminar, conference and workshop etc.

The student council is required to do all such to promote the interest of students among the Institute administration, staff and parents, to address problems faced by them and to have a positive consultation of importance among students and expertise.

Are there any remediation classes if the students fail?

Yes. Slow learners have lack of attention and concentration, difficulty in comprehension and expression, poor memory power and rational thinking. Organize remedial classes for the slow learners so that their problems can be addressed in a separate class at their own pace. Remedial classes provide students with a comfortable learning environment that gives the faculty to closely analyze the students' shortcomings and guide them properly to be on the right track. Also teachers should use different pedagogical methodologies to make them to perform better by conducting group activities such seminars, assignments and class tests boost their confidence among them. Also by giving extra exercises and homework with lower difficulty levels and gradually increase the difficulty level for the students to get acquainted with the topics at a slower pace makes them to face the exams positively. It happens only through peer mentoring, proper learning materials, right analysis of student's subject knowledge and frequent appreciation on their efforts with effective mentoring. Peer learning is promoted.

Are there any students' unions?

Yes. Alumni Associations/ Clubs/ Student Professional Society chapters are also in place.

Are there Scholarship opportunities for students (government and non-government)?

Yes, Students avail scholarships both government and non-government.

Alumni associations of the Institute, their relevance, intervals of meetings, contributions to the institute, and what means are established to incorporate their inputs for the development of the institute?

Alumni association is established to connect the people with various expertise of knowledge, build the positive relationships and to support the institutional activities. It actively conducts meeting yearly twice through offline and online. Apart from that the institution interacts with them through various platforms like social media, WhatsApp communication and phone calls. The Alumni support the institution through their active involvement in participating in various events conducted like workshops, guest lectures, LoR, Placement support, Internships, Projects and in admissions too. At every month, event will be conducted at school level with alumni support to bring awareness about the industry relevant topics, trends and challenges etc. It extends its support in active participation through attending REVA Vanamahotsva, Abhivridhi, and active support towards the adoption of government school by contribution of funds, books etc.

Alumni are recognized based on their contribution in society and their achievements will be appreciated every year during Grand Alumni Meet. Also, the alumni is recognized at the institution by considering them as a BoS member for Curriculum advices.

The Alumni association is actively updating the university relevant news, events, new programs offered, achievements etc., in social media like LinkedIn, Facebook etc.

Organisation structure:

Assessment Questions:

What kind of Institution do we want to be – As categorised by NEP (Research, Teaching, Autonomous Degree Granting)?

Both as Teaching and Research-Intensive University

Why – Clear articulation? Should we aspire to move from one type to another in 'xx' years?

Being a new University, the aim is to reach excellence in being a teaching-intensive university and the goals have been achieved in the first 10 years of the existence of the University.

The last 3 years has had focus of the University on being a Research-intensive University and there is absolute thrust towards the same.

Should the department structure change and be redesigned in alignment with the programs being offered?

yes, with newer disciplines being offered and especially in liberal arts and design, there will arise a need to redesign the structure in alignment with the programs being offered

How should the new organisation structure be for being nimble and quick decision making?

- Bureaucracy to be minimized.
- Quicker reverts and decision making to be further decentralized.
- Autonomy given to some schools who have proved their merit.

What kind of cross-cutting mechanisms should the Institution have to ensure good coordination among all the functions?

- Seamless communication
- Technology integration at all levels
- Defined processes.
- Stronger system of building accountability
- Audits and accreditations for quality control


What functions are best done in a shared resource model to ensure optimal use of resources?

- IT
- HR
- Industry relations
- Placement
- Career Counselling
- Library
- Admin
- Research
- Admission

Does the Institution have the people to assume leadership positions?

YES

Key Element: Organization Structure

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none"> REVA University is a multi-disciplinary University and offers both UG/PG/Research programs. 	<ul style="list-style-type: none"> Organogram is defined at all levels. Coordination and levels of authority are clear. IDP committee formed A separate department will be created.

Pedagogical Excellence:**Assessment Questions:**

What are the pedagogical tools (Presentation, Demonstration, Field study, Survey, Role Play, Case Study, Simulations etc.) used for teaching students?

- ICT enabled Presentations
- Demonstration
- Simulations
- Collaborative Learning
- Cooperative Learning
- Seminars
- Case Study Presentations
- Assignment based Learning
- Skill Development courses
- Global Certifications
- Self-paced learning through MOOC's
- Internships
- Quiz
- Project-based Learning
- Infographics / Poster presentation

Whether practical orientation in relation to the teaching-learning system is given to students?

Yes

What innovative teaching practices (like - smart classroom, conferencing, virtual learning etc.) are adopted in the institute?

- ICT enabled smart class rooms
- Peer teaching
- Project-based learning
- Technical paper writing as a part of the curriculum
- Cross-over teaching
- Teaching through flipping classrooms
- Teaching through collaboration


Plans for Phygital education?

- Phygital education is an innovative reform in education combining physical and digital forms of learning.
- Blended Learning
- E Text based Learning
- MOOCs/Online Learning
- Virtual labs

What is the process for the review of pedagogic practices? (For example systematic class observations, reflection notes, and student feedback)

- Systematic class Observations
- Summative/Formative assessments
- Quiz
- Demonstrations
- Course end survey
- Student feedback
- Student Satisfaction Survey
- Micro-Macro Assessment (MMA) approach which best specify the cognitive state of the learners. To effectively diagnose learners' needs (Slow, advanced learners).
- Technical/Research Paper Publications
- Project Evaluations

Key Element: Pedagogical Excellence

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none">• All courses are credit-based.• Project-based learning is followed• Environment education is offered.• Value-based course offerings.	<ul style="list-style-type: none">• Variety of pedagogical tools employed.• Technology-integrated learning followed

People recruitment and development:

Assessment Questions:

What is the current faculty ratio and the ideal ratio to operate in? An ideal mix of Assistant: Associate: Professor (this could also vary across disciplines/domains)?

Particulars	Professor	Associate Professor	Assistant Professor
Ideal Cadre Ratio (1:2:6)	96	192	577
Records submitted in AISHE 2021-22	78	113	717
Actual Cadre ratio as on 13/03/2023	79	149	508

Overall, what would be the number of faculty members, over a 10-year period? By discipline and level Similar projections for non-teaching members.

Both Teaching and Non-Teaching headcount will increase by 10% to 12 % in respective disciplines considering the FSR and introduction of new programs in years to come

A clear performance appraisal system and transparent processes that assesses contribution to teaching, research, institution building and practice (contribution outside).

Definitely, a good performance appraisal system has an impact on the individual performance. Goals set may vary from position to position, It all depends on the review system we have adopted and goals set for the individual faculty.

Goals must be aligned to Institution vision and a good appraisal system should have goals which are Specific, Measurable, Achievable, Realistic and Timebound.

Faculty should be made aware of the performance indicators with the timelines for review covering the following:

- Teaching learning process

- Academics
- Research and Innovation
- Outreach
- Academic Administration
- Other responsibilities/contributions

Appraisal questionnaire management: questionnaire, answer/response/evaluation, questionnaire publishing, and review timeline.

Appraisal management: appraisal indicator, indicator weight calculation, and personnel appraisal.

Report output: statistics report output.

A group of faculty should own the faculty and senior leadership should own the development effort to ensure that it is systematically operationalized. This should include plans, specifically for young faculty, mid-career etc. Plans for domain-specific capacity development pedagogic practices research practices (ethics, tools, methodologies.) Capacity development in building generic competencies IT, proposal writing, developing teaching-learning material, student handling etc.

An essential function of academic leadership is to foster “organisational learning”, that is to build the capacity of the academic for high performance and continuous improvement through management of the curriculum and teaching programme, development of staff and creating the climate and conditions for collective learning.

First, leadership focused on supporting, evaluating, and developing teacher quality is widely recognised as a core component of effective leadership. Teacher quality is perhaps the most important academic-level determinant of student performance. The leadership responsibilities associated with improved teacher quality include coordinating the curriculum and teaching programme, monitoring, and evaluating teacher practice, promoting teacher professional development and supporting collaborative work cultures.

Second, academic leadership that concentrates on setting learning objectives and implementing intelligent assessment systems has been found to help students develop their full potential. Aligning instruction with national standards, setting academic goals for student performance, measuring progress against those goals and making adjustments in the academic programme to improve individual and overall performance are the dynamic aspects of managing curriculum and instruction. Academic leaders’ purposeful use of data is essential to ensure that attention is being paid to the progress of every student.

Third, with increased academic autonomy policies, academic leaders have more and more discretion over human and financial resource management. The strategic use of resources and their alignment with pedagogical purposes are key to focusing all operational activities within the academic on the objective of improving teaching and learning.

It is important that the core responsibilities of academic leaders are clearly defined. Academic leaders should have an explicit mandate to focus on those domains that are most conducive to improved academic and student outcomes. Otherwise, academic autonomy may lead to role overload, by making the job more time-consuming, increasing administrative and managerial workloads and deflecting time and attention away from instructional leadership. On the other hand, effective academic autonomy requires support. Academic leaders need time and capacity to engage in the core practices of leadership that contribute to improved teaching and learning.

The lack of use of ICT in classroom instruction but noted the substantial amount of professional development that had taken place in this area. That school Faculty identify such a high level of need in the use of ICT for instruction almost 10 years later may be a reflection of the speed of technological change which Faculty(s) must keep pace with. This may signal a continuing challenge for schools and Faculty(s) to keep up to speed in a fast-moving area and to fully exploit technology for the benefit of teaching and learning. But it may also confirm studies which indicate a lack of capacity building in terms of how best to use ICT in the classroom.

Program Strategy:

Assessment Questions:

At the Institution level what are the set of common goals and objectives that should drive all programs. (For example, should all programs focus on providing job opportunities for students, should all programs build a set of generic capabilities for all students etc.)?

All the programs emphasize on creating career prospects, establish a set of standardized skills, and work towards the holistic development of students.

The common goals and objectives that should drive all programs are:

Goal1: Enhance Employability

Objectives:

Well-structured curriculum aligned with Industry needs. Industry experts play important role in framing the curriculum as they are included as members of BoS.

Industry people handle online and offline sessions for students.

Hands on training by Industry experts for Skill enhancement is provided.

Frequent Industry visits are arranged.

MoU with leading industries made. Students can enjoy the benefits such as free training, certifications, internships etc.

Goal2: Strong Curriculum

Objectives:

Academic teaching, utilize experts in the domain to hold workshops/lectures, internship, scholarship, mentoring, curricular, co-curricular and extra-curricular activities etc.

Goal3: Promote Applied Research

Objectives:

Through national/international multi-disciplinary collaborations.

Provide seed funding for early research.

Conduct national/international Conferences/Symposia/Seminars.

Research promotion to faculty through incentives for outstanding research activities.

Provide support for industry-sponsored innovation and commercialization.

What are the fundamental principles all programs should adhere to? For example – We will offer a program only if more than 70 % of faculty are internal, the market potential for more than 50 % of the students to get productive employment.)?

All the programmes offered are based on market potential, demand and focuses on employability and overall development of the individual. More than 70% faculty in all programmes are internal and diversity with regard to gender, region etc. is maintained.

The fundamental principles that each programme adheres to are:

- Impart Strong discipline specific skills.
- The students are imparted with a concern for the society and social, community development initiatives and technological support to empower the society is taken care.

Are there programs the University wants to treat as flagship programs because it has specific strengths in those areas. Are there any other new programs that the University wants to build as flagships?

- Flagship Programs:
- Abhivridhi
- Vanamahotsava
- Education on wheels
- SDG goal achievement programmes (Khel Khoj, Swatantra, Abhivyakthi, Pragna, Samaavesha, Nyaya Darshan)

What are specific domains where capability needs to be built afresh in the move to being multidisciplinary?

Courses in the domain of Value Education through Value Added Courses (VAC) in the broad areas of Environmental Science, Digital and Technological solutions, Understanding India, Health and Wellness, Yoga education, Sports, etc. are specially aimed at improvement of tactical/ mental/ fitness/ discipline and self-control of the learners and to equip them with life skills.

Critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, analysis based and experimental learning in Curriculum.

The Ability Enhancement courses to enable students to familiarize themselves with the cultural and intellectual heritage of the chosen Modern Indian Language and English language, as well as to achieve competency in language/literature related to both.

The Skill Enhancement courses are introduced to empower them with life-skills in the hands-on mode to increase their employability.

Research and Development:

Assessment Questions:

Have the institute identified the thrust areas for research work in the institutes? Is there any one specific domain, like work in institutions, student resource projects, or interdisciplinary projects?

Identification of thrust areas or niche areas of research is very vital for any university. REVA University has a vision of becoming a university for applied research for the benefits of the society. The various schools identify appropriate niche areas of research aligning to UN SDGs and the vision of the University. A few of the examples of such a drive is attached here:

School	Thrust areas of research for the next 5 years
School of Legal Studies	Human Rights, Environmental and climate justice, Access to Justice & Legal System Reform, Law, Technology and Society, Sustainable Development
Management Studies	sustainable practices, disruptive management practices, new business models, business innovation, consumer and employee behaviour, entrepreneurship
Physics	Energy materials, luminescence studies, memory devices, computational studies

Chemistry-SoAS	Green Chemistry, Biologically Active Molecules, Catalysis, Environment and Energy-Sensors, Batteries, Memristors, Fuel Cells,
Department of Biotechnology - SoAS	Cell biology and Molecular Biology, Neurosciences, Toxicology, Microbiology, Genetics, Nano-Biotechnology, Bioinformatics, Plant Biotechnology
Civil Engineering	Seismic evaluation of RC structures, Structural Dynamics, earthquake resistance structures, vibration control of structures, Stabilization of Expansive Soils, Special Concretes, Alternative/ Smart Materials, Building Information Modelling, Hydrology and Watershed management, GIS & Remote sensing, Pavement materials and Design, Environmental Engineering , Water and Wastewater Engineering, Air pollution and modelling
School of Legal Studies	Constitutional Law, International Law, Trade Law, Environmental Law, Sports Law
Allied Health Science	Secondary metabolites, biological nano particle synthesis, microbial proteins, Clinical Biochemistry, Nutrient & Food processing
REVA Business School	FinTech, AgriTech, Green HRM, Sustainable Marketing, Circular Economy, Commodity Market and Foreign Exchange, Social Entrepreneurship, Digital Divide, Sustainable Goals through business management, Corporate Governance etc.
CSE	1. Artificial Intelligence and Machine Learning: 2. Edge Computing and Internet of Things (IoT): 3. Cybersecurity: 4. Blockchain Technology: 5. Natural Language Processing (NLP). 6. Big Data and Cloud Computing: 7. Autonomous Systems:

What type of facilities and incentives are provided to faculty members to manage the research work after getting the funding?

To encourage more faculty members to submit quality proposals to funding agencies, the university has several incentive policies. All the principal and co-investigators will be rewarded with 5% of the procured grants. Further any filing of IPRs will be taken entirely by the University. All publications in Q1 and Q2 rated journals will receive incentives from the university. In some cases, top-up grants to cover the unsupported expenses will be provided by the university. Administrative loads would be waived off for the principal investigators who have procured grants to enable them to concentrate on the funded projects.

The institute measured the growth in research and development through participation and contributions to conferences, Seminars, Symposiums and Workshops?

The university always benchmark and review the progress achieved in research. The key indicators are the number of quality publications measured by publications in top scopus/web of Science indexed journals, IEEE/ scopus indexed international conferences. The university supports all the schools in conducting faculty development programs by inviting external experts and also in sending students for competitions.

Are there any plans for the dissemination of research internally and externally?

Absolutely. It is mandatory for all the members with Q-rated publications to disseminate the research findings to the fellow colleagues for generating discussions. Interdisciplinary research exchange will also happen among schools wherever the topics are of multidisciplinary in nature. Faculty members are encouraged to attend conferences and deliver lectures outside the campus.

Are there incentives for research papers in local journals?

Incentives are in place for any publications in journals which are listed in scopus and web of science only.

Do we want to specialise in some specific domains and be known for it? (For example climate change, science education etc..). If yes, what capabilities need to be built?

As a university it would make sense to prioritize the niche areas of research such as sustainable transportation, green energy, Water technology and sanitation, zero-power sensors, cyber security, green chemistry, climatic studies, low-cost housing, sustainable agriculture practices for food security etc. In order to realize this, the university has to attract best of talents in the said areas and build the necessary research facilities.

Do we want a specific orientation for research? For example, should be completely India-focused, should be focused on the here-and-now problem-solving etc.

The focus should be to develop solutions to address the local problems. India being a country of heterogeneous people, finding the solutions to local problems will eventually leads to the solutions to the global problem.

Are there specific research centres that we should build addressing specific areas? The centres could also have collaborations, members from outside the Institution etc.

Development of centres of excellence in each discipline will help future collaborations among various disciplines. The expertise within one center will definitively result in collaborations within and outside the university campus.

Do we want to build a publishing house to promote research?

This will be an added advantage although it is not mandatory for research promotion.

How much emphasis should be given to publications in journals? (national /International)?

All research outcomes should be disseminated to the research community as much as possible and for which publications in internationally indexed journals be it national/international should be promoted. In RU, the members are encouraged to publish only in the top indexed journals.

Are there specific institutional collaborations/partnerships required in specific areas?

It is necessary for any institutions. In RU, the schools perform benchmarking exercise and identify the suitable partners considering the opportunities and niche areas of research.

Are there any plans to integrate faculty research into teaching?

Yes, it is already in place. All research findings should be disseminated to students wherever possible. The Board of studies of schools encourage members to propose syllabus for the electives wherein researchers have freedom to include topics from their research works for the benefits of students.

Is there any collaboration with other research organisations?

Yes, our faculty members are in collaboration with ISRO, NAL, CSIR and other research organizations.

Are there any R & D consultancy approaches? What is the impact of research?

Yes, a separate center known as Techno center has been established to attract industry grants for consultancies. The centre has executed several consultancies works of Rs. 28,69,980.00 from industries.

This is one area where there are ample opportunities which the university is trying to explore.

What is the Scopus indexed research status of the publications of the institute? Are there any internship opportunities?

Scopus Data

Publications					
2017	2018	2019	2020	2021	2022
159	239	342	371	354	702

Total publications: 2167

H-index: 45

Total citations: 12585


Web of Science

2017	2018	2019	2020	2021	2022	Total
00	58	123	340	352	614	1787

H- Index: 28

Citation: 1787

Key Element: Research and Development

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none"> • Cross-disciplinary research promoted • Student internships are part of the study programs. • Local Partnerships to be looked at • Multidisciplinary research activity. 	<ul style="list-style-type: none"> • Aim is to reach the maximum research output. • Strengthen the research policy and incentives. • Strengthen the Research & Development cell.

Regulatory Affairs and Compliance:

Assessment Questions:

What is the process for ensuring regulatory compliance? This includes data collection and reporting regarding higher education regulations to various state/central governments/ Institutions like the UGC

- Study of the notification
- Dissemination of information
- Data collating
- Data verification
- Fill in of online data
- Downloaded the filled in data
- Dissemination of the data to all concerned
- Submission of data as per timelines
- Ensuring updated data is stored in university repository

Financial compliance Environment-related compliances

Compliance to other government agencies for various purposes – reservations/ people with disabilities/social welfare departments etc.

Compliance with the University's ACT and Statutes with Data Privacy requirements

- GRIHA Audit is in process
- LEED certifications are in place
- All environment related compliances are in place
- All other compliances as per the requirement is being followed
- All data privacy is guarded

Critical and cross-cutting processes.

All readiness for unforeseen contingencies is taken care of proactively

Disaster management system is in place

Given the scale of operations, type of programs etc. plan for Admissions and associated outreach.

- Programme offerings are planned well in advance
- Marketing and branding plans are deliberated on
- Automation of admission process is done
- Scholarships are defined ahead of time
- International admission is facilitated
- Halls of residences and capacity planning is done
- On ground marketing and other marketing activities are held


Placements and associated soft skills development in students, enabling meaningful and informed career choices, counselling for higher education opportunities.

All placement activities are conducted as per schedule and in coordination with all schools

Career counselling sessions are held by the counsellor

International offices take care of all higher education transition process

Key Element: Regulatory Affairs and Compliance

	NEP CONTENT	OUTCOMES
	<ul style="list-style-type: none">• BOG responsibility and accountability for all compliance-related matters	<ul style="list-style-type: none">• Conformity to all regulations will be maintained.• Frameworks will be revisited wherever required

Scale of operations:

Assessment Questions:

What will be an ideal student number given the location, reach and other factors like infrastructure?

Based on the campus structure and capacity planning, the admission numbers are planned Bearing in mind the location and the fact that the campus caters to rural areas too, in full capacity is what should be an ideal scenario.

Chart of estimated student numbers by the program over a 10-year period.

Refer Annexure

Single or multi-location?

Single location

Social Outreach activities:

Assessment Questions:

What are the social outreach activities of the institute? E.g yoga, recreation, sports, NCC, NSS etc.?

- Jagruthi -1 Voter Awareness Program
- Jagruthi -2 Global Warming
- Abhiruddhi- School adoption program
- Unnatha Bharath Abhiyan –Village adoption program
- REVA Vanamahotsava-Megha Tree plantation drive
- Yoga: Yoga and aerobics class are conducted morning from 6.00 am to 7.00 am for students and staff members in Sougandika.
- Recreation and Sports: Department of Physical Education and sports in association with different schools of REVA University has formed and conducted events under 25 sports clubs including Cricket, Kabaddi, Football, Basketball, Badminton etc.
- Department of Physical Education and sports in association with different schools of REVA University had conducted Khel Khoj –Indigenous Game have conducted 35 + games on 11th February 2023 at REVA University
- National Cadet Corps (NCC): NCC is a voluntary organization for students that provides leadership training, adventure activities, and community service opportunities. Currently we have 108 Cadets strength. Unit name 39 KAR BN NCC – Army wing
- National Service Scheme (NSS): NSS is another voluntary organization for students that focuses on community service activities such as health camps, blood donation drives, and environmental awareness campaigns.
- Currently 1200 students are enrolled under NSS of REVA University with 12 units. Funding opportunity consists of Regional Director of NSS, State NSS cell, Karnataka.

What technology intermediates are being used by Institute to encourage social outreach?

REVA University, has pioneered in setting up an example in using technology, in many novel causes to name a few,

We have planted 15000+ saplings, by the end of 2022 academic year, and the count is still going higher every year. The purpose is to contribute to our little bit to mother nature and encourage students and faculty to plant saplings. The conceptualized vision was to have one student one tree and we have achieved it with all the accolades. We have developed an app named PPMS wherein we have tagged all the planted saplings, where we track the growth of the saplings and are able to take care of it remotely.

We have created e-Content for the underprivileged students of Government schools. In the Said e-content we have chosen topics with 14 headings and turned them into PPT with a voice over in two languages i.e., English and Kannada. The whole e-content is very well designed to make the students understand and make them well equipped with the world and be confident to face the same. REVA University has envisaged their growth to make them tech savvy and knowledgeable too, working on the same lines we developed the e-content which is shared to many government schools and is available for all on Google books.

The Unique and one of its kind the Digital and portable library, is magnificent. REVA University introduced the "EDUCATION ON WHEELS" with pride, it is a luxurious Bus with Computers installed in it, it is mobile, and we aim to reach every nook and corner of the nation to educate as many people as possible. We have our own content which is preinstalled, the user can create their own content and share the same. All the computers in the bus have the basic software that are needed to learn any new concept.

Jeeva Setu' – A Bridge of Life – is the name of the ventilator, designed and developed by REVA University, Bangalore, to deliver 500- 600 ml of air per breath and 15-18 breathes per minute, as per the standards specified for COVID 19

Crisis brings people closer and reveals true characters. At this time, when the entire nation is fighting against the dreadful pandemic COVID 19, REVA University extends its support to the nation, for the safety of mankind by coming together to make a low cost portable ventilator to save lives.

Does the institute have a social outreach vertical?

YES, we do have social outreach activity vertical, which are,

Abhivridhi- REVA University has proudly adopted 10 Government Schools, where it has taken up the initiative of developing the schools and cater to their needs, in terms of refurbishing, restructuring or construction of a new room. REVA University conducts awareness programmes, cultural programmes, health camps etc., with an aim to educate students on various aspects of life other than academics. REVA University intends to make the students competent enough to face the world and be on par with the private institutions. It strives to make the students at Government Schools to have the same confidence as the students of private schools. REVA University has donated books and stationery, Math Kits and many such necessity items which are essentials for the Government school students.

Education On Wheels: A novel and one of its kind, most unique and Brilliant thought of spreading knowledge in the most unique way is the education on wheels. The Education on Wheels (digitally equipped bus with computer) has as many as 20+ visits to various schools on its credits of going to Government school children and almost 600+ students and have been awarded certificates after training on a particular topic.

Technology enablement: Examintation

Do we have the provisions for Credit Bank Transfers and updation?

- REVA University has already been registered in the Academic Bank of Credit portal.
- Student ABC ID registration process has been initiated.
- All students from 2021-22 onwards will be registered.
- Once registration is completed, students credits need to be uploaded (marks sheets)
- The credits of our students will be uploaded to individual student ABC ID to ensure the credit trail is tracked by students.
- As and when students apply for transfer of credits, the same will be enabled as per eligibility under guidelines given to HEIs.

Technology enablement: IT

Assessment Questions:

Technology enablement could be seen as two major elements – (i) for the core teaching-learning and (if) administrative.

REVA University has taken up digitalization of entire university processes and practices in the four quadrants.

With these four quadrants and a framework designed for the technology enabling for all the aspects from core teaching learning to operational management at the campus.

What is the core technology platform for teaching/learning that supports building and storing learning resources, grading, attendance etc.? – Software like Moodle/ Canvas/Blackboard etc. The processes for selection of the platform, systematic usage and training for faculty and students?

REVA University did thorough research with various platforms available to meet the university processes and practices. We also evaluated top Global and Indian institutes, understanding the technologies used for and the challenges faced.

The platform is designed for university digital enhancement (Student life cycle management system from onboarding to offboarding) for core operations on the campus like finance, HR.

Above Applications manages the course connection, attendance, mentoring, support request etc.

Student 360 Portal covering complete Student Life Cycle Management developed and implemented on Salesforce Platform.

REVA has been using Moodle as its preferred e-Learning Platform since 2018. The Application has been adopted and implemented to provide blended learning experience for the students. The Faculties at REVA has developed and posted lectures/e-content over this platform.

What are the different types of SW for administrative purposes – admissions, financial, student MIS, HR etc.?

The different kinds of software's used are as follows.

- Admissions – Managing CRM In the Salesforce.
- HR – Managing professor and staff details from onboarding to offboarding.
- Finance – Managing all the finance related data with SAP.
- Student MIS – Managing students' data from onboarding to alumni in the salesforce student life cycle management system.

Plan for moving into an integrated platform for administrative efficiency?

We already have all applications integration in progress, it will help seamless flow of data from one application to another.

Entire application deployment, high level stack is like this.

REVA digital transformation road map has a vision to meet all the application integration automation to be completed by the year 2025.

REVA University has been the front runner in the digital process and practices since 2016.

Under the Continuous Improvement program REVA has built a strong road map. It will create a redundant and resilient infrastructure with state-of-the-art architecture designed in place. The current application stack has been designed and implemented with end-to-end integration and automation in place.

Do we have the provisions for Credit Bank Transfers and updation?

Yes.

ANNEXURE

Intake and admitted details for 2014-15 to 2021-22

Sl. No.	Name of the program	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021		2021-2022	
		Intake	Admitted	Intake	Admitted	Intake	Admitted	Intake	Admitted	Intake	Admitted	Intake	Admitted	Intake	Admitted	Intake	Admitted
1	B.Tech. - Civil Engg.	240	204	420	338	420	388	420	356	420	340	360	233	240	176	180	131
2	B.Tech. - Computer Sci. Engg.	240	228	540	526	540	500	540	497	540	499	480	464	480	457	360	357
3	B.Tech. - Comp.Sci. & Info. Tech.	0	0	0	0	0	0	0	0	0	0	120	117	120	110	180	172
4	B.Tech. - Comp.Sci. & Engg. (A I & M L)	0	0	0	0	0	0	0	0	0	0	0	0	120	120	180	172
5	B.Tech. - Computer Sci. & System Engg.	0	0	0	0	0	0	0	0	0	0	0	0	60	41	60	52
6	B.Tech. - Information Sci. Engg.	0	0	0	0	0	0	0	0	0	0	0	0	60	46	60	60
7	B.Tech. - Artificial Intelligence (AI) & Data Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	180	180
8	B.Tech. - Electronics & Comm. Engg.	240	189	420	393	420	334	420	373	420	367	360	310	240	238	240	240
9	B.Tech. - Electronics & Comp. Engg.	0	0	0	0	0	0	0	0	0	0	60	58	120	95	60	60
10	B.Tech. - Robotics & Automation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	60
11	B.Tech. - Electrical & Electronics Engg.	0	0	240	226	240	219	240	201	240	189	180	141	120	103	120	120
12	B.Tech. - Electrical & Computer Engg.	0	0	0	0	0	0	0	0	0	0	60	60	120	53	60	57
13	B.Tech. - Mechanical Engg.	240	225	420	389	420	344	420	300	420	304	360	201	240	85	180	111
14	B.Tech. - Mechatronics Engg.	0	0	0	0	0	0	0	0	0	0	60	45	60	47	60	41
15	B.Tech. - Bioelectronics Engg.	0	0	0	0	0	0	0	0	0	0	0	0	60	27	60	36
16	B.Arch.	0	0	40	34	80	60	80	74	80	79	80	70	80	69	80	44
17	B.Com	120	117	240	230	240	226	240	229	240	240	240	240	240	240	240	223
18	B.Com (Honors)	0	0	0	0	60	22	60	32	60	46	60	60	60	60	120	120
19	B.B.A.	120	64	240	217	240	229	240	238	240	240	300	258	300	279	240	240
20	B.B.A. (Honors)	0	0	0	0	60	38	60	60	60	56	60	60	60	60	240	212
21	B.B.A. (Honors)(Entre.)	0	0	0	0	0	0	0	0	60	56	60	45	60	47	0	0
22	B.C.A.	0	0	180	150	240	213	240	240	240	240	240	240	240	240	300	300
23	B.Sc.(H)in Cloud Computing & Big Data	0	0	0	0	60	60	60	50	60	60	60	58	60	48	60	58
24	B.Sc.in Multimedia & Animation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	30
25	B.Sc.in Cyber Security	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45	35
26	B.A.-LLB(Hons.)	0	0	0	0	60	33	60	43	60	45	120	67	60	48	60	60
27	B.B.A.-LLB(Hons.)	0	0	60	14	60	42	60	57	60	57	120	95	60	51	60	54
28	B.A. - JEP	0	0	0	0	0	0	60	60	60	60	60	60	60	52	60	47
29	B.A. - PSEJ	0	0	0	0	0	0	0	0	0	0	60	60	60	49	45	37
30	B.A. - THJ	0	0	0	0	0	0	0	0	0	0	0	0	30	18	20	8
31	B.A. - JMC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	19
32	B.A. - PaEP	0	0	0	0	0	0	0	0	60	20	60	15	30	25	30	25

LONG TERM GOALS @ REVA - (10 YEARS)

In alignment with NEP 2020 as indicated earlier, REVA has a full fledged School of Performing Arts and Indic Studies. REVA has always respected and imbibed the Indian Heritage, culture and values as a part of the education process. Students in the campus stand every morning for the National Anthem at 8.15am and the REVA Anthem at 8.20am. There has been no compromise on that for the last one decade and the same will be strengthened with the NEP 2020. The University already has a Department of Languages offering programmes in Indian Languages (Sanskrit, Kannada, Hindi) with the objective of removing language barriers.

NEP 2020 implementation:

Focus areas to be on:

- Implementation of the new curriculum and credit framework for undergraduate programmes.
- Restructure of Programmes in phases.
- Introduction of vocational programmes.
- Teacher education

Technology Integration:

Focus areas to be on:

- Creating a digital repository: track all activities to aid in present and implementation of future objectives.
- Increase management solutions seamless.
- Dissemination of information to all stakeholders.
- Contribution to greenery and efficacy in administration.
- Access to data in real-time.
- Completely automated processes.

Internationalization:

Focus areas to be on:

- To achieve and improve the quality of education.
- Knowledge translation, acquisition, mobilization of global talent.
- International content and research.
- Establish agreements and collaborations with high ranked Universities.
- Participate in Global rankings/accreditations.

Strengthening SDGs:

Focus to be on strengthening and monitor implementation of SDGs identified.

2022	SDG 04, SDG 05, SDG 11, SDG 17
2023	SDG 04, SDG 05, SDG 11, SDG 17 SDG 03, SDG 09, SDG 06, SDG 16
2024	SDG 04, SDG 05, SDG 11, SDG 17 SDG 03, SDG 09, SDG 06, SDG 13, SDG 07
2025	SDG 04, SDG 05, SDG 11, SDG 17 SDG 03, SDG 09, SDG 06, SDG 13, SDG 07 SDG 01, SDG 02, SDG 12, SDG 14
2026	Consolidation of all SDG's

Thrust areas of research on:

- Society impact.
- Environment education and value based education.
- Strengthen multidisciplinary and interdisciplinary education.

MEDIUM TERM GOALS @ REVA - (5 YEARS)

From the larger set of goals as listed above the milestones that will capture all the goals as set above have been set as Milestones below for 5 years:

2022

- Stepping towards growing to be a Social Impact University
- Introducing SDGs into the University growth trajectory
- More Technology: SLCM, blended learning
- Introducing NEP, IDP
- ABC- Academic Bank of Credits

2023

- Strengthening the bond between SDGs and HEIs
- Internationalisation
- Strong SLCM
- NEP 2020 across all disciplines
- Interdisciplinary & Multidisciplinary approach to learning

2024

- Enriching the SDGs with prime focus on key SDGs
- Strengthening NEP 2020
- Engaging learning experience for students
- Digital tools and media for enhanced learning
- Build a Phygital Ecosystem

2025

- Convenient, personalised and quality education
- Increased focus on tangible results: concrete skills for career mobility
- Preparing students for societal transformation
- Master skills for competency-based education
- Strengthen the Phygital Ecosystem

2026

- Moving out of traditional work hours
- Preparing students to solve complex global issues
- Offerings of shorter, more compact programmes
- Greater affordability and accessibility to education
- Differentiated Assessment and grading

SHORT TERM GOALS @ REVA - (3 YEARS)

2022

- Stepping towards growing to be a Social Impact University
- Introducing SDGs into the University growth trajectory
- More Technology: SLCM, blended learning
- Introducing NEP, IDP
- ABC- Academic Bank of Credits

2023

- Strengthening the bond between SDGs and HEIs
- Internationalisation
- Strong SLCM
- NEP 2020 across all disciplines
- Interdisciplinary & Multidisciplinary approach to learning

2024

- Enriching the SDGs with prime focus on key SDGs
- Strengthening NEP 2020
- Engaging learning experience for students
- Digital tools and media for enhanced learning
- Build a Phygital Ecosystem



NEP 2020 IMPLEMENTATION PLAN

Accordingly the NEP 2020 Focus Areas include the following and the same has been integrated in the IDP:

- Academic governance
- Technology Integration
- Governance & Leadership
- Liberal Arts, Humanities, Teacher & Vocational Education
- Internationalization
- Inclusion: Alignment with SDGs

The Overall REVA NEP 2020 implementation plan will include the following:

Academic Governance:

The proposed NEP Expectations @ REVA under Academic Governance include:

- Restructure of Programs
- Build Academic Flexibility
- Credit Transfer for Mobility of Students
- Evaluation Reforms
- Multidisciplinary and Holistic Education
- Bridge Industry-Academia gaps
- Compliance with Professional Standards
- Interdisciplinary Research and Innovation

Accordingly the restructure of programs @ REVA would be as follows:

- UG programs (except those coming under Professional Standard Setting Bodies (PSSBs)) of either 3 years or 4 years duration.
- 4 year UG program will focus on Major & Minors as per choice and lead to degree with research.
- 1 year Masters for students completing 4year Bachelor program with Research.
- Integrated 5year (3+2) Bachelors/Master's program
- Additional year to focus on either or 3 tracks:
 - » Research
 - » Internship
 - » Academic track
- Offer credit-based courses in climate change, waste management, sanitation, Sustainable Development
- Internships with local artists, business, industry
- 4th year must lead to journal publication.
- Offer courses that instill ethical and universal human values.
- Add lessons in Seva/Service participation in community service programs.
- Multiple entry/exit options
 - » Study of foreign languages
 - » Courses in Yoga
- Tie ups with NGOs, Community Service

NEP: Build Academic Flexibility

- Credits earned and stored in Academic Bank of Credits (ABC).
- Choice based credit system (CBCS) revision.
- Innovation in pedagogy and assessment with a framework in place to ensure consistency.

Academic Flexibility – Action Plans @ REVA

- Definition for Multiple Entry and Exits
- Certificate/Diploma/ Degree: readiness and regulations
- Credits to be defined for each of these exit options.
- Exit fee/Certification Fee
- Design of the Certificate
- Options for transfer of these Credits
- Define Eligibility Criteria for Honors program.
- Integrated program regulations
- Study ABC and implementation process for REVA
- Introduce PhD after 4year bachelor's degree with Research.
- Innovative curricula to include credit-based courses and projects in areas of community engagement & service, environmental education.
- Establishment of Departments in literature, languages, music, theatre, education, subjects that stimulate Indian education and environment.

NEP: Evaluation Reforms

- Examination reforms to be scientific and test application of knowledge.
- Continuous formative assessment
- Move away from high-stake examination towards continuous & comprehensive evaluation.

Evaluation – Action Plans @ REVA

- Ensure examination guide is in place for each school.
- Formative and Internal assessment plans to be charted.
- Blueprint of the question paper to be scripted.
- Recording of all formative assessment activities and a mechanism for the same.
- Feedback to be structured.
- Identify New assessment methods.
- Work on ABC: Academic Bank of Credits
- Credits from other Institutions
- Option for entry to PhD after 4 years Degree program with Research
- Credits for ODL programs
- Review and analysis of ESA and IA and gradually remove ESA.

NEP: Industry Academia GAP

- Bridge the industry-academia gap.
- Collaborate with industry to drive innovation.
- Internships with local industry, business, artists

Industry Academia GAP – Action Plans @ REVA

- Launch industry linkage cell.
- Create an Industry BAY at REVA
- Launch Industry Interface Program
- Design customized certification programs
- Stage exhibits and demonstration to build trade fairs with industries.
- Participate with industry in action-based research, CSR of industry.

Compliance

- Align with NHEQF guidelines wherever applicable.
- Focus on IDP and plan for 10years.

Compliance – Action Plans @ REVA

- Organize academic audit for each school to assess effectiveness of programs offered (quarterly, half yearly)
- Involve one external member for audit.
- Identify one foreign university to audit our curriculum.
- NAAC / NBA alignment.
- Accreditation
- Align objectives as per NHEQF.

Technology integration

- Offer integrated B.Ed. programs (ODL or Blended mode)
- Offer ODL programs
- Vocational courses to be offered through ODL
- Creation of Virtual Labs
- Implement with guidelines of the NETF (National Educational Technology Forum)
- Technological interventions to improve teaching-learning and evaluation processes

Technology integration – Action Plans @ REVA

- Offer B.Ed. programs
- Invest in digital infrastructure
- Offer certificate courses online (AI/Cyber Security/ML)
- Integrate Swayam/Intel courses into campus programs
- Develop courses for Swayam/ Diksha platform
- Participate in NETF Activities
- LMS to be strengthened

Governance & Leadership

- Excellent infrastructure
- Healthy FSR
- Innovative pedagogy
- Effective BOE
- Transparent process for faculty recruitment
- Robust Performance Appraisal
- Incentivize through rewards & promotions.

Governance & Leadership – Action Plans @ REVA

- Audit infrastructure and upgradation
- Monitor the FSR
- Reskilling of faculty through a structured program
- Encourage consultancy
- PMS to be fast tracked
- Fill critical leadership positions
- Senior leadership to be strengthened
- Offer well-structured leadership development program

Liberal Arts, Humanities, Teacher & Vocational Education

- Integrate Humanities & Arts with STEM education
- Innovative projects/community engagement and service, life skills, global citizenship education to understand global issues to be offered
- Study different languages
- Museum/Archaeology, graphic design to be built
- Promote local art, culture, knowledge
- Study tours

- Offer B.Ed. programs
- Adoption of government schools
- Offer vocational courses

Liberal Arts, Humanities, Teacher & Vocational Education – Action Plans @ REVA

- Offer certificate courses
- Community engagement
- Global Citizenship Education (GCE) Courses
- Internships with local industry
- Offer Indian languages
- Focus on Indic Studies
- Film certificate programs
- Heritage & Sustainability
- Environment care course-based projects
- Study tours
- Establish a school of education

Internationalization

- Larger number of international students studying in India
- Transfer of credits
- Offer courses like Indology, Yoga, Arts, Dance
- Opportunities for social engagement
- On-campus support
- Residential facilities
- Faculty-Student exchange
- Setup a strong international students office
- MOUs

Internationalization – Action Plans @ REVA

- Internationalize curricula
- Recruit overseas students
- Participate in international fairs
- Line up with EDCIIL/Study in India (SII) program
- Promote admission from SAARC/Non-SAARC nations
- Promote programs through social media platforms
- Streamline seminars through Nuffic, Cervantes, NAWA, Alliance Francaise, DAAD, British Council
- Promote Indology as a course
- Build international accreditations
- Credit mapping & Credit Transfer Council
- Summer/Winter courses to be offered
- Organize Study Tours
- Global immersion programs
- Research collaboration, teacher exchange, student exchange
- International student service office, deeper engagement with some countries

EQUITY and Inclusion in higher Education and Student Support

- Infrastructure and resources
- Support for Socio economically disadvantaged students
- Academic and career counselling
- Rural student support
- Medical support
- Sports, cultural, technical, non-technical courses

- Scholarships
- Emotional support, mentoring

EQUITY And Inclusion in higher Education and Student Support – Action Plans @ REVA

- Enhance existing infrastructure, library service, remote access
- Gender sensitization
- SLCM
- Rural student support
- Clubs and committees
- Enhance sports
- Student surveys and action taken



NEP - ACTION POINTs and Milestones achieved

- Select schools which can go for phase wise offer to Honors program.
- Restructure existing 3year programs.
- Additional year to focus on 3 tracks
 - » Research
 - » Internship
 - » Academic Track
- Offer multiple entry/exit options.
- Road map to focus on Integrated PG programs (3+2 years)
- 4 year programs to have multidisciplinary education along with major/minor options.
- Decide on eligibility score for Honors program.

First Phase Restructuring

School	Number of Pro-grams		2022-2023	2023-2024	2024-2025	2025-2026
	UG	PG	0 Year	4 Year Honors	Integrated Programs	Integrated Doctoral Programs
School of Arts, Humanities & Social Sciences	3	3		✓	✓	✓
Applied Sciences	5	6		✓	✓	✓
Commerce	8	1		✓	✓	✓

Second Phase Restructuring

School	Number of Pro-grams		2022-2023 2023-2024	2024-2025	2025-2026	2026-2027
	UG	PG	0 Year	4 Year Honors	Integrated Programs	Integrated Doctoral Pro-grams
Management	8	8		✓	✓	✓
CSA	4	2		✓	✓	✓
SOPA	1	6		✓	✓	✓



REVA
UNIVERSITY

Bengaluru, India

IDP 2022-2023: An overview - SUMMIT BOOK

Report of
**REVA
SUMMIT
VIII**

2022-23

Rukmini Educational
Charitable Trust

www.reva.edu.in



REVA
UNIVERSITY
Bengaluru, India

Report of the
EIGHTH REVA SUMMIT - 2022
held on 7th and 8th December, 2022

Rukmini Educational
Charitable Trust

www.reva.edu.in

Rukmini Knowledge Park, Kattigenahalli
Yelahanka, Bengaluru - 560 064

Foreword

Chancellor

We are at the onset of a new year and I hope that new goals, visions, and new energy guide us to reach our aspirations.

Every year, we host the REVA Summit in order to draw a roadmap to long-term and short-term goals to ensure REVA University is driven to grow and achieve academic excellence. Our goals are aligned towards developing academics, admissions, branding, placements, research, assessments, and new programmes, and so on. The REVA Summit Handbook is an outcome of a thoughtful process and involves a conscious commitment of each and every individual to ensure that we reach our goals and thereby achieve the long-term vision of our university.

We have carefully curated the theme for this year's REVA Summit – Sustainable Development Goals. As pioneers in higher education and with the potential and capability to bring about change, I am delighted that we have aligned with the United Nations SDGs. We have in alignment with the NEP, built the road map of the University, focusing on four SDGs of prime importance: SDG IV, SDG V, SDG XI, and

SDG XVII in keeping with this aspiration of the Hon'ble Prime Minister, Shri Narendra Modi.

I am proud to observe REVA University has been a forerunner in adopting technology and has now moved on to become a Social Impact University in alignment with the SDGs. Keeping this in mind, we have conducted a series of events like Jagruti & Abhivridhi towards the adoption of villages and their development; Abhivyakti towards support to K 12 education; Vanamahotsava, towards sustaining the climate; Pragna towards civic responsibility; Nyaya Darshana towards empowering women lawyers; Samaavesha towards inclusivity of transgender and Panchavaktram towards spreading the Indian Knowledge System through the rich Indian dance and heritage. Through these initiatives, we aspire to become a Social Impact University by developing a social connection with leadership qualities, ethical and moral values, research culture, and innovative skills through higher education of global standards.

I believe that by imparting these goals successfully in higher educational institutions on a broader level, we impart skills that not only help students' commitment and dedication to society but also empower them as future leaders. I am sure the Eighth REVA Summit exercises its focus on achieving this. My best wishes and good luck to each one of you who has been involved in ideating and executing the REVA Summit VIII Handbook.

Dr. P. Shyama Raju
Chancellor
REVA University

The background of the page features a man in a dark grey suit, white shirt, and dark tie, smiling and standing with his hands in his pockets. He is positioned on the left side of the frame. Behind him is a wooden wall. On the wall, to the left, is a large, stylized logo of REVA University. To the right of the logo, the words "REVA UNIVERSITY" are written in large, gold-colored, serif capital letters.

Message from the Pro Chancellor

The REVA Summit VIII book is the dossier that will capture the milestones that we have set for the year ahead and in alignment with the perspective planning that the University has made for the years ahead. A documented version of the Summits held of this stature, serve a beacon to the entire team at REVA and guides us at every juncture apart from enabling us steer ahead in the right direction. I am impressed by the ambitious plans and goals set by the University team and based on the pace at which we shall work together in achieving them, I am confident that we have a lot to retrospect by the time we reach the next Summit.

We must ensure technology is key in tracking the progress of the resolutions arrived at the Summit and technology must be a key enabler in ensuring that we build a larger repository of data and ideas in the years to come. With REVA taking a larger role and growing to be a Social Impact University, a lot more of responsibility lies on our shoulders. As students and all our other stakeholders' partner with us in achieving some of these milestones like the ones we set for promotion of art and culture and our heritage in alignment with the SDGs, I am sure we will make a larger impact on the society.

Wishing Team REVA, the best in ensuring that these goals are achieved in the next one year and we set another milieu of transforming society as a Social Impact University!

Mr. Umesh Raju
Pro Chancellor
REVA University

Message from the Vice Chancellor

REVA University has been at the forefront in adopting and practicing measures that will contribute to the holistic development and growth of the University. Among many such initiatives, the REVA Summit draws a blueprint for REVA's vision for that academic year.

This year, at REVA University, we have focussed on the theme 'Sustainable Development Goals - Quality Education, Gender Equality, Sustainable Cities & Communities and Partnership for the Goals' in alignment with the United Nations Sustainable Development Goals. We have adopted four of the SDGs and this is in accordance with our Prime Minister Shri Narendra Modi's role in achieving India's goals towards the United Nations agenda for 2030. As higher education institutions, it is our responsibility to further promote the SDGs within their capabilities. It also identifies the gaps and good practices at the national and institutional levels related to HEIs' contribution to the large spectrum of SDGs. REVA is committed to integrating sustainable development into its operations and developing SDG-focused strategies that empower us and create a generation of policymakers, scientists, and innovators who understand the importance of placing sustainable development at the heart of its work.

At this stage, it is important we draw a roadmap to adopt our pedagogy in alignment with the SDGs. As higher education institutions, we have an important role to play in SDGs through their role in knowledge production, human formation and innovation. Hence it is our collective responsibility to ensure that our vision, our work and goals are aligned with the SDGs.



We must stay committed to our discussions, deliberations, and direction for the growth and development of REVA University. Progress in every field like academics, assessments and evaluations, research, placements, international collaborations, and so on will play a very important role in the journey of REVA's growth.

I take this opportunity to thank my entire team for their efforts in making REVA Summit VIII, a very meaningful and purposeful document that will uphold the vision of the University and strive towards nurturing efficient leaders and professionals who will work towards building a strong society and a stronger nation.

Dr. M. Dhanamjaya

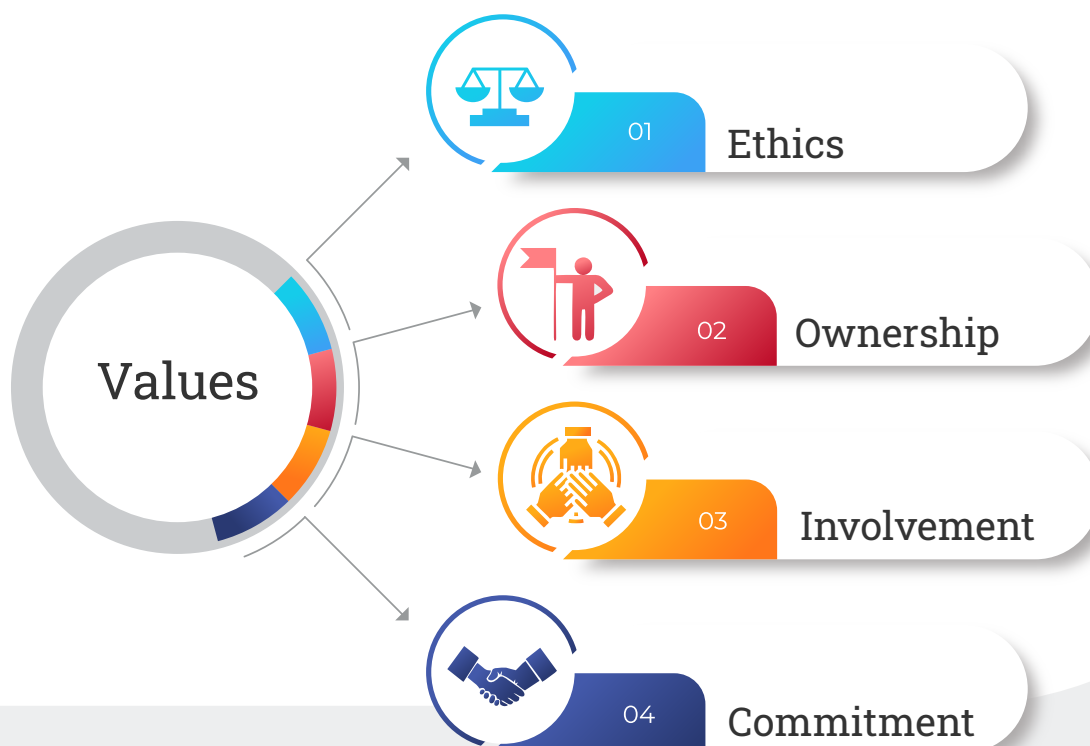
Vice Chancellor
REVA University



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 centres
- 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 organise 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.



RESOLUTIONS OF REVA SUMMIT VIII presented at The Courtyard, Marriott on the 7th and 8th of December, 2022

Members present:

- | | |
|-------------------------|--------------------|
| 1. Chancellor | 8. Deans |
| 2. Pro Chancellor | 9. Directors |
| 3. Vice Chancellor | 10. PUC Principals |
| 4. Pro Vice Chancellors | 11. Vertical Heads |
| 5. Registrar | 12. CDC |
| 6. Additional Registrar | 13. Core team |
| 7. COE | |

1. Resolved that REVA University would adopt the SDGs as selected for different phases in SUMMIT VIII and follow them in true spirit and commitment
2. Resolved that all programs adopted under the SDGs would be a channel to position REVA in the National and Global map
3. Resolved that each School of the University will offer a series of short-term certificate programs that would cater to various categories:
 - XI std students
 - Post results up to admission to Plus 2 students
 - Inhouse students that would back their placements and skill-based learning
 - Ensure the programs are certified, come at a cost to all students
 - Ensure the targets set align with the shortfall if any of the revenue generated by the respective School.
 - Ensure the marketing and branding of each of these certificate programs is done
4. Resolved that all admission targets as projected for the year ahead without any compromise on quality of students and in alignment with all the policies (referrals, fee collection, concessions) as framed for admission is adhered to in principle and without any compromise. All set targets for demand and supply will be achieved.
5. Resolved that atleast 25% of the filling of the seats is completed by the admission team by end of January or February 2023 and another 25% before the PU Examinations and 25% before CET results.
6. Resolved that SoAHS will promote marque programs for the University like Editors Meet, Gender Sensitivity programs, Film festivals, Theatre, Folklore, and other programs to ensure the SDG wheel is promoted in the country and internationally. The school will also ensure REVA Radio moves beyond the realms of the campus. Foreign languages will

be offered, and English language certification will be made a must for all faculty of REVA apart from ensuring that REVA Magazine is brought out in time. Branding of journalism and psychology and newer programs to be planned.

7. Resolved that the flagship programs of SOPA will be attended to and popularised by all Schools. Newer markets penetrated by the marketing team and presence of REVA established through Pancavaktram and Abhivyakti. SOPA to participate in the Kedarnath project and other National projects. Target for the School would be to position SOPA as the TOP School in the country in the next two years.
8. Resolved that School of Architecture ensures that the Civil Engineering School also participates in the Jagruti towards Road safety and Civic responsibility in alignment with SDG. Entire plan detailed is presented to the Minister of State and country thus bringing out REVA's civic sensitivity to the forefront.
9. Resolved that REVA will participate in GRIHA rating and all Schools will embrace the targets set for each stakeholder. Solar panels and other required electrical support will be given by individual Engineering schools. NCC and NSS will support this movement and ensure atleast 700 plants are planted in the campus as per the requirement of GRIHA.
10. Resolved that REVA will adopt the 4-day academic schedule and devote one day exclusively to the Extracurricular, Co-curricular and Outreach activities of the respective Schools so as to ensure maximum student participation is ensured.
11. Resolved that School of Applied Sciences and Health Sciences reach the breakeven levels and also maximum research publications and projects to be achieved by the schools. Infrastructure planning to be done meticulously by the schools and compensation of revenue to be focused on. The Directors of the School to ensure that top level Scientists are groomed in these departments and maximum tie up with Corporate Hospitals to be focused on.
12. Resolved that School of CSA to offer certification programs that would add value to the industry, bring in more consultancy projects, reach out to students of other States and make the school pan India rather than State-centered and follow diversity norms.
13. Resolved that the School of Civil Engineering to initiate the Agriculture Education programs, partner with the relevant industry and develop land and add to the agrarian economy. The school will focus on many more consultancy projects, build gender ratio and the school to partner with all campus development infrastructure activities.
14. Resolved that REVA being a multidisciplinary University, schools like Architecture, Civil, Mechanical and CS to jointly work on road safety matters and projects of utmost importance.
15. Resolved that the School of Legal Studies will ensure that they will work with rural and urban sector while partnering with Judges, Political Leaders & Advocates and add lot more activities to legal aid centers. School will also introduce new course on gender equality as certification programs to students apart from introducing moderation in internal assessments. Alumni will also participate in pro-bono activities.
16. Resolved that the Schools of Commerce and Management, focus on the numbers and retention of quality students apart from building a healthy gender ratio at the schools. The schools to focus on pan India marketing and bring out niche programs that would attract students from all disciplines.
17. Resolved that the School of CSE and C&IT focuses on developing of user-friendly apps, cyber security programs, partner with the ICT for cyber security initiatives and also ensure that top notch faculty achievements are well branded. The schools to focus on drawing top

quality students and populate their USPs as benchmarked with all the other Universities.

18. Resolved that School of ECE, CSE, C&IT, UIIC like the other schools partner with each other in the development of apps, drones, robots and other such IOT projects. Status of all the project development to be shared timely with all. Atleast one life size Robot to be ready before the next Convocation.
19. Resolved that School of EEE takes up the social impact activity of ensuring that all roof tops in the nearby locales have solar paneling after clear survey and ready blueprint for implementation.
20. Resolved that School of MEE freezes the plan for the introduction of the new program proposed of Aerospace Engineering and the detailed plan for the operations of the program which included break-even point. Thoughts on how the projected numbers for research and publications will be achieved with the existing manpower in schools.
21. Resolved that Department of CDC, to find ways and means to ensure that all students who registered for placements appear for all campus pools and the same to be coordinated with respective School Vertical heads. Going forward the Core team would monitor this closely and update the Chancellor on the same. The department of CDC to lead the HR Conclave and partner with RBS, RACE and collaborate with Admission team.
22. Resolved that placement to be 100% and in the case of pandemic, alternate options of placement and bringing in the industry to be thought of. Skills that require reinforcement like coding and other skills to be monitored by every School Director apart from Academic Directors folding in all the projects and due credits for placement enhancement. UIIC to partner with CDC and ensure that they are supported by forming a team and share the plan ahead of time. By 2027 majority students to be job providers rather than job seekers.
23. Resolved that the entire team will collectively work and manage hygiene and cleanliness methods as part of lifestyle and thus contribute to General Administration responsibilities. Preventive maintenance systems to be in place and water and electricity consumption to be consciously used in alignment with SDG goals. School of Architecture to support in design of 4 sharing rooms and other allied infra design.
24. Resolved that carpooling will be encouraged and establishment of central store will be taken up.
25. Resolved that the entire University supports ICT in all aspects of transition of the University towards digitisation. All ICT SPOCS to be hands on and support the ICT while ICT will not take up any maintenance work which will impact regular functioning of the University during peak working hours.
26. Resolved that all IT requirement by Schools will be indented for ahead of time and all software hardware and other applications requested for ahead of time. Schools of CSE and C&IT to support the ICT team in all major development of IT infrastructure.
27. Resolved that the entire University will ensure user adoption of SLCM, HCM is done on priority.
28. Resolved that Physical Education and Sports activities are encouraged by all schools and showcasing of all sporting achievements and events are done for branding. E-sports to be organised and popularised. Staff sport activities to be organised.
29. Resolved that RBS being a premiere school, no dropouts will be encouraged, no misinformation given to student enquiries and eligibility and other admission norms to be checked prior to admission. This would require counsellor orientation as well.

30. Resolved that RBS series of programs offered are not duplicated in nomenclature and NIRF ranking for the year 2022 will be within 100. RBS salary package offers with effort from CDC to be above 20L.
31. Resolved that UIIC promotes Education on Wheels impactfully, ensure Extracurricular vertical heads are involved in this and in all MOE activities like IIC, NISP, Yukti, Kapila and SIH to list a few. IDEATHON to be focused on and startups to be promoted.
32. Resolved that all working Saturdays to be days of focus on observing Innovative and Creative Day for students. Forums and societies to be formed to build an innovation and work culture at the University.
33. Resolved that the REVA Innovation Ecosystem is strengthened, and students will be sensitised to the need of building a robust ecosystem.
34. Resolved that UIIC will be partnered with to offer courses for skill development and short-term certificate programs. Seed money if details of implementation and returns are planned will be given by the University.
35. Resolved that Evaluation and Assessment Department will have least human intervention and all lapses and omission will be made up for in coordination with ICT. Alternate assessments and rubrics apart from ABC will be worked on and targets achieved as planned.
36. Resolved that RACE would support in organising the HR Conclave and building on placements. Women tech leaders and other unique offerings of RACE to be promoted and branded for the University.
37. Resolved that the Department of HR will ensure that the appraisals are implemented through Salesforce and with minimum human intervention or judgement.
38. Resolved that Department of IR to achieve maximum MOUs with foreign Universities and also ensure that there are maximum foreign visitors in campus.
39. Resolved that Department of IQAC will be supported in achieving the highest scores in all rankings and accreditations and documents submitted in time. All publications to be spread across the year by all schools.
40. Resolved that Department of R&I to ensure that all publications to be in Q1 and Q2 rated journals only and targets not achieved in the last few Summits to be attended to. Targets as set for high NIRF scores to be attained. Ph.D. related topics to be socially useful and research outcomes to be published accordingly. Faculty to be categorised as research faculty, teaching faculty and accordingly workload to be allotted by each Director across all Schools in consultation with Dean R&I.

Resolved that all REVA Summit findings up to now will be attended to by each Director and this Summit onwards the core team will ensure that reviews are planned quarterly and in consonance with the timelines and numbers projected. All outreach activities taken up by the University like Vanamahotsava, Abhivridhi and the like will be embraced by all Schools.

About REVA University

REVA University is a State Private University established in Karnataka State under the Government of Karnataka Act No. 13 in the year 2013 in Bengaluru, the IT capital of India. REVA University is recognised by the University Grants Commission (UGC); approved by the AICTE and is accredited by NAAC. The University has been rated by QS and is ranked by the QS Asian University Rankings 2023. REVA is ranked 6th among State Private Universities in Karnataka and 47th in India.

REVA University prides itself in contributing to every student's holistic development. The University currently offers 41 full-time Undergraduate Programmes, 32 full-time Post Graduate programmes, 18 PhD programmes, and certificate and diploma programmes. The University offers programmes under the Faculty of Engineering, Architecture, Science and Technology, Commerce, Management Studies, Law, Arts and Humanities and Social Sciences, and Performing Arts and Indic Studies. REVA University facilitates research leading to a Doctoral Degree in all disciplines. The programmes offered by REVA University are well-planned and designed based on methodical analysis and research with an emphasis on knowledge assimilation, practical applications, hands-on training, global and industrial relevance, and their social significance.

The University is spread over 45 acres of land and has a sprawling green campus. 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. With state-of-the-art infrastructure, the University has created a vibrant academic environment conducive to higher learning and research. This

includes 200 smart classrooms that support blended learning, real-industry-like labs that foster on-the-job learning in students, a tech-enabled library with over 1 lakh collection of books, and most importantly, modern pedagogy. In addition to this, the physical infrastructure includes outdoor classrooms, sports grounds, a professional gym, open study parks for peer learning, and a food court that has been countered by popular food chains. REVA currently has numerous students on campus that come from all around the country. The campus has exclusive Halls of Residence which provides comfortable accommodation for boys and girls, apart from catering to the needs of all cuisine and ensuring adequate amenities are provided to make their stay an extended home.

The programs offered by REVA University are well planned and defined after a detailed study of the industrial need, social relevance, and global job markets. Highly qualified and experienced faculty and scholars from reputed universities /institutions, and experts from industries and business sectors have contributed to preparing schemes of instruction and curricula for these programs. The Choice-Based Credit System and Continuous Assessment Grading Pattern (CBCS – CAGP) of education are in place in all the programmes to facilitate students to opt for the subjects of their choice in addition to the core subject of study. The system also allows moving forward under the fast track for those who have the capabilities to surpass others.

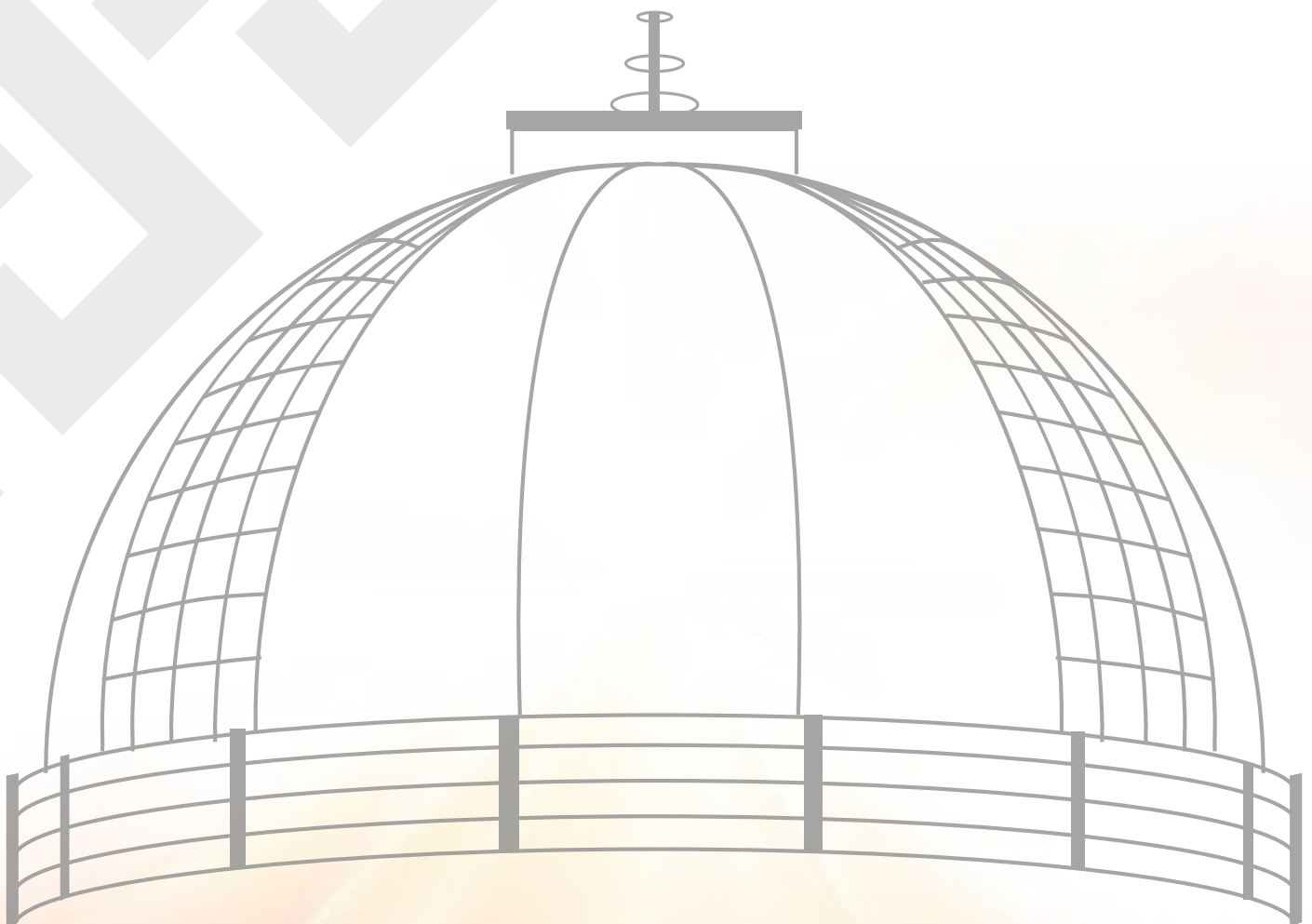
REVA University has initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners to give them needed input and build in them confidence and courage to move forward and accomplish success in

their careers. The Training & Placement Cell sets specific goals so that the students are equipped and become the preferred choice for major companies and industries.

REVA University has a Career Development Centre that assists students in choosing the right career path through interest mapping and training for experts and imbibing skills so that they are well-equipped during the transition from campus to corporate. With the aim of creating mutual value in the educational ecosystem, REVA has a University Industry Interaction Centre (UIIC) that acts as the strategic centre to promote collaboration among academicians, scientists, and industrialists, thereby broadening the scope of innovation and entrepreneurship ecosystem.

REVA also has added a social dimension to its corporate initiatives. REVA has now moved on to become a Social Impact University and 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. Through these projects, REVA makes sure that they are making a difference in the social and economic well-being of the communities through teaching, research, social activities and other programmes.

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.



Theme: Summit VIII

REVA University has moved towards growing to be a Social Impact University and has been partnering with various Government goals in order to ensure there is participation from the University, which represents the youth of the country, in various social impact domains. In lieu of the road map drawn for the University in the REVA IDP, REVA University is one of the few Multidisciplinary Universities in the country which has adopted the United Nations SDG goals as part of the journey towards emerging as a Social Impact University. REVA has thus added a social dimension to its University Social Responsibility initiatives and in the next decade of its journey will lead the way to emerge as a Social Impact University. Accordingly, 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. Through these projects, REVA will ensure that our students and all other stakeholders will make a difference in the social and economic well-being of the communities.

In its first phase REVA University has in alignment with the NEP 2020 built in the road map of the University focusing on four SDGs of prime focus: SDG IV, SDG V, SDG XI and SDG XVII. In keeping with this aspiration of the Prime Minister, as a pioneer in Higher Education and with the potential and capability to bring about change NEP 2020 talks in detail about how art institutions must take the lead to bring innovative changes in the curriculum, by incorporating its suggestions and making a creative change in the education policy. The focus of Summit VIII thus has been on these four goals and efforts have been done by all Schools and Central Departments to ensure that while maintaining the academic rigour of the programme, every effort and plan of the University is aligned with one aspect of the SDG. The year ahead 2023 will also be eventful in the fact that India will host the G20 and hence incorporating the vision and mission of G20 has also been folded into the Summit plans.

Monthly Review Timeline



Bring in cultural diversity into education

School	Plan	Timeline
Architecture	<ul style="list-style-type: none"> Fine art-based certificate course – From school of Design (10 weeks course, fees 12,000 per student; No. of participants- 10 to 15. Total fees expected=1,20,000 to 1,80,000) Interior design certification course-From School of Design (12 weeks course, fees per student 12,000; No. of participants 8 to 10. Total fees expected 96,000 to 1,20,000) 	Jan- Jun, 2023
Civil Engineering	Student diversity: 29% Faculty diversity: 47%	Sept, 2023
Computer Science & Information Technology	<ul style="list-style-type: none"> With the help of existing other state students carry out marketing (digital/on-ground) in other states (KA-59%, AP-23%, TL-3% and others <1%). Faculty to contact friends in other states and brief about career opportunities at REVA University. Also attract faculty from other states thru ADs in national newspapers. 	Continuous Process
Computer Science Engineering	<ul style="list-style-type: none"> Increase outside state admissions - 30% increase of such students, Preferably from North India, and Northeast region. Region based staff recruitment - Interviews will be conducted from the outside states and recruitments will be from different states and regions including foreign countries. 	Sept, 2023
Electronics & Communication Engineering	<ul style="list-style-type: none"> Increase outside state admissions (North India, North-East, Tamilnadu) - 10% increase (through present students) Region based staff recruitment Strategy: New recruitments from different states and regions	Nov, 2023 for admissions Sep, 2023 for staff recruitment
Electrical & Electronics Engineering	<ul style="list-style-type: none"> Increase outside state admissions - 20% increase by target marketing, ensuring participating education fairs in north region where demand for electrical Engineers is more. Faculty from other states are involved in branding the school activity in their states - Explore the opportunities to represent and participate in state level events like project competitions, conference, student symposium, education fairs etc.in different state. Increase student exchange program with north University 	May-July, 2023 Dec, 2023

Mechanical Engineering	<ul style="list-style-type: none"> • Enhance admission from non-Karnataka students - Effective marketing outside Karnataka, at least 20% students from non-Karnataka. • For new program faculty/staff from different regions of the country will be recruited. 	June/July, 2023
Allied Health Sciences	<ul style="list-style-type: none"> • Staff: Karnataka- 8 & another states-13 	Continuous process
Applied Science – Biotechnology & PCM	<ul style="list-style-type: none"> • Staff: Total 27 • Karnataka-9, Andhra Pradesh-6, Kerala-2, Tamil Nadu-3, Bihar-1, West Bengal-2, Assam-1, Madhya Pradesh-1, New Delhi-1, Rajasthan – 01 (Karnataka – 33% and other states – 66%) • 2022 (UG-12%; PG-15%) • 2023 (UG-15%; PG-18%) 	May-Aug, 2023
Arts, Humanities & Social Sciences	<ul style="list-style-type: none"> • Current demographic diversity of faculty members is 33% (11 Indian states and 01 Union Territory.) Gender diversity is 72.3% Women & 27.6% Men. • Current demographic diversity of students is 83% (26 Indian states and 04 Union Territories. Students from 07 different countries other than India also study in this school.) • Gender diversity is 68% girls & 31.8% boys – in both 2021 & 2022. 	Continuous Process
Computer Science & Applications	<ul style="list-style-type: none"> • Student Diversity - Increase of around 5% admissions of students from other states and countries. • On ground marketing activity in other states • Faculty Diversity - We are having a balanced proportion of the faculties from Karnataka and from other states. • Increase of the faculty members from other states by around 5%. 	May, 2023 to Jan, 2024 Aug, 2023
Commerce	<ul style="list-style-type: none"> • Male – 68%; Female – 32% • Increase diversity – 3:2 • Current Diversity of Faculty – 16% • Increase diversity – 18% • Gender: Male – 50%; Female – 50% • Demographics: Karnataka – 84%, AP – 6%, TN – 10% • Strategy: Students: Through Existing students • Faculty: Personal Contacts, Recruitment from different states of India. 	End of Admission Cycle in 2023

Legal Studies	<p>Student Diversity</p> <ul style="list-style-type: none"> • Current - 58.5% • Increase - 65%. <p>Faculty Diversity</p> <ul style="list-style-type: none"> • Current - 60% • Increase - 65% <p>Strategies to increase diversity:</p> <ul style="list-style-type: none"> • Branding in different states in India as well as abroad. • Conducting National and International Level Competition and conferences. 	Continuous Process
Management Studies	<ul style="list-style-type: none"> • Through Admissions and Recruitment process, employer branding through engagement programs (staff and student engagement programs) • Awareness sessions in Girls PU college & High Schools • Current Student Cultural diversity- 59 % increase diversity to 65 % Current diversity of faculty 39 % increase diversity to 45 % Gender: female students- 30%; increase in 2023 to 40 %; student Demographics: 40:60 Faculty: female- 70%. Male: 30%. 2023= 60:40% 	Aug, 2023
Performing Arts & Indic Studies	-	-
REVA Business School	<p>Focus on cultural diversity within the classroom as a Business School: DEI (Diversity, Equity, and Inclusion initiatives): case studies on gender parity in Leadership roles and paper presentations on the same</p> <p>Staffing: 50 % of diversity as of now</p>	May, 2023







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