SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

IIS (DEEMED TO BE UNIVERSITY)

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302020
www.iisuniv.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

On 16 July 1995, an institution with a difference was born in Jaipur. In view of the lack of options for girls from the state for quality education through English medium, a visionary educationist - Dr Ashok Gupta –took the inititative to establish this institution christened as International College for Girls (ICG). It was upgraded to the postgraduate level in the year 1998 and was included in the list of 2(f) and 12B institutions by the UGC in 2003. Further, it was accredited with A+ grade by NAAC in the year 2005. In 2006, it was recognized as a model college and centre of excellence by the state government. The college was continuously, for several years, rated amongst the top 30 in the country for Science, Arts and Commerce education, as per the *AC-Nielsen – ORG-MARG* survey.

In the year 2007, the institution was granted an autonomous status by the UGC. In 2009, it was conferred the status of CPE (College with Potential for Excellence) by the UGC.

In 2009, the MHRD, GOI, declared ICG as a Deemed-to-be-a-University under Section 3 of the UGC Act, 1956, in the name and style of 'IIS University' which has now been re-named as 'IIS (Deemed to be University), Jaipur, Rajasthan'.

Subsequently, the Review Committee constituted by the MHRD, GOI, placed the institution amongst the 38 Deemed-to-be-Universities under Category 'A'. In 2014, it was granted the 12B status by the UGC and accredited by NAAC for the 1st cycle, as a University, with a CGPA of 2.76/4. With prestigious memberships of the Association of Indian Universities (AIU), Association of Commonwealth Universities (ACU) and Association of Universities of Asia and Pacific Universities (AUAP), the University is poised to making its mark in the international firmament too.

Today, the University has around 4800 students on its rolls, coming from as many as 18 states of the country and from abroad as well.

Vision

- To be an international model institution for students' success beyond expectations
- To promote and maintain academic excellence
- To transform the dreams and aspirations of the youth to reality
- To strive and seek to cater to global needs

Mission

- To empower students to realize that they determine the outcome of their lives
- To provide a conducive environment for the development of an individual's personality
- To have an unflinching faith in the potential of the youth and to ignite their minds and develop convictions in them, discarding those that hold them back
- To cherish the Indian value system with a laid emphasis on Indian culture, traditions and heritage,

imbibing the best of the West at the same time

- To support a proper harnessing of latent talents and to encourage students to take initiative
- To provide a learning environment in which the students and the faculty are driven by the spirit of enquiry, in their quest for knowledge
- To encourage students to appreciate the natural and artistic realms of life
- To grasp and imbibe the complexity of moral issues
- To recognize the significance of growth and technologies
- To understand and appreciate human differences in culture, gender and race
- To provide opportunities for the greatest possible achievements to each and every individual

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- University catering to women students through English medium
- Locational advantage of being situated in the state capital, with excellent connectivity with the rest of the country
- Air-conditioned hostels with all facilities/amenities
- Sound academic reputation in the society
- Diverse student-body drawn from different states and sections of the society to promote inclusive practices
- Wide range of programmes/ subject-combinations to choose from
- A plethora of well-designed professional and skill-oriented courses, besides the regular programmes, to foster global competencies
- Mandatory inclusion of Career Oriented and Skill Development (COSD) courses in the first year of graduation
- CBCS in professional programmes and a fairly good number of Elective options in all other programmes
- Grading System in all the programmes
- Unique programmes in subjects like Psychology, Fashion Design, Jewellery Design, Fine Arts, B.Com. (Hons.) Chartered Accountancy, B.Com. (Hons.) Company Secretaryship, Learning and Development, etc.
- NCTE and AICTE-approved courses
- Integration of MOOCs as part of curricula, with a provision of credit transfer
- Academic collaborations with reputed national/international institutions, agencies and corporations to develop globally relevant courses
- Well-qualified, experienced and motivated faculty members
- Healthy bonding and interaction between faculty members, students and alumnae
- Supportive and student-centric approach comprising participative, experiential and problem-solving methodologies for an enhanced teaching-learning experience
- Focus on the holistic development of students through a blend of curricular and co-curricular activities
- A strong base for community outreach and extra-curricular activities; the University has 5 units of NSS, 4 NSS units and a half troop of N.C.C. Air Wing sponsored by the Government of Rajasthan
- Decentralised and participative governance
- Training and Placement Cell for co-ordinating activities like industry training, career guidance and placements
- People of eminence from various fields associated with the University as members of its statutory and

other bodies
- Students-engagement through optimal use of ICT resources in the overall functioning of the University; a recent one being the switch-over to the virtual mode of teaching-learning and examinations, during the pandemic, leading to timely declaration of results and the commencement of the new session.
- Strategic interventions in the community with extensive CSR and Extension-related activities

Institutional Weakness

- Need to set up more laboratories with annexed lecture theatres
- More Consultancy projects by faculty members for resource-generation and to bridge the gap between industry and academia
- Need of research grants to strengthen infrastructure and enhance the quality of research
- Requirement for more long-term strategic collaborations with reputed international/ national institutions for promoting Research and Development as well as encouraging faculty and student-exchange programmes
- Need for creating more avenues for resource-generation
- Need of more hostels for students

Institutional Opportunity

- With the allotment of 30 acres of land by the Government of Rajasthan for the expansion of the University, new programmes of study can now be introduced leading to an increase in student-enrollments
- Cater to the growing demand for specialized, professional and industry-based courses
- Strengthen vocational education through UGC-sanctioned programmes such as B. Voc.
- Fostering collaborations/tie-ups with other public/private sector/non-profit institutions for academic enrichment of teachers and students alike
- Avail research grants from government/non-government agencies to support the University's research endeavours and related initiatives
- Attracting alumnae, business houses, foundations etc., for instituting endowments
- Effectively participate in online teaching-learning options for introducing international and off-campus online delivery of courses/programmes and for promoting exchange programmes
- Focus on collaborations with national and international academic bodies to develop global courses, such as Association of Chartered Certified Accountants (ACCA)
- Introduce industry-oriented courses as per the requirements of the global economy

Institutional Challenge

- Dwindling resources from the State/Central Government and increasing dependence on revenue from tuition fee received from students
- Burgeoning of private and profit-driven universities/ colleges in the area
- Increasing trend of student-migration to metropolitan and Tier I cities def the country and to foreign universities, for higher education
- Compulsion to compete with the growing presence of state-funded universities in the state
- Attendance-related issues of students preparing for various competitive/ entrance examinations at local

institutes/ coaching centres
- Attracting a larger number of foreign students
- Resource-mobilization through consultancy and research inititatives

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Curricula suited to local/regional needs for preparing students to give back to society and also compatible with national and global requirements by focusing on content that has both a pan-India flavour and an international edge
- All courses with clearly-defined Course Objectives
- Well-articulated Programme Outcomes as well as Programme-specific and Course-related outcomes linked with robust pedagogical, assessment and evaluation practices
- Syllabi revised every year; major Syllabus-revision carried out in 75% of Programmes during the assessment period
- Several Programmes offering courses focusing on employability, entrepreneurship and skill-development
- CBCS and a range of Elective courses in 93.4% of the Programmes
- 629 new Courses introduced
- A number of Value-added Courses on offer for imparting transferable/life-skills.
- As many as 2490 students undertook field projects/ research projects/ dissertations and internships, in the last academic year
- MOOCs and courses under SWAYAM programme integrated in the curricula for promoting blended learning
- Programmes integrating cross-cutting issues into the curricula (viz. gender, environment and sustainability, human values and professional ethics)
- Professional and specialized Programmes such as Social Work, International Relations, Entrepreneurship and Venture Development, Business and Data Analytics, among others, for emphasizing life skills-education; social welfare; rural engagement/ community-outreach; media laws and ethics; human rights and peace education; business ethics and environment; corporate law and social responsibility; as well as, innovation and sustainable technologies
- Well-defined mechanism for collection of feedback from students, teachers, alumnae and employers; carried out annually
- Reports compiled by the Feedback Monitoring Cell and necessary action taken by the IQAC
- Due compliance sought after suggestions shared with the respective Departments

Teaching-learning and Evaluation

- The University caters to all students from GEN/SC/ST/OBC/Minority/Differently-abled categories. A relaxation in minimum eligibility marks up to 5% to the reserved category and up to 3% to the *divyangjan* candidates, is provided.
- It is an all-women's university with a demand ratio of 1.2:1 and aims to provide a holistic learning environment.
- The University regularly identifies advanced/slow learners and specific strategies are adopted for their all-round development.

- An ideal student-teacher ratio 21:1 (the ratio is 19:1 excluding Ph.D. students) ensures facilitation in adoption of innovative experiential/ participative/problem-solving methodologies with ready access to ICT and e- resources for 24X7 learning.
- Faculty Members are assigned as Mentors to each student with 1:29 (the ratio is 1: 26 excluding Ph.D. students) as the average Mentor-Mentee Ratio.
- The average percentage of full time teachers against sanctioned posts is 88.71%. The University boasts of well-qualified and experienced faculty members, with an average teaching experience in HEI of 8.5 years, who regularly receive awards and fellowships.
- Faculty members holding Ph.D. degree in the last academic session 2019-20 was nearly 66%.
- 100% automation of the Examination department for handling every aspect from the issue of admit card to the declaration of result. Declaration of results is strictly as per the examination schedule (days) with low student-grievances, i.e. approx. 0.42% only.
- All programmes have explicitly-stated POs, including clearly-defined PSOs and COs
- POs are assessed using Formative and Summative assessments and other class activities. Course Outcomes are said to be attained if students obtain marks equal to or higher than the set threshold value. The pass percentage of the latest academic year was approximately 96%.
- Learning gaps are identified and suitable strategies devised to ensure complete student-satisfaction.

Research, Innovations and Extension

Following initiatives are taken to promote, support and motivate faculty members and students for undertaking research:

- A well-defined policy for Research and Consultancy; the setting up of Research Promotion Committee as well as Centre for Research, Innovation and Training to promote research
- Established IIS- TIE (Together International Exposure) - The International Cell
- 470 registered Research Scholars
- 02 major research projects sanctioned by DBT and DST (state)
- Seed money worth Rs.9,00,000/- allocated to faculty members to undertake research
- Necessary support for start-ups, provided by the Incubation Centre
- 141 workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill-development
- 133 awards received for research/innovation by the institution, faculty members, research scholars and students
- Institutional Animal Ethics Committee (CPCSEA-approved) and Ethics Committee for Human-participants (as per ICMR guidelines)
- "Turnitin plagiarism software" for similarity index
- Recognition of faculty and students through research awards
- IPR Cell supports and facilitates the filing of patents and copyrights; four patents and one industrial design published as well as 8 Copyrights registered
- 190 candidates awarded Ph.D. degree during the assessment period
- 191 books/book chapters/proceedings published
- 302 research papers indexed in UGC-CARE list, Scopus and Web of Sciences with an h-index of 10.5
- Publication of four in-house peer-reviewed journals, one of which is listed with UGC-CARE (ISSN 2319-5339)
- E-content developed by faculty members on platforms such as Google Classroom, Moodle and the institutional LMS (Meta-campus)

- Consultancy provided in areas such as web-designing, animation, food and nutrition, etc.
- Rs. 1,53,000/- earned from Consultancy and Corporate Training assignments
- Credits based on Extension activities are part of the curricula; more than 636 Extension activities conducted and 65 awards won; more than 205% student-participation in Extension activities
- Adoption of 5 Villages under the *Unnat Bharat Abhiyan*
- Developing and broadcasting community-awareness shows on the University's Community Radio- *Radio-7* at 90.4 MHz
- Construction of hand-wash stations and gender-segregated toilets in more than 150 government schools
- Developing and upgrading infrastructure in government schools under the 'Happy Schools' programme
- 81 MOUs and 1857 collaborations with institutions of repute like University of Bilbao, Spain; ACCA, London; Institute Francis en Inde; CII; ISDC, etc.

Infrastructure and Learning Resources

- Twelve seminar halls, 41 laboratories and 96 ICT-enabled classrooms, library and faculty rooms to facilitate academic and research activities
- Playgrounds, courts, indoor sports room, health club (gym and yoga-centre), swimming pool, for sports activities, facilitated by the Sports Board and Academy
- Three auditoriums, multipurpose halls, amphitheatre and an open stage for organizing cultural activities
- Three hostels, stationery store, three cafeterias, Counselling and Guidance Cell, Placement Cell, fire fighting system, CCTV surveillance, biometric attendance system, crèche, solar plant, rainwater-harvesting, bank and ATM, RO water-plant, web office, 3 elevators and 7 generators for complete backup
- Robust transportation system with a fleet of 50 buses, 2 vans, one loading tempo and three cars
- Infirmary with a full time Nurse, Homeopathic physician, three-bed set-up and an ambulance
- Automated and digitized Central library with 81,746 books including both general and text books; 113 e-books; 80 encyclopaedias; 16 subscribed and open access e-resources comprising more than 20,000 e-journals and e-books
- The facility of book bank along with previous years' question papers and answer scripts is available to students
- Integrated library automation software - ALICE
- Single discovery interface- Refread (IISU Digital Library)
- Library advisory committee for smooth functioning
- e-library with 30 computers to access e-resources
- Wi-Fi enabled campus with internet bandwidth of 360 MBPS
- 468 computers for students in labs and 127 computers for administrative and other faculty use. The University has a 10:1 student-computer ratio.
- Metacampus - ERP solutions to virtually connect students, staff and parents
- Media centre, recording facility and lecture-capturing system to develop e-content
- Housekeeping and Canteen committees, IT Planning and Monitoring Board for the overall maintenance of campuses
- Two Engineers and a Maintenance Officer with a team of electricians, mechanics, plumbers, gardener, carpenters, sound operator and other service personnel for general maintenance and upkeep
- Annual budget and provision for infrastructure-upgrade and maintenance

Student Support and Progression

- The University has proper guidelines in place to provide financial assistance to students through Scholarship and Freeships, under various schemes.
- Preparatory classes for Civil Services, Management and NET- SLET examinations, wherein experienced faculty members mentor students through interactive sessions
- A qualified counsellor is available on campus for providing career and personal counselling through the Career Counselling and Development Cell.
- The University takes initiatives, through its different courses, to enhance a variety of skills required for various professional fields.
- Student Grievance Redressal mechanism, Internal Complaints Committee and an Anti-Ragging Committee, are in place.
- An active Placement and Training Cell regularly organizes placement-related activities. During the last five years, 17.24% students were placed or self-employed; 37.74% progressed to higher education; and, 87.16% qualified various national and international examinations.
- An active Students' Council organizes various co-curricular and extra-curricular events of varied nature and provides a platform to the students to showcase their talents and hone their skills.
- Students participate in various national and international cultural and sporting events, with highly commendable achievements. Students have bagged 15 international, 169 national 273 state and inter university events in different sports/cultural activities during the assesment period.
- ICG-IISU Alumnae Association, *Bandhan,* is registered under the Companies Act, 2013 (Registration No. 071266). The alumnae not only contribute significantly through sharing their expertise in various committees, cultural and sports activities, but also support financially for the development of the institution.
- Alumnae-contribution (monetary) for the last five years amounts to Rs. 58,01,913/-
- The IISU Newsletter, *Rewind,* and Directory of the members of the Alumnae Association is a useful platform to stay connected with each other.

Governance, Leadership and Management

- The University has an effective management system which, conforming to its vision and mission, upholds its core values and goals of the University with regard to academic innovation, national pride, scientific ethics and environmental sustainability.
- The University's functions are based on the principle of participative management at four levels, viz. analysis, planning, decision-making and implementation.
- All major decisions regarding formulation of policies, strategies and practices to be adopted for the overall development of the institution, are taken by the top management in collaboration with the representatives of the apex bodies, i.e. the Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee, etc.
- The University follows advanced technologies and systems for regulating administration, student-support system, admission and finance related matters.
- The University follows well laid-out HR practices which help in attracting, retaining and shaping the talents of its teaching and non-teaching staff members, through academic and professional development programmes (around 40 Training Programmes/FDPs/Workshops have been organized), and also supports them in attending more of the same.
- The University's full-fledged system of Financial Management mobilizes resources through grants from endowment funds and self-financing courses.

- The available resources are optimally allocated and utilized through efficient financial resource management, by performing periodic internal reviews to ensure compliance with the University's financial policy and accounting procedures.
- The institution has established an Internal Quality Assurance Cell (IQAC) to aid its various administrative and academic units.
- The performance and academic audit of all Departments is considered as vital for maintaining and improving the quality of teaching-learning at the University.
- Recommendations and feedback by IQAC are analyzed and implemented for further improvement.

Institutional Values and Best Practices

- The University is proactive in fostering a gender-sensitive, gender-equal and safe environment for all its members through various regulations and policies.
- It offers courses and content on gender equity and carries out community-engagement activities through various Cells and Clubs.
- The CCTV surveillance, guards, Internal Complaints Committee, Mentor-Mentee system and the Anti-Ragging Committees ensure a secure environment for the students.
- Adoption of energy and water-conservation methods such as solar panels, solar lights, LED bulbs, sensor-based lights and rainwater-harvesting among others
- Quality audits with regard to environment-conservation and energy-consumption
- Well-defined code of conduct for students, teachers and non-teaching laboratory and office staff
- Activities organized to develop an inclusive environment and to sensitize students to their constitutional obligation
- In order to create a barrier-free environment for persons with disability, a number of provisions have been made such as the construction of ramps and special toilets, wheel-chairs, hand-rails, elevators, etc.
- A robust and transparent assessment and evaluation system which is student-centric, flexible and unbiased
- A number of examination reforms have been implemented through the process of moderation, coding, double evaluation, central evaluation, remedial tests, etc.
- To make the curricula rich and enhance the skill-component of syllabi, COSD courses are offered to empower students to be job-worthy/ create entrepreneurial ventures of their own.
- Internships, projects, on-the-job training, seminars, etc. form an integral part of the COSD courses.
- Value-based curriculum to prepare self-driven, world-ready citizens
- Multi-level engagement of students beyond academics
- Acceptance of and equal respect for social, cultural and religious diversities
- Integration of extra-curricular activities as an integral part of the curriculum

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	IIS (DEEMED TO BE UNIVERSITY)
Address	Gurukul Marg, S.F.S., Mansarovar
City	Jaipur
State	Rajasthan
Pin	302020
Website	www.iisuniv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	T. N. Mathur	0141-2400160	9783300003	0141-2395494	vc@iisuniv.ac.in
IQAC / CIQA coordinator	Payal Mehtani	0141-2400161	9783307166	0141-2398228	iqac@iisuniv.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-07-1995
Status Prior to Establishment,If applicable	Other
Establishment Date	01-01-1970
Any Other, Please Specify	Deemed University wef Two Feb Two Thousand Nine

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	02-02-2009	[View Document](#)
12B of UGC	31-10-2014	[View Document](#)

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Gurukul Marg, S.F.S., Mansarovar	Urban	12.43	30304.17	UG, PG, Docotoral		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

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

SRA program	Document
AICTE	103823_5364_1_1595825761.PDF
NCTE	103823_5364_4_1602661612.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				19				55				187
Recruited	12	7	0	19	6	45	0	51	14	137	0	151
Yet to Recruit				0				4				36
On Contract	0	0	0	0	0	0	0	0	1	17	0	18

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Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				104
Recruited	59	22	0	81
Yet to Recruit				23
On Contract	22	1	0	23

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				83
Recruited	70	7	0	77
Yet to Recruit				6
On Contract	6	0	0	6

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	7	0	5	44	0	3	70	0	139
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	1	1	0	6	25	0	33

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	11	0	14
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	0	0	0	1	23	0	24

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	6	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	10	0	11

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	0	0	0	0	0
	Female	797	96	0	1	894
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	298	37	0	1	336
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	2	0	0	12
	Female	395	63	0	0	458
	Others	0	0	0	0	0
PG	Male	90	1	0	0	91
	Female	604	128	0	11	743
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	2995	407	0	7	3409
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	0	0	0	0	0
Female	265	16	0	0	281
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.76	Peer_Team_Report_2014.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Behavioral And Health Sciences	View Document
Chemical Sciences	View Document
Commerce	View Document
Computer Science And Information Technology	View Document
Education	View Document
Environmental And Life Sciences	View Document
Fashion And Textile Technology	View Document
Fine Arts	View Document
Home Science	View Document
Language And Mass Communication	View Document
Management	View Document
Physical And Computing Sciences	View Document
Social Sciences	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
76	74	74	74	72

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 13

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4747	5034	5233	5226	4972

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1713	1786	1790	1745	1578

File Description	Document
Institutional data in prescribed format	[View Document]

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
1069	4622	4837	4828	4594
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	11	9	10

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2638	2522	2489	2490	2322
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
221	219	211	206	197
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
261	256	247	225	212

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
2361	2743	3672	3324	4529

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
128	124	124	124	120

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 108

4.4

Total number of computers in the campus for academic purpose

Response: 173

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
885.34	837.76	941.41	722.90	615.57

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

- The University has introduced a dynamic curricula suited to local and national requirements as well as in keeping with the fast-paced changes in higher education globally. The focus is on a holistic education to prepare world-ready citizens exposed to diverse and experiential learning.
- In keeping with the **Learning Outcome-based Curricular Framework**, all programmes of study offered at the University have explicitly spelt-out Objectives and Outcomes that are intrinsically linked to the pedagogy and the assessment/evaluation pattern. Nearly all subjects from all the Faculties, include clearly-defined objectives and desired outcomes pertaining to the knowledge, skills and the affective domain. The local, regional, national and global developmental needs are clearly specified in the POs, PSOs and COs of all the curricula and courses. Moreover, regular curricular reforms are carried out to help create a national impact in terms of social responsibility.
- The Courses specifically designed to cater to **local and regional developmental needs** include those on Jewellery Designing, Fashion & Textiles, Foods & Nutrition, History, Geography, Economics, Biotechnology and a variety of Career-oriented and Skill-development (COSD) courses. Programmes in Rural Development, Women's Studies, Home Science, Environmental Science and Entrepreneurship Development, have been developed so as to give additional fillip to them for being socially and culturally responsive in relation to the local realities and regional requirements.
- Courses addressing **national and global developmental needs** include Data Analytics, Innovation, Entrepreneurship & Venture Development, International Business, Business Analytics, Tourism Management, International Relations, Biotechnology, Learning & Development, courses in collaboration with the industry, foreign languages (viz. French and German) - offered as both Foundation and Elective subjects - as well as other professional programmes across faculties, with cutting-edge research built into their curriculum.
- The University also offers specialized Programmes such as:

  - B.Com. Hons. with specialization in Chartered Accountancy & Company Secretaryship
  - MBA (with Dual Specialization)
  - CISCO–Certified Network Administrator
  - ICAI Certificate Programme in Accounting Technicians
  - University of Cambridge, UK's BEC Tests of English (Preparatory Course)

- Subjects such as NSS and Social Work, create and disseminate an awareness of social issues and altruistic considerations while addressing societal needs for better community-orientation and engagement. In addition, the introduction of integrated programmes such as B.A. B.Ed./B.Sc. B.Ed.; the adoption of MOOCs into the curricula; and, the signing up for the SWAYAM, point to the eventual empowerment of students.

- The Courses tie in with the Government's vision of digital empowerment (*Digital India*); to train students in different skills (*Skill India*); to encourage them to inculcate games and sports in their everyday lives (*Fit India*); to catalyze the start-up culture for promoting entrepreneurship (*Start-up India*); to sensitize them to the need for upscaling manufacturing infrastructure (*Make in India*); and, to help them realize the potential of local brands to compete with global ones for establishing a global presence (*Vocal for Local; Local for Global*).
- Periodic revisions and the introduction of new programmes - based on feedback from stakeholders - help keep track of changing developmental demands and in making the curricula more contemporary and relevant.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

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

Response: 75

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

Response: 57

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

Response: 76

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

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

Response: 36.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
1224	934	884	903	635

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

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 22.51

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

Response: 629

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

Response: 2794

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 93.42

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

Response: 71

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

- The University's mission-statement outlines its thrust on providing a conducive environment for the development of a student's personality, cherishing the Indian value system and driven by the spirit of enquiry in the quest for knowledge.
- An equal focus is on higher order skill-development programmes by consciously integrating cross-cutting issues relevant to gender; environment and sustainability; human values; and, professional ethics, into the curricula of a number of subjects offered at the University. A few cases in point are subjects such as Women's Studies, Social Work, History, English, Journalism and Mass Communication, Education, Home Science, Environmental Studies, Fashion and Textiles, Psychology, Public Administration, Human Resource Management and Internationa Business. In each of these, the contents are such that there are independent courses or programmes and/or individual Papers/ Units/ topics within the syllabus to provide ample exposure of these issues to students.
- While some are designed to focus on a variety of discourses and acts of development; on modernity and urbanization; on demography and human development, others aim at sensitizing students to cultural studies; human values; child rights; gender justice; advocacy and behavior change-communication; and, guidance and counselling. Besides these, some of the more professional and specialized programmes emphasize life skills-education; rural engagement and inclusivity; social and community-outreach; human rights and peace education; media laws and ethics; development communication; green and sustainable fashion; sustainable technologies, materials and innovation; product development; administrative affairs and policy-making; public service and social welfare; business ethics and environment; corporate law and social responsibility; and, entrepreneurship (focusing especially on women), among others.
- The focus is also on guiding and mentoring students to emerge as agents of social change by inculcating in them a sense of social cohesion, international understanding, sustainable development and a scientific temper. Such an agenda is reinforced by making it extra-mural through the introduction of NSS as an Elective subject as well as activities conducted by the University's Equal Opportunity and Women's Cells; Eco-friendly and Rotaract Clubs; NSS and NCC; and by organizing co-curricular events such as seminars, conferences, invited talks, street-plays, flash-mobs, etc. on these issues.
- The University runs value-added COSD, Vocational and Foundation Courses as well, which are open for all students fulfilling the eligibility criteria. While the Foundation Courses are on offer

compulsorily (with an option to choose any one from Hindi, French and German), the wide-ranging COSD courses have been made compulsory at entry level only (one to be opted out of 34 on offer) and are designed to develop skills; offer career training; and, promote greater vocationalization of higher education.

- The issues thus cut across disciplinary boundaries with respect to programme/course-content, enrich the curricula as well as facilitate inter/multi-disciplinary thinking and collaborative learning. Their integration into the curricula is a step towards encouraging global and inclusive dialogue; intellectual leadership; and, capacity-building and development besides knowledge-creation and management, in the University's teaching-learning ecosystem.

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

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

Response: 40

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

Response: 40

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

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

Response: 35.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
1779	1629	1798	2016	1709

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

Response: 52.45

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

Response: 2490

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

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: C. Any 2 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

File Description	Document
URL for feedback report	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 1.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
2370	2940	2800	2890	2640

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)
• Any additional information	[View Document](#)

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

Response: 280.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
298	338	376	360	367

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

To provide instructional support and enhance the intellectual independence of students, the University constantly strives to identify advanced and slow learners through regular classroom interactions, assignments as part of continuous and comprehensive evaluation; and participation in curricular activities.

Mentor-Mentee interaction, response to dynamic teaching pedagogies, interactions through LMS, Guidance and Counseling Cell and a comprehensive feedback mechanism, help monitor the learning levels of the students.

Specific Strategies for advanced learners:

- Advanced learners are encouraged to **participate/present in seminars/conferences.** The faculty members provide the necessary support in writing/presenting academic research papers.
- They are advised to participate in **group discussions, technical quizzes, debates** and **inter-institutional competitions** to develop analytical and problem-solving abilities.
- To develop research acumen in advanced learners, the University encourages them to take up **research projects** funded by the University and/ or other funding agencies like the DST, etc.
- Students are provided **additional reference books/back volumes of journals, etc.** from the departmental and central library.
- To enhance their knowledge and skills, students are motivated to **enroll themselves in specialized courses** (such as MOOCs) offered by SWAYAM and Coursera.
- A provision for **freeships is available for competitive exam preparatory classes** wherein necessary guidance is provided to students desirous of pursuing higher studies/research.
- The University **awards fellowships, certificates and cash prizes** besides **felicitating** academic toppers with **Gold medals, Merit Certificates and Endowment medals**.

Specific Strategies for Slow Learners:

- To promote **peer- learning**, slow learners are paired with advanced learners for various classroom activities, assignments and projects. The answer scripts of top five students too are kept in the library for their reference.
- **Remedial classes and bridge courses**, in communication skills and fundamentals of different subjects, are held as an intervention to support students coming from Hindi-medium institutions and/ or lacking in basic background knowledge of subject(s) chosen at the University. Bilingual discussions are held after regular class hours for their better understanding.
- They are provided with **individual counselling and life skills-coaching** by an experienced Counsellor at the University's Counselling and Career Development Centre.
- Topics covered in class but missed by such learners are **shared through LMS- Metacampus**, which they can consult at their convenience. Faculty members take up complex topics in **remedial classes** and also supply additional study material to them.
- The University has a system of **assigning a faculty member to every student as a mentor** to address their personal and academic needs. Mentors interact frequently with their Mentees to understand and assist them in dealing with their problems.
- Slow learners are motivated to participate in a plethora of **extra-curricular activities** such as NSS/Sports/ Cultural events and Extramural activities, to help them identify their talents, recognize their strengths and build on them.
- To bridge the gap in learning, **workshops/demonstrations**, etc. are regularly organized for better

conceptual teaching-learning.

File Description	Document
Upload Any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 21:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The University constantly focuses on honing the academic skills of its students and developing them as confident and socially responsible citizens, through the following student-centric methods:

Experiential Methodologies:

- **Internships** are a mandatory part of the curricula for students in the Masters programme, in the integrated B.A/B.Sc-B.Ed. programme and in certain COSD courses.
- A practical component of **Corporate Social Responsibility** has been incorporated as an integral part of the MBA curriculum.
- **Outreach/ Extension Activities** are conducted by the Extension Cell for enhancing the 'student-society connect'.
- **Regular field visits/study tours** are organized for reinforcing classroom-learning.
- The University has incorporated **MOOCs** in the curricula with a provision for credit transfer.
- A state-of-the-art **Audio Recording Studio** has been set up for the students of Journalism and Mass Communication who practice the skills required in the actual work scenario. Similarly, the students of Visual Arts and Fashion and Jewellery Design also learn by doing in their respective studios.
- **Students make use of software** such as SPSS, Python, R Programming, etc. for data-analysis.
- The University provides a mega platform to students by organising **Exhibitions** to showcase the practical skills acquired during their course.
- 'IISU Connect', an initiative as part of **Industry-Academia Linkage,** provides students an opportunity to learn through on-the-job training and real-time experience of applied research.
- **IISU-Institution's Innovation Council (IIC),** established under the aegis of MHRD's Innovation Cell, fosters a culture of innovation.

- Workshops are conducted in all the Disciplines to help students develop skills through hands-on experience.

Participative Methodologies:

- Faculty members use **Management Games/Role Plays, etc.** to help students learn important concepts beyond the confines of the classroom.
- **Group Assignments/Discussions/Presentations/Brainstorming Sessions** promote peer-learning and strengthen team-work. Likewise, practical tasks and assignments help students to collaborate and learn together.
- **National/International conferences and seminars are organized** for students to participate in and gather knowledge about the latest advances in their respective fields.
- Regular **public speaking activities** are conducted for students to present their arguments logically, convincingly and confidently.
- The University fosters student-community participation through **credit-based co-curricular activity-**options (viz. NSS/NCC/Sports/Cultural Activities) offered in the first year.
- The University brings out **publications such as News-letters, Magazines, Brochures, Bulletins and peer-reviewed Research Journals** containing research articles, event details, informative write-ups, etc. contributed by the students.

Problem-Solving Methodologies:

- The University promotes **simulation exercises** for helping students relate their classroom learning to the broader aspects of domain knowledge.
- It provides **seed funding** to students and teachers for conducting research.
- **Case Studies** are prepared and discussed by students on recent and relevant topics.
- Interactions with experienced resource persons through regular **Guest Lectures/Expert Talks/Panel Discussion,** provide an enriching insight into real-world scenarios.
- **Career Oriented and Skill Development Courses,** along with the regular Degree courses, provide an ideal opportunity to acquire practical skills.
- To promote application-based curricula, **dissertations and seminar-presentations** have been made a mandatory component of various programmes offered at the University.

File Description	Document
Upload any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The University encourages optimum use of ICT-enabled tools for enhanced teaching-learning experience. It provides a conducive learning ecosystem for transforming the teacher-centered classroom into a learner-

centered one using following interventions:

Ready access to ICT:

- **High speed internet** with a lease-line of 1 GBPS connectivity and available speed of 350 MBPS bandwidth speed
- Effective **LAN networking** for promoting paperless working
- **Metacampus**– a cloud based LMS for sharing e-content; facilitating teacher-student/mentor-mentee interaction; and, communicating information with parents
- **Microsoft Teams** license subscription for online teaching-learning and evaluation
- **Online proctored Semester-end Examination** by using the platform, METTL
- **ICT-enabled** 96 classrooms; 12 seminar halls; meeting rooms and auditoriums
- 6 Computer-labs with 595 computers (468 for students and 127 for administrative purposes)
- **State-of-the-art Video-Production Studio and Community Radio Station** to develop and disseminate e-content
- 10 System Software and 68 application software, as part of the curriculum
- Learning through **live reception** of lectures through EDUSAT
- **e-Journals and e-Databases**
- Use of the **G-Suite** for a seamless virtual experience
- **IISU Digital Library**- an interface with over 9000 full-text journals; 80,000 audio-visual learning resources; 1,20,000 full-text theses and dissertations; and, 10,000 academic presentations

ICT Training and Support:

- A **full-time team of well-qualified IT, Web and Metacampus professionals** to conduct regular training programmes for faculty members and students, to equip them with the latest know–how regarding the use of ICT for learning; regular such trainings have been organized in the last five years
- **Training on software** such as MS-Office, G Suite and other specialized software packages, viz. SPSS, LMS-Moodle etc., for academic and administrative purposes

ICT-enabled access to education:

- No time and place-constraint with the inclusion of **virtual teaching-learning** in pedagogy
- e-content developed by faulty members and shared with students on Metacampus and **platforms such as Moodle, Loom, Google Classroom, Microsoft Teams, etc.**
- **Blended pedagogy** adopted to enhance student-centered learning
- The University is a **Nodal Centre for IIT Bombay's outreach programme**
- **Integration of MOOCs** in the curricula, through SWAYAM and Coursera
- Effective use of **social networking platforms** such as, LinkedIn, Facebook, etc. for educational purposes
- **e-content** has been prepared by the faculty members for wider dissemination

Assessment and Evaluation:

- **In-house examination software** for managing the entire examination process
- **Computer-based exams** for Foundation Courses in each semester
- **Research Entrance Test** for M.Phil. and Ph.D. programmes too is computer-based; was made

online for 2020-21

- **ICT assistance for faculty members** in conducting real-time classroom assessments with educational applications such as Kahoot, Padlet, Google Quiz, etc.

ICT in Research:

- **ICT tools** such as Google Form and software such as SPSS have improved the overall effectiveness and efficiency in data-gathering and processing
- **Use of software** like E-views, MS Excel, CAD, WIEN2K, Quantum Espresso, Matlab, Gaussian 16 etc. in research
- **Student-access to NDLI** for accessing national and international libraries on one portal
- **Training on the use of e-platforms** such as Mendeley, Research Gate, Google Scholar, Scopus, Indian Citation Index, etc.

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

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

Response: 29:1

2.3.3.1 **Number of mentors**

Response: 163

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

2.4 Teacher Profile and Quality

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

Response: 88.71

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

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

Response: 66.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
154	155	143	130	121

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

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

Response: 8.1

2.4.3.1 **Total experience of full-time teachers**

Response: 1790

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

2.5 Evaluation Process and Reforms

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

Response: 28.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	28	30	31	34

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

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

Response: 0.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	18	12	13	24

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

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

Response:

To reduce over-reliance on manpower, the possibility of human error and to expedite work related to assessment and evaluation, the examination system has been automated by software developed in house as well as with the help of some IT firms to whom some part of the work is outsourced.

Automation procedure is practiced at two stages:

I - Examination Work using in-house Software:

- **Credit Template Management**
- **Document Repository**: Applications/ other documents received from students; notesheets and other documents those related to examinations tagged using keywords for future reference
- **Examiners' Panel**
- **Time Table Preparation; Room-wise Seating-Arrangement and Attendance**
- **Invigilation Duties**
- **Intranet-based Online Exams**
- **Result Analysis & Student Attainment:** Summary of the results along with attainment level (course/programme attainment) prepared and shared
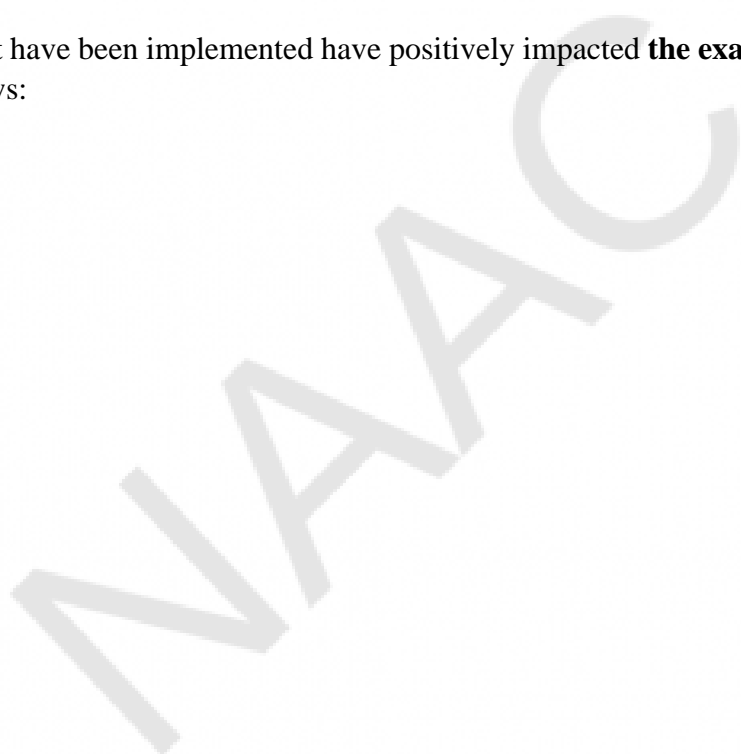
II - Outsourced Examination Work:

- **Examination Forms filled online** and the fee collected online through payment gateway
- **Admit Cards made available online;** downloadable from the University Website
- **Continuous Assessment Record: m**arks of various CA components compiled online on Metacampus
- **Exam Data Entry:** Student-data available on the University's portal used for generating computerized Roll Numbers; Attendance Sheets; Internal OMR Sheets; fictitious roll no.- based semester-end OMR Sheets; preparation of results, etc.
- **Result Preparation**
- **Result Declaration**: Published online on the University website (www.iisuniv.ac.in) and on India

Results (www.indiaresults.com)

- **Internet-Based Remote Proctored Online Examination:** Due to COVID-19, the semester-end examinations of the Even Semester (2019-20) were conducted online through remote proctored solutions in abid to ensure student-safety and upholding academic integrity. Similar practice to be followed for the Odd semester exam of 2020 as well.
- **Uploading of grade sheets/degrees in the Academic Depository:** Academic documents such as Mark Sheets, Grade Sheets and Degrees uploaded on the National Academic Depository (NAD), as per the guidelines of MHRD (now the Department of Education, GoI), for easy access and future reference

Reforms in the Examination Procedures and Processes

Some of the reforms that have been implemented have positively impacted **the examination management system** and are as follows:

EXAMINATION REFORMS AND OUTCOMES

S. No.	Reforms	Outcome
	Special pattern of Question paper	
1.	a. Objective Questions	• allow assessment of lower-order skills • permit quick and efficient assessment
	b. Short Answer Questions	• permit both formative and summative assessment • efficiently measure lower levels of cognitive ability/competency
	c. Descriptive Questions	• measure wide range of abilities including knowledge, analysis and critical thinking • efficiently assess higher cognitive skills/competencies
	d. Case Studies	• measure application of knowledge, analysis and problem-solving to real-world situations • assess higher cognitive skills
	e. Numerical Questions	• test the ability to reason, with information provided
2.	Inclusion of Projects/Seminars/ Dissertations in the curriculum	• assesses a wide range of practical, analytical and interpretative skills as well as the application of knowledge, understanding and skills to real/simulated situations
3.	Moderation of Question Papers	• ensures required difficulty level and compliance with the blue print and scope of the syllabus
4.	Coding of Answer Scripts	• maintains secrecy and renders objectivity to the evaluation system
5.	Dual assessment	• checks examiners' bias
6.	Third evaluation (when the difference of marks between 2 Examiners is more than 20%)	• ensures completely fair assessment of answer scripts • curtails the demand for revaluation
7.	Central evaluation	• expedites the process of result declaration
8.	Scrutiny of Answer Scripts and award of marks	• ensures rectification of assessment errors and reduces demand for revaluation
9.	On-line exams	• prepare students for competitive exams
10.	Question Banks – on-line exams	• ensure easy administration • check use of unfair means as no two candidates get the same questions
	Question Banks – in the Department	• help to prepare students for examinations
11.	Remedial CA Tests	• absentees in regular CA Tests are not at a disadvantage as they get a second chance • students deputed by college for various activities are not at any disadvantage
12.	Special Exams	• conducted for final year students to help them qualify their Due papers
13	Regular workshops for faculty members and examiners	• refresh and train the faculty members on various techniques of assessment, evaluation and question-framing
14.	Hologram stickers on mark- sheets and safety measures in Degrees	• check and prevent fraudulence
15.	Provision of keeping best five answer scripts of all subjects/papers in the library	• provides guidelines to students • makes evaluation more transparent
16.	Model question papers prepared for new papers and blue prints sent to paper setters	• ensure that question papers are set in strict accordance with the scope of the syllabus; help reduce grievances
17.	Question papers and reports tabled in BOS meetings	• help in improving the quality of question papers in the subsequent years
18.	On-line conduction of Research Entrance Test (RET)	• Ease of administration • Less cumbersome • Prevents use of unfair means

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

2.5.4 Status of automation of Examination division along with approved Examination Manual

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

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

2.6 Student Performance and Learning Outcomes

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

Response:

The University has adopted a Learning Outcomes-based Curricular Framework as mandated by UGC. In keeping with this framework, all programmes of study have explicitly spelt-out and clearly stated Learning Objectives(LOs), including carefully-defined Programme and Course Outcomes (generic, subject-specific, global skills and graduate attributes), that are intrinsically linked to the pedagogy and the assessment and evaluation pattern adopted.

The LOs are mapped by gauging the skills, knowledge, employability, graduate attributes, attitudes and values, acquired by students on the completion of the programme/course. The teaching-learning and assessment strategies are aligned to achieving the desired outcomes and attributes.

The syllabi/courses with LOs and Graduate Attributes are published on the University website and Credit templates included in the Academic Handbook.

Some of the activities adopted by faculty members for developing an outcome-oriented outlook in students are:

- Group Discussions
- Case Analyses
- Role-plays
- Projects/Dissertations
- Presentations
- Term Papers / Seminars
- Home Assignments
- Self-Work
- Industry Internships
- Field-work

For a holistic development of students, they are encouraged to participate in the activities of the various Guilds, Clubs, Societies and Committees constituted for the same. They are also motivated to participate in inter-university competitions, (viz. cultural and sporting events, etc.). This helps in inculcating in them the following generic skills:

- Presentation, Communication and other soft skills
- Entrepreneurship
- Leadership

Outdoor Activities/ Fieldwork-based courses aim to inculcate human values and experiential learning in students and are assessed through presentation of analytical research for measuring LOs and GAs achieved. These include:

- Community Outreach-initiatives
- Entrepreneurship Awareness Camps
- Exposure to the Performing Arts
- Games and Sports
- Yoga for mental and physical well-being

Methodology adopted for assessment and evaluation:

A system of Continuous and Semester-end Assessment is in place to assess the academic performance of students. Apart from that, a variety of methods and strategies are adopted to assess both programme-specific and generic attributes. Some of those are-

- Time-bound examinations
- Closed-book and open-book tests
- Problem-solving assignments
- Practical assignments/laboratory reports
- Individual project reports (case-studies)
- Team project reports
- Oral presentations, including seminars
- Viva-Voce
- Computerized testing

- Variety of questions in the Semester-end question paper to test various types of learning abilities

Publicity of Programme (generic and specific) and Course Outcomes among stakeholders:

In addition to publicizing the POs, PSOs and COs through the Website and Academic Handbook, following are the other ways of disseminating the same to the stakeholders:

- At the time of admission counselling, the University encourages students to interact with the faculty members of the respective Department to get acquainted with the learning outcomes of the programme that they intend to pursue.
- Upon admission, a comprehensive Induction Programme is conducted- both centrally and at the Department-level- wherein students are once again oriented about the Programme/Course Objectives and Outcomes of their chosen programme.
- Also, at the time of commencement of teaching, respective teachers share the Programme-Specific and Course Outcomes with their students.

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

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

Response:

The courses in each programme of study are designed keeping in view the Learning Objectives and are implemented only after the approval of the respective Boards of Studies and the Academic Council. Course Outcomes too are designed in commensurate with Learning Objectives. These Outcomes are communicated to students through the syllabi uploaded on the University website. The University has adopted direct measurement of PO, PSO and CO-attainment, wherein the attainment levels are measured by a robust evaluation pattern that includes both Formative Assessment (also called Continuous Assessment) of 30 marks (the distribution of marks is mentioned in the academic handbook) and Summative Assessment in the form of Semester End Exam for 70 marks. In order to ensure that the defined POs, PSOs and COs are attained, a threshold value is pre-defined for every course. This value is the pass percentage of that particular course/ programme (36% for all regular UG & PG programmes, 40% for UG Honours, UG professional and PG professional programmes and 55% for M.Phil./ Ph.D. Programmes. Course Outcome is said to be attained if students obtain marks equal to or higher than the predefined value. **Course Outcome is defined at 4 levels of attainment, viz, 0, 1, 2 and 3, as shown below:**

Attainment Level	Category	Guiding Values
3	High	80% students scoring above pre-defined

		value
2	Moderate	70-79% students scoring above pre-defined value
1	Low	60-69% students scoring above pre-defined value
0	No Attainment	< 60% students scoring less than pre-defined value

At the end of each Semester, the Result Analyses or Student Attainment is shared with the subject teachers/ Department Head so that slow and advanced learners can be identified and remedial/corrective action may be taken for improving the performance of the slow learners, in the subsequent Semesters. The programme is designed in-house using SQL server management, Microsoft Visual Studio 2008 and Crystal Reports 10.

Programme Specific Attainment: Considered at four levels, viz. High, Moderate, Low and No attainment, the Programme Specific Attainment (PSA) is calculated by taking the average of the course attainment values in a specific programme. The **Programme Specific Attainment/ Programme Attainment levels are given below:**

Attainment Level	Category	Guiding Values
3	High	Course Attainment % = 80-100%
2	Moderate	Course Attainment % = 70-79%
1	Low	Course Attainment % = 60-69%
0	No Attainment	Course Attainment % < 60%

The Programme Attainment is calculated by taking the average of the attainment values of specific programmes.

The analysis helps in understanding the strengths and weaknesses of the syllabus, course plan and content delivery and also for making necessary modifications to improve the attainment levels for each course/ programme.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

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

Response: 96.08

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

Response: 1521

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

Response: 1583

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)
Link fo any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.43

File Description	Document
Upload database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research at the University is deeply embedded in academics. The University promotes students and faculty members to actively participate in research for intellectual pursuits and creativity. In order to achieve excellence in research and to strengthen innovation, the University has a well-defined Research Policy which provides a general framework for the promotion and conduct of research. It also ensures that all research activities in the University are undertaken as per a common set of norms which are in consonance with the guidelines of the regulatory bodies constituted for the purpose. The Policy is updated and amendments made regularly, as and when required, especially on the basis of recommendations made by the Research Promotion Committee, the Research Board and the Academic Council. For motivating the faculty members and students to undertake quality research, besides research projects sanctioned by external funding agencies like ICSSR, DST, UGC, DRDE, DBT, ICMR, ICAR, etc., the institution also promotes research at UG and PG level by sanctioning seed money to students and young faculty members to initiate research and by granting Research Fellowships to selected research scholars. The University's research publications further promote quality action-research. The facilities and infrastructure available at the University are constantly strengthened and enriched for the promotion of research activities, year after year. The R&D laboratories at the University have been established with the purpose of initiating research in Life Sciences, Physical Sciences, Chemical Science and Home Science. The laboratories offer high-end research facilities in the fields of Toxicology, Environmental Monitoring, Food Analysis, Animal Cell Culture, Microbiology, Organic Synthesis and Computational Chemistry, Computer Science and IT, Nanotechnology, Dielectric Measurement Studies, Computational Physics, Plant Tissue Culture and Food Analysis, among others. Nine departments have been recognized under the "Scientific and Industrial Research Organization" scheme of the Department of Scientific and Industrial Research (DSIR), Govt. of India..

The University regularly upgrades its facilities in order to create a conducive environment and adopts standards of quality for research**.** The following facilities have been acquired/developed during lthe ast five years:

- Purchased and installed equipment like microplate reader, trinocular-fitted camera microscope, UV-VIS spectrophotometer, thermal evaporation unit, PMI particulate sampler, fluoride meter with fluoride electrode hanna, deep freezer, refrigerated centrifuge and water bath, FTIR equipment with necessary logistics, analytical balance equipment, orbital shaking incubator, etc.
- Subscription of software like Gaussian suite 16.0, WIEN 2k, SPSS, E-Views, MATLAB, etc.
- Fully-computerized *IISU Refread Digital Library* providing access through Online Public Access Catalogue (OPAC); bar-code technology; single discovery interface which provides article level - search across all open access and subscribed journals and eBooks; a massive library of full-text web-resources such as DELNET, JSTOR, EPWRF, ProQuest, EBSCO, Capitaline, etc.; multiple e-resources like theses, dissertations, course documents, audio-visual learning resources; INFLIBNET membership for accessing all the data/information on *Shodhganga/Shodhgangotri.*

- Publication of 4 peer reviewed journals on annual basis: one of them biannually

1. *Journal of Arts*
2. *Journal of Science & Technology*
3. *Journal of Social Sciences*
4. *Journal of Commerce & Management*

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

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

Response: 0.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.80	0.35	0.68	1.33	0

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

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response: 60

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	12	10	10	11

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

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**

Response: A. 4 or more of the above

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

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

Response: 0

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

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

3.2 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years

(INR in Lakhs).

Response: 3120

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3120	0	0

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

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

Response: 0.02

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

Response: 1

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

Response: 221

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

The University has created an ecosystem to promote research and innovation and undertaken several initiatives for the creation and dissemination of knowledge.

1. IISU Incubation Centre: Recently established to start and nurture start-ups, it facilitates collaborations with mentors, partners, industry leaders and investment professionals along with a provision of the following services needed for start-ups:

- Mentorship
- Co- working space
- Laboratory-support for product-development

The University taps in to its network of high-profile entrepreneurs for having them mentor aspiring entrepreneurs and transform innovative ideas into viable entrepreneurial initiatives by way of assistance in the form of financial services and technical support. Currently, the Centre supports nine student start-ups and 1 Departmental start-up (Chemistry).

The University has also signed an MoU with iStart Rajasthan, -a flagship-initiative by the Government of Rajasthan, for supporting start-ups in the state.

2. IISU Innovation Cell (IIC)

Constituted under the *National Innovation and Start-up Policy 2019* of MHRD, the Cell conducts various training and expert sessions to infiltrate start-up policies and create a forum to support the creation and launch of start-ups and innovations.

3. Intellectual Property Rights (IPR) Cell: Set up in 2014, the IPR Cell deals with the available and growing wealth of knowledge at the University. It offers assistance to grass-root, innovators in the local area to realize the commercial benefits of their innovations and conducts outreach activities, including conferences, seminars/workshops, etc., to create awareness about IPR. The Cell has a full- time Patent Attorney on roll to assist in the filing trademarks, copyrights and patents; the numbers of which granted to the University are as under:

- Trademarks: 6
- Copyrights: 8
- Patents Published: 3; Applied for: 2

It also supports other Departments to enrich their curriculum by including the basics of IPR. The University offers the following IPR courses:

- Certificate & Diploma in IPR
- IPR as an Elective paper as part of the CBCS programme (GIPR 401)

4. 'Chrysalis'-The E-Cell (Entrepreneurship Cell): Established in the year 2012, it aims at developing a strong work-ethic among students to inspire them to float their own business venture. It contributes towards the creative execution of vibrant business concepts through the setting up of an annual 'E-Bazaar'

on campus.

5. The Centre for Research, Innovation and Training (CRIT), Research Promotion Committee, Centre for Innovative Science Teaching (CIST), Industry-Academia Cell and Digital Library, promote research and innovation and contribute to developing an ecosystem for innovation and for strengthening collaborations with other institutions.

6. The University nurtures the entrepreneurial skills of students by providing adequate exposure to subjects related to entrepreneurship and innovation in the respective syllabi of the concerned programmes. It offers a Foundation Course in Entrepreneurship (FEM 600) for undergraduate students and practical courses on Community Engagement Services in the curriculum of MBA programme. MBA (IEV) has also been introduced from the session (2020-21) to provide students more opportunities for experiential learning and entrepreneurship skills for building start-ups.

As an initiative in this direction, International Cell–IIS-TIE (IIS-Together International Exposure) has also been setup to facilitate international collaborations and activities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 131

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

2019-20	2018-19	2017-18	2016-17	2015-16
27	27	29	29	19

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 133

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

2019-20	2018-19	2017-18	2016-17	2015-16
39	30	30	21	13

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of award letters	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)
Any additional information	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of the letters of awards	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published / awarded during the last five years.

Response: 4

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	1	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 1.24

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 190

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

Response: 153

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

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

Response: 0.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.91

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

2019-20	2018-19	2017-18	2016-17	2015-16
47	33	44	33	34

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.7 E-content is developed by teachers :

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

Response: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Give links or upload document of e-content developed	[View Document](#)
Any additional information	[View Document](#)

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

Response: 4.32

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 11.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

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

Response:

The University has a well-defined Consultancy Policy, "CONNECT," that strives towards making efforts for collaboration with industries, research centers, and organizations to facilitate a smooth linkage between the industry and the academia. It also aims to enhance employability and provide easy access for the conduction of applied research.

The University supports and promotes such a collaboration to derive the following benefits from it:

- To widen the horizons of faculty research that would, in turn, be beneficial to support their teaching
- To provide ample opportunities to the faculty members to earn some additional financial benefits
- To develop new skills and expertise
- To be acquainted with the changing trends in various industries and using this knowledge for students' growth
- To bridge the gap between industry and academia

The University routinely teams up with several industries to promote projects on Research and Development. It offers a wide range of areas for consultancy to faculty members engaged especially in the emerging areas of Banking and Finance, Cancer Biology, Dyeing and Printing, Mushroom Cultivation and the like.

The University also maintains a Consultancy Directory that lists the areas under which consultancy services are being offered and the details of the concerned faculty members involved in it. It is updated periodically with the inclusion of all areas that are highly desirable, especially in the wake of the changing industry-scenario.

As per "CONNECT," the revenue generated from the consultancy provided by the faculty members is shared by them and the University on a 60:40 basis. To familiarize the students with the provison for consultancy, faculty members, and students together participated in a few paid consultancy projects and rendered their expertise in Website Designing and Animation; Food and Nutrition; and Apparel Designing. The industry-academia collaboration has proved to be highly beneficial, since the drafting of the Consultancy Policy, for both the faculty members and the students.

Apart from rendering consultancy services on a paid-basis, many faculty members are engaged in providing consultancy on an honorary-basis. Ranging from some highly desirable areas in the current times like moratorium and financial planning to some out-of-the-box topics like 'Incorporation of camel milk in mid-day meal', are on top of the list of areas under which honorary consultancy is being provided.

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

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

Response: 1.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.65	0.75	0	0	0

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

3.6 Extension Activities

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

Response:

Extension activities carried out by a Higher Education Institution are a reflection of the holistic learning environment being provided to its students not only for their academic development but also for exposure to the underlying problems of the society, in a bid to bringing about a positive change.

The University aims at promoting social service and inculcating human values through an innovative approach to learning that endeavours to making education relevant to real-life situations, by empowering students to act as catalysts for social change. With this objective in mind, Extension activities are organized regularly at three different levels for developing a sense of social responsibility and selfless service among students, faculty, and staff.

The first step towards conducting these activities is by linking them with credits earned by students via both curricular and co-curricular activities. For this purpose, a paper entitled **"Community Engagement Services"** has been incorporated in the curriculum of the Departments of Management, Education, and Social Work. **NSS & NCC** too are offered as compulsory co-curricular activities for Undergraduate students in the first year.

For greater student-engagement, the University offers several other platforms like *Unnat Bharat Abhiyan*, **IISU Theatrical Society, CII – Yi, Centre for** *Swachh Bharat Swastha Bharat,* **Rotary Club Jaipur Gurukul and the Rotaract Club,** for sensitizing students to social issues, etc.

The University also provides annual funds through its **Extension Committee** to different academic Departments for involving students in regular interaction with the community and undertaking small community development projects related to their Discipline.

For more focused and impactful work, the University has adopted five villages under the *Unnat Bharat Abhiyan* Programme, five Government schools, and the surrounding areas in the vicinity of the campus, which are in dire need of interventions regarding waste-disposal, hygiene and sanitation, water-conservation, literacy-awareness, etc. The students visit these regularly for conducting various activities, through all the three platforms and spreading community-awareness on such issues as literacy and skill-enhancement; cleanliness; health and hygiene; gender-sensitization; women's empowerment; welfare-schemes for the specially-abled and environment-conservation, among others. Such activities have not only improved the basic living standards of the residents but also motivated their children to attend school

regularly.

Some of the activities taken up by the University through these platforms and their impact on holistic development of the students is tabulated below.

Activities	Students' holistic development
Awareness Drives on: • Population issues in India • Human Rights & Women's issues • Traffic rules • Emergency services Service of the needy & Community work	Awareness Drives such as these inculcated an awareness among the students and sensitized to the issues that the society is facing currently. These generated values like • Helping the needy and distressed • Compassion • Communal harmony • Philantrophy • Service to mankind • Discipline and punctuality • Social responsibility • Ethical citizenship • Pride & cultural heritage
Knowledge acquisition, skills and concerns on : • Education • Abandoned, Disabled and special children • Female foeticide • Donation Drives • Visits to places of social relevance	
Health awareness programmes on: • Cancer, HIV AIDS, Hepatitis B • Nutrition • Cleanliness	
Health concerns and Check-up Camps on: • Breathing techniques and Yoga • Stress and cardiac care • Health education • Eye care	
Development of Leadership Skills through activities such as : • Community service • Managerial tasks & CSR • Entrepreneurial skill development • Identification of business opportunities	Development of Leadership Skills Skill-building, • Personality Enrichment • Personality Development Empowerment skills • Self confidence • Leadership Skills • Spiritual development • Problem solving skills
• Spiritual development & Meditation • Spirituality development • Understanding the philosophy of the Ram Krishna Mission	

For the purpose of sustainable development of the community, the University has also taken up **priority-based Long-Term Projects** like the 'Happy Schools' programme; construction of hand-wash stations; and, construction/maintenance of urinals with water-flush systems in 150 Government Schools. Further it broadcasts community-awareness programmes on its Community Radio Station. Additionally, during the COVID-19 pandemic, the University contributed over INR 2.5 lac by providing around 6000 food packets to migrant workers and 500 food packets to doctors during the lockdown-phase.

A detailed and systematic approach followed towards extension activities thus ensures that the students are exposed to real-life challenges; are given opportunities towards personality development and for inculcating qualities of leadership, responsibility, empathy, passion, public speaking, and effective

communication.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 8

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	2	0	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs).

Response: 389

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
90	70	85	70	74

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

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
4747	5034	5233	5226	4972

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

3.7 Collaboration

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

Response: 286.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
259	331	373	249	221

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

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

Response: 38

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	8	7	8

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The infrastructure at the University provides a platform for all academic and co-curricular endeavours as per the norms and standards prescribed by the UGC and other concerned regulatory bodies, such as NCTE and AICTE. It not only offers appropriate and vital facilities and resources for teaching learning and research but also creates a favourable environment to generate opportunities for engagement, interaction, and inspiration. The University spans across four Wi-Fi enabled campuses viz. Gurukul Marg (Main Campus), Mahaveer Marg, Sitapura, and the Kshipra Path campus.

The key features of infrastructure for promoting the University's vision to maintain academic excellence are:

- **Classrooms and Seminar Halls:** Spacious and well-ventilated 96 classrooms and 12 seminar halls, well-equipped with audiovisual aids like LCD projectors, visualizers, collar microphones, and speaker systems. Seminar halls and 3 auditoriums are used for organizing conferences, workshops, seminars, conclaves, TedX talks, etc. for student learning.
- **Laboratories**: 41 labs with adequate equipment- like Thermal Evaporation Thin Film Unit, UV Visible Scanner, FTIR, Nano Evaporator, etc., apparatus and 66 proprietary software besides Departmental labs in the Faculties of Science and Social Sciences, Research and Development (R&D) Laboratories, Language Lab, Computer Science and IT Labs with reprographics facilities.
- **Media Centre:** Well-equipped Video Production studio and CRS FM7 studio (with 3 camera setup) maintained by full-time technicians.
- **Visual Arts Studios:** Sculpture, Painting, Applied Arts and Graphic studio, and a furnace room.
- **Central Library:** Centrally air-cooled, ICT enabled, well- stacked with books, magazines, periodicals, newspapers, journals, and e- research bases (81,746 in all), previous years' question papers and answer-scripts. It also includes a reference section and a reading room with a seating capacity of 200 persons besides the well-supplemented departmental libraries. The University has membership of DELNET, National Digital Library of India (NDL), e-Shodhsindhu and Shodhganga.
- **E-library:** Equipped with 30 computers meant for users to access IISU Digital Library, e-databases, e-books, e-journals, CDs/DVDs, etc.
- **ICT facilities:** Wi-Fi and LAN enabled Campus and NKN leaseline with 1 Gbps connectivity speed and internet of 360 Mbps.595 computers and laptops (Intel i5,i7,dualcore and quad core), connected to the server centrally for sharing and maintaining data about student enrolment, attendance, feedback analysis, result compilation, etc.
- The University focuses on its goals and ensures proper planning and adequate availability of physical infrastructure. At the end of each financial year, all the University teaching Departments and administrative units identify their annual financial requirements for maintenance of existing infrastructure, new physical infrastructure needed, upgrading of facilities in laboratories, strengthening of information and knowledge delivery systems, enhancement of facilities for cocurricular, extra-curricular, sporting and other student-centric activities. The same is then

- submitted, with justification, for consideration of the statutory bodies.
- Special budgetary provisions are made as and when specific need arises. For example, during lockdown when online classes were to be held, the University Management immediately sanctioned necessary funds for the subscription of Microsoft Teams platforms and additional internet connectivity to facilitate teaching-learning. Necessary funds were also released for the conduct of online examination during COVID pandemic to streamline the academic session.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The University aims at the overall development of its students through their participation in cocurricular and extra-curricular activities intending to inculcate qualities like leadership, team-work, and competitive spirit. Workshops, motivational talks, popular guest lectures, webinars,etc. are organized throughout the year for the holistic development of students.

All the auditoriums and seminar/conference halls are provided with adequate facilities to conduct various cultural activities like Freshers' Day, Fashion Show, Intercollegiate Fests, Annual Day, etc.

The University had efficiently organized All India/West Zone Inter-University Tournaments since 2014, under the aegis of Association of Indian Universities.

Students are encouraged to participate in various competitions at state, national and international level. Students have bagged 15 international, 169 national and 273 other awards/medals in different sports/cultural activities during the assessment period.

The facilities on the Campus for cultural activities, yoga, games and sports include:

- **Auditoriums:** 3 auditoriums with advanced audio-visual facilities, one each at the Main Campus, Mahaveer Marg campus, and the Kshipra Path campus, with seating capacities of 200, 250, and 800 persons, respectively
- **Multipurpose Halls:** 12 multipurpose halls for organizing various curricular, co-curricular, cultural, and administrative activities.
- **Students' Activity Cell:** Established for planning and coordinating various co-curricular and extracurricular activities for the students
- **Open-air stage and University lawns:** Utilized by budding talents to showcase and develop their skills in the performing arts, throughout the academic session.

- **Amphitheatre:** Spacious and open-air venue at the Kshipra Path Campus, used for various activities
- **Music Room**: Well-equipped room to support and facilitate students' interests in vocal and instrumental music
- **Dance Room:** Set up to hold dance classes and practice sessions
- **Media Centre:** Comprises the in-house Community Radio Statio, FM7, and the Video Production Studio
  - **Community Radio Station FM7**: Facility of a studio at CRS FM7 fitted with necessary software for audio-production, mixing, presentation and broadcasting
  - **Video Production Studio:** A well-equipped Video Production Studio for production of videos and short films and for facilitating editing work related to cultural programmes

- **Sports Board:** Since its formation in 2014, it works towards the physical development, mental growth and spiritual well-being of the students.
- **Sports Academy:** Provides coaching for Basketball, Handball, Volleyball, Table Tennis, Shooting, Athletics, Chess, Archery, Taekwondo, Badminton, Cricket, Swimming, etc., and also organizes various summer camps for the benefit of students and other children in the neighborhood.
- **Health Club (Gym and Yoga Centre):**
  - **Gym:** Spread across 903sq feet, this well-equipped, fully air-conditioned fitness-centre with modern equipment and facilities, runs several fitness training programme, like cardio strength, weight-trainingunder the guidance of a certified Trainer.
  - **Yoga Centre:** The University offers a COSD course in Yoga and Stress Management to improve physical fitness and concentration among students, under the guidance of a certified Trainer.
- **Playgrounds:** Sprawling and safe playgrounds to promote outdoor games, including courts for Basketball, Handball, Volley-ball, etc.
- **Indoor Sports Room**: Spacious and well-resourced for indoor games like Chess, Carrom, Table Tennis, etc.
- **Swimming Pool:** Located at the Mahaveer Marg Campus, this open-air swimming pool is also used to host various intra- and inter-university competitions.

File Description	Document
Upload any additional information	[View Document](#)
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University campuses offer various facilities and utility services to the students and staff for enabling smooth conduction of multiple activities. They provide a peaceful, safe, and friendly ambience with conveniently located blocks and buildings along with and adequate infrastructure for teaching-learning and extra-curricular activities.

Some of the major facilities include:

- **Auditoriums and Seminar Halls**: 3 auditoriums and 12 seminar halls to organize various co-curricular, extra-curricular, academic, and administrative activities
- **Hostels**: 3 centrally air-conditioned hostels- *Aanchal, Vasundhara*, and IIS the Kshipra Path Hostel, with modern amenities to provide a homely environment to students.

- **Guest House:** Located at the Mahaveer Marg Campus, it provides accommodation to various outstation guests, experts, delegates, resource persons, and other distinguished persons visiting the University.
- **Personalized Faculty Work-Stations**: Staff rooms with facilities like internet-ready computers, water-camper, tea-coffee dispenser, individual lockers, air conditioners, food warmers, mobile charging stations, cabinets, staff boards, refrigerators and charging points
- **Infirmary**: Availability of a Homeopathic Physician and a qualified and trained full- time Nurse to take care of the first-aid requirements and common medical ailments, three-bed set-up, and an **ambulance** for emergency needs
- **Eateries**: Three food kiosks- *Planet J Self Service*, *Amul,* and *Café Coffee Day*, offering a wide range of delicious and hygienic food.
- **Health Club (Gym and Yoga Centre):** A well-equipped, fully air-conditioned ?tness center with qualified Trainers and modern facilities for students and faculty members.
- **Transport facility**: Besides a fleet of well-maintained 50 buses to cater to students' conveyance needs, there are 2 vans, one loading tempo, and three cars available on campus as well to meet to the additional transportation needs of the University.
- **Residential accommodation-** The University has recently purchased four flats for providing residential facility to faculty/ staff members.
- **Provision for Sub Campus**-The University has purchased land in Bharatpur District for establishing a sub campus, upon UGC-approval, for catering to the growing demand.
- **Expansion Plans**- The University has been granted the possession of 30 acres of land by the Government of Rajasthan for physical expansion and for offering additional programmes. A new campus will also afford greater scope for advanced research facilities, for running more PG programmes and for the construction of hostels.
- **Other Utility facilities**:a bank & an ATM on campus, elevators, parking plaza, vehicle stand, stationery shop, Day-Care Centre, diesel generator set, and Common room, to name a few.

The University boasts of a **truly green Campus** with a lush green strip at the entrance and well-manicured back lawns, besides **eco-friendly waste bins,** and **an efficient waste management system** (through vermi-composting) to manage food waste. The institution also boast of a **100 ft. high national flag** in the front lawns and **sculptures/art pieces in stone** placed strategically all over the campus to add an aesthetic touch to its built up and as well as open areas.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 36.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
418.93	89.17	130.84	666.11	103.01

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Library plays a vital role in the acquisition, organization, and dissemination of knowledge, by putting in place policies and procedures, systems and services, required to create a conducive environment for the academic progress of the University. It also provides the following facilities for the students and staff:

- The Central Library of the University has fully automated library management software for browsing through databases of library resources. An integrated library automation software **"ALICE for Windows" (Version:6.0)** is used for circulation, cataloguing, indexing, journal-entry, report generation, electronic resource management, etc.
- Provision of modern bar coding and Online Public Access Catalogue (OPAC) technology too facilitate user-friendly, quick, and easy search
- Adequate collection of books, journals, reports, theses, rare books, manuscripts, encyclopedias, general books in all categories, CDs/DVDs, magazines, periodicals, newspapers and other reading material

- Book bank facilities for students
- Reprographic facilities

The digitization facilities available are as follows:

- Well-equipped e-library with 30 computers and necessary electronic accessories to cater to the needs of users
- Easy access to OPAC, IISU Digital Library, databases of eBooks, e-Journals, and other e-resources and archives of IISU Journals.
- Wi-Fi enabled environment to provide wireless access to the internet
- Single discovery interface and Refread IISU Digital Library to provide a platform for searching across all open access and subscribed journals and e-Books
- **Staff and students can remotely access the following resources through the IISU digital library (Link: iisu.refread.com)**
  - More than 9000 full- text journals from quality OA publishing sources
  - Over 1,20,000 fulltext theses, dissertations and course documents
  - Around 80,000 audio visual learning resources
  - Over 10000 academic presentations
  - Blogs from scientists, leading engineers, and academicians
  - Biographies
  - Dictionaries
  - Competition exam- preparatory resources for UPSC, SSC, CAT & GATE
  - Information to students about jobs from all-India-jobs-portals

Besides this, to safeguard and preserve the academic outcomes and research work conducted by the faculty members and students of the University, there is a provision of storing and maintaining a soft copy of guest lectures, seminars, conferences, symposiums, and literature created on other extra and cocurricular activities, as well as research work by faculty members and students undertaken, in the form of CDs/pen drives/hard drives etc. These are made available on request to students and scholars aspiring to write research projects, dissertations and/or Ph.D. thesis. Moreover, the 232 theses approved by the University are uploaded on Shodhganga to disseminate knowledge in digital form. Besides this, the best answer-scripts of Semester End Examination are scanned and stored in the electronic form to be used as a resource by other students.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 30.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
24.48	32.29	34.38	33.94	26.53

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

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

Response: 10.67

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

Response: 530

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

4.3 IT Infrastructure

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

Response: 86.11

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 93

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Yes, the University has an IT policy with the following salient features:

- **Network Development and Management** of ICT infrastructure is achieved through proper network-building, network-protection, and accessing rights.
- **IT Service Management** enables the best IT practices and effective management of IT services across the institution**.**
- **Proxy Authentication** is done through connecting all computers to the University's network, either via direct connection or Wi-Fi and are authenticated by the web proxy server to access non-university websites. The University has shared a user account to authenticate the web proxy server.
- **Risk Management** identifies cyber risks; the relationship between different types of threats; their gravity in terms of impact; and, measures to handle risks.
- **IT Equipment Maintenance** is attained by managing hardware and software assets. IT facilities, whether hardware or software procured/developed with various funds, remain the property of the University, and restrict the users to duplicate any licensed software or related documentation for personal use.
- **Open Source Resources** are encouraged in the policy actions by exploring open source software solutions in all areas of application.
- **Green Computing** is ensured by focusing on better power management; less printing; storing files in soft-form; and, better use of resources.

For the proper use of IT services, the users- in particular students- are orientated with the Dos and Dont's during the Orientation programme at the beginning of the session. For internet-usage, passwords are issued to every user to maintain the confidentiality of the user. The University has a specialized team to manage IT services and a web team to work on Website services, including attendance, no-Dues form, examination and admission form submission, permission letters, examination admit-cards, assignment, emailing, etc. The University possesses Firewall, IDS, IPS, and Antivirus software to protect data and network from malicious activities. Staff members who are involved in software development are encouraged to use software available under Open Source license terms. All these policies are updated from time to time by the concerned Committee.

The University has budget provision for IT facility maintenance and augmentation, which is as follows:

Year	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Budget allocated (INR in lakhs)	14.5	14	10.5	11.5	10
Budget Utilized (INR in lakhs)	13.33	12.33	9.21	9.36	8.52

The University's plan for the expansion of its IT facility:

- To establish a Data Centre for the simulation of bioinformatics and artificial intelligence algorithms that will work as a dry lab for research experiments related to bioinformatics like drug target detection, DNA sequencing, prediction models for protein sequences, and many more. The University has already set up a Linux-based server with two nodes to initiate this Centre.
- To establish an IoT Innovation Lab wherein students can develop IoT-based applications.
- To train faculty members to incorporate Virtual labs in their lab practices and promote lab projects that develop such web-enabled experiments, in the wake of the University becoming the Nodal Centre of MHRD (now Dept. of Education) Govt. of India's National Virtual Lab at IIT Delhi, in July 2020.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 27:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

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

Response: B. 500 MBPS - 1 GBPS

File Description	Document
Upload any additional information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Links of photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
41.42	32.32	37.89	32.36	33.49

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

Big team headed by two engineers, including a caretaker and other team members like electricians, mechanics, plumbers, gardeners, carpenters, sound operator, mechanic, and other service personnel, is appointed on permanent rolls to look into the maintenance of all the campuses of the University.

The University has AMCs for Refread, Library Automation Software, Pest Control, Solar Rooftop Plant, Elevators, Air-Conditioners, RO, etc.

The following Committees have also been constituted, comprising members from the staff and student fraternity, to maintain the University's infrastructure:

- A Housekeeping Committee with a qualified and skilled workforce managing civil work, electrical work, carpentry, gardening, and overall maintenance and cleanliness of the physical infrastructure including buildings, classrooms, laboratories, hostels, sports facilities, machines, aquarium, lifts, air conditioners, pest control, solar panels, RO plant, lawns, and other utilities.
- The Canteen Committee inspects the cafeterias regularly to ensure the maintenance of hygiene and quality food-standards.

- **Maintenance of infrastructure, services and equipment:**

  ○ The University ensures uninterrupted power supply and maintenance of electrical assets like generator sets and power distribution systems, as per their maintenance schedule and guidelines given by the supplier.
  ○ At the beginning of each session, a time-table is prepared to ensure optimum utilization of resources through systematic allotment of classrooms and laboratories to each University Department.
  ○ Caretaking staff ensures daily cleaning of classrooms and arrangement of furniture to keep up the ambience and maintenance of classrooms besides the service personnel who attend to all specific complaints regarding lights, fans, furniture, water supply, etc.
  ○ Various services/facilities, such as elevators, EPABX, air-conditioners, water coolers, water purifiers, solar plants, pest control, Cafeteria, Gym, Reprographic machines, printers, security, etc., are maintained by the respective service-providers or via AMC.
  ○ Teaching aids such as LCD Projectors, PA systems, laptops, desktops, printers, Wi-Fi, etc., are maintained by the IT Department.
  ○ Fire-fighting equipment in various blocks, class-room, labs, hostels, offices, etc.,is looked into via AMC.
  ○ Individual committees are constituted for conducting a periodic audit for timely and corrective action to check the proper functioning of various equipment and gadgets.
  ○ Further, a fleet of buses and cars is maintained by the Transport Office of the University.
  ○ The annual stock and audit report of all sports equipment is maintained by the Secretary, Sports Board; whereas Gym equipment on the other hand is inspected is annually by an external agency.

- **Laboratory maintenance:** To ensure the smooth functioning of lab facilities, the University has proper guidelines in place regarding the use of equipment by students and staff.
    - Regular maintenance is taken care of by lab. technicians/assistants in the individual Departments. In contrast, expensive equipment is regularly checked by selected companies to ensure their proper functioning and repair in case of any significant damage.
    - HODs and lab. assistants are provided training to handle various equipment in laboratories.
    - All lab. facilities are under CCTV surveillance so as to monitor the movement of people and goods.
    - Provision of necessary facilities like proper lighting, ventilation, air-conditioning, first-aid kits, and regular water-supply is taken care of by lab. technicians under the supervision of faculty in-charges.
    - Inventory/Stock Register and Log Book for extensive and high-end equipment are maintained on a regular basis.
    - Users are advised to ensure the cleanliness of the labs. follow on safety protocols and maintain discipline to prevent any untoward accident.

- **ICT facilities:** The University has a technically and professionally qualified team of Web Administrator, Software Engineer, Lab Assistants/ Supervisors for the maintenance and upkeep of computers, computer accessories, audio-visual aids, and laboratories. The team administers a one-stop solution by way of an IT and Web Office, which ensures smooth functioning of hardware and networking resources; monitors 'invisible' services which run over that network; gives technical support within teaching rooms and laboratories; and, updates software on a yearly basis or as per the requirement. A suggestion/ complaint register has been kept in that Office, wherein staff and students can put down any complaints related to the computing system.

- Depending upon the number of new courses being introduced, the University plans for enhancing its IT infrastructure and for which an IT Planning and Monitoring Committee has been constituted to develop strategies for developing software and reviewing proposal submitted for new IT infrastructure by the Departments. It closely monitors the use of these resources with a view to ensuring adequate upgrading and development of these facilities by allocating sufficient funds. However, the final decisions are based on a number of considerations like availability of budget; technological advancements; and, viability of the proposal, to name a few.
- Each Department is given the required number of computers along with the necessary software and other essential peripherals. The annual exercise of stock-verification in the University ensures the updating of such resources.
- The University's website is taken care of by a company on a contractual basis.

Central Library: Offers easy access to high-quality educational books, journals, e-resources, and databases relevant to various programmes offered on campus. The following measures are adopted to ensure proper services with adequate safety:

- Fire extinguishers and CCTV to monitor the movement of people and goods
- General maintenance, including proper lighting, ventilation, air-cooling and cleanliness
- ALICE software and Digital Library are maintained and updated annually through AMC

- Regular feedback sought to identify and address gaps in facilities and services

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response: 55.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
2815	3393	2578	2584	2479

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

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

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

5.2 Student Progression

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

Response: 53.73

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

2019-20	2018-19	2017-18	2016-17	2015-16
200	192	173	170	86

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

2019-20	2018-19	2017-18	2016-17	2015-16
238	340	418	354	222

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

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

Response: 15.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
204	243	269	285	351

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

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

Response: 20.43

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 350

File Description	Document
Upload supporting data for student/alumni	
Institutional data in prescribed format	

5.3 Student Participation and Activities

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

Response: 398

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

2019-20	2018-19	2017-18	2016-17	2015-16
115	78	65	78	62

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

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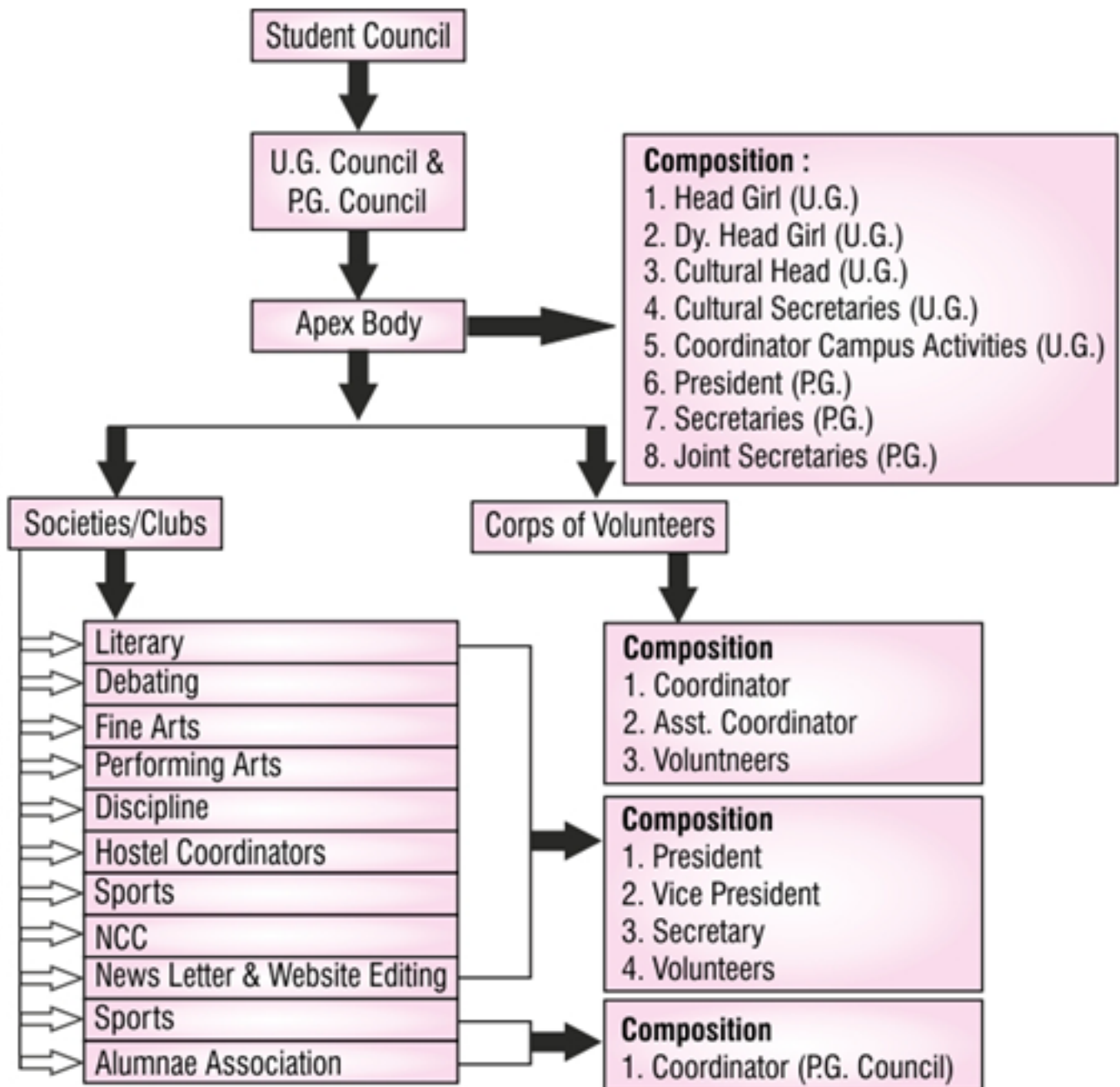
Response:

The Student Council of the University is a representative body of the entire student community. It is the interface between the students and the administration and works to identify and address the concerns that affect students, directly and indirectly, with the help of the administration. It represents the interests of the students and participates through discussions and decisions that affect the entire student body.

The members of the Council are nominated through an open and transparent system, which ensures that students from all faculties, programmes and Departments have an equal opportunity of being selected. The

members of the Council are nominated for a term of one year.

The Constitution is as follows:

Student Council

↓

U.G. Council & P.G. Council

↓

Apex Body →

Composition :
1. Head Girl (U.G.)
2. Dy. Head Girl (U.G.)
3. Cultural Head (U.G.)
4. Cultural Secretaries (U.G.)
5. Coordinator Campus Activities (U.G.)
6. President (P.G.)
7. Secretaries (P.G.)
8. Joint Secretaries (P.G.)

Societies/Clubs

Corps of Volunteers

- Literary
- Debating
- Fine Arts
- Performing Arts
- Discipline
- Hostel Coordinators
- Sports
- NCC
- News Letter & Website Editing
- Sports
- Alumnae Association

Composition
1. Coordinator
2. Asst. Coordinator
3. Voluntneers

Composition
1. President
2. Vice President
3. Secretary
4. Volunteers

Composition
1. Coordinator (P.G. Council)

Contribution of Student Council for Institutional Development

The Student Council plays an important role towards strengthening the backbone of the institution by:

- Organizing several co-curricular events through the year, in association with the various activity Clubs/ Guilds on campus. The Council also organizes the major events of the University like the Freshers' Day, Thank You get-together, the Annual Day and the much-awaited annual cultural Inter-Institutional Fest - "Cosmos".
- Providing feedback to the institution on the curriculum, infrastructure etc. which is used by the University constructively. Such feedback also helps to enhance teaching/learning processes of the parent Department.

- Active participation in the planning and execution of academic events like conferences, seminars, workshops, field trips, excursions, etc
  - Building relations with other institutions through participation in various inter-college/University events and other programmes and promoting a healthy image of the University to the outside world, as its ambassadors.

Contribution of Student Council for Student Welfare

The Students' Council contributes immensely to the over-all fabric of the institution by acting as the students' voice and ensuring that each one gets the best out of their university experience.It works with a focus on the all-round development of students by enhancing their leadership skills, team-building quality, decision-making ability, time-management, self-discipline, etc. The Council promotes and encourages the involvement of students by:

- Making necessary preparations and supporting the University in organizing, conducting and monitoring various curricular, co-curricular and extracurricular activities that are organized periodically.
  - Streamlining student-volunteering efforts for institutional events
  - Identifying high achievers and recommending them to the University to promote and encourage them further in all their pursuits.
  - Acting as an interface between the students and the faculty members to convey and resolve problems faced by students.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 74.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
76	74	79	83	60

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

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

Response:

A registered ICG-IISU Alumnae Association- *Bandhan* - has been functional since the time of its inception and aims to encourage the alumnae of the University to take an abiding interest in the progress and development of their alma mater and reconnect with it from time to time. The Association has recently been registered under the Companies Act, 2013 (Registration No. 071266).

The University is proud of its alumnae who are its brand ambassadors and their success adds immensely to their alma mater's credentials. They contribute significantly towards the development and betterment of the University through the following means:

- The alumnae interact with current students through guest lectures/panel discussions/ seminars to guide them on various professional avenues available.
- They visit the campus to support the existing batch of students in planning and organizing events, extending support and participating in cultural, as well as academic events that take place on campus.
- They not only share their work experiences and mentor the students of the University towards career avenues in various fields but also guide students aspiring for higher education by providing guidance and assistance for various competitive examinations.
- Alumnae who are working in various organizations, keep the faculty members and the Placement Cell of the University abreast with the available job-opportunities available for current students.
- Those who are entrepreneurs provide inputs to the existing students on how to start a new venture and encourage and guide them on self-employment, to establish themselves as entrepreneurs.
- Many are employed as faculty and support staff in the University who play an important role in academic and institutional development.
- Some of them donate books to the central library of the University.
- They also serve the University on being appointed as members of the Boards of Studies, the IQAC, and other Committees, and play a vital role in enhancing the curricula, teaching-learning processes and for the betterment of infrastructure. Their valuable feedback is used by the University/Departmentsto bridge the gap between industry and academia to improve employability.
- "Rewind", the Alumnae Newsletter is published bi-annually wherein the alumnae contribute articles of general interest, their success-stories and personal achievements.
- Some of the alumnae also interact with the Chancellor, the Vice Chancellor, the Registrar, the Placement officer and the senior faculty members to share their success stories and the ways in which they can contribute towards the University's growth and expansion.

- Respective Heads of Departments seek the opinion / suggestions of the alumnae on various developmental activities, as also the curricular aspect, pertaining to their Departments by staying in constant touch with them.
- The University invites them as chief guests in its functions and events thereby creating a platform for dialogue/discussion between the current students and the alumnae.
- The Alumnae also contribute financially to support the growth of the University, so far a contribution of over 50 lakhs has been received by them.

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

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

Response: B. 50 Lakhs - 100 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The University's vision and mission statements underpin its academic and administrative governance for promoting academic excellence, innovation and leadership; providing avenues for growth, development and training; offering a conducive learning environment to ensure integration of the marginal sections of the society; developing intellectual capital and facilitating transfer of knowledge; fulfilling its mission of social responsibility; and, strengthening its unique culture shaped by traditions and values.

Academic Governance:

- Policies and practices of the university ensure an amalgamation of **value-based education** and internationalised curricula, through inclusion of foreign languages, **COSD and Modular (Short Term) Courses** for promoting **vocational education**
- Systematic process of curriculum design for offering **programme options** that are aligned with evolving global trends, such as Digital Marketing, Data Analytics and Artificial Intelligence, to name a few
- The respective **Boards of Studies** provide leadership to foster academic excellence, by emphasizing the adoption of **innovative pedagogy and contemporary curricula**
- The **Research Board** strengthens spirit of enquiry through **projects, seminars, workshops and dissertations,** thereby combining traditional classroom interactions with innovative learning through a variety of software and instruments
- The **Research Promotion Committee** sanctions financial assistance to selected student and faculty research projects, encouraging them to publish original work in leading journals, by providing access to **journals and online databases** focusing on cutting-edge research
- The **Centre for Research, Innovation and Technology (CRIT)** gives an additional fillip to research-based activities in multidisciplinary and other emerging areas, by way of expert lectures and workshops, seminars and conferences. This academic exposure, along with offering a wide array of **co-curricular activities and outreach programmes**, aims at the students' all-round personality development
- The **Placement, Training and Career Counseling Cell** facilitates greater industry-interface by arranging trainings and recruitment drives for facilitating placement in reputed companies
- Technological advancements are implemented in teaching-learning through **ICT-enabled classrooms** and **digitally smart campus** with contemporary e-learning and fully-functional online database portals, like Metacampus. Recently, 50 users license for virtual classrooms (Microsoft Teams) to conduct online classes
- **Industry visits, Guest lectures by industry representatives, summer trainings and tours** form an integral part of the curricula

Administrative Governance

- There are several apex bodies and committees in place, as per UGC Regulations, that ensure the smooth administrative functioning of the University. Most of the statutory bodies comprise stakeholders drawn from various sections of the society (viz. staff, student, parents, alumnae, industries, civil society), as members.
- Some of the importance ones such as the Board of Management, the Planning & Monitoring Board, the Finance Committee, the Academic Council, the IQAC, the Examination Committee, the Sports Board as well as the Rector & Registrar, Deans, Heads of the Departments and Additional HODs, work in tandem with each other to identify key issues, asses local needs and play an active role in decision-making and implementation of plans of policies for translating the University's vision and mission into reality.
- The management system is thus closely involved in developing, implementing and continual improvement by identifying and fulfilling institutional needs and reinforcing a culture of excellence.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

At the University, effective leadership plays a constructive and decisive role as is reflected in various institutional practices. The Chancellor of the University focuses on a system-driven approach. Practices of decentralization and participative management are promoted via the institutional structure which is horizontal thereby providing every member access to the highest authority to express views or make suggestions for further improvement.

The stakeholders - besides staff and students - drawn from various sections of the society (viz. parents, alumnae, industry representatives), as members, are involved at all levels of the institution in the analysis of problems, development of strategies, decision making and implementation of solutions.

The power vested with the Chancellor, the Vice Chancellor and other authorities, is disseminated across various administrative bodies, referred to as 'statutory bodies', committees and to the University officers, as under:

- The Academic Council operates academic affairs in its capacity for deciding the policy matters, subject to ratification/approval by the BOM.
- The official authority to decide administrative and financial matters lies with the BOM, keeping up with the recommendations made by Finance Committee, Planning and Monitoring Board and Academic Council, etc.
- AC entrusts Board of Studies with onus of revisiting and updating curriculum and courses for various programmes and puts it forth for approval, annually.

- Research Board, chaired by the Vice-Chancellor, proposes policies for research promotion. CRIT organizes conferences, workshops and training programmes for promotion of research. The Research Promotion Committee sanctions funds for student and faculty research projects and Research Fellowships.
- Faculty members from each department are members of respective BOS and participte in decision-making with respect to syllabus design and revision.
- Meetings of statutory bodies are held at regular intervals and their recommendations are approved in AC and BOM meetings.
- **Examination Committee** assists COE in conduct of Examinations and channelizes its functioning through Grievance Appeal Committee, Unfair Means committee, and secrecy and scrutiny sections wherein suggestions from student representatives are reviewed and thereafter forwarded to the management for approval.
- Apart from these executive committees, several **ad-hoc committees** are formed to serve special occasions e.g. Cultural Committee- IISU Fest, *Abhivyakti*, etc.
- **Annual Duties** are assigned to faculty members, before the commencement of academic session, sharing onus and inviting participation in the verdict through innovative ideas, e.g. Anti-Ragging Committee, Equal Opportunity Cell etc.
- **Deans of different faculties**, with the approval of Board of Management headed by the Vice-Chancellor, play an active role in policy making by discussing essential aspects of teaching-learning and research in the University.
- **Heads and Additional Heads** independently manage academics-apportionment of programmes/courses offered, organisation of exhibitions, conferences, workshops, field-visits/Industry visits/tours etc., enjoying absolute autonomy. All these activities are steered by the respective Deans and supported by administration.
- **Centre of Research, Innovation and Training** collaborates with commercially viable technologies, training and transforming the young minds through cross-functional research, incubation and industry-academia-interaction.
- **IQAC,** set up as per NAAC-UGC guidelines, monitors performance, suggests innovative practices and measures for quality upgradation of the institution and strengthening of the systems.

File Description	Document
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The University has a strategic plan in place which comprises policies and strategies pertaining to its vision and mission; teaching-learning practices; research and development; community-engagement; human resource management; industry-interface; internationalization; and, the newly-emerging environment of blended learning.

A successfully implemented activity, based on the strategic plan, is that of curricular innovation with respect to innovative pedagogical practices and for making students more employable. The University endeavours to groom them as world-ready citizens by introducing dynamic curricula which fit in with the dynamic scenario in higher education. The details are stated below:

- Well-defined, specifically designed programmes/courses in keeping with vocational trends, eg. Jewellery Designing, Fashion and Textiles, Food and Nutrition, Biotechnology and a variety of COSD courses
- Periodic reviewing of the curricula to ensure the inclusion of courses like Women's Studies and Environmental Science, among others, which form an indispensable part of student-learning and for orienting them to multidisciplinary approaches
- Specialized and advanced courses viz.- Data Analytics, B. Com (Hons.) with specialization in CA and CS, B.A. B.Ed/ B.Sc. B.Ed 4-year integrated programme, MOOCs, 'coursera' for campus, Eco-fashion Jewellery, Brand Development, Gerontology, Earth systems, SPSS, Human-Centric Geography, and other such courses were introduced, reinforcing professional and specialized multidisciplinary programmes in collaboration with industry-academia interface of the evolving scenario.
- The following COSD courses have been introduced in the last 5 years:

Cyber Laws

Increasing cyberspace brings in execution of malicious activities related to cybercrimes which propose the need of cyber-laws. The specialised course calls for technological expertise for the study of cyber laws in upcoming fields like e-commerce, online contract, business software, patenting, e-governance, e-taxation, thereby providing the students an edge over other applicants.

Data Analytics

Any company, banking, health-care, e-commerce, telecommunication etc. develops its policies on the basis of statistical models and analysis of data tools. As such, candidate with an additional knowledge of Data Analytics excels in the job better than others.

Theatre Studies

Performing arts opens up avenues for one who wishes to be an established actor, performer, choreographer, etc. A blend of theory and praxis, this field helps students see a different perspective from their own by encouraging them to give power to truth, to take risks and to advocate for new and diverse voices.

Yoga

Stress levels today have to be managed by traditional *yoga,* symbolic of our ancient culture and heritage. Knowledge of *asanas* makes students globally sought-after in health clubs, special needs centres, gyms, individual client-homes and, above all, at the workplace as it increases their efficiency.

The strategy of inclusion of such courses into the curricula, which have been made compulsory at entry level, operates at varying levels so as to make students employable and successful.

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

At the University, Statutory bodies exercise effective monitoring by way of their transparent and smooth functioning aimed at fulfilling its goals. Officers are vested with extensive powers to work in tandem with each other for efficient coordination.

- Board of Management (BOM) is the Governing body vested with all decision-making powers. It overviews decisions of committees to ascertain whether these are in commensurate with University's vision, mission and goals.
- Academic Council (AC) is vested with power to examine recommendations of Boards of Studies (BOS), Research Board and take decisions on all academic matters, which are then placed before BOM for ratification and if BOM is not convinced with any decision, it may ask AC to reconsider.
- BOS regularly update syllabi with regard to suggestions of subject experts and keeping up with industry needs.
- Recommendations of Finance Committee and Planning and Monitoring Board (PMB) are put up before BOM for final decision.
- Additionally, the Vice-Chancellor- as chairperson of BOM, AC, and PMB ensures effective implementation of decentralised decision-making process, through various committees and University officers, viz. Rector & Registrar, Deans, Departmental Heads, Controller of Examinations, Finance Officer, etc.
- Further, meetings of statutory bodies/committees are held at least twice a year to discuss various academic, administrative and financial matters, as scheduled in Academic Calendar or as specified.
- IQAC set-up, annually reviews administrative and academic Departments to suggest ways of improving performance of these units through self-assessment, critical reflection, planning and peer-review.
- Specific organisational matters are managed by other structures like Ethics Committee for code of ethical conduct for experimental use of animals, human ethics, plagiarism ethics, etc.
- Admissions to programmes are strictly by merit, subject to fulfillment of criteria laid down in admission policies available on University website.
- Examination department works in close coordination with Grievance Redressal, Unfair-Means Adjudication, and Result Committees as also the Evaluation, Assessment, and Scrutiny Cells, etc.
- Website Committee updates information regarding course duration and schedule on website and manages Metacampus resource for providing an effortless student-teacher interaction.
- Research Board engages in framing proactive policies for sanctioning Academic Leaves for presenting papers in conferences, attending workshops/conferences, approving minor research projects annually and granting seed money for research projects, on recommendations of Research Promotion Committee.
- Placement Cell bridges gap between industry and academia, liasioning with industry establishments

for campus interviews and selection of students.

- IPR Cell helps in recognition and valuation of research and innovation by seeking patents, copyrights, trademarks, etc
- *Chrysalis,* the student body shoulders responsibility for contributing towards creative execution of vibrant business concepts, through 'E-Bazaar' on campus.
- Editorial Board publish four double-blind peer-reviewed academic journals with a framework of ethics for editors, author-guidelines and copyright-permissions.
- Appointment and Service Rules, as approved by BOM, are in place. Faculty members receive promotions through Self-Appraisal report, filled annually. Teaching staff are assessed through parameters of CAS, administrative staff on the other hand, are granted promotion with respect to years of service and satisfactory performance. Permanent staff are granted maternity and medical leaves, with salary, as and when required.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Performance Appraisal system

Teaching staff

A standard format for self-appraisal of academic and other achievements and contribution to administrative, curricular and co-curricular activities is filled by every faculty member at the end of each academic year. It is submitted to the Head of the respective department. The Head review the duly filled-in information and gives their observations in a separate format. Both the formats, for each teacher, are in turn reviewed by the Dean of the Faculty who also records their observations.

The Confidential Report (CR) is further assessed by the Registrar and finally accepted by the Vice Chancellor.

In case the observations in CR indicate need for professional improvement/disciplinary lapses necessary feedback is given to concerned teacher through advisory notes/ letters for explanation and appropriate action thereafter taken.

Non-teaching

At the end of each academic year, all non-teaching staff members fill in a standard format of self-appraisal pertaining to parameters like professional duties discharged, adherence to the prescribed code of conduct; and general behaviour with students, colleagues and faculty members. The duly filled-in format is then submitted to the Reporting Officer who in turn verifies and puts down his/her remarks. This is then forwarded to the Registrar for further verification and comments.

The CR so prepared is finally accepted by the Vice Chancellor

Promotional Avenues

The University provides several opportunities to its teaching and non-teaching staff to work towards their goals of professional enrichment and self development in both academic and non-academic fields. Staff members are supported with financial assistance and academic leaves for attending academic events and to present papers at conferences and symposiums across the country and abroad. Staff members are also motivated by the University is being provided with fee-concession for joining research programme which help in their academic advancement.

The University also organizes various professional development/administrative training/Programmes for the holistic development of its teaching/non-teaching staff members.

Along with this, members of the staff are also encouraged to take up non-academic activities in the field of their interest, which further helps them to hone their skills.

Besides these, the University also provides ample opportunity to the staff members (teaching/non-teaching) for their career advancement by promoting them on the basis of their achievements and performance-appraisal, following the UGC guidelines and the University norms in this regard.

Welfare Measures

Welfare schemes for teaching/ non-teaching staff:

- Contributory Provident fund, Gratuity and ESI scheme
- Medical benefits
- 3-month maternity leave
- Monetary aid to employees with chronic medical ailments
- Fee-concession to wards of employees
- Day-Care Centre
- Facility of Swimming Pool for staff member
- Study-leaves sanctioned to the teaching/ non-teaching staff
- Fee-concession to staff for joining research programmes
- Financial assistance and academic leaves to faculty members for attending events for academic/professional enrichment
- Provision of loans/advance payments to employees
- Health Centre- with Gym
- Yoga classes
- Subsidized meal-facility
- 50% concessional CUG facility
- 50% /100% concessional Uniform to teaching/ non-teaching Staff, respectively

File Description	Document
Any additional information	[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized

by the institution for teaching and non-teaching staff during the last five years.

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	03	01	0	01

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 18.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
48	102	07	09	32

08-04-2021 11:26:10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

IIS (Deemed to be University) is a self-financed institution and does not receive any maintainence grant from the state/central Government. The University has a transparent and well-planned financial management system for mobilization of funds and optimum utilization and effective use of its resources. The Finance Committee, a statutory body of the University, oversees the financial planning as well as mobilization and utilization of the funds of the University.

The University has a full-fledged Accounts department headed by the Finance Officer. Its annual financial statements are prepared in accordance with the General Finance and Accounting Rules (GF & AR) - the internationally accepted accounting principles- and are audited annually against those standards.

The University has the following financial management systems and processes for mobilization of funds. The sources of funds include:

- Fees charged as per the University norms from the students enrolled in various courses.
- Research-funding for different Projects/ Conferences/ Seminars, from different funding agencies
- Income from Consultancy services provided by the faculty members
- Sponsorships
- Contribution from the Alumnae
- Earnings from Trainings, Workshops, Seminars and Conferences
- Earnings from interest of FDs and Corpus fund, income from hostels and income from transportation
- Rental income from Canteens and Stationary shop located in University premises

The University has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for upsealing the academic processes and also for infrastructure-development. Strategies for optimal utilization of resources include:

- Preparing annual budgets based on a thorough analysis of need that conforms to the

University's budgetary guidelines and processes. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year.

- Expenditure under different heads is made as per budget provision approved by the Finance Committee and the Board of Management. Re-appropriation of budgeted amounts from one head to other, wherever needed, is carried out with the approval of the Vice Chancellor.
- The Finance Committee and the Board of Management also ensure optimum utilization of resources. Funds under different heads are allotted, based on the financial analysis of the previous year's expenditure.
- Adequate funds are allocated for effective teaching-learning practices that include Orientation Programmes, Workshops, inter-disciplinary activities, training programmes, etc.
- Performing periodic internal reviews to ensure continued compliance with the University's financial policies as well as administrative and accounting procedures
- Monitoring current expenditure incurred and revenue generated for accountability purposes
- Establishing basic internal controls to ensure that transactions are appropriately executed and recorded, including segregation of duties for maintaining appropriate checks and balances
- Adequate provisioning for contingencies and special needs

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 17.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	17.88

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Yes, the University has a strong mechanism for internal as well external audit. The internal audit of the income and expenditure during the year is conducted by a team of members from the Accounts Department and Chartered Accountants. Objections, if any, are sorted out right at the preliminary level and precautionary steps are taken.

Statutory Audit or External Audit is conducted by a Chartered Accountancy firm appointed by the University. The firm critically reviews the books of accounts and analyses it as per the applicable auditing standards to ensure proper and timely complaince of regulatory requirements.

All the objections in the process of Statutory Audit are attended to immediately by the Accounts Department, along with the supporting documents, within the prescribed time-limit.

The University did not come across any major audit-objection during the preceding financial years, since its establishment in 2009.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC has contributed significantly in institutionalizing quality assurance, undertaking several healthy practices for quality improvement. Two among them are:

Initiative I

Academic Audit

The academic audit of various Departments is carried out by Committees consisting of External and Internal Experts, the purpose of which is to evaluate the Department's "education quality processes". It focuses on faculty-approach towards educational decision-making; organizing their work; using the resources available to them; and, working harmoniously to provide quality education in the best interest of student and the institution, alike.

Academic processes followed at the University:

- Self Study, self-reflection and self-improvement Analysis
- Preparation of a Departmental self-study report (called the Departmental Audit Report)
- Team of Internal and External Auditors constituted and dates of inspection of the Departmentsshared with the Heads.
- Highlights emerging from the Audit presented by the Department Head.
- Auditors' report covering exemplary practices; areas of improvement; and, the Department's approach to educational quality practices
- Report then shared with the Management counts as Departmental feedback for self-correction
- Further, a report on future plans to overcome the shortcomings observed in the Audit Report is prepared
- A compliance report of the same is taken from the Department after one semester / year.

Initiative II

Learning and Development (LAD) - Ability Enhancement and Skill Development

In the modern workplace, one needs more than technical skills to be successful. Today's employers seek candidates who can perform their job well and also fit into the company's culture and interact with other employees. To end this, students need to develop their personality in the round. On the basis of the feedback received from the recruiters the University offers a course on Learning and Development to the students of professional programmes, with credits attached to it.

The **course develops** strong communication skills, helps overcome fear of public speaking; understand business etiquette; how to behave in a social setting; time-management, learn how to build industry-specific resumes (both online and offline); and, how to create blogs on platforms such as blogspot.com and wordpress, Vlogs on youtube, Instagram and more.

The employability and personality development-training as part of the LAD course, was not only given to the students of professional courses but also to those from other streams, at various levels. Few of the workshops/trainings that were so organized are:

S. No.	Duration	Topic	Participants
1	3 Days	Employability Skills	University-wide
2	2 Days	Resume Building and Interview Skills	Fashion Designing
3	10 Days	Soft Skills Training	B.COM and BBA

The outcomes of the LAD trainings is that the students developed a flare for new learning and began creating and posting their blog posts on various platforms.

A few links of the same:

- https://livingtheart266354990.wordpress.com/2020/02/18/binge-watching/
- https://nocuerr2001.blogspot.com/2020/02/photography-from-my-vision.html?m=1

The course has thus helped students towards placements and internships in such companies as Ecohoy, Taj, Rambagh, etc.

File Description	Document
Any additional information	[View Document](#)

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

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

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

Response:

Quality Enhancement initiatives in the Academic domain:

- Inclusion of POs, PSOs and COs in all syllabi
- Faculty and student-enrichment through online content-sharing and certification courses from NPTEL, SWAYAM- MOOCs, COURSERA, IIT Bombay: Spoken Tutorials, etc.
- Adoption of CBCS and the grading system
- Inclusion of Value added courses like Data Analytics, Yoga and Stress Management, Theatre Studies, in the curriculum of different programmes
- Inclusion of ERP to facilitate teaching-learning and administration
- Introduction of integrated courses like B.A.-B.Ed. and B.Sc.-B.Ed.
- Establishment of IISU Incubation Centre with 9 start-ups and MOUs with entrepreneurs from diverse fields
- Participation in 2 Erasmus+ projects funded by EU, Tuning India and RIISHI (Resources for Internationalization of Higher Education Institutions in India)
- Publication of four peer-reviewed journals, of which IISU-Journal of Arts is included in the UGC-CARE list
- Establishment of IPR Cell for the promotion of Intellectual Property:4 Patents published and 2 applied for by faculty members
- Collaboration with Confederation of Indian industry and the University of Deusto (Spain)
- Adoption of 5 villages under *Unnat Bharat Abhiyan* to enhance community-engagement services by faculty members and students
- Promoting faculty members to take up research projects: 2 major research projects have been sanctioned, one each by DBT and DST (State)
- DSIR-approval as a Research Centre and Extension of SIRO (Scientific and Industrial Organisation) till 2023
- Around 170 conferences/seminars/workshops etc conducted on various thrust areas related to academics, research and skill-development.
- 133 awards received for research and innovation by the institution, teachers, research scholars and students

Quality Enhancement initiatives in the Administrative Domain:

- Possession of 30 acres of land situated at Bada Padampura, Shivdaspura, Jaipur for further expansion of the University
- Expansion of ICT-enabled classrooms
- More computers to increase computer:student ratio
- Financial assistance to students through Scholarships and Freeships
- Preparatory Classes by experienced faculty members for State/Central services competitive examinations
- Curriculum relevant to global and local needs, including courses and content on gender equity
- Licence for Virtual Classrooms (Microsoft Teams)
- Strengthening of e-Governance
- G-suite trainings for learning Google Apps.

- 100% automation of Examination work and for minimizing student-grievance
- Increase in library resources
- Increase in Consultancy projects being undertaken by faculty members
- Digital Library with open access
- Infirmary with a full time Nurse, Homeopathic physician, three bed set-up and an ambulance
- Lightning Location Network (LLN) installed on campus in collaboration with the Indian Institute of Tropical Meteorology, Pune
- To make students' academic awards available online, the University has signed an MOU with CDSL Venture Ltd.
- The Alumnae Association, *Bandhan*, has been registered
- A well established Career Counselling and Development Cell with a qualified Counsellor
- Established solid waste-management/waste recycling system for degradable waste from kitchens
- For recycling of waste paper and answer-scripts, MOU signed with Kummarappa Handmade Paper Institute, Jaipur
- Systems for liquid waste / biomedical waste/ e-waste management in place
- The institution has adopted a specially abled-friendly and barrier-free environment through various innovative practices

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The University is proactive in fostering a gender sensitive, gender equal and safe environment for all its members. Its Regulation and Policy guidelines safeguard the interests of the students, faculty and staff members without any differentiation to their gender.

Gender equity & sensitization

In curriculum:

Centre for Women's Studies seeks to study the interconnected issues of gender equity, caste and class in an interdisciplinary and comparative framework, thereby providing space for a vibrant community of feminist academics, students, activists and artists. It aims to "Promote Equality & Empowerment of Women" by focusing on gender perspective in curricula and extension activities .

University offers curricula including courses with content on gender equity. Subjects such as Fine Arts, Journalism, Psychology, Sociology, Economics etc. have course content on:

- Empowerment of women and weaker sections
- Indecent Representation of Women Act
- Protection of Women Against Sexual Harassment
- Caste and gender issues in Media
- Status of women and women's movements, in India
- Feminism and related approaches
- Gender related Development Index, Empowerment Measures

In co-curricular activities:

 Six conferences were organized during the last 5 years on issues related to women like "Women's Empowerment: Strategies and Interventions", "Leadership and Management Skills for Women in Higher Education", "Gendered Urban Spaces : Narratives of Self- Possession ","Women Empowerment and Inclusive Growth", "Women's Employment, Entrepreneurship and Empowerment Sustainable Pathways to Egalitarian Society" , "Women, Health and Identity: Re-visioning a Multidisciplinary Perspective".

NSS, CII YI, Centre for Women's Studies, Rotaract, Equal Opportunity Cell, Gender Champion Club, IISU Theatrical society and departments organize various Gender equity-promotion programmes like-

- TED talks and guest lectures on "Social Equality: A Challenge for Women in Society", "Breast Cancer Awareness", "One Billion Rising against Violence", "Women on Wheels", "Sexual harassment", etc.

- Poster competitions, Flash mobs and film-screenings on gender issues
- Student-participation in "Run for Girl Child"; workshop on social surfing and panel discussion on respecting womanhood
- Nukkad-natak (Street-plays) on issues related to women

Facilities for women on campus

a. Safety and Security:

A secure campus with 160 **CCTV cameras** at different locations; check at the entry-point with visitor-book and a security guard (male & female) managed entrance to the building.

The Internal Complaints Committee, constituted under "The Sexual Harassment of Women at Workplace: Prevention, Prohibition and Redressal" meets regularly to address complaints (if any) from students, teaching and non-teaching staff and take necessary action.

Anti-ragging Committee and Squad make sure that there are no instances of ragging on campus.

b. Counselling:

"The Counselling and Career Development Centre" performs psychometric testing; provides counselling, vocational guidance and life skills-coaching; and plans a multitude of activities round the year.

Mentor-Guardian system is an innovative feature wherein each student mentee is assigned a faculty member as Mentor who assists them in dealing with problems of a personal or academic nature.

c. Common Room:

There are two Common Rooms and several common spaces for girls on campus.

d. Day-care Centre for young children:

The on-campus *Saraswati Aanchal* Day-care Centre offers a safe and convenient alternative to working mothers.

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

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

measures

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

Response: A. 4 or All of the above

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

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

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

Response:

Solid waste management

 Solid waste is collected in different-coloured bins (as per the Solid Waste Management Rules 2016).

 Strategies for treating the waste generated on campus :

 Degradable waste from the kitchens of the Hostel and Canteen, like vegetable peels and non-oily food residue is converted into manure using vermicompost techniques.

 Litter waste from the lawns is collected and composted using compost pit. Manure obtained is utilized as fertilizer.

 Paper waste generated from office and Examination department is given to a firm for recycling. Strategies adopted to minimize the generation of paper waste are:

- Circulation of Notices, Duties etc. through e-mail
- Submission of e-assignments by students and uploading of study material by teachers on the e-portal .
- Dissertation and PhD theses printed on both sides of the paper.
- Research being carried out at PG and PhD level on scientific methods for paper waste-utilization

Liquid waste management

Waste water generated from the RO system is collected in a underground tank and further utilized for watering the green cover of the campus. The waste water from the AC's is used to water the potted plants.

Biomedical waste management

Waste generated from experimental animals and microbiological cultures is handed over to Instromedex(India) Pvt. Ltd. Jaipur for being incinerated.

E Waste

As a matter of policy for managing waste sustainably, most computers, batteries and other electronic goods are procured in buy-back mode. As a result, the old machines are taken back by the vendors leaving no e-waste. The old processors in computers are upgraded by installing higher version of the processors and further used for the purpose of data-entry and other such official work to reduce replacement and generation of e-waste. The low configured computers are also donated to sister institutions for use by beginners.

Waste Recycling System

Includes degradable waste of hostel/canteen kitchen and litter into compost for utilization in the maintenance of green cover.

Hazardous chemicals and radioactive waste management

- All hazardous chemicals are kept separately in the store room.

- To prevent generation of chemical waste, chemicals are purchased regularly in optimum quantities to reduce generation of waste(expired chemicals) .

- Safety norms in the laboratory are strictly followed. The material safety data sheet (MSDS) is prepared for all chemicals kept in the laboratories.

- Laboratory safety measures is a compulsory component of curriculum

- Use of hazardous solvents like benzene and toluene are banned; to prevent exposure to hazardous fumes and vapours, fume-hoods are used.

- Corrosive liquids like strong acids and bases are diluted before disposal in drains.

- The inclusion of experiments like Synthesis of organic compounds by green methods and semi-micro analysis of inorganic mixtures in the syllabi to raise awareness for minimizing the use of hazardous chemicals.

- For radioactive waste, if any, the norm followed at the University is to put the radioactive waste inside a lead jacket and handed over to the vendor for safe disposal. So far no radioactive waste has been generated.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

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

Response: B. 3 of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

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

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

Response:

The University strives towards providing an inclusive environment wherein all students feel nurtured

academically and develop a sense of belongingness regardless of their background, identity, learning preferences or education. The teachers and students (from all over India) work together for promoting inter-cultural and cross-cultural understanding with an intersectional approach to exploring issues such as class, language, sexual orientation, gender, race and ethnicity.

Activities are conducted under the following forums to ensure the participation of students drawn from different religions and regions to create an inclusive environment:

- **NSS** and **Unnat Bharat Abhiyan and Rotaract Club** motivate and guide students to organize awareness and training programs (Nukkad-natak, rallies, expert talks) for multicultural and diverse sections of the community (like villages and urban slums) in order to inspire creativity, cultural sensitivity, insight and tolerance through mutual understanding and acceptance.
- **The Equal Opportunity Cell** caters to the needs of differently-abled students and addresses issues related to SC/ST/OBC and minority communities. It regularly organizes activities like poster competitions, sensitization programmes, para-sports meet, guest lectures, and conferences. Recently, a conference on **Awareness Spread and Strengthening of Minority Welfare Affairs** was organized to keep abreast with the policies and schemes launched by the government for them.
- Participation of students from diverse background in events like **IISU Fest, Inter and Intra University competitions, tournaments, Annual Play** ensures learning while interacting with fellow students. The University celebrates different festivals like Eid, Basant Panchami, Holi, Diwali, Lohri and Christmas, thus adding joy and fervuor to campus life, besides emphasizing our rich secular traditions.
- Under the ageis of **SPIC MACAY**, programs of classical music, dance, folk crafts, heritage walks etc. are organized to make students aware about rich Indian culture and heritage.
- **Group presentations, seminar and paper presentation**s by students in classrooms/conferences / workshops or interactive sessions are pedagogical approaches for encouraging team spirit, creativity and ability to collaborate with people from different walks of life.
- **To celebrate** the spirit of Unity in Diversity as seen in our Nation and to strengthen the fabric of the traditionally rich emotional bond among our people. The **Ek Bharat Shreshtha Bharat Club** has conducted activities showcasing the culture and heritage of Assam, which is the paired state for this year.
- International Mother Language Day is celebrated annually as '*Matribhasha Diwas*' and activities like regional song competition, *varna mala lekhan* are organized to sensitize students towards the linguistic, cultural and regional diversity of our country.
- Various topics in courses across subjects like Psychology, English, Social Work, Sociology address the issues of gender, ethics, cultural plurality and multi religious societies creating awareness and acceptance.
- The visit of youth delegations from Pennsylvania State University, USA, and Rotaractors from Korea, Egypt, Belgium, USA , Azarbaijan have led to international exposure propelling students towards acceptance and understanding of an array of different cultural and community perspectives thereby promoting harmony.

To ensure uniformity amongst students, the University has a dress code for certain programmes like MJMC, MBA, BJMC, BBA, and BCA.

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

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

Response:

University is committed towards preparing students to be World Ready **citizens** and to fulfill this responsibility; it organizes activities throughout the year to sensitize students and staff about their constitutional obligations. Apart from the celebration of Republic Day and Independence Day, the University also commemorates other National Days like, Gandhi Jayanti, AmbekarJayanti, Martyrs Day, Teachers Day, and Children's Day, Voters Day, Unity Day, Human Rights Day and others. It organizes awareness programmes in the form of Extension Activities organized by fully functional cells and committees like NSS, NCC, Theatrical Society, Sports, Media Fest, E-Cell 'Chrysalis', CII Yi, Equal Opportunity Cell, Center for Swatch Bharat and Women Cell.

Initiatives taken up to orient & induct the students and employees about constitutional obligations are:

- University initiates all its functions and ceremonies with **National Anthem and** reading of the Preamble and the Fundamental Duties of the citizens of India as given in Article 51 of the Constitution.
- Students have visited Sansad Bhawan twice in the last five years. During their visit, students saw Rashtrapati Bhawan, Ashok Hall, Durbar Hall and other places of political significance which makes them realize the significance of the democratic processes.
- Department of Political Science celebrates the Constitution Day annually by organizing an oath-taking ceremony, picture & poster exhibition, movie screening to create awareness about the Fundamentals Rights, Directive Principles and working of Constituient Assembly.
- The year 2015 was celebrated as **the 125th birth anniversary year of Dr. B.R. Ambedkar** as a tribute to his contribution in drafting the Constitution of India. Activities like Preamble Reading Session, Picture and Poster Making Competition and Studen**ts** Seminar were organized .
- **Voters Day** is celebrated every Year to emphasize the significance of voting rights. The enthusiastic participation of University Students in National Voters Day Programme organized by State Election Commission of Rajasthan has been **appreciated.**
- Department of Political Science organized a guest lecture on **drafting of Constitution** wherein students were given a glimpse of working of members of the constitution committee by way of photographs and also shown original copy of the constitution.
- During the session 2018-19, Department of Journalism and Mass Communication screened a short film to create awareness about voting rights which was appreciated by the MHRD Innovation Cell.
- NSS and Women Cell have adopted five KachhiBastis and five government schools in the nearby area, visited by the volunteers to create awareness about hygiene, nutrition and educational needs .
- The Theatrical Society actively involves students in organizing Street Plays, Stage Plays on and off the campus on social and national issues**, including constitutional rights and duties.**

- Sports Club of the University organizes **Para Sports Meet** for special children wherein they participate in different events and enjoy being awarded and motivated. These events generate a feeling of acceptance and tolerance.
- Departments like Political Science, Home Science and Journalism and Mass Communications undertake in-depth study of the constitution in their regular curriculum and courses at different levels.

https://www.iisuniv.ac.in/NAAC/Criterion_7/7.1.9.pdf

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<u>View Document</u>
Code of ethics policy document	<u>View Document</u>

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

Response:

The overall development of an individual depends on several factors like awareness about our culture, inspiration from great lives and getting acquainted with important days related to all fields of life, which may play a key role in moulding one's personality. As one of the missions of the University, we believe in empowering the youth to help them realize that they determine the outcome of their lives. For this purpose, the University celebrates significant days such as birth and death anniversaries of people who have made meaningful contribution to the society. These activities are coordinated by various Departments and different Guilds of the University, to help students to cherish the Indian value system with a focus on our culture, traditions and heritage, while imbibing the best of the West. The academic calendar is prepared before the commencement of the session incorporating all such significant events to be celebrated during the upcoming session.

Important activities include :

Month	Activity	
July	World Population Day, Prem Chand Jayanti	
August	Raksha Bandhan, International Youth Day, Independence Day, World Senior Citize Sports Day	
September	Teachers' Day, World Literacy Day, International Day for the Preservation of the Oz Tourism Day	
October	Wildlife Week, Indian Air Force Day, World Mental Health Day, World Food Day, Na Celebration of International Year of the Periodic Table (2019)	
November	World Diabetes Day, NCC Day	
December	World AIDS Day, International Day for Disabled Persons, Human Rights Day	
January	World Hindi Day, National Youth Day, Indian Army Day, Netaji Subhash Chandra Bos Voters' Day, National Tourism Day	
February	International Day of Woman and Girl Child in Science, Matrabhasha Diwas, National Sci	
March	International Women's Day, World Theatre Day	
April	World Health Day, Earth Day	
June	World Environment Day, International Yoga Day	

Various festivals are also celebrated on campus, including get togethers on Holi, Raksha Bandhan, Diwali, Mehndi Competition on Teej festival and celebration of kite festival with active participation of students and faculty members.

Collectively, these activities add to the overall development of students, cultivate social consciousness among the youth and prepare them to meet the challenges of the society and the world. They contribute significantly towards helping them become sensible, aware and responsible citizens.

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

7.2 Best Practices

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

Response:

A. Title of the Practice

Robust and Transparent **Assessment and Evaluation** system

Objectives of the practice

To make the system

- student centric, transparent and objective
- continuous, flexible and rapid
- error free, unbiased and less cumbersome

To

- involve the stakeholders in the process of academics and evaluation
- Prepare students for new patterns of testing, such as online exams
- enhance student competence by testing different types of skills
- address the issues of unfair means, malpractices
- reduce grievances

The Context

- Ensure good governance, transparency and accountability
- Familiarization of various stakeholders about the examination regulations
- Satisfaction of Students and Parents regarding the system of evaluation
- Online declaration of marks of CA
- Examination conducted strictly adhering to the Academic calendar
- Online proctored Examination system, lending transparency to the Examination Process and Valuation
- Timely declaration of results
- Reducing cases of unfair means
- Just and fair evaluation

The Practice

Students assessed on the basis of **Continuous Assessment** and **Semester/Trimester/Year End Examination**. CA is based on Test, Home Assignment, Seminar, Quiz, Attendance, Classroom Activity etc.

- **Grading scheme** to compute results, in terms of SGPA&CGPA
- Evaluation methods are communicated to the stakeholders through University website, Academic Handbook and orientation programmes.
- **Marksheets & Degree Certificates are digitized and uploaded on the National Academic Depository (NAD)**.
- **Training programmes and workshops** on the techniques of assessment and evaluation and other examination reforms are organized for faculty members.
- **Meritorious students are awarded** in the Convocation and Annual function.
- University redresses students' grievances pertaining to question papers through **Grievance Redressal Committee**.
- Cases of Unfair means are dealt with by the Unfair means Adjudication Committee
- University strictly adheres to the **Academic Calendar.**

Examination Reforms

- Examination system is fully **automated**.
- **Special pattern of question papers,** questions addressing the knowledge, skill-application,

problem solving are included viz. Objective, Short answer, Descriptive, Analytical, Numerical and Case Studies.

- Integration of **compulsory practical component** for students to apply knowledge and skills to real time/ simulated situations.
- Reforms, initiated and implemented:

- **Moderation** of question papers ensures compliance with the blue print, scope of syllabus and maintains required difficulty level

- **Blueprints** for paper setters ensures adherence to and the syllabus

- **Coding** of answer books and **double evaluation** eliminates bias and renders objectivity

- **Third evaluation** of answer books where the difference of marks of two examiners is more than 20%, for fair assessment

- **Central Evaluation** of UG answer books for timely declaration of results

- Comprehensive **scrutiny of answer books** and awards to check and rectify assessment lapses and totalling errors

- **Remedial tests** and **special examination** for students participating in National/ State level activities / on medical grounds.

- Question papers set mostly by external examiners

- **Computer based, Research Entrance Test** for admission to M.Phil./ Ph.D. Programmes and also in some **foundation subjects**

- **Best 5 answer books are kept in the library** to guide students, particularly for slow learners

- **Scribes** are provided, to transcribe a student's answers in University exams.

- Award of credits only after qualifying both in CA and Semester end examination separately

- Semester end examination (2019-20 even semester) and RET (2020-21) conducted online in the

wake of COVID 19.

Evidence of Success

- Smooth, efficient conduction of examinations
- Objectivity and transparency in the evaluation system
- Timely declaration of results
- Minimization in number of grievances pertaining to examination
- Improved performance of students
- Increased number of students being selected for competitive exams.
- Increased number of students admitted in foreign universities.
- No selective learning by the student
- Increase in Volunteering
- Maintenance of Secrecy
- Curtailed demand for revaluation
- Grading system has led to minimizing misclassification of students on the basis of marks
- Enhanced question framing skills of teachers

Problems Encountered and Resources Required

- Changing global scenario propels innovations in the course content but finding a competent external examiner becomes a challenge.
- Pattern of question paper is quite exhaustive which narrows the probability of finding external paper setters.
- At times students fail to realize the importance of being consistent in studies, which results in poor performance in Continuous assessment.
- The diverse range of courses offered pose a challenge to conduction of Examination in time.
- In central evaluation not all institutions are willing to relieve the external examiners for evaluation work at the university.
- Timely receipt of the question papers from paper setters is a challenge.
- In the tight schedule of semester/ trimester system it's a challenge for students to participate in co-curricular and extracurricular activities
- For secrecy related work a good software, Computers with high specifications, Internet, dedicated staff and secure office space are required.

B. Title of the Practice

Innovative, Job oriented **Career Oriented Skill Development** courses

Objectives of the Practice

- To make the curricula more robust, **enhance the skill component of the syllabi** and to introduce **Career Oriented Skill Development to** empower students to be job worthy/ create entrepreneurial ventures.
- To :

- Provide **career education** and develop skills in students to directly enter the workforce

- Support students in the **vocational exploration, identification, pursuit** and **integration** of personal and professional career goals
- Initiate programmes for training students as per needs of **"local"** employers
- Develop courses of interest for personal and community development
- Broaden the skill-base of the students enrolled in Degree programmes and to empower them for **alternative vocations**
- Connect students directly to opportunities for employment, through **internship /on the job training**
- Develop professionals with **global competencies** viz. soft skills, foreign languages, ICT's, cosmopolitanism etc.

The Context

- The institution's philosophy is to develop **student centric, rigorous, flexible** curricula which is relevant for the individuals, the country's economy, and the society at large.
- It motivates to look beyond traditional pathways of **3 E's** viz. **Education**, **Employability and Employment** and think of strategies to bridge the gap between skill and knowledge.
- Incorporate vocational & skill component in the regular courses
- Offer short-term skill-based courses along with traditional degree courses
- Offer vocational and industry-aligned professional courses
- Promote interdisciplinary programmes that prepare students for diversified career opportunities

- Institution started **5 Add-on COSD** courses sanctioned by the UGC in 2004 and received a grant of **Rs. 10 lakh** for the same**.**
- Subsequently several COSD courses were started on being sanctioned by the UGC along with necessary funding viz. **International Business, Jewellery Designing, Tourism and Airline Management etc.**
- The tally today stands at **34 self-sustained COSD courses**.
- Courses focus on real-world application, many programs incorporating **internships or projects** .

The Practice

- Courses are offered as add on in open mode without any restriction of faculty or subject
- Three level courses : Certificate, Diploma and Advanced Diploma
- **Progressive** in approach- A Certificate holder is eligible for the Diploma course and a Diploma holder for the Advanced Diploma Course
- Provide opportunities to students for enhancing their **career development & exploratory learning** through hands-on practice, classroom sessions, understanding of the job market, skill development and decision-making
- Students enrolled in Undergraduate/Postgraduate programmes are eligible to take up any one of these courses alongside their regular course of study
- In the first year of Undergraduate programmes its compulsory for students to opt for a COSD course
- **Stand-alone** courses, students not enrolled for any degree programme can also pursue them
- Characterised by **credit system, unit-based syllabi and outcome-based assessment**
- At the end of three years, the students are equipped with a Certificate/Diploma/Advanced diploma

in an add-on course along with a conventional degree in Science/Arts/Commerce

- Designed to be **interdisciplinary** in nature focussing on skills in an area and promote horizontal mobility
- **Internships, projects, on the job training, practicals, seminars, presentations** by the students form an integral part of the syllabi of most of these courses
- University maintains a robust industry-academia interface to bridge the gap between the two and make the content of these courses industry relevant

Evidence of Success

- These courses have proved to be effective in student's overall progression , in seeking employment or setting up own start-ups
- The multi-faceted, multi-disciplinary learning experience has facilitated the **scope for better employment** which is reflected in the placements
- Students have developed multiple skills through the field experience/practical training/ summer internships and are able to apply theoretical knowledge in practical situations
- With the help of skills earned through COSD courses, several students have established themselves as **first-generation entrepreneurs** in various fields such as Fashion Designers, Jewellery Designers, Assistant Professors, Tour Managers, Event Managers etc.
- Students have established careers in the area of their COSD rather than their chosen stream for degree programmes

Problems encountered and Resources required

- Sustaining the interest of the students of professional programmes in these courses is a challenge because they are under pressure to cope with the core courses of the programme
- Students at times face problem in getting permission from their parents for internships
- Getting adequately trained faculty to teach the skill based papers
- In a tightly scheduled semester pattern of teaching, time management is one of the biggest challenges in giving special space to industry-academic interface
- Good Infrastructure, adequate faculty and resources are required to run these courses with visible practical outcomes.

Other Information

Employability Enhancing Unique Courses

B.Com (Hons.)Proficiency in Chartered Accounting and B.Com (Hons.) Proficiency in Company Secretaryship

- The University is amongst very few Universities that offer the uniquely designed B.Com (Hons) course with the CA and CS syllabus embedded in the curriculum itself to prepare students for these specialized professional streams.
- The University holds a record of various ranks in CS and CA Foundation.
- It provides support in Articleship through our vast network.
- Practical evaluations, mock tests prepare students for CA and CS Exams.
- The University exams are flexible as per schedule of CA and CS Exams
- Industrial visits and trainings prepare the students for the professional world.

B.Com (H) in Applied Accounting and Finance

- This programme is approved and accredited by **Association of Chartered Certified Accountants (ACCA), UK**, a global body for professional accountants.
- Designed for students who wish to pursue a career in Finance and Accounting.
- As part of the MoU :
  - Syllabi of papers of ACCA have been approved and embedded and approved in the syllabus of this programme. The student Of IIS(deemed to be University) gets exemption of 6 papers out of total 13 papers, on the basis of courses included in the curriculum of the University.
  - They get an opportunity to earn a degree from the Oxford Brookes University, UK by submitting a dissertation and also an Advanced Diploma from ACCA after clearing 9 papers.

Learning And Development (LAD) course

- In the modern workplace one needs more skills to be successful . Today's employers seek candidates who can perform their jobs well and also fit into the company's culture and interact with other employees. To do this, students need to develop their personality.
- On the basis of the feedback received from the recruiters the university offers Learning And Development course to the students of professional courses, that have credits attached to it.
- Students are trained in soft skills that are attributes that enable them to engage in meaningful interactions with others. Since most jobs require teamwork, it's important to possess soft skills to enhance their employability and achieve their dream job.
- They learn skills that help increase productivity in career, build professional relationships and thrive at job.
- Students understand business etiquette, how to behave in a social setting, time management.
- They learn to create industry specific resume, their own blogs on platforms such as blogspot.com and wordpress , Vlogs on Youtube and Instagram and more.
- One of the positive outcomes of the LAD trainings is that the students have developed a flare for new interests and are creating and posting their blog posts on various platforms such as Blogspot (blogger.com), Wordpress.com and Instagram

Other innovative practices

- Teaching pedagogy for students of Fashion design constitutes the combination of theory, skill innovations, design projects and field experiences. To add value guest lectures and workshops are organized wherein students are able to have direct interaction with academicians and industry experts. For experiencing ground realities in design sector, annual fashion show is organized wherein students get exposure to the practical aspects of design process.
- Jaipur is known as the hub of India for jewellery of precious and semi-precious ornaments. Jewellery Designing aims to transform the students into professionals, combining creativity, entrepreneurship, technology and market awareness. The programme is industry based, which is supported by lectures, practicals, seminars, demonstrations, workshops by industry experts as well as exhibitions, field visits, internships and projects.
- Department of Physics has included papers on allied fields of Physics like Bio physics, Medical physics and Astrophysics at UG and PG level to prepare students to take up further studies in respective fields or take up interdisciplinary research. The exposure to Bio Physics will make the students suitable for handling various medical diagnostic instruments based on principles   of

Physics. The syllabus also has papers on contemporary topics like Information

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Three Es in Academics: Efficiency, Excellence and Effectiveness

The one area that is distinctive to the priority and thrust at IISU is the development of educational practices which empower the students, liberate the mind, cultivate intellectual and critical judgement, and foster ethical and social responsibility. The focus here is not on just preparing an educated work force but also an informed citizenry which is the basic premises for nation building. These practices go beyond the market-driven mobility experience and include the entire range of competencies underpinned by a global outlook. To achieve this end, the University has adopted a 'values-based' curriculum which is in line with its vision, mission and goals and engages the students on multiple levels. The teaching learning experiences emanating from this curriculum foster in our learners: a) a belief that they can make a difference in the world, b) civic commitment and global consciousness, c) development of compassion and understanding of their obligation towards all humanity, d) appreciation and respect for other cultures, religions and social ethos, and e) ability to live and work successfully in a global society and e) Leadership with social responsibility

While focusing on its commitment to advancing knowledge, cultivating critical thinking and developing the individual, the university has evolved the following practices and institutional ethos:

- A rich tapestry of programmes and courses ranging from traditional to professional and vocational which not only provide subject specific knowledge and skills but also generic competencies like problem solving, analytical abilities, communication and interpersonal skills
- An outcome-based curriculum built on the student centric learning model
- Introduction of research component in UG and PG courses to enable students to develop a scientific temperament
- Emphasis on interdisciplinary teaching and learning through inclusion of a variety of Career Oriented and Skill Development Courses and Foundation Courses
- Introduction of employability enhancing unique courses like **B.Com (H) in Applied Accounting and Finance accredited by ACCA, UK**
- State of the art Laboratories equipped with modern equipment to promote research and foster

creativity

- Inclusion of latest softwares like EViews, MathLab, SPSS, WIEN2K, Quantum Espresso, Gaussian 16, IBM DB2, Micrografx Flow Charter, Optitex, Wolfram Mathematica and Coral Draw in the course curriculum to familiarize them with the modern tools of learning and also to provide a hands on experience

- Promotion of collaborative research projects and publications to enhance implementation of innovative ideas

- Sanction of Research Projects to faculty members and student and **provide seed money** for the same.

- Regular assessment of curriculum and disciplinary knowledge bases for expansion of their frontiers exponentially in order to accommodate the latest developments and issues, both at local and global levels

- Involvement of stakeholders – parents, community, employers and alumnae in curricula development, its revision and other activities on campus, by way of feedback and participation in different activities

- Incorporation of practical**s**, student projects, seminars, internships in the curriculum to give hands on experience to students so that they learn to apply their knowledge to real-world problems using the concept **'Study, Plan and Execute'** and become better thinkers and more responsible citizens.

- Based on the institutional ethos of equity, access, capacity and humanism, an inclusive platform is provided to students from diverse backgrounds to enhance their strength and capabilities and ensure equal opportunities for them

- Use of diversity on campus as an intellectual and educational force to not only inculcate the spirit of National Integration but also to harness the potential for multiple perspectives and experiences to seep into the daily interchanges within and beyond the classrooms

- Dynamic and engaged pedagogy which removes students from their comfort zones and ensures their participation, sustained interest and accelerated learning

- Encouraging beyond classroom learning through workshops, seminars, conferences and guest lectures for a wider academic experience

- Rich campus life with different societies and guilds to a) unclip their wings of creativity, interest and potentials and b) to sensitize them and initiate dialogues on civic and global issues like peace and human rights, intercultural understanding, moral education, respect for plurality, tolerance and inclusiveness

- Establishment of IISU incubation Centre to mentor students starting a business venture and also the ones studying Entrepreneurship

- Integration of extracurricular activities in the curriculum to ensure maximum student participation for character building, promotion of physical and mental wellbeing, enhancing ability for teamwork, promoting interpersonal skills, engaging students in outreach activities and community based programmes, inculcating patriotic fervour and pride in the nation, developing an appreciation **for** other cultures, languages and religion through interaction with people and students from different parts of the country and abroad

- **Online conduction of classes and exams in the wake of COVID 19**

- A **free and fair** evaluation pattern with formative and summative assessment systems

- Well set pattern for conduction of research

- Creating environment consciousness in the staff and students through sensitization drives, active participation in government programmes and green campus initiatives of 3Rs- reduce, recycle, reuse

- Visits by numerous eminent personalities from different spheres of life to share their vast knowledge not just to motivate but also provide global exposure to students

The educational philosophy at the university takes into account the need to provide students with the ability to conduct intercultural dialogue, to consider an issue from various points of view, to develop a democratic culture, and to hone their linguistic skills and other competences to compete at the global level. In a nutshell, the institute has been giving a focused attention, with successful results, on development of the students in the round by helping them to develop a sense of belonging to a wider community in order to understand and appreciate the common humanity and draws on the interconnectedness between peoples as well as between the local and the global. Gurudev Rabindranath Tagore had wisely said that "The highest education is that which does not merely give us information but makes our life in harmony with all existence." This is the main thrust of education we strive to give at IISU.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- In order to promote the *National Innovation and Start-up Policy 2019* of the MHRD, GOI, the University has constituted an Innovation and Start-up Cell and signed an MoU with iStart Rajasthan - an initiative of the Govt. of Rajasthan. The University also has a registered Incubation Centre to provide various facilities and services as needed by Incubatee Start-ups. At present, it supports 9 student start-ups.
- As a Deemed-to-be University, the range of research activities taken up by it in different thrust areas is quite wide and on subjects such as Nano Science and Nano Technology, Computational Physics, Computational and Analytical Chemistry, Cloud Computing, Data Mining, Environmental Toxicology, Clinical Nutrition, Product Development, Food Processing and Nutrient Analysis, Soil Toxicology, Environmental Monitoring and Analysis, Climatology and Climate Change, Industrial and Bio-geography, Dielectric Measurements, Jewellery, Textile Testing and Quality Control, Dyeing and Printing, Tribal and Folk Art, Print Making, Apparel Construction, Gender Studies, Sustainable Development, South Asian Studies, Indian Economic Issues, Women's Writing, Diaspora Studies, African-American Literature, Young Adult Fiction, Indian Writing in English, Narratology, Science Fiction, Partition and City Narratives, Micro-Finance, Organizational Behaviour, Children with Special Needs, Positive, Clinical and Sports Psychology, International Business and Organizational Development
- Student-projects at the U.G. level in the faculties of Science, Arts & Social Sciences and Commerce & Management to promote research-based teaching from the initial stage
- Industry visits, study tours, excursions, are a regular feature for promoting experiential teaching-learning
- Annual Exhibition by the Department of Fine Arts to showcase student-creativity
- Annual Fashion Show to display the creations of students from the Departments of Fashion & Jewellery
- Mega-events including, national and international Conferences such as the West Zone Vice-Chancellors' Meet, the All India Commerce Conference of Indian Commerce Association, all India/ West Zone Inter University Sports Tournaments etc. are organized independently as well as in partnership with various external agencies, research bodies and academic institutions
- Visits by top academicians, scientists, researchers and experts from a wide variety of fields and diverse specializations
- The University plays an active role in social responsibility by encouraging its students to work in alignment with national programmes like *Swachha Bharat* and *Unnat Bharat Abhiyan.*

Concluding Remarks :

The cornerstone of educational excellence at IIS (deemed to be University) lies in its curricular framework, integration of skill based COSD courses and pedagogy focused on imparting education that grooms students to contribute to the advancement of knowledge in their chosen subject of study; to actualize their potential; and, to participate proactively in nation-building. The University strives to maintain its cosmopolitan and pluralistic tradition by enrolling young scholars and faculty members from varied communities and socio-economic backgrounds. Founded on the philosophy that in the face of a transforming society, youth participation is imperative, the University has taken upon itself the role of providing young people with vital lessons in leadership combined with social responsibility.

The University has a vibrant environment for research and extension activities that provides an interface between training, research and the wider community. In order to give voice to the intellectual dialogue and disseminate knowledge, both within the University community and in the broader academia, the University has taken the initiative to publish peer-reviewed journals in all the faculties.

The University is thus committed to delivering a world-class education through cutting-edge infrastructure; high-quality support to students across a range of areas; and, an innovative teaching and supportive learning environment. This occurs within a partnership framework between students and the University in which students are proactively supported by the University's faculty-based administrative manpower for providing them academic support, access to welfare schemes and awareness for career planning. Besides this, the University has always been very responsive to embracing any new development or reform in the field of higher education, be it adopting CBCS, Grading system, the Learning Outcome-based Curricular Framework, MOOCs, skill-based courses and/or digitally-anchored pedagogy.

For promoting effective and participative governance,the University's policies are designed to focus on generating and promoting understanding, trust, accountability and participation in processes that accomplish its mission and goals. The University also strives to achieve its objectives through constant innovation and following best practices in all its endeavours.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1819</td><td>1629</td><td>1798</td><td>2016</td><td>1754</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1779</td><td>1629</td><td>1798</td><td>2016</td><td>1709</td></tr></table> Remark : Provided certificate for the year July 2020 (2020-21) has not considered. DVV has exclude the students from Diploma & Certificate programs.
1.4.1	**Structured feedback for design and review of syllabus – semester-wise / year-wise is received from** **1) Students, 2) Teachers, 3) Employers,** **4) Alumni** Answer before DVV Verification : A. All 4 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per feedback report from Students and Alumni provided by HEI.
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 1896 Answer after DVV Verification: 1790
2.4.4	**Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years** 2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years** Answer before DVV Verification:

08-04-2021 11:26:25

2019-20	2018-19	2017-18	2016-17	2015-16
35	56	33	27	22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3	**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer before DVV Verification : 9

Answer after DVV Verification: 0

Remark : Supporting document for 2019-20 not provided. Provided e-copies for the year 2020-21 has not considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	8	4	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3120	0	0

Remark : Supporting e-copies of grant award letter for 2018-19 has not provide. DVV has made the changes as per provided e-copies of grant award letter for the year 2017-18. Mail letter has not considered.

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

   3.2.3.1. **Number of research projects funded by government and non-government agencies during the last five years.**
      Answer before DVV Verification : 2
      Answer after DVV Verification: 1
   3.2.3.2. **Number of full time teachers worked in the institution year-wise during the last five years..**
      Answer before DVV Verification : 212
      Answer after DVV Verification: 221

Remark : Supporting e-copies of grant award letter for 2018-19 has not provide. DVV has made the changes as per provided e-copies of grant award letter for the year 2017-18. Mail letter has not considered.

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	30	30	30	19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
27	27	29	29	19

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

   3.4.5.1. **Number of research papers in the Journals notified on UGC website during the last five years.**
      Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
75	68	55	52	52

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	0

Remark : DVV has made the changes as per three papers published in science direct with co-authors.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.78	0.75	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.65	0.75	0	0	0

Remark : DVV has made the changes as per supporting letter by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
29	16	9	5	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	2	0	1

3.6.3	**Number of extension and outreach programs conducted by the institution including those**

through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs).

3.6.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
162	134	116	124	100

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
90	70	85	70	74

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12880	11606	7601	10909	8409

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4747	5034	5233	5226	4972

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
322	460	471	319	285

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

259	331	373	249	221

Remark : DVV has made the changes as per provided linkage document by HEI. Provided some linkage document not provide by HEI.

4.1.4	**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
442.69	107.47	132.07	774.27	137.46 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
418.93	89.17	130.84	666.11	103.01	
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4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year** 4.2.4.1. **Number of teachers and students using library per day over last one year** Answer before DVV Verification : 1048 Answer after DVV Verification: 530
4.3.1	**Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)** 4.3.1.1. **Number of classrooms and seminar halls with ICT facilities** Answer before DVV Verification : 108 Answer after DVV Verification: 93 Remark : DVV has made the changes as per provided ICT enable classroom and seminar halls photos by HEI.
4.3.4	**Available bandwidth of internet connection in the Institution (Leased line)** Answer before DVV Verification : C. 250 MBPS - 500 MBPS Answer After DVV Verification: B. 500 MBPS - 1 GBPS Remark : DVV has made the changes as per invoice of internet connection for the year 2019-20.
4.4.1	**Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
51.66	39.01	37.89	32.36	33.49

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
41.42	32.32	37.89	32.36	33.49

| 5.1.1 | **Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).** |

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
997	960	971	918	935

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Sanction letter for students not provide by HEI.

| 5.1.2 | **Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.** |

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3275	3545	2813	3419	2802

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

| 2815 | 3393 | 2578 | 2584 | 2479 |

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
200	299	374	319	187

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
200	192	173	170	86

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
238	340	418	354	222

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
238	340	418	354	222

Remark : DVV has made the changes as per pro-rata basis of provided qualifying certificate by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
204	246	274	287	353

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
204	243	269	285	351

	Remark : DVV has made the changes as per provided offer letter of students by HEI. Some of the offer letters has not provided.
5.2.3	**Percentage of student progression to higher education (previous graduating batch).** 5.2.3.1. **Number of outgoing student progressing to higher education.** Answer before DVV Verification : 574 Answer after DVV Verification: 350 Remark : DVV has made the changes as per supporting document provide by HEI.
5.3.1	**Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.** 5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.** Answer before DVV Verification: Answer After DVV Verification :
5.3.3	**Average number of sports and cultural events / competitions organised by the institution per year** 5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.** Answer before DVV Verification: Answer After DVV Verification :
6.3.2	**Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

Answer before DVV Verification (5.3.1.1):

2019-20	2018-19	2017-18	2016-17	2015-16
127	90	79	86	75

Answer After DVV Verification (5.3.1.1):

2019-20	2018-19	2017-18	2016-17	2015-16
115	78	65	78	62

Answer before DVV Verification (5.3.3.1):

2019-20	2018-19	2017-18	2016-17	2015-16
88	87	88	95	67

Answer After DVV Verification (5.3.3.1):

2019-20	2018-19	2017-18	2016-17	2015-16
76	74	79	83	60

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
171	204	197	187	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Provided request reimbursement letter has not considered. Provided bills has not reflect that they have paid by college. Provided statement has not reflect teacher's name.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
08	19	06	04	05

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	03	01	0	01

Remark : DVV has not considered those report which has provided without photographs.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
122	102	07	09	32

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
48	102	07	09	32

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1.51	2.51	2.32	1.92	2.46

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Letters not given by non-government bodies. Audited statement has not provided .

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

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

Answer before DVV Verification : A. Any 4 or all of the above
Answer After DVV Verification: B. 3 of the above
Remark : Provided certificate for Clean and green campus not signed by auditing agency.

2. Extended Profile Deviations

ID	Extended Questions
1.2	**Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1521	1658	1666	1637	1468

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

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1713	1786	1790	1745	1578

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4349	4662	4892	4869	4641

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1069	4622	4837	4828	4594

2.1	**Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2794	2688	2577	2581	2436

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2638	2522	2489	2490	2322

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
223	219	213	208	199

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
221	219	211	206	197

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
261	256	247	225	212

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
261	256	247	225	212

3.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 468 Answer after DVV Verification : 173

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1333.80	958.01	1091.84	1517.67	772.03

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
885.34	837.76	941.41	722.90	615.57

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