



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHOBHIT UNIVERSITY

ADARSH INSTITUTIONAL AREA, BABU VIJENDRA MARG, GANGOH, DISTT.

SAHARANPUR

247341

www.sug.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shobhit University, Gangoh, Saharanpur, was established under the Shobhit Vishwavidyalaya, Uttar Pradesh Adhiniyam, 2011 (U.P. Act No. 3 of 2012) and recognized under Section 2(f) of the UGC Act, 1956. The University is committed to fostering quality education, research, and innovation, aiming to empower youth and contribute to national development. Guided by its mission and vision, the University integrates vertical and horizontal learning approaches to shape future global leaders.

Situated in Saharanpur, a district with strong agricultural growth but limited higher education opportunities, the University addresses the region's need for skill development and youth empowerment. Established by NICE Society Trust, it began as Shobhit Institute of Engineering and Technology (SIET) in 2000, the first higher technical education institution in Saharanpur Division. Over time, the Trust expanded its educational initiatives with the addition of a 100-bed hospital (2004), a Pharmacy College (2005), an Ayurveda Medical College and Research Centre (2014), and a Medical College of Naturopathy and Yogic Sciences (2016). The University also established a Centre for Spirituality Research and Virasat-Heritage Research Center, reflecting its focus on cultural and spiritual education.

Today, Shobhit University offers programs tailored to local and global needs in diverse fields, including Ayurveda, Engineering, Management, Pharmacy, Law, Education, Agriculture, Biological Sciences, Naturopathy, Yoga, and skill development. Its alumni excel in national and international arenas. The campus embodies a rural character, featuring lush green surroundings, a pollution-free environment, and programs that address rural development.

The University comprises several schools:

1. School of Ayurveda - KSVAMC&RC
2. School of Pharmacy - AVIPS
3. School of Naturopathy - KSVMCN&YS
4. School of Biological Engineering & Sciences
5. School of Engineering & Technology
6. School of Agriculture & Environmental Sciences
7. School of Education
8. School of Business Studies & Entrepreneurship
9. School of Law & Constitutional Studies

Shobhit University continues to grow as a people-centric institution, dedicated to creating professionals who meet both local and global challenges.

Vision

The University will be internationally recognized as a premier Indian University with a global perspective that educates leaders who will fashion a more humane and just world. It is to develop the University as a brand in technical education, research and industrially relevant innovations at national and global level. We also strive to

be a leading world class University, a key node in national and global knowledge network which will empower India with knowledge and innovations.

Mission

The core mission of the University is to promote learning in Indian tradition with international outlook. The University offers undergraduate, post-graduate, research scholars and professional students, the knowledge and skills needed to succeed as persons and professional in niche technical areas, and the values and sensitivity necessary to be men and women.

The University will distinguish itself as a diverse, socially responsible learning community of high-quality scholarship and academic rigor, sustained by Indian ethics & values. The University will draw from the cultural, intellectual and economic resources of the nation to enrich and strengthen its educational programs.

The governance of the university reflects effective leadership and is in tune with the vision and mission of the university. The vision and mission statement defines the distinctive characteristics of the university which address the needs of the students and society it seeks to serve by:

1. Offering programs in all futuristic and emerging disciplines.
2. Focusing on research, innovation and extension.
3. Developing graduate attributes as per the need of the profession.
4. Developing the overall personality of the students to be excellent professionals
5. Inculcating values to be a good human being and having regard for heritage and culture.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Shobhit University offers a wide array of academic programs, including undergraduate, postgraduate, and professional degrees across disciplines such as law, management, engineering, Ayurveda, and biological sciences. This diversity allows students to pursue their academic interests and offers flexibility in their educational journeys. The inclusion of unique programs in Ayurveda and Agricultural Sciences highlights the University's commitment to rural and indigenous knowledge systems, distinguishing it from other institutions in the region.

The University focuses on empowering rural communities, providing access to quality education in the rural district of Saharanpur. With programs tailored to meet the specific needs of rural students, including agricultural and vocational courses, Shobhit University ensures inclusivity. Scholarships and financial support are also offered to students from economically disadvantaged backgrounds.

The University is also known for its Ayurvedic Medical College, which caters to the growing global interest in traditional medicine. Combining Ayurveda with modern medical practices, it attracts both national and international students.

Shobhit University boasts modern infrastructure, including state-of-the-art classrooms, laboratories, libraries, and sports facilities. Industry collaborations and partnerships further enrich students' educational experience,

bridging the gap between academia and real-world industry practices. The University emphasizes holistic development through co-curricular activities, leadership programs, and sports, ensuring students are well-prepared for their future careers.

Institutional Weakness

Shobhit University's location in Gangoh offers a significant advantage in terms of rural empowerment, but it can also pose challenges regarding accessibility. Being situated in a relatively remote area, it may not appeal to students from major urban centers who prefer institutions in metropolitan cities for easier travel, networking, and access to resources. Limited public transportation and distance from industrial hubs may further hinder the University's ability to attract students from outside the region.

While the University's focus on rural students is commendable, it can also limit its student pool. The local population in Saharanpur and surrounding areas may not be large enough to sustain long-term growth, and the student enrollment could be lower compared to urban-based universities.

Additionally, attracting and retaining faculty with specialized expertise, particularly in niche areas like Biological Engineering and Ayurveda, may be challenging. There is a potential shortage of qualified faculty in these emerging fields, which could impact the depth of education and research.

Despite having research centers, Shobhit University could enhance its research initiatives. A stronger focus on research output, improved infrastructure, faculty development, and fostering collaboration will be necessary to boost its research profile and contribute to the academic community.

Institutional Opportunity

1. The COVID-19 pandemic has accelerated the shift toward online learning, presenting an opportunity for Shobhit University to expand its online and hybrid education offerings. By offering distance education and online degrees, the University can reach a broader, more diverse student population, extending its reach beyond the local region. Utilizing advanced online tools will allow the University to offer greater flexibility, especially for working professionals and students in remote areas.

With the global rise in interest in alternative medicine, Shobhit University is well-positioned to capitalize on the growing demand for Ayurveda. By strengthening its Ayurvedic Medical College with advanced research programs, specialized certifications, and global health initiatives, the University can attract international students and form partnerships with global healthcare institutions, enhancing its reputation in Ayurvedic education.

The University also has the potential to expand its international collaborations by partnering with prestigious universities worldwide. These partnerships could offer exchange programs, joint degrees, and collaborative research, further elevating the University's profile.

Additionally, government initiatives focused on rural education present an opportunity for Shobhit University to align its programs with national schemes, attracting funding, grants, and scholarships. The University's agricultural programs also have significant growth potential as demand for sustainable farming and agricultural education rises.

Institutional Challenge

Shobhit University faces significant competition from established universities in urban areas that offer similar programs, with greater resources, brand recognition, and access to a larger student base. To stand out, the University must highlight its unique strengths, such as its Ayurvedic Medical College, rural-focused initiatives, and emphasis on holistic education.

Economic constraints in rural areas can make higher education unaffordable for many students, despite the University's scholarship offerings. To ensure broader accessibility, Shobhit University may need to expand financial aid options and explore more affordable education models.

The evolving regulatory landscape in Indian higher education poses a challenge. Changes in government policies regarding funding, accreditation, and quality control can impact the University's operations. It must stay flexible and adaptable to comply with national standards and regulations.

Additionally, technological advancements in AI, machine learning, and online education platforms require Shobhit University to continuously invest in technology to stay competitive and avoid falling behind.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The university is dedicated to designing and delivering contemporary curricula tailored to local needs, global trends, and emerging requirements. Offering approximately 25 undergraduate, postgraduate, and doctoral programs across nine faculties, it employs a structured approach that integrates the aspirations of stakeholders, including students, staff, parents, and employers. Curricula are designed to align with the university's vision, mission, and regulatory standards, incorporating Program Education Objectives, Program Outcomes, Program Specific Outcomes, and Course Outcomes. The process involves rigorous discussions in Boards of Studies, Faculty Boards, and the Academic Council, ensuring well-rounded deliberation and approval. Academic flexibility is a hallmark, providing students the opportunity to choose from diverse electives, interdisciplinary courses, MOOCs, value-added programs, and short- or long-term certificate courses. Experiential learning is prioritized, with students engaging in community-based projects, health-related topics, and skill-building activities that enhance employability. The Choice-Based Credit System (CBCS) is implemented in most programs, emphasizing skill development and career readiness. Advanced courses, life skills modules, and heritage education further enrich the curriculum, while mandatory courses on Environmental Studies, Professional Ethics, and Universal Human Values address sustainability, ethics, and holistic development. The university regularly updates its curriculum based on formal and informal feedback from stakeholders to ensure alignment with current trends and expectations. Feedback is systematically collected through a robust, online-enabled mechanism managed by the Internal Quality Assurance Cell (IQAC), analyzed, and shared with department heads for action. This process ensures continuous improvement in curriculum design, teaching-learning methodologies, and facilities, fostering a responsive and dynamic academic environment.

Teaching-learning and Evaluation

The university adopts a systematic approach to student enrolment and academic processes, ensuring diversity and quality education. Admission notifications are published in leading newspapers, on the university website, and social media platforms. Admissions are conducted through SUNET, merit, and national-level tests like NEET, while Ph.D. admissions adhere to UGC norms via entrance tests and interviews. M.S. /M.D. admissions are processed through AIAPGET. The student population reflects diversity, with representation from various states, though the university primarily serves local youth from the district and neighboring areas. A robust mentoring system addresses the diverse socio-economic and academic backgrounds of students, with tailored learning modalities and question papers catering to varying levels. Special classes and sessions enhance communication skills for interested students. The teaching-learning process emphasizes student-centric methods, integrating conventional and modern pedagogies, including virtual classes when needed. Online learning platforms like SWAYAM and NPTEL are encouraged, with ICT-enabled or smart classrooms constituting more than half of the facilities. The university utilizes the Learning Management System 'Digii' for online delivery, academic record maintenance, and other modules, ensuring effective online education, particularly during the pandemic. Faculty members are highly qualified, with a balanced mix of experience and youth, maintaining an optimal student-teacher ratio of 1:14. Approximately 50% of the 204 regular faculty are Ph.D./MD/MS holders, with an average teaching experience of over seven years. Teachers hail from more than 15 states, adding diversity to the academic environment. The evaluation process is continuous and aligned with Outcome-Based Education, the National Education Policy, and the National Credit Framework. Automated examination systems ensure timely result declaration, accessible online, while PG and Ph.D. theses comply with institutional ordinances and are uploaded to Shodhganga. Student performance is exemplary, with a pass percentage exceeding 90%. Programs feature well-defined PEOs, POs, PSOs, and COs, all hosted on the university website, ensuring alignment with learning outcomes.

Research, Innovations and Extension

The university actively promotes research, innovation, and extension activities, fostering a robust ecosystem with dedicated resources and facilities. A specific budget is allocated for research, with specialized laboratories and a well-defined research policy in place. Seed money is provided to faculty to support and encourage research, while the university assists in securing external funding and consultancy opportunities. Research infrastructure is continuously upgraded with modern equipment and consumables, monitored by the Dean of Research and supporting committees. An innovation-friendly atmosphere is nurtured through the Institution's Innovation Council, which fosters a culture of creativity and start-ups. Regular workshops and seminars on Intellectual Property Rights (IPR) further enhance awareness and capabilities. Over the past five years, faculty and students have published more than 300 research articles, 45 patents, and participated in numerous scientific events. Revenue-sharing arrangements, with 30% for the university and 70% for researchers, promote consultancy services, which have generated income through faculty and student projects.

The university also engages in extensive extension activities, organizing blood donation drives, cleanliness campaigns, free medical camps, legal aid initiatives, and awareness programs benefiting the surrounding rural areas. More than 400 outreach activities over five years have positively impacted many individuals, with transportation provided for patients from nearby villages. These efforts are supported by organizations like NCC, NSS, and UBA. Collaboration is a cornerstone of the university's approach, with operational Memoranda of Understanding (MoUs) established with numerous institutions and industries, including Avantika University, Maharaja Agrasen University, and Bosch Ltd., among others. These partnerships extend to diverse sectors such as engineering, healthcare, education, agriculture, telecommunications, and media, facilitating skill development, research exchange, and employment opportunities. MoUs with international organizations like EduclaaS Private Ltd., Singapore, and Orel State University, Russia, broaden the global

perspective of the university. Additionally, platforms like Shodhganga and collaborations with skill centers and pharmaceutical companies further enhance research and professional development opportunities for students and faculty.

Infrastructure and Learning Resources

The university boasts a state-of-the-art infrastructure designed to provide quality education and training. Physical facilities include administrative blocks, ICT-enabled classrooms, well-equipped laboratories, a central computing facility, rich libraries, auditoriums, seminar halls, workshops, skill centers, an exam cell, and comprehensive hostel and mess facilities. Additional amenities include indoor and outdoor sports complexes, a canteen, stores, a maintenance room, student common rooms, a bank, an animal house, a herbal garden, and a large hospital offering IPD and OPD services. These facilities ensure a conducive environment for holistic learning and development.

The attached two-hundred-bed hospital, part of the Ayurveda Medical College & Research Center, serves as a key clinical learning resource. It includes a fully equipped clinical laboratory and various departmental facilities to support the training and education of trainee interns.

Libraries across the campus are well-stocked with approximately 40,000 books, journals, and a wealth of online resources. Besides a central library, departmental libraries offer additional reading material to cater to specific academic needs, enhancing the learning experience for students and faculty.

The IT infrastructure of the university is robust, with over 600 computers and laptops equipped with the latest configurations, proprietary, and open-source software. The campus is Wi-Fi enabled with high-speed internet connectivity of 1 Gbps. Half of the classrooms are ICT-enabled, and well-equipped computer labs ensure access to modern technology for all students and staff.

Maintenance of the campus infrastructure is systematically managed. A dedicated team of technical staff, supervised by the Estate Officer, oversees the upkeep of facilities. Equipment and instruments are maintained through Annual Maintenance Contracts (AMCs) or Comprehensive Maintenance Contracts (CMCs), while IT infrastructure is managed by the computer department. Sports and cultural facilities are maintained by the Dean of Students Welfare, and the Agriculture Department is responsible for the care of parks, gardens, and lawns. This well-structured maintenance system ensures that all infrastructure remains in optimal condition to support the university's academic and extracurricular activities.

Student Support and Progression

The university, with a student strength of more than 3000, ensures robust support and progression mechanisms to foster holistic development. A strong mentoring system is in place, where teacher mentors provide counseling and guidance on academic and personal matters, while regularly updating parents about their wards' performance. Additional support is extended through the Dean Students Welfare, Anti-Ragging Committee, Training and Development Cell, and Grievance Redressal Cell. Eligible students benefit from university-provided scholarships and facilitation for government scholarship schemes. The Training and Development Cell actively organizes training and placement activities, ensuring timely declaration of results so students can capitalize on placement and higher education opportunities. Over the past five years, nearly 90% of students have successfully secured placements or pursued further studies.

The university emphasizes student participation in co-curricular and extracurricular activities for comprehensive development. Under the guidance of the Dean Students Welfare, student representatives organize diverse events, including the highly anticipated annual cultural fest, *Navrang*, and sports events during the *Inspirer Day Celebration*. These mega-events attract participation from approximately 100 institutions and over 1,500 students from outside the university, providing a platform for students to showcase their talents. Additionally, students actively engage in sports and allied activities beyond the university, representing and bringing laurels to the institution.

The university's registered alumni association plays a pivotal role in fostering long-term connections with graduates. Alumni, who have excelled nationally and internationally, contribute to the university's growth through participation in annual alumni meets, assistance with training and placements, and by delivering guest lectures, talks, and webinars. Their contributions in cash and kind further strengthen the institution's foundation. These efforts collectively reflect the university's commitment to nurturing its students' academic, personal, and professional growth while maintaining a vibrant and supportive community that extends beyond graduation.

Governance, Leadership and Management

The university has emerged as a distinctive institution deeply rooted in the rural ethos of culture, environment, and local aspirations, while embracing modern technology and bridging the spectrum of tradition and modernity. Established under The Shobhit University Uttar Pradesh Act 2011 (U.P. Act No. 3 of 2012) and regulated by The Uttar Pradesh Private Universities Act 2019 (U.P. Act No. 12 of 2019), the university operates with a clearly defined vision and mission. Its governance is guided by statutory provisions, with a participatory management approach that involves faculty, staff, students, parents, alumni, and industry representatives. Stakeholder feedback is actively integrated into curriculum design and development. Strategic initiatives focus on research and innovation, internationalization, establishing centers of excellence, promoting green practices, implementing the National Education Policy and National Credit Framework, and pursuing accreditations and rankings. These plans are executed through robust governance, qualified human resources, and modern infrastructure.

The university prioritizes faculty and staff development by organizing numerous professional development and administrative training programs. Teachers are encouraged and supported to participate in external programs, while performance appraisals follow a structured system. Faculty promotions under the Career Advancement Scheme are based on the API Score. Financial management is meticulous, with the university being self-financed through fees, hospital receipts, consultancy services, and investments, supplemented by external funding sources. A rigorous budgetary control process ensures optimal utilization of resources, with external audits conducted for financial accountability.

The Internal Quality Assurance Cell (IQAC), constituted as per NAAC guidelines, plays a pivotal role in maintaining and enhancing institutional quality. It conducts academic and administrative audits, gathers and analyzes feedback from stakeholders, organizes quality-related programs, and actively participates in accreditation and ranking processes. IQAC is instrumental in driving continuous improvement across all departments, ensuring alignment with the university's mission and strategic goals while fostering a culture of excellence and innovation.

Institutional Values and Best Practices

The university upholds strong institutional values, emphasizing gender equity, environmental sustainability, inclusion, human values, and professional ethics while implementing unique best practices. Women constitute about 35% of the staff and students, with their representation steadily increasing. Regular awareness programs on gender equity are conducted, supported by a Legal Aid Cell in collaboration with NHRC, District Legal Services Authority, and NGOs, educating the community on social issues. Safety is ensured through CCTV monitoring, biometric access at key points, and a Day Care Center for children of working women. Environmental consciousness is fostered through initiatives promoting sustainability, such as proper waste disposal systems, including bio waste treatment, sewage management, and strategically placed dustbins. Standard Operating Procedures (SOPs) are followed for waste management to maintain compliance with environmental norms.

The university celebrates cultural diversity through inclusive events, ensuring equal representation of various traditions and fostering awareness of human values and professional ethics. Important national and international occasions like Independence Day, Republic Day, World Environment Day, National Voters Day, and International Yoga Day are marked with enthusiasm, along with professional commemorations such as Engineer's Day, World Pharmacist Day, Ayurveda Day, and Naturopathy Day. These events reinforce a sense of unity, ethical conduct, and respect for diversity among students and staff. Human values are also instilled through formal and informal educational initiatives.

The university takes pride in its best practices, notably the promotion of cultural heritage through the *Virasat-University Heritage Center*, which actively engages in preserving and showcasing the historical and cultural richness of the region. Additionally, the institution provides affordable quality healthcare to rural populations through free health camps and services at the Ayurveda College and Hospital. Its distinctiveness lies in championing girl education in a traditionally conservative district by organizing awareness campaigns and offering unique schemes to encourage female participation in higher education. Through these integrated efforts, the university demonstrates its commitment to fostering social equity, environmental stewardship, and cultural preservation while maintaining a focus on holistic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHOBHIT UNIVERSITY
Address	Adarsh Institutional Area, Babu Vijendra Marg, Gangoh, Distt. Saharanpur
City	Gangoh
State	Uttar pradesh
Pin	247341
Website	www.sug.ac.in

Nature of University	
Nature of University	State Private University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	05-07-2012
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	01-01-1970

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	16-07-2013	View Document
12B of UGC		
Section 3		

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	Adarsh Institutional Area, Babu Vijendra Marg, Gangoh, Distt. Saharanpur	Rural	51.2	32080	Twenty Five		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	9
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	5
Colleges with Research Departments	7
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory	: Yes
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Regulatory Authority (SRA)		
SRA program	Document	
NCTE	117064_16052_4_1718796807.pdf	
PCI	117064_16052_6_1718796597.pdf	
BCI	117064_16052_8_1718792419.pdf	
CCIM	117064_16052_10_1718797074.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	32				35				139			
Recruited	27	5	0	32	21	12	0	33	82	57	0	139
Yet to Recruit	0				2				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	2				0				0			
Recruited	2	0	0	2	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				135
Recruited	104	28	0	132
Yet to Recruit				3
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				30
Recruited	21	4	0	25
Yet to Recruit				5
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	14	3	0	11	7	0	6	13	0	54
Ph.D.	13	2	0	9	3	0	12	2	0	41
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	1	2	0	62	38	0	103
UG	0	0	0	0	0	0	2	2	0	4
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	2	2	0	4

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	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	Not Available	Not Available	Not Available

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1563	535	0	0	2098
	Female	477	145	0	0	622
	Others	0	0	0	0	0
PG	Male	144	51	0	0	195
	Female	105	30	0	0	135
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	66	29	0	0	95
	Female	49	41	0	0	90
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	234	72	0	0	306
Female	63	15	0	0	78
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
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

General Facilities	
Campus Type: Adarsh Institutional Area, Babu Vijendra Marg, Gangoh, Distt. Saharanpur	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	48
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	17
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes

• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
Boys' hostel	1	120
Girls's hostel	1	110
Overseas students hostel	0	0
Hostel for interns	0	0
PG Hostel	0	0

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	Number Programs Conducted	Duration in Months

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Shobhit University is well-prepared to implement the National Education Policy (NEP) with a focus on multidisciplinary and interdisciplinary education. The university has revamped its curriculum to promote holistic learning, integrating diverse disciplines such as technology, management, sciences, and humanities. Flexible course structures and credit-based learning enable students to explore varied interests, fostering innovation and critical thinking. Collaborative research initiatives and skill-based programs align with industry and societal needs,
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	ensuring employability. Shobhit University also emphasizes faculty training and modern infrastructure to support this transformative approach, empowering students to become well-rounded professionals equipped to address global challenges.
2. Academic bank of credits (ABC):	In line with the visionary framework of the National Education Policy (NEP) 2020, Shobhit University, Gangoh, has embraced the Academic Bank of Credits (ABC) system to promote flexibility, mobility, and lifelong learning for students. This forward-thinking initiative is integral to the university's mission of fostering a dynamic, student-focused educational environment that encourages multidisciplinary learning and academic independence. By implementing the ABC system, Shobhit University empowers students to accumulate and transfer credits seamlessly across various programs and institutions. This system offers learners the opportunity to personalize their educational journeys, tailoring their studies to align with their aspirations and career goals. The ABC framework not only enhances the learning experience but also supports the development of a versatile, future-ready workforce equipped to meet evolving global challenges. Through this innovative approach, the university reaffirms its commitment to providing an inclusive and adaptable platform for holistic education and professional growth.
3. Skill development:	NEP 2020 highlights the importance of integrating skill-based education with traditional academic curricula to equip students for the dynamic professional landscape. It advocates for vocational training, multidisciplinary learning, and practical application of knowledge, ensuring students graduate with both theoretical expertise and hands-on skills. At Shobhit University, we have embraced these principles by crafting programs and initiatives that offer students opportunities to acquire practical experience, industry exposure, and specialized skills aligned with their career aspirations. Key Skill Development Initiatives at Shobhit University, Gangoh, include industry-focused certification programs designed to bridge the gap between academia and the professional world.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	NEP 2020 underscores the significance of revitalizing India's cultural heritage and indigenous knowledge

online course):	systems by integrating traditional wisdom into mainstream education. The policy advocates for the study of classical languages, traditional sciences, philosophy, literature, and indigenous technologies to ensure a holistic and culturally enriched education. At Shobhit University, Gangoh, we deeply value the Indian Knowledge System and have developed programs that bridge ancient wisdom with modern knowledge, fostering a well-rounded understanding of India's rich heritage in contemporary contexts.
5. Focus on Outcome based education (OBE):	Aligned with the principles of the National Education Policy (NEP) 2020, Shobhit University, Gangoh, has adopted Outcome-Based Education (OBE) as a cornerstone of its academic framework to deliver quality education. OBE emphasizes achieving clearly defined learning outcomes, shifting the focus from conventional teaching approaches to a student-centric model that prioritizes competencies. This innovative system ensures that graduates possess the requisite skills, knowledge, and attitudes to excel in their chosen fields. By focusing on measurable outcomes, OBE enables students to connect theoretical learning with practical applications, fostering critical thinking and problem-solving abilities. This approach aligns seamlessly with NEP 2020's vision of competency-based education and holistic learning, preparing students to meet the demands of a dynamic and competitive professional landscape. Through the integration of OBE, Shobhit University reinforces its commitment to cultivating capable, future-ready individuals equipped to contribute meaningfully to society.
6. Distance education/online education:	The COVID-19 pandemic necessitated a swift transition to online modes of instruction, prompting faculty members to adopt digital teaching and learning tools to ensure uninterrupted education, particularly for students in remote areas. Shobhit University, Gangoh, rose to the challenge by taking proactive measures to integrate online education into its academic framework. Faculty members were trained to utilize advanced e-learning platforms, enabling them to deliver quality education effectively. The university developed robust online systems to support interactive and engaging virtual classrooms, ensuring accessibility for students across diverse locations. By incorporating innovative digital tools and resources, Shobhit University demonstrated

its commitment to bridging educational gaps and maintaining academic continuity during unprecedented times. This integration of online education not only addressed immediate challenges but also laid a foundation for a flexible, technology-driven learning environment that aligns with the evolving demands of modern education.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, an Electoral Literacy Club (ELC) has been established at the university to educate students about the electoral process, foster democratic values, and inspire active participation in the nation's democratic governance. This initiative is part of the Election Commission of India's (ECI) nationwide campaign to enhance electoral literacy among young voters, particularly those aged 18-21 who are new to the voting process. The ELC aims to empower students with knowledge about their rights and responsibilities as voters, encouraging them to contribute meaningfully to the democratic system while shaping an informed and engaged citizenry.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the university appoints student coordinators and faculty coordinators to manage the Electoral Literacy Clubs (ELCs). Student coordinators lead activities, guide peers, and ensure the efficient functioning of the clubs, while faculty coordinators provide mentorship, facilitate interactions, and oversee overall operations. The ELCs are fully active, engaging students through diverse programs that promote electoral awareness and participation. With members representing various academic disciplines and student communities, the clubs maintain an inclusive and diverse character. This representative structure fosters a holistic approach to electoral literacy, encouraging democratic engagement and a deeper understanding of the electoral process among the university's students.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,</p>	<p>The Electoral Literacy Clubs (ELCs) at the university have launched several innovative programs to enhance electoral awareness and participation within the student body and the broader community. These initiatives aim to cultivate a culture of informed,</p>

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ethical voting and ensure an inclusive, representative electoral process. Key efforts include organizing voter registration drives on campus and encouraging students to assist in registering voters in their local communities, with a focus on first-time voters. Additionally, ELCs run voter awareness campaigns through workshops, street plays, social media outreach, and rallies to highlight the importance of voting, ethical voting practices, and the significant impact each vote has on democracy. The clubs also collaborate with district election authorities, where students voluntarily contribute to election-related tasks such as conducting mock polls, setting up polling booths, and supporting the smooth functioning of elections. ELCs further promote ethical voting by hosting workshops and seminars that emphasize rejecting inducements and making informed, unbiased voting decisions. These initiatives play a crucial role in empowering students and communities, fostering active and responsible participation in the electoral process, and strengthening the democratic fabric of society. Through these efforts, the ELCs are helping to create a well-informed electorate that values integrity, inclusivity, and the power of voting.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The university has launched several socially relevant initiatives to promote democratic values and enhance participation in electoral processes. One of the key initiatives is organizing Electoral Awareness Drives through the Electoral Literacy Clubs (ELCs) and student organizations, which raise awareness about the importance of voting, voter registration, and ethical voting practices within the campus and surrounding communities. Additionally, the university produces educational content such as pamphlets, brochures, videos, and digital media to inform the public about electoral processes and voter rights. Faculty and students also contribute to academic publications, articles, and opinion pieces focused on electoral reforms, voter education, and the role of youth in democracy. The university further strengthens its commitment by hosting workshops, seminars, and guest lectures with electoral experts, district election officers, and civil society leaders to discuss contemporary electoral issues and encourage voter engagement. Through these initiatives, the university actively contributes to advancing</p>

	democratic values and promoting electoral participation.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<p>The university, through its Electoral Literacy Clubs (ELCs), has identified that a significant number of students above 18 years of age are not yet registered as voters. To address this, the ELCs, in collaboration with the university administration, have implemented various strategies to ensure eligible students are registered. Key initiatives include conducting regular surveys to identify students who are not yet voters, allowing targeted outreach programs to increase registration rates. Awareness campaigns are organized through workshops, posters, social media, and classroom announcements to educate students about the importance of voter registration and the process involved. Voter registration is also integrated into student orientation programs, where new students are informed about their voting rights and encouraged to register early. To simplify the process, ELCs provide online registration support through the National Voters' Services Portal, with trained volunteers assisting students in completing their registration. Additionally, partnerships with local election offices help streamline the process. These efforts aim to reduce unregistered student voters, fostering a culture of active electoral participation.</p>

Extended Profile

1 Program

1.1

Number of all programs offered by the institution during the last five years

Response: 25

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2678	2336	2125	1868	1770
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of graduated students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
579	555	496	398	419
File Description		Document		
Institutional data in prescribed format		View Document		

3 Teachers

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
194	189	168	147	136

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
199	189	170	163	155
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
1236.32	547.52	869.18	601.21	1034.65
File Description	Document			
Institutional data in prescribed format	View Document			

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 health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Response:

Shobhit University, Gangoh delves to the axiom of 'Empowering the Nation through Education'. The curricula as laid down by the regulatory bodies and which effectively addresses the local, national, regional and global healthcare needs, is followed in letter & spirit. The University imbibes the best practices while preparing and updating course curricula involving the best academic and intellectual talent available wherever applicable. Even in case of the regulated programs, learning beyond the prescribed syllabi is ensured by various ways & means. The curricula address the local, national, regional and global developmental needs. The essential concerns like employability, research & innovation are included in the curriculum. The imperative practice of curricula up-dation is cyclic and is ensured through comprehensive inputs from all the stakeholders. The provisions & essences of Outcome Based Education are being adopted. The curriculum reflects the Program Outcomes (POs), Course Outcomes (COs) and Program Educational Objectives (PEOs). PO-CO mapping and attainment are done & calculated. It is generally ensured that the curriculum design and development process entail the suggestions of students, faculty members, alumni & employers. The process travels through various stages starting from the faculty members and students and going to the Board of Studies, Board of Faculties to the Academic Council. The expert members of BoS, BoF and Academic Council ensure that the curriculum of every program is contemporary and has relevance to the local/national/regional/global developmental prerequisites.

The students are promoted, motivated & supported for the participation in various national level and other competitions. The seminars, workshops, conferences and brain storming sessions are organized on regular basis for providing platform to the students to exhibit their talent in related domains, enhancing networking and people connect at all levels. The capacity building of the students is ensured by providing additional skills like communication skills, basic computer knowledge and making them aware about gender equity, environmental sustainability, women empowerment, disaster management, professional ethics etc. The faculty has adopted innovative and creative teaching learning process using modern tools and techniques, ICT, learning management system, student centric methods, participative learning etc. The effective delivery of the curriculum is ensured by supplementing classroom teaching with expert lectures, seminars, mini projects, in-house and industry supported projects, industry visits. The students are made aware of their social obligations through courses on Indian Traditional Knowledge, Indian Constitution, Cyber security etc. The availability of National Cadet Corps (NCC) sensitizes the students towards patriotism & nationalism. The NSS helps them to understand their social obligations. Such courses add concern and commitment amongst the students making them a well-rounded personality.

File Description	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:** 76

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

Response: 19

File Description	Document
Syllabus prior and post revision of the courses	View Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.1.3**Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years****Response:**

The University being multidisciplinary offers a range of programs in health sciences and other areas as well. All the programs of health sciences include the components of competency, employability and entrepreneurship. The curricula of the programs related to Ayurveda, Pharmaceutical Sciences, Yoga & Naturopathy in particular make the students of B.A.M.S., B. Pharm., B.N.Y.S. quite competent in their respective fields and all the pass out students are pursuing a successful career either as a doctor or entrepreneur. Additional skill-based courses relating to communication, computers, research methodology, statistics, jurisprudence, Sanskrit etc. are also offered as a part of curriculum or otherwise. The Ayurveda students undertake one year internship in variety of prescribed components in the outside government and private hospitals to get the actual exposure and experiential learning. The Pharmacy students undertake industrial and hospital trainings to get the real time exposure of their field. The Naturopathy students also undergo internship on the same lines as the Ayurveda students. The students of allied health sciences and other programs are allowed to go for industrial tours & educational excursions to get the experiential learning. The students of all the programs including Bachelor of Ayurvedic Medicine and Surgery, Bachelor of Pharmacy, Bachelor of Naturopathy & Yogic Sciences, Bachelor of Science in Microbiology, B. Sc. Agriculture (Honors), M. D. & M. S., Master of Pharmacy, Master of Science in Microbiology, Law, Management, Education, Computer Science & Engineering etc. are

exposed to courses which ensure all the above traits. Moreover, multiple co-curricular activities are organized regularly at the level of the university or respective faculties to inculcate and enhance competency, employability, entrepreneurship and required skills. Extra-curricular and extension activities add to the competency by developing life skills and allied traits. The university has entered into a number of Memoranda of Understanding with variety of institutions/industries to effect experiential learning of the students.

File Description	Document
Link for additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).

Response: 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 25

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 25

File Description	Document
University letter mandating implementation of CBCS by the institution	View Document
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	View Document
Institutional data in prescribed format	View Document

1.2.2

Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 36

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 9

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	View Document
List of the new Programmes introduced during the last five years	View Document
Institutional data in prescribed format	View Document

1.2.3

Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 40.39

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 452

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 1119

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	View Document
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability,

Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Response:

The University understands that some educational aspects may not be specifically inscribed within a single course or subject. Such cross-cutting issues need to be apprehensively brought into the mainstream providing an opportunity for interdisciplinary learning. Thus, the University amalgamates these cross-cutting issues into the specially designed curricula. Such courses apprise the students about the conceptual, theoretical and analytical understanding of varied approaches from a cross-cultural perspective. The course on organizational behavior develops cognizance of understanding human behavior under different conditions while the one on environmental science gives a general understanding of the interdisciplinary nature of environmental issues, sustainability and the climate change. The activities related to the awareness about gender equity develop basic understanding and familiarity with gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and schemes of the government for addressing all forms of disparities and inequalities existing in the society. Life Style Management covers the assessment of the physical and psychological effects of various sports & allied activities in maintaining health and well-being. Health determinants, physical education and yoga focus on the holistic health, and developing positive attitude towards health education and yoga as individual. Personality development & self-awareness related courses are also taught to the students. The specific courses on professional ethics are also a part of the curricula. Skill development modules include presentations, group discussions, quizzes, debates, and public speaking. Intra-personal skill-set focuses on stress management, mind control, yoga and meditation and inter-personal conflict management. The professional communication and soft skills are relevant for the sustainability and professional development. IPR, research ethics are explained through a dedicated course and workshops. IPR awareness programs are organized regularly to apprise the students about trademarks, copyright, patents, industrial design rights, and in some jurisdictions trade secrets. The students are made aware of the biosafety, bioethics, indigenous knowledge and IPR which deal with prevention of large-scale loss of biological integrity focusing both on ecology and human health. Legal aspects of business cover the aspects of business ownership and management, legal ethics, court procedures, contracts, consumer law, property law, employment law, environmental law, and international law. Corporate Social Responsibility and Corporate Governance issues include environmental management, eco-efficiency and sustainability, responsible sourcing, labor standards and working conditions, employees and community relations, gender balance, social equity, human rights, good governance, stakeholders' engagement, and anti-corruption measures. Human Rights Law and Law relating to women covers the issues related to the basic freedoms and rights to which every person is entitled.

File Description	Document
Link for additional information	View Document

1.3.2

Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 190

1.3.2.1 Number of value-added courses are added within the last five years

Response: 190

File Description	Document
Institutional data in prescribed format	View Document
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	View Document
Any additional information	View Document
Link for additional information	View Document

1.3.3**Percentage of students successfully completed the value-added courses during the last five years****Response:** 70.65

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2009	1578	1425	1293	1309

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

1.3.4**Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment****Response:**

The students of various programs of health sciences and other programs as well undertake the above-

mentioned assignments as a part of their curriculum in general and as a specific measure in particular. The students of the B.A.M.S. program undertake mandatory rotatory internship of one year after successful completion of three professional years. The M.D./M.S. students undertake research project on a chosen topic. Similarly, the students of B.N.Y.S. are also engaged in one year internship at relevant naturopathy clinics. The conduct of yoga programs is undertaken by the students for real time exposure. The B. Pharm. students undergo field visits, industrial visits and minor research projects. The M. Pharm. students do research projects for whole one year. The students of B. Tech. CSE undertake industrial internship for one full semester. Similarly, management students undertake industry projects/case studies, while law students go for moot court and internship with some law firm. The students of B.Sc. and M.Sc. undertake industrial and research projects for defined durations. The Ayurveda interns are also given community postings at various health centers or hospitals. The students of agriculture are sent for field visits and also undertake minor research projects. The students from almost all programs are exposed to the above-named assignments at some point of their program.

File Description	Document
Link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View Document
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for feedback report from stakeholders	View Document
Link for additional information	View Document

1.4.2

Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 98.59

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

2023-24	2022-23	2021-22	2020-21	2019-20
515	493	441	410	441

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
515	493	441	441	441

File Description	Document
Institutional data in prescribed format	View Document
Initial reservation of seats for admission	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document

2.1.2**Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted****Response:** 50.86

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2023-24	2022-23	2021-22	2020-21	2019-20
11630	9791	8179	5980	6796

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2023-24	2022-23	2021-22	2020-21	2019-20
903	873	783	783	783

File Description**Document**

The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Extract of No. of application received in each program

[View Document](#)

Document relating to Sanction of intake

[View Document](#)**2.1.3*****Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries*****Response:** 26.31

2.1.3.1 Number of students from other states and countries year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
273	210	188	151	160

2.1.3.2 Total number of students enrolled in that year

2023-24	2022-23	2021-22	2020-21	2019-20
977	822	729	575	615

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	View Document
List of students from other states and countries	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters are issued to the students enrolled from other States / Countries.	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers

The Institution:

- 1. Adopts measurable criteria to identify low performers.**
- 2. Adopts measurable criteria to identify advanced learners**
- 3. Organizes special programmes for low performers and advanced learners**
- 4. Follows protocols to measure students' achievement**

Response: A. All of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	View Document
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View Document
Institutional data in prescribed format	View Document
Details of outcome measures	View Document
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	View Document

2.2.2**Student - Full- time teacher ratio (data of preceding academic year)****Response:** 13.8

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process**2.3.1****Student-centric methods, are used for enhancing learning experiences by:**

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Response:**Student centric methods of learning**

The University follows student centric methods such as experiential and participative learning and problem-solving methodologies for enhancing learning experiences. This helps to transform students from being relegated to the role of passive recipients to active and involved learners. The teachers make classes as interactive as possible and encourage participation of the students sharing their innovative ideas, thoughts and novel interpretations. The audio-visual aids, language lab, learning beyond the classroom, role plays, self-directed learning, patient-centric & evidence-based learning, and other modern methods are used to ensure student participation and enhance participative learning.

1. Experiential Learning

1.1 Practical work: The theory classes are followed by laboratory work to understand the subject well. The attendance is strictly monitored by the subject teacher.

1.2 Participation in competitions at various levels: For giving exposure, students are encouraged to participate at various national and international level competitions.

1.3 Industrial visits and workshops: Industrial visits are conducted to provide the students a real time exposure. They go to the industrial training relevant to their professional development prior to completion of their graduation. The field visits, on-site learning, workshops are arranged for the students to provide exposure to industrial work culture.

2. Participative Learning

2.1. Project work: Minor and major projects help the students to identify the problem and to suggest the solution.

2.2 Team work: A variety of team activities such as Scout Guide Camp, NCC, sports, social activities like village adoption under UBA, tree plantation etc. are organized. Cleanliness drive to support Swatch Bharat Mission, health awareness camps, free medical camps, blood donation camps are regularly organized for social and community welfare.

3. Problem solving methodology

3.1 Case studies: This method is adopted in teaching to develop logical thinking, analytical skills and problem-solving abilities among the students.

3.2 Written assignments: Assignments are required to be submitted by students in every course of study. These assignments need to be prepared individually by studying and researching on the given topic which enhance confidence, develop writing skills, boost analytical skills and to inculcate a habit of self-learning.

3.3 Presentations: Presentations are organized for the students to overcome stage fear and develop presentation and communication skills. Good presentation skills also help to come up with better ideas,

keep up-to-date information and develop creative thinking.

4: Interactive methods: The lectures are delivered in a more interactive way using various tools like LCD projectors for presentation. Interactive learning is promoted through conducting various workshops. Every department organizes guest lectures, invited talks of eminent professionals and academicians. The students are encouraged to enroll in MOOCs, NPTEL and other online courses. Quizzes are conducted by subject teachers in all UG and PG programs. The inter-university sports meet and the Inspirer Day Celebrations are celebrated annually.

File Description	Document
Link for list of student-centric methods used for enhancing learning experiences	View Document
Link for additional information	View Document

2.3.2

Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning

The Institution:

1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.
2. Has advanced patient simulators for simulation-based training
3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre
4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	View Document
Proof of Establishment of Clinical Skills Laboratories	View Document
List of clinical skills training modalities	View Document
Institutional data in prescribed format	View Document
Details of training programs conducted and details of participants	View Document

2.3.3

Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

The University encourages concerted use of ICT enabled tools including online resources for effective teaching and learning process in addition to the traditional chalk and black board interactive face-to-face method. The faculty members also make optimal use of various innovative and creative methods, techniques & tools, and activities in teaching in form of audio-visual aids, LCD projectors, smart boards, ejournals etc. They prepare the lectures using up-to-date information. The main focus is on project-based learning and the 'do it yourself' technique. The creativity and critical thinking are encouraged. extensive discussions are encouraged. The university also use video conferencing, tabs, google quiz, MOOCS and other e-learning technologies. All the lecture halls and classrooms are equipped with LCD projectors and have broadband access either through LAN as or through Wi-Fi. The University has subscribed and using Learning Management System, Digii which is also accessible through mobile app. There are – (52) ICT enabled classrooms and – (10) smart classrooms in the University at present which are continuously upgraded.

- Information & Communications Technology (ICT) enabled teaching methodologies and advanced technologies are used by the faculty members in classrooms.
- Media center has been created to meet the learning demands of students. The center has developed e-learning content, video-lectures and live transmission of lectures.
- The use of multimedia teaching aids like, LCD projectors, classrooms with internet enabled computer/ laptops/ tablet systems is in place.
- The faculty members effectively utilize audio-visual aids to make the learning interesting & engaging.
- Recorded lectures from NPTEL and SWAYAM are accessible to faculty and students. These courses are the part of University's LMS.
- Online examinations, tests and e-assignments are given to students regularly through 'Learning Management System'.
- Students and faculty members can access DELNET for e-Resource materials to read e-books and e-journals. The link is as below- **(The link is not accessible with private networks)**.
- The research journals, books are available online and facility for accessing these Journals is provided through **National Digital Library of India (NDL)** <https://ndl.iitkgp.ac.in/> in the University campus.
- All the Schools of the University conduct e-Seminars, e-workshops, e-Webinars on regular basis during Covid-19 pandemic on the new developments in the core subjects for effective teaching and learning.
- Seminar hall, conference and board rooms are fully-equipped with multimedia facilities with ICT tools, like Wi-Fi facility, LCD projectors. The invited talks and webinars are conducted in seminar hall using these facilities.
- University admission process is also digitized to make the admission journey of students hassle free. Online registration, uploading scanned documents, online fee payment, confirmation of admission notification is also done through SMS/email.
- Leave Management System of faculties and staff is also affected through the Digii.
- Digii provides scheduling information (Time Tables), announcements as well as monitoring and communication of internal assessment marks for the students.

All the news and notifications regarding Academics, Events, Days and Celebration, and Cocurricular activities are also updated on Digii on regular basis.

File Description	Document
Link of the details of ICT-enabled tools used for teaching and learning	View Document
Link for list of teachers using ICT-tools	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 14.63

2.3.4.1 Total number of mentors in the preceding academic year

Response: 183

File Description	Document
Records of mentors-mentee meetings.	View Document
Log Book of mentors	View Document
Institutional data in prescribed format	View Document
Details of fulltime teachers/other recognized mentors	View Document
Copy of circular pertaining to the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI	View Document
Any additional information	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: 94.85

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	View Document
Institutional data in prescribed format	View Document
Faculty position sanction letters by the competent authority	View Document
Appointment letters of faculty during last five years	View Document
Any additional information	View Document

2.4.2

Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 0

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	View Document
Institutional data in prescribed format	View Document
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View Document

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 7.47

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 1450

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	View Document
Institutional data in prescribed format	View Document
Experience certificate of full time teacher	View Document

2.4.4

Average percentage of teachers trained for development and delivery of e-content / e-courses / video lectures / demonstrations during the last 5 years.

Response: 100

2.4.4.1 Number of teachers trained for development and delivery of e-content / e-courses / video lectures / demonstrations during the last 5 years

2023-24	2022-23	2021-22	2020-21	2019-20
194	189	168	147	136

File Description	Document
Reports of the e-training programmes	View Document
List of teachers trained for development and delivery of e-content / e-courses / video lectures / demonstrations during the last 5 years	View Document
List of e-content / e courses / video lectures / demonstrations developed	View Document
Institutional data in prescribed format	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

2.4.5

Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years

Response: 16.89

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
34	31	29	24	23

File Description	Document
Institutional data in prescribed format	View Document
Certified 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 to the date of declaration of results during the last five years

Response: 12.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	13	12	13	13

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	View Document
List of programmes and dates of last semester- end/year-end examinations and the dates of declaration of results	View Document
Institutional data in prescribed format	View Document

2.5.2

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

Response: 0.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	3	4	3

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2564	2319	2096	1838	1743

File Description	Document
Reports of Examination Sections	View Document
Minutes of the grievance cell / relevant body	View Document
List of complaints / grievances year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View Document

2.5.3

Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

- 1.Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**
- 2.Double Valuation/Multiple valuation with appeal process for revaluation only**
- 3.Double Valuation/Multiple valuation with appeal process for retotalling only**
- 4.Single valuation and appeal process for revaluation**
- 5.Grievance Redressal mechanism does not exist**

Response: C. Double Valuation/Multiple valuation with appeal process for retotalling only

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	View Document

2.5.4

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

The University modifies/amends the examination ordinances as per the guidelines issued by regulatory authorities from time to time. The COVID led to a paradigm shift in the academic ecosystem to online mode followed by the hybrid mode. The University accordingly amended its procedures of examination

included use of technology. The improvements involved integration of IT into all of the examination procedures and processes in internal as well as external examination. Using IT resources, the examination management system was totally automated.

Examination Process

The University has a dedicated examination cell headed by the “Controller of Examinations” who is responsible of all examination related activities as per the provisions of the Examination Ordinance of the University.

The key components of examination process are as follows.

- Admitting students to the examinations
- Setting of the question papers
- Publication of the schedule/time-table
- Seating arrangements for the eligible students
- Process & training for the conduct of examination
- Entry to examination hall & the conduct of the examination
- Evaluation of answer sheets and feeding of the marks & collation
- Re-checking/re-valuation of the answer sheets
- Plagiarism checks for dissertations/research projects
- Compilation of result and declaration
- Grievances Redressal

The evaluation process starts parallelly with the conduct of examinations. The faculty members evaluate the answer sheets. The internal & external marks are compiled, fed & collated. The final grade for a subject is calculated by the software after adding internal and external marks secured by the students. The students as well as parents can view the final grade on university website.

Registration of students on LMS

During the orientation program, the students are apprised about the use of University LMS Digii. All the students get registered on LMS through the coordinators. The students select the subjects of study which include core, departmental electives, seminars, and open electives. After completing the registration process, students can use Digii to see all the information including subject attendance. The students and their parents can see their eligibility to sit for the examination well in advance on the LMS along with other inputs. The LMS generates a list of detained students automatically.

based on their attendance.

These measures have greatly enhanced transparency, accuracy, objectivity, communication and fairness in the examination system.

Integration of IT

The examination policies and procedures are suitably amended by the University to incorporate the current trends such as use of IT at every level as per the requirement.

Continuous & Comprehensive Internal Assessment

The University follows the continuous & comprehensive internal assessment in line with the policies in vogue.

For theory courses: The syllabus is divided into units in all theoretical courses.

Two Internal Exams both are compulsory, third if required.

For First Internal Exam –First 2 units of each syllabus, generally

For Second Internal Exam –Next 2 units of each syllabus, generally

Assignments: For every subject, the students submit assignments.

For practical courses: Practical courses are subjected to continuous assessment in terms of exercises, viva-voce, attendance and behavior.

File Description	Document
Link for details of examination reforms implemented during the last 5 years	View Document
Link for additional information	View Document

2.5.5

Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

- 1. Complete automation of entire division & implementation of the Examination Management System (EMS)**
- 2. Student registration, hall ticket issue & result processing**
- 3. Student registration and result processing**
- 4. Result processing**
- 5. Manual methodology**

Response: All of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	View Document
Snap shot of the EMS used by the institution	View Document
Institutional data in prescribed format	View Document
Copies of the purchase order of the software/AMC of the software	View Document
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The university has implemented Outcome Based Education (OBE). OBE effectively relates the curriculum with specified outcomes. Every academic program encompasses Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs). OBE helps the student to achieve the significant outcomes before leaving the University. The Program Outcomes (POs) / Program Specific Outcomes (PSOs) are the qualities that must be imbibed in the graduates by the time of completion of their program.

Each course is associated with a well-defined set of course outcomes and evaluation criteria. The course outcomes are mapped to the program outcomes which give the quantitative measurement attainment of the objectives. In each course, the level of attainment of each CO is connected to the predefined targets. If the COs are not attained, necessary steps are taken to reach the target. All the learning outcomes and graduate attributes are stated on the website. The programs offered by the university are displayed on the website along with, program educational objectives, program specific outcomes, program outcomes and course outcomes. The stakeholders are made aware of all of these attributes. The syllabus prominently displays the course objectives and course outcomes. All the programs include graduate attributes. A graduating student is equipped with subject knowledge, critical thinking, problem-solving ability, communication skills, and digital capability. The syllabi of all programs on offer are the testimony to whatever is stated earlier. The syllabus is periodically revised & updated keeping in view the new developments and market requirements.

The modus operandi is used to bring out the modifications.

- The syllabi are available in the department for ready reference of the students and faculty.

- The program outcomes and the course outcomes are discussed with students at the end of each topic by the faculty to clarify their technical applications
- The Deans also discuss program outcomes and the course outcome at the end of the semester.
- The learning outcomes using Bloom's Taxonomy are stated in the lesson plan that clearly describe the knowledge skills and competency that the students should acquire on completion the program.
- The PO, PSOs and COs are incorporated in the curricula and displayed on university website for easy accessibility to all.
- The importance of the learning outcomes is communicated to the teachers by the IQAC.
- The students are also made aware of the same through tutorial meetings and student faculty interactions.

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document

2.6.2

Incremental performance in Pass percentage of final year students during last five years

Response: 91.2

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
579	555	496	398	419

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
613	604	561	440	451

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	View Document
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.77

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

Response:

The university promotes and supports all kind of the research activities. There is a well-defined research policy which entails provisions for research grant, support to the faculty and students to encourage the high-quality research work. The policy also mentions other incentives for patents, quality publications and contributions in form of books and book chapters. The proposals for research and other grants are approved by a duly constituted committee for the purpose. The admissions to the Ph.D. program are made as per the provisions of the Ph.D. ordinance of the university

The objectives of the research policy are as follows.

1. To provide the intramural financial support in order to encourage the faculty members to initiate the potential research projects to gain the extramural funding.
2. To strengthen the Ph.D. program by offering the fellowships to the meritorious candidates.
3. To encourage patentable research by students through short-term fellowships and research grants.
4. To encourage and support the active participation of faculty members in National/ International seminars, conferences, workshops.
5. To encourage research publication in impact factor journals, indexed in Scopus/Web of Science or other such indexing databases.
6. To associate with the leading academicians to strengthen research.
7. To provide support in the form of incentives, research seed money grant, training, and infrastructure necessary for undertaking research.
8. To increase awareness to promote the collaborative interdisciplinary research projects by collaborations and partnerships at National and Global level.
9. To ensure establishment of research ecosystem to facilitate research activities.
10. To nurture an environment to undertake socially useful research with potential of commercialization.
11. To establish specialized research centers in the university.

Research Incentives:

The university offers following types of the incentives for the research activities:

1. **Incentive for the publication:** Based upon the impact factor an amount of Rs. 2500- 10,000/- for faculty members and Rs. 2000/- to student authors for publications in any indexed journals.
2. **Incentive for books or monographs:** Rs. 10,000- 30,000/- to the faculty member.
3. **Incentive for obtaining extramural research funding:** 5% of the project cost is shared to the PI (60% of incentive) and CO-PI (40% of the incentive).
4. **Incentive for patenting:** In case of provisional patent application, the initial processing fees up

to Rs. 30000/- is paid by university, if the patent bears the name of the University.

Research Awards:

Chancellor's and Vice Chancellor's Research Awards have been instituted and are awarded annually to the best researcher, based on the recommendation of duly constituted Committee.

Other Supporting Services:

1. Directory of the research equipment and facilities available at the University for the effective utilization.
2. Plagiarism detection software Original (earlier known as URKUND) is made available for researchers through INFLIBNET
3. Policy and guidelines on "Responsible Conduct of Research and Publishing".

Plagiarism policy is strictly enforced.

File Description	Document
Link for additional information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 13.4

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)

2023-24	2022-23	2021-22	2020-21	2019-20
23	08	13	10	13

File Description	Document
List of teachers receiving seed money and details of seed money received	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	View Document

3.1.3

Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 1.78

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
05	03	02	02	03

File Description	Document
List of teachers and their national/international fellowship details	View Document
Certified e-copies of the award / recognition letters of the teachers	View Document
any additional information	View Document

3.1.4

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

Response: 151

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	58	35	10	16

File Description	Document
List of research fellows and their fellowship details	View Document
Institutional data in prescribed format	View Document
E copies of fellowship award letters	View Document

3.1.5

University has the following facilities

- 1. Central Research Laboratory / Central Research Facility**
- 2. Animal House/ Medicinal Plant Garden / Museum**
- 3. Media laboratory/Business Lab/e-resource Studios**
- 4. Research/Statistical Databases/Health Informatics**
- 5. Clinical Trial Centre**

Response: Any three of the above

File Description	Document
List of facilities available in the university and their year of establishment	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.6

Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

Response: 2.22

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
9	9	9	9	9

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

3.2.2

Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 0

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.3

Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 0.01

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	View Document
Any other relevant information	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

Response:

The university takes all the necessary steps to encourage and motivate the faculty members & the students for utility based and socially relevant research. A viable research ecosystem has been created and sustained to provide conducive atmosphere to ideate and innovate. The necessary resources are provided to the desirous students and the faculty members to foster out of the box thinking and convert ideas into reality. School of Business Studies & Entrepreneurship with its dedicated entrepreneurship cell provides the platform for incubation and growth of the business ideas. The school is offering a local need-based MBA program in agribusiness management to produce entrepreneurs in the field of Agriculture. The IPR Cell in School of Law & Constitutional Studies provides all kind of support IPR related issues like patenting and has helped in filing and publishing of the patents. Various learning activities are such as workshops, seminars, conferences and technical training programs and webinars on interdisciplinary topics, where students get opportunities to interact and listen to the ideas from eminent researchers in their domains, are organized regularly. The well-developed physical infrastructure in form of laboratories supports the research activities adequately.

The university has a sizable number of MoU with various universities, institutions, industries and organizations for collaborative research and learning beyond the boundaries of the university. The university has different clubs (Sports & Health Club; Cultural Activity Club; Creative Activity Club; Yoga Club; Computer Club; Web Designing; Multimedia; Wikipedia; Literacy Club; Fine Arts Club; Bio-Cosmo Club; Law Club and Adventure Club) to motivate the youngsters to excel and innovate as in an imaginative and ingenious environment. The University Training and Development Cell (UTDC) provides a range of opportunities of training & development to the students. The course curricula of the University are dynamic and regularly revised based on the need of the innovation ecosystem and by focusing on the emerging societal demands.

File Description	Document
Link for additional information	View Document
Geo-tag the facilities and innovations made	View Document

3.3.2

Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years

Response:

The university recognizes the importance of such events in creation, operation and sustenance of research environment for output-oriented research. Thus, conduct of workshops, seminars on IPR, research methodology, good clinical and other practices, research grant writing and significance of industry-academia collaboration are regularly done with in-house experts or invited eminent academicians & scientists. The university has also fetched financial assistance from various government funding agencies and sponsorship from industry & allied organizations for conduct of such events. The events are organized at school or college or institute level as well as university level.

The Ph.D. Course work of a duration of one semester includes courses on research methodology, quantitative methods, computer applications, Research and Publication Ethics and review of published research in the relevant field. A number of research scholars has been benefitted from the course work during last five years. A number of training programs on good clinical practices, good laboratory & other practices have been organized by the Ayurveda College during last five years to hone the skills of the faculty members and students. The faculty members and the students are encouraged, motivated and supported to organize activities on regular basis to learn new skills, upskill or reskill.

A number of Memoranda of Understanding have been signed with organizations engaged in raising awareness about IPR (patents, publications, projects etc.), collaborations & associations, best practices and research grant writing among the faculty members and the students.

File Description	Document
Link of the reports of the events	View Document
Link for list of workshops/seminars on the above during the last 5 years	View Document
Link for additional information	View Document

3.3.3

Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 56

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
34	12	7	2	1

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	View Document
List of teachers and details of the national/international fellowships awarded	View Document
Institutional data in prescribed format	View Document
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	View Document

3.3.4**Number of start-ups incubated on campus during the last five years****Response:** 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.4 Research Publications and Awards**3.4.1**

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

- 1. Research methodology with course on research ethics**
- 2. Ethics committee**
- 3. Plagiarism check**
- 4. Committee on Publication guidelines**

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Institutional code of Ethics document	View Document
Institutional code of ethics document	View Document
Details of committee on publication guidelines	View Document
Course content of research ethics and details of members of ethical committee	View Document
Copy of software procurement for plagiarism check	View Document
Any additional information	View Document

3.4.2

The Institution provides incentives for teachers who receive state, national or international recognitions/awards..

Option

1. Career Advancement
2. Salary increment
3. Recognition by Institutional website notification
4. Commendation certificate with cash award

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	View Document
Policy on salary increment for the awardees	View Document
Policy on Career advancement for the awardees	View Document
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	View Document
Institutional data in prescribed format	View Document
Copy of commendation certificate and receipt of cash award	View Document
Link for additional information	View Document

3.4.3

Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 37

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
09	05	11	07	05

File Description	Document
List of patents/Copyrights and the year they were published/awarded	View Document
Institutional data in prescribed format	View Document
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	View Document

3.4.4

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 1.59

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
75	60	45	40	04

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
60	30	22	25	04

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	View Document
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	View Document
Institutional data in prescribed format	View Document

3.4.5

Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 3.53

File Description	Document
Institutional Data in prescribed format	View Document

3.4.6

Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0

File Description	Document
Institutional data in prescribed format	View Document

3.4.7

Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years

Response: 0.43

File Description	Document
Institutional data in prescribed format	View Document

3.4.8

Bibliometrics of the publications during the last five calendar years based on average Citation

Index in Scopus/ Web of Science**Response:** 7.53

File Description	Document
Institutional data in prescribed format	View Document

3.4.9**Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.****Response:** 25.5

File Description	Document
Institutional data in prescribed format	View Document

3.5 Consultancy**3.5.1**

Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

Response:

The university has a clearly defined policy on IPR and consultancy by the faculty members with the companies or other-profit and non-profit organization. The consultancy policy has been developed to encourage faculty members to start personal consultancy projects and corporate training. A research consultancy exists where a faculty/staff member provides research assistance or skill in return for remuneration to some organization. The consultancy policy has been framed with clear revenue sharing rules, scope of consultancy and standard terms and conditions. The Consultancy policy is complemented by University Research Policy and the Code of Conduct Policy. It is tune with the objectives, mission and vision of the University. The faculty members are allowed to undertake outside research activities by making a formal agreement approved by the University under certain exceptions. The faculty members offering private consultancy are advised to ensure that the work of the University does not suffer on

account of their engagement in the consultancy. They are generally allowed to devote one day per week on approved consultancies, with a maximum of 48 days in a year. Any variations to this time obligation need the consent of the Director and the approval of the Vice Chancellor.

Non-research consultancies which include non-research activities conducted under contract for a third party are also allowed. Such consultancy would include the provisions of professional services to

external agencies for a fee. The consultancy services are offered to industry & other sectors, government departments and other forums related to expertise available in the university. The services are offered along the lines of professional services. Testing and evaluation services are offered in certain specialized areas.

The university facilitates organization of capacity building programs for the teachers & students for undertaking consultancy.

File Description	Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	View Document
List of the training / capacity building programmes conducted during the last 5 years.	View Document
Link to the soft copy of the IPR and Consultancy Policy	View Document
Link for additional information	View Document

3.5.2

Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 203

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
64	52	46	41	0

File Description	Document
Institutional data in prescribed format	View Document

3.6 Extension Activities

3.6.1

Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with

industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 222

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
62	55	66	14	25

File Description	Document
Reports of the events organized	View Document
Photographs or any supporting document in relevance	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional information	View Document

3.6.2

Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 38.55

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
910	805	1051	339	1004

File Description	Document
Reports of the events organized	View Document

3.6.3**Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years****Response:**

The university is actively engaged in extension and outreach activities as a part of its social obligations. The community departments of Ayurveda and Naturopathy colleges regularly reach out to the local community by organizing health check-up and awareness camps. Similarly, the students of pharmacy and other streams proactively take part in health & other awareness camps organized in the vicinity of the university. Legal Aid camps are also organized by the School of Law & Constitutional Studies. The university organizes blood donation camp during the annual event, 'Inspirer Day Celebrations' along with free medical & counseling camp. The School of Naturopathy organizes regular yoga camps throughout the year and especially during International Day of Yoga. The efforts of the university in the areas of extension and outreach activities are well recognized by various government and other bodies by conferment of various awards. The university has received many awards and accolades during last five years. The activities undertaken in various camps generally include but not limited to-

- Painting, Drawing, Acting, Dancing, etc. to depict social issues for small children
- Physical activities such as Yoga, Sports, Games, etc. for Middle School students. They are also taught to express their views in the form of Essays, Poetries, etc.
- The adults who are not literate are trained to sign.
- Sewing, Embroidery, Tailoring, etc. for Women
- Awareness about old age health issues such as Blood Pressure, Blood Sugar, joint pains, etc.
- Awareness about correct use of Pesticides, Insecticides, Fertilizers, etc. for farmers
- Awareness about Government initiated Schemes such as Swachh Bharat Abhiyan, Beti Bachao Beti Padhao, Nasha Mukh Bharat, etc.
- Cleanliness drive in the village by the student volunteers.
- Awareness about renewable sources of energy such as Solar Energy, Bio-gas plant, etc.

Additionally, a door-to-door Survey and other activities were also conducted under the ambit of Unnat Bharat Abhiyan (UBA), regarding concurrent issues and population survey such as number of females educated, number of girls, who left school mid-way and their reasons for leaving the school, number of elderly persons, etc. and the data collected was uploaded on the UBA portal.

File Description	Document
Link for list of Government/other recognized bodies that have given the awards	View Document
Link for additional information	View Document
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	View Document

3.6.4

Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The university is fully aware of its social obligations towards its neighborhood community and has been taking up a number of activities through its various units. School of Ayurveda is actively engaged in providing comprehensive health care services to local population in terms of promotive, preventive, curative and rehabilitative measures.

Thus, regular health awareness, cataract screening and treatment camps, family planning camps and other camps are organized frequently where faculty and students participate with great zeal and enthusiasm. Educational talks, role plays, and demonstrations are conducted during these sessions to make the public aware about the common health problems and to motivate them for adopting healthy life style. Special camps are held every year with an aim to provide all the information about recent government schemes to those who need it. Moreover, seminars & workshops on several themes like AIDS

awareness, self-defense, Right to Information etc. are also organized. We also aim at finding some tech-based solution to day-to day problems of the society. The university also provides free health care to the expecting mothers and free services for child birth in terms of investigation, ambulance, hospital admission, etc. There is a provision to give support of Rs. 5100/- for girl child and Rs.3100/- to a male child to the family.

The university also provides special care to socially and economically disadvantaged groups to support their health care needs. Free bus service is provided to patients and their attendants coming from nearby villages and also for patients.

The enthusiastic NSS and NCC volunteers belonging to various disciplines, guided by committed faculty members work on a diverse range of social issues including health care, blood donation, health awareness, hygiene and cleanliness drive, literacy drive, environmental issues, socio economic development issues, etc.

The Blood Donation Camp is one of the most awaited events organized by the university in collaboration with the Red Cross Society/District Hospital. This event has always been a huge success thus saving many lives every year. It attracts a large number of volunteers and other students willing to donate blood.

Considering environment as the biggest concern before anyone, the university undertakes many activities under Prayavaran Sarankshan Group (PSG) for environmental protection and sustenance. The main aim of these activities is to make the society aware about this important issue and their likely contributions albeit small.

File Description	Document
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	View Document
Link for additional information	View Document

3.7 Collaboration

3.7.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 196

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
404	242	104	97	133

File Description	Document
Institutional data in prescribed format	View Document
Certified Copies of collaboration documents	View Document
Any additional information	View Document

3.7.2

Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.

Response: 73

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 73

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the functional MoUs with Indicating the start date and completion date	View Document
e-copies of linkage-related Documents	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

The physical resources support quality teaching-learning environment. The University reviews the requirements and accordingly plans out the enhancement of the infrastructure to promote & sustain a conducive teaching and learning environment. The available infrastructure includes; well curated, maintained and augmented university auditoriums, conference halls and academic facilities such as modern classrooms, well-equipped laboratories, administrative area, stores, rich libraries, hospital, animal house, facilities for indoor & outdoor sports, cultural and co-curricular activities. The university ensures full growth of all the academic and recreational activities by creating & enhancing necessary infrastructure. All the academic buildings of the university encompass state of art the facilities including quality furniture & equipment. The university houses sophisticated laboratories as per the current requirements including a number of computer labs, central computing facility, advanced engineering laboratories & workshops, microbiology labs, biotechnology labs, agriculture labs, electronics labs, workshops, Honda skill development lab, education labs, moot court, pharmaceuticals labs, pharm. chemistry labs, pharmacology labs, pharmacognosy labs, pharmacy practice lab, pharm. analysis lab, anatomy & physiology lab, central instrumental facility, animal house, rasa shastra & bhaishjya kalpana lab, maulik sidhant lab, dravyaguna lab, kriya sharir lab, rachana sharir lab, rognidan lab, agad tantra lab etc. The university regularly upgrade all the laboratories/workshops as per the requirement and advent of new technologies. The classrooms are ICT enabled, adequately furnished, ventilated, echo free and are equipped with projectors and instructional support materials. Along with the use of traditional talk and chalk method, the university has adopted and supported the use of Information and Communication Tools for facilitating teaching and learning process. The seminar/board rooms are well furnished and equipped with ICT tools., quality testing lab, nutrition lab, skill development lab etc. The infrastructure in terms of computing facilities, internet & library & information center is continually strengthened. Moreover, online resources are made available to the researchers through UGC-INFLIBNET consortium. There are over five hundred computers with over 1 GBPS leased line access and UPS back up. The university has more than 50 ICT enabled classrooms meant for health science programs along with the... laboratories. In addition to the classrooms and laboratories, sufficient numbers of tutorial rooms are available in the university. The other campus of the university has more than ICT enabled classrooms, laboratories and tutorial rooms. A well-equipped moot court is used for moot court competitions.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Link for additional information	View Document

4.1.2

The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

The university strives for academic excellence and provides an ambience suitable for effective teaching, learning & research by means of well-equipped and spacious classrooms furnished with ergonomic furniture & adequately equipped laboratories. The easily accessible internet makes the learning more interesting & engaging. All the faculty

members are provided separate cabins or suitable seating place with desktop or laptop for academic and research work.

Sports facilities: The facilities for indoor games include table tennis, badminton, chess, carrom etc. The outdoor games facilities are basketball court, football field, volleyball court, cricket field, kabaddi field, athletics ground. Every year in February, the annual sports week is celebrated where students from a number of schools, colleges and universities participate with great enthusiasm. The sports week witnesses a range of activities. Educational tours of the students to different parts of the country are conducted to apprise them of the heritage and cultural diversity of our great country. There is a range of clubs engaged in recreational activities. The university houses adequate and multifarious facilities available to support various intramural and extramural activities, such as indoor arena, outdoor fields for athletics, basketball, football, volleyball, hockey, cricket, kabaddi, kho-kho, indigenous activities and yoga. The university has the messing facility which has the dining capacity of more than 100 students at a time and a specified dining facility to the faculty members separately.

Hospital: The University has a functional two hundred twenty bed hospital for all the students, teaching and non-teaching staff residing in the campus or outside. The hospital is equipped to handle emergencies and routine medical needs of the residents. The university organizes religious festivities such as Ganesh Chaturthi, Durga Puja, Prakash Parva, Christmas, Lohri, Basant Panchami, Diwali and Holi to name a few. Almost all schools have multipurpose halls where the school level activities are organized.

The University celebrate many of the commemorative days to instill the spirit of patriotism and brotherhood like Independence Day, Republic Day, birth anniversaries of Mahatam Gandhi, Lal Bahadur Shastri, Jawahar Lal Nehru, Swami Vivekanand, Sardar Vallabhbhai Patel, Bhagat Singh Ji, Indira Gandhi, Bal Gangadhar Tilak, Rabindranath Tagore, Dr. B. R. Ambedkar, Atal Bihari Vajpayee etc. Apart from these the university observes various national and international days like International Day of Yoga, Constitution Day, Human Rights Day, Earth Day, World Environment Day, Ayurveda Day, Naturopathy Day, World Pharmacist Day, National Doctors' Day, National Youth Day etc.

File Description	Document
Links for Available sports and cultural facilities : geotagging	View Document
Link for additional information	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The University is located in a picturesque rural landscape at Gangoh town of Saharanpur district in Uttar Pradesh. It is well connected by road and the nearest railway stations are Karnal (38km) and Saharanpur (39km). The lush green campuses of the university are surrounded by agricultural fields, mango orchards and villages. The university generally caters to the need of the students including girls hailing from the surrounding rural areas along with the students from other places as well. The University buildings are

contemporary, light and artistically designed and surrounded by natural scenic landscape. All the buildings have essential amenities like toilets, drinking water etc. The university is at the leading edge of mobile computing. There is wireless availability across the campus and wireless hotspots and Wi-Fi zones offer true wireless access to services and the internet. This is in addition to providing fixed wired computers for students to use in labs and other access areas. Solar power is available as an alternative source of energy. The water purifiers are installed at appropriate locations.

The fifty-acre campus of the university apart from academic and student residence facilities houses an indoor arena with facilities for badminton, gymnasium, open air theatre, playgrounds and fields for cricket, hockey, football, basketball; cafeterias, ATM and Bank. The campus has been beautifully landscaped. Plenty of trees, lawns and parks make the campus environment distinctly green. Large academic and administrative edifices with open corridors and large playground in the campus invite academics and scholars to indulge in creative and innovative activities, and prepare students to cultivate immensity of purpose. The campus provides for the faculty and students a serene ambience to learn, teach, acquire skills and develop their personality. The University's aim is to reach the unreached and its academic thrust lies in its unique service of providing education from graduation to doctoral levels. To avoid the wastage of rain water and reduce degradation of water, several rain harvesting pits have been installed in the campus. The natural landscape ambience has been protected and maintained while constructing new buildings in the campus. The parking facilities have been also provided in the campus. Apart from the identified parking slots there are various paths which has been recognized as restricted areas for vehicular movement so that the academic buildings have the minimum interference of the vehicle and the students can have an easy access to their academic blocks. Most of the buildings in the campus have ramps and toilets for differently-abled students.

All the classrooms are well furnished and ventilated. The academic blocks of the university house the classrooms, workshops, seminar halls, auditorium, 220-bed hospital, animal house and the laboratories. The other physical resources include a bank, ATM, a canteen, cafeteria, herbal garden, skill center, heritage center and mess. Apart from this the university has two hostels; one for boys and one for girls and two residential blocks allotted to the faculty members & staff. The university hostels are equipped with all the amenities and facilities. The University has one auditorium, board rooms and seminar halls with latest equipment where the students attend the seminars/workshops/symposium etc. There is a day care center for the children of the staff and students.

File Description	Document
Link for additional information	View Document
Link for Photographs/ Geo-tagging of Campus facilities	View Document

4.1.4**Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years****Response:** 24.27

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2023-24	2022-23	2021-22	2020-21	2019-20
139.91	427.34	197.23	10.90	77.35

File Description	Document
Institutional data in prescribed format	View Document
Details of budget allocation excluding salary during the last five years	View Document
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources**4.2.1****Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies****Response:**

The KSV Ayurveda Medical College and Research Center of the university was started in the year 2014 with the B.A.M.S. program, it has grown from strength to strength and culminated as one of the best Institutes in Northern India, well equipped with state-of-the-art facilities. The college has well qualified teachers and doctors of highest repute. The college has adopted the new and modified teaching strategies. It has the state-of-the-art physical infrastructure to support quality teaching & training. The UG & PG programs of the college has been approved by National Commission for Indian System of Medicine. The

Ayurveda College is attached to an excellent state-of-the-art teaching hospital with 220 teaching beds. The hospital provides the concessional or free healthcare services to the needy, downtrodden and deserving people in and nearby rural areas of Uttar Pradesh, Haryana and other states. The university is committed to provide the best quality of education at affordable fee. To fulfil this commitment, the college is continuously upgraded in terms of infrastructure, equipment and faculty. Before subjecting the students to actual patient care, they are trained in the simulated environment which helps them to not only learn academics but also develop clinical skills and ethics. All the departments have their own laboratories for undergraduate and postgraduate teaching with the best equipment at par with any other premier institute of the country. All the classrooms, laboratories, demonstration rooms are equipped with ICT facilities like projectors to magnify live images from microscopes for effective demonstration and teaching in a large group. Reflective learning by hands-on-training and experiments enhances learning abilities of the students. The clinical laboratory of the Hospital is equipped with autoanalyzer and other required instruments. The students receive adequate exposure to during their clinical postings and visits to the laboratory. Self-directed learning is also encouraged during these sessions. The hospital has modern operation theatres, general wards. The operation theatres and intensive care areas are equipped with essential equipment. There are facilities for maternal and child healthcare.

The Ayurveda college has won many accolades and awards as a recognition for its quality education & training. The clinical teaching is carried out in small groups of 20 to 25 students posted in different clinical departments. The case-based discussions with faculty helps in enhancing practical skills of the students followed by seminars and tutorials which further help in clarification of the concepts. All the departments have adequate material for clinical teaching as per the requirement of NCISM. In order to promote the practice of evidence-based medicine, each department organizes journal club/seminars/ group discussion/case presentation as part of the undergraduate as well as postgraduate teaching program. The post graduate research projects are primarily targeted at developing an evidence-based management of patients. The college has achieved quality in healthcare teaching and promises to continue towards gaining excellence by providing best health education facilities.

File Description	Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for additional information	View Document

4.2.2

Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

Most important aspect of the teaching in an Ayurveda Medical College is practical training and teaching. The college has adequate clinical material in its attached 220 bedded state-of-the-art hospital. OPD and

IPD clinical material in this teaching hospital is sufficient for the teaching and practical training of both Undergraduate and postgraduate students as per the requirement of NCISM. The number of patients treated in the teaching hospital each year during the last five years is given in the following table.

Clinical Material	2023	2022	2021	2020	2019
OPD	84451	81912	32433	23551	70392
IPD	3129	2727	1608	683	3127
Bed Occupancy	56.05	40.16	16.23	10.72	55.26
Major Surgeries	431	273	179	42	182
Minor surgeries	3171	1019	53	53	254

The details of sanctioned number of seats in various programs for the Year 2023-2024 are as follows.

Program	Sanctioned intake
B.A.M.S.	100
M.D. Ayurveda Samhita & Sidhanta	05
M.D. Kriya Sharir	06
M.D. Rachna Sharir	02
M.D. Kaya Chikitsa	06
M.S. Shalya Tantra	06
M.S. Prasuti Evam Stri Rog	03

As reflected by the above tables, the clinical material available is adequate for the training of the undergraduate and postgraduate students teaching and meets with the requirement of NCISM. It is worthwhile to mention that all the data is as per HIMS system developed in house. The clinical material is also inspected by the teams from NCISM. The HIMS data is updated monthly on the website as per the regulations of NCISM.

File Description	Document
Links for year-wise outpatient and inpatient statistics for the last 5 years	View Document
Link for additional information	View Document

4.2.3

Availability of infrastructure for community based learning

- 1.Attached Satellite Primary Health Centers
- 2.Attached Rural Health Centers available for training of students
- 3.Attached Urban Health Centre for training of students
- 4.Residential facility for students / trainees at the above peripheral health centers / hospitals

Response: Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Documents of resident facility	View Document
Any additional information	View Document

4.2.4

Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Response: D. Any two of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Library is the heart of any educational institution which houses necessary resources to empower and equip the learners with knowledge and wisdom. To serve this very purpose, the university has a rich central library along with well-equipped departmental libraries. The central library provides the broad range of books to cater the need of students, faculty members, research scholars. All the libraries are interconnected and have CCTV security system and are well protected with fire alarm system.

The central library of the university remains open from 8 a.m. to 8 p.m. throughout the year. As the library supports the educational and research program of the university, it has procured a rich, invaluable

and comprehensive collection of reference materials and other knowledge resources over the last many years.

The library has KOHA software as integrated library management system. All the library operations such as acquisition, cataloguing, circulation and serials control have been automated. In addition to issue and return facilities of the book, the software provides facilities of book reservations, reminder and recall of books and overdue related intimations. It is also helpful in management of serials control of current issues of print journals as well as back copies of journals. It is Unicode supported and hence provides a distributed system of bibliographic details of books and other knowledge resources. The report can be accessed any time through the administrators.

Web OPAC (Online Public Access Catalogue) facility is made available through KOHA Library Management Software. The Online Public Access Catalogue provides scope of searching books by the name of author or publisher, subject, title, ISBN number and keywords. It also provides the facility of combination search. The library provides on-line services to its members and is actively involved in developing digital collection and specialized services to its users. The library users can access a large number of e-resources including university's subscribed e-journals, e-books and e-databases. All e-resources are based on IP access module which can be accessed anywhere in campus through LAN connectivity. To support and sustain quality research and ethics, the library uses anti plagiarism web to check the plagiarism in theses and research papers of students, research scholars and faculty members. The library has DELNET membership which facilitates resource sharing amongst different libraries and is extremely helping in collecting, storing and disseminating invaluable information to the users. Moreover, the university has subscribed to Shodhganga, a reservoir of the theses, where the researchers and the students can access and refer the previous researches. The university has also uploaded all the Ph.D. theses on Shodhganga till date. The library has the reprographic facilities as well.

Facilities available

Printers: 01; Computers: 30; Bar Code Printer: 01; Bar Code Scanner: 04, Photocopier: 01; Projector: 01

File Description	Document
Link to Geotagged photos	View Document
Link for additional information	View Document

4.3.2

Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Response:

The libraries of the university cover a wide range of disciplines through the collection of textbooks,

reference books, journals, e-books, e-databases, e-journals, manuscripts, CDs, DVDs, newspapers and magazines etc. The university spends a good amount for the purchase of books and journals annually. The library acquisition system follows the proper standard and norms during the procurement and subscriptions.

Details of various resources

S. No.	Description	Quantity
1.	Text Books	38,254
2.	Reference Books	6,134
3.	General Books	32,120
4.	e-Books	Delnet
5.	Print Journals (International)	10
6.	Print Journals (National)	11
7.	e-Journals (International/National)	Delnet
8.	CDs/DVDs	382

Total Books (Print): 38,254

Textbooks & Reference Volumes: All the libraries of the university have more than 38254 volumes of textbooks and other reference materials such as dictionaries, encyclopedias, handbooks, manuals, directories etc.

Ancient Books/ Manuscripts/ Digitized Traditional Manuscripts and Discipline Specific Books in Ancient Indian Languages, Traditional systems of medicine: Ancient books/manuscripts are the main historic evidences to lay down the road map for future. The digital conservation of documents restores them and save from destruction, theft and falloff. Our Libraries have such ancient books/manuscripts/ digitized traditional manuscripts etc. for their users.

e-Books: Such collections ensure the optimal use of technology in knowledge dissemination and learning. The libraries need to adopt e-collection of resources for the past years so as to make them accessible to every user. Accordingly, our libraries provide access to nearly 100 e-books to the readers.

Print Journals (International): Although the electronic format of literature has changed the way of study but the print material is still popular. The university subscribes to more than 10 international journals on an average every year.

Print Journals (National): Indigenous Journals are important source of scholarly information. Most of the reputed sources published in the country are part of our collection. We have more than 450 National Journal for the subscription.

e-Journals (International/National): The library has subscribed to more than 150 e-Journals for its users.

e-Databases and Other resources: Libraries play a crucial role to foster research. For this purpose, the central library has subscribed to various important databases and software packages. The libraries provide remote access to various databases to users with the help of Koha. They have quality VCD and

DVD Collection related to health, technology and management. The books for competitive examinations such as NEET, GATE, GPAT, CAT, SAT, GMAT, GRE, IELTS, NTPC, IES, USMLE, etc. are available in the libraries. In last five years, nearly 5000 students have been benefitted by guidance for career advancement and competitive examinations offered by the university.

File Description	Document
Links for library acquisition data	View Document
Link for additional information	View Document

4.3.3

Does the institution have an e-Library with membership/subscription for the following:

- 1.e – journals / e-books consortia
- 2.e-ShodhSindhu
- 3.Shodhganga
- 4.SWAYAM
- 5.Discipline-specific Databases

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View Document
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	View Document
Details of e-resources with full-text access	View Document

4.3.4

Average annual expenditure for purchase of books and journals (including e-resources) during the last five years

Response: 15

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
54	6	11	1	3

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	View Document
Institutional data in prescribed format	View Document
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	View Document

4.3.5

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

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

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 63

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 63

File Description	Document
Institutional data in prescribed format	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Any additional information	View Document

4.4.2**Institution frequently updates its computer availability for students and IT facilities including Wi-Fi****Response:**

In view the technological advancements happening around the world of information technology, the University as a regular practice updates and upgrades its IT infrastructure in terms of providing modern classrooms, high speed internet, upgraded software, sophisticated equipment. The university invariably provides PCs or laptops and internet facility to the faculty members & staff. Internet connectivity is also provided to the students and the whole campus including hostels is wi-fi enabled. The University is committed to provide the IT facilities to all the students and the faculty & staff members and upgrade the facilities as and when required. Presently the university has around 500 computers equipped with the latest technology and configuration. The computers are available to the students in various computer laboratories and have been installed in the cabins of the faculty engaged in university assignments. Most of the faculty members are having their own laptops. The central computing facility is also available in the university for all the users. All the IT related problems are solved through the dedicated team of IT professionals available in the university. The central library, university training and development cell, IQAC etc. are equipped with the computers with latest technologies. These facilities enhance the research quality in the university. The university has also strengthened Wi-Fi facility and networking infrastructure. Internet connectivity in the campus provided by Reliance JIO and BSNL grew exponentially along with Wi-Fi facilities. The total available bandwidth 1 Gbps.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	View Document
Link for additional information	View Document

4.4.3**Available bandwidth of internet connection in the Institution (Lease line)****Response:** 71 GBPS

File Description	Document
Institutional data in prescribed format	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.4.4**Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,****Response:**

The university has always encouraged and supported its faculty members to make use of e-resources for teaching learning process. The libraries of the university hold a large number of CDs/DVDs and other such resources. More than 100 e-books, 50 e-journals and other academic materials are accessible through online databases subscribed by the university and open access e-resources. The libraries provide remote access to various databases to the seekers with the help of management software. Many of the classrooms are ICT enabled and accommodate tools like LCD projectors. Some of the classrooms are smart classrooms. All the schools of the university also have seminar halls with LCD projectors. The entire campus has LAN based network with more than 1 Gbps bandwidth. The required facilities for development of the e-content have also been provided. The lectures of faculty members can be captured using smart board facility in the lecture halls. The faculty members of the university use the facilities for lecture recording. The faculty members are further assisted by the technical staff members in recording, editing, etc.

The Media Laboratory and E-Resources are available in the university to create the e-content.

Further, the faculty members also use various platforms such as Google Meet, Zoom, Cisco Webex, Microsoft Teams, Skype etc. The teachers prepare e-content in the form of e-lectures and e-quizzes. The material is checked for plagiarism using the software URKUND. The available facilities for audio, video recording and editing are utilized by the faculty during their free hours. Most of the teachers have been trained in the development and delivery of e contents. The recorded lectures or e-contents developed by

the faculty members are uploaded on the institutional learning management system and other appropriate platforms.

File Description	Document
Links for the e-content development facilities	View Document
Link for additional information	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 13.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
122.87	36.29	89.48	139.55	188.51

File Description	Document
Institutional data in prescribed format	View Document
Details about approved budget in support of the above	View Document
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	View Document

4.5.2

There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Response:

All the physical and academic support facilities of the university are maintained by different offices and committees. The university has spent nearly Rs 450 lakhs for maintenance of physical facilities and academic support facilities in last five years. The instruments and equipment are maintained by the

technical staff identified for the purpose. The maintenance of equipment in the schools is looked after & ensured by the respective Dean, Director, Principal or the Head with imprest for small repairs of the instruments at their own level. Any equipment which is not working is firstly inspected by technicians of the university and if it is beyond repair at their level, the manufacturer or supplier is contacted through the estate officer. The estate officer along with his team also takes care of the maintenance of hospital equipment, photocopiers, ACs and other sophisticated instruments at university level or through annual maintenance contract. The librarians are responsible for upkeep of old books, journals, magazines, etc. They ensure binding of the books and other documents as & when needed in the library and other offices. The IT infrastructure of the university is maintained by IT maintenance team. This team is also responsible for maintenance of computer hardware. The maintenance of the sports facility of the university including badminton court, aerobics & yoga hall, volleyball court, football ground and cricket ground are looked after by the hostel warden & the estate officer. The gymnasium and sports facilities are available to students, teaching and non-teaching staff free of cost. Over all the maintenance of all the sports infrastructure is ensured by the office of Dean Students Welfare (DSW). DSW office also looks after the maintenance of the auditorium and student activity center. The engineers and other personnel are deputed for different works related to maintenance of buildings, maintenance of different laboratories and classrooms. One of the wings of the Estate office maintains the record of the allotment and upkeep of all the accommodations. The parks, gardens and lawns are maintained by agriculture school and the gardeners appointed for the purpose. The routine cleanliness of various facilities, hostels, departments and central office is done by the cleaning staff.

File Description	Document
Links for minutes of the meetings of the Maintenance Committee.	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 20.23

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
578	411	401	401	383

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	View Document
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.2

Institution implements a variety of capability enhancement and other skill development schemes

- 1.Soft skills development
- 2.Language and communication skill development
- 3.Yoga and wellness
- 4.Analytical skill development
- 5.Human value development
- 6.Personality and professional development
- 7.Employability skill development

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of capability enhancement and skills development schemes	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document

5.1.3

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

Response: 65.51

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1875	1619	1471	1162	1005

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	View Document
Institutional Data in Prescribed format	View Document
Any additional information	View Document

5.1.4

The institution has an active international student cell

Response:

The university was established with an aim to generally cater to the needs of the youth of this very rural area. However, realizing the need of diversity and with the advent of the NEP 2020, the International Student cell of the university was strengthened to attract students across the globe and to explore the

possibilities of the tie ups with foreign Universities or Institutes of repute for student & faculty exchange, training programs and admissions. Some of the important activities undertaken by this cell are as follows.

- Creating awareness about the university and its programs across the world for increased international student intake.
- Assisting the international students to overcome any difficulty relating to language, culture or any other problem and in providing them; Pre-Arrival Services, On Campus Accommodation, Post Arrival Services, Conflict resolution and counselling services Proficiency courses in English Resolving issues relating to cultural conflicts The basic objective in providing the above services is to make them feel comfortable, so that they can focus on their studies and make the best use of their time spent at the campus.
- Establishing and maintaining contact and cooperation with foreign institutions for inter-institutional agreements for academic cooperation.
- Assisting existing international students and/or expatriate faculty members to apply for or extend their visas.
- Preparing Memoranda of Understanding (MoU)/ Memoranda of Agreement (MoA) for international collaborations and documentation of international cooperation agreements. The university has signed more than 70 MoU with several agencies and institutions.
- Participation in international initiatives and international educational meetings/ forums, providing a channel for international communication for establishing international cooperation.
- Sharing information with university community on issues of international scientific cooperation such as conferences, inter-cultural exchanges and competitions. Promote and facilitate the exchange of students and advising students on documentation needed for exchange visits.

Supporting foreign guests during their visit to campus.

File Description	Document
Links for international students' cell	View Document
Link for additional information	View Document

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

Response: Any 2 of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	View Document
Institutional data in prescribed format	View Document
Any additional information	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: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 100

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	15	42	6

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE/Civil Services/State government examinations **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	15	42	6

File Description	Document
Pass Certificates of the examination	View Document
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	View Document
Institutional data in prescribed format	View Document

5.2.2

Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 45.81

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
212	232	288	150	230

File Description	Document
Self-attested list of students placed/self-employed	View Document
Institutional data in prescribed format	View Document
Annual reports of Placement Cell	View Document

5.2.3

Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 27.29

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 158

File Description	Document
Supporting data for student/alumni in prescribed format.	View Document
List of students who have progressed to Higher education preceding academic year	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 3

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	3	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.3.2

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

Response:

The university considers its students as the most important stakeholders. The University has created a student's centric model of governance by establishing class representative system, student advisory committee, hostel representative, mess representative which facilitate the students to raise relevant issues and solve it by the established mechanisms. The university instills the values of self-motivation, self-confidence and inculcate in them social, community and environmental responsibilities. It is our strong belief that the students learn time management, communication, team work, resource management, and leadership skills through their participation in various activities and therefore strongly encourages student empowerment.

Class Representatives

In each class two class representatives (CRs) are appointed, one boy and one girl. The appointment of CRs is done through a well-defined structured process in a transparent manner by the students themselves. Regular meetings with CRs are held as per following schedule.

- Coordinators meet all CRs once in a fortnight.
- Dean meets all CRs once a month and the top management including Vice- Chancellor and Registrar interact all CRs at least once a semester.
- CRs keep on sending their feedback about the teaching learning and entire functioning of the University on regular basis.

Shobhit University Students Council

The University has constituted a Students Advisory Committee which consists of at least one student from each School. The members are appointed through an open process based on most critical comments submitted by the students for the improvement of the University system. Those students who give most critical and constructive comments are appointed as member. The meetings of the committee are taken by Dean Student Welfare

and Chairperson of the committee. On commencement of each semester open house sessions are organized and the Vice-Chancellor and other senior officials meet the students to share the progress of the University during the last semester.

Student Hostel Representative

The representatives provide feedback to the Dean, Student Welfare during regular meetings conducted for this purpose. One representative from boys' hostel and one from girl's hostel raise the issues related to the hostel and also help in maintaining the discipline by ensuring that no ragging, sexual harassment or any other issue undesirable incidence happens in the hostel.

Clubs and Societies

There are various clubs in the university like sports and health club, cultural heritage club, Creative activity club, yoga club, SPIC-MACAY chapter, computer club, literary club, fine arts club.

Student Participation in Administrative bodies

The student participation in administration is ensured by making them members of various committees. The students are the members of disciplinary committee, anti-ragging committee, hostel discipline committee, mess committee etc. Various clubs and committees are managed and run by the students themselves. The students organize domain specific events, extra-curricular events (non- domain specific), competitions and conferences honing their subject expertise skills in addition to their leadership skills.

File Description	Document
Links for Student Council activities	View Document
Link for additional information	View Document

5.3.3

Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 13.6

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
17	12	13	12	14

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	View Document
Institutional data in prescribed format	View Document
Event photograph if available (random selection with titles and date(s) of the events marked)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Any additional information	View Document

5.4 Alumni Engagement**5.4.1**

The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

The Shobhit University Alumni Association is a non-profit network developed by alumni to strengthen networking with the old students. The main objectives include; sharing of the ideas, talents & resources

and realizing their contributions for the growth of the university. Alumni provide sustainability to the parent institutions both by imparting training in innovative skills to their Alma mater and by extramural funding which is so necessary for the growth and development of any institution. The alumni of the University have also contributed financially. The alumni of School Ayurveda have gifted some equipment to enhance the infrastructure. The Alumni Association called “Shobhit University Alumni Association” is a registered entity under Society Registration Act. The Alumni Association contributes in the domains namely; providing feedbacks on curriculum, teaching-learning process, and new courses that can be initiated to bridge the gap between industry and academia which in turn make our students more capable & employable.

Alumni also support the events like Navrang- the cultural fest, seminars, workshops and convocations. The meetings of the alumni association take place yearly where the future plans are discussed. Alumni also share their knowledge by delivering talks physically or virtually. They act as their mentors by conducting mock interviews, projects, discussing business and entrepreneurship opportunities. They apprise the students about the current trends in the market and guide them about the career opportunities in various fields. The alumni also pay regular visits to the campus to support the existing batch of students in variety of ways. They extend their support for campus placement drives and summer and winter internships for the students of various UG & PG programs. Each of the alumni contribute for the growth of the University in their area of expertise. Thus, alumni are functioning as a back bone of the University.

File Description	Document
Link for additional information	View Document
Links for quantum of financial contribution	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The University will be internationally recognized as a premier Indian University with a global perspective that educates leaders who will fashion a more humane and just world. It is to develop the University as a brand in technical education, research and industrially relevant innovations at national and global level. We also strive to be a leading world class University, a key node in national and global knowledge network which will empower India with knowledge and innovations.

Mission

The core mission of the University is to promote learning in Indian tradition with international outlook. The University offers undergraduate, post-graduate, research scholars and professional students, the knowledge and skills needed to succeed as persons and professional in niche technical areas, and the values and sensitivity necessary to be men and women.

The University will distinguish itself as a diverse, socially responsible learning community of high-quality scholarship and academic rigor, sustained by Indian ethics & values. The University will draw from the cultural, intellectual and economic resources of the nation to enrich and strengthen its educational programs.

The governance of the university reflects effective leadership and is in tune with the vision and mission of the university. The vision and mission statement defines the distinctive characteristics of the university which address the needs of the students and society it seeks to serve by:

1. Offering programs in all futuristic and emerging disciplines.
2. Focusing on research, innovation and extension.
3. Developing graduate attributes as per the need of the profession.
4. Developing the overall personality of the students to be excellent professionals
5. Inculcating values to be a good human being and having regard for heritage and culture.

Governance Levels

1. University Level
2. Faculty Level
3. Department Level
4. Programme Level
5. Course Level

The involvement of leadership is achieved through well-defined systems and organizational structure consistent with the act, statutes & ordinances of the university in particular and with the vision and mission of the university in general. The University has various bodies for governance for the development & implementation of policies, regulations & guidelines and to affect continuous improvement. University Regulations & Policy Guidelines are the instruments through which all the academic, research & administrative activities are carried out and monitored. The leadership includes Vice Chancellor, Registrar, Finance Officer, Deans, Directors, Heads of Departments/Centers, Principals, Coordinators, etc. The Vice Chancellor, as the Principal Executive and Academic Officer steers the university in fulfilment of its vision, mission and objectives leading the faculty and staff at all levels through developing strategic plan and setting up broad based goals/ targets, responsibilities and review mechanisms. The faculty and staff members are involved by the university leadership in developing and implementing the management system at various levels. The university invites innovative ideas/ suggestions for improvement in various functions such as admission, academics, examination, procurement, HR, industry interaction and placements, finance, administration, maintenance, etc.

File Description	Document
Link for additional information	View Document

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.

Response:

The University practices decentralized and participative management approach in all its activities, initiatives and decision-making processes by involving Deans, Directors and Faculty Members at all levels. The culture of participative management is promoted by the University by including faculty as well as students from all departments in decision making at various levels. The administrative and academic responsibilities have been decentralized to ensure participation of all both in implementation & monitoring of various policies, regulations & guidelines at all levels.

The academic structure entails nine Schools headed by Directors and/or Deans. There are separate Dean (Research and Development) and the Dean Students Welfare. The University has Central Library, University Admission Centre and the Controller of Examinations office. The administration is looked after by the Registrar of the University which also include University Security Services, Estate Office, Purchase and Central Stores, Public Relations Office, Central Computing Centre, Central Amenities and Facilities, Halls of Residences, University Mess and Canteen/Cafeteria. The other university initiatives encompass the IQAC, ISO (ISC), IPR Cell, Centre for Spirituality & Research studies, Virasat-University Heritage Research Center etc.

The University management trusts in the dynamic leadership of the university and give full freedom to run the academic and other activities as per the provisions of the act, statutes and

ordinances. The decentralization is visible in the functioning of the University. University has provided

operational autonomy to all the functionaries to work towards a decentralized governance system.

Participative Management

In a visible participative management, the Chancellor of the university takes the lead in driving the university in all its activities such as academic and collaborations, exchange programs, tie-ups with industries for on job training, encouraging facilities to undertake research and incentives. The management always support all the welfare activities for the faculty & staff including financial support, fee relaxations and other medical benefits. The institute promotes a culture of participative management by involving the staff and students in various activities.

Strategic Level

The Deans, Directors, Principals, Academic Coordinators, Heads and Faculty Members coordinate with IQAC in drafting the policies and procedures, framing guidelines and rules regulations pertaining to admission, placement, discipline, grievance, counseling, training development, and library services etc. The faculty members take active participation in all the programs organized by the university as a member of various committees or volunteers, share their opinion and plans for the event involving students as well. The staff members also paly a proactive role in academic and allied matters.

Functional Level

Faculty members regularly interact with each other and share their viewpoint on the current trends in academics, technology and policies. Such meetings not only create a positive work atmosphere but also enhance the knowledge base. The staff members actively participate in implementing the policies, procedures, and framework in order to maintain and achieve the quality standards in addition to their involvement in executing the day-to-day activities.

File Description	Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

The University prepares a strategic plan taking into consideration of the set objectives and broad-based goals aligned with the vision and mission statement of the University. The strategic plan is formulated on the basis of the objectives and goals of the university.

Objectives

- The objectives of the university are to disseminate and advance knowledge by providing instructions in research and extension facilities in such branches of learning as required.
- The university endeavours to provide students and teachers the conducive atmosphere and facilities including infrastructure for the promotion of innovations in education leading to restructuring of courses, new methods of teaching and learning and integral development of personality, studies in established and new disciplines, inter-disciplinary studies, national integration, secularism, international understanding and ethics.

The broad goals of the university are as follows.

- Providing academic excellence.
- Corroborating student development and complete health and wellbeing.
- Creating culture of excellence in research, scholarship, innovation.
- Enhancing of quality of faculty and staff for outstanding performance.
- Advancing internationalization.
- Establishing & sustaining relations with industry, alumni and society.
- Building capacity for better employability and promoting entrepreneurship
- Committing to all aspects of social, economic and environmental sustainability.
- Ensuring excellence in organizational leadership and governance.

The strategic plan ensures that the set targets are achieved through accountability process comprising of review, evaluation, reporting and, where necessary, re-planning:

- The long term & short-term plans are developed by the Internal Quality Assurance Cell (IQAC).
- The targets are set considering the following aspects.
- Academic and Teaching-Learning Planning
- Infrastructure Resource Planning
- Faculty & Staff Resource Planning
- Learning Resource Planning
- Industry Interaction and Placement Planning
- Research & Innovation Planning
- Internationalization Planning
- Student Development Activities Planning
- Events & Annual Calendars Planning
- Operational Planning
- Financial Planning

The University aims to achieve excellence in research, and to ensure that the research contributes to the well-being of the society. The strategy is to provide a creative and supportive environment in which ideas are generated and flourished. The University has also identified a number of strategic initiatives which build on the existing research base to address the research challenges by multi-disciplinary teams of researchers. The key areas of the plan include; excellence in academics and research & innovations, talent acquisition and retention, associations & collaborations, infrastructure enhancement and modernization of the laboratories, enhancing industry-academia connect and outcome, enhanced alumni engagements and interaction, building-up patient-care initiatives, entrepreneurship and consultancy initiatives, enhancing career opportunities, increased extension activities with a special focus on capacity building, creation of centers of excellence.

File Description	Document
Link for additional information	View Document

6.2.2

Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

Response:

The university has a clearly-defined organizational hierarchy and structure to support decision making processes that are consistent with its purposes and supports effective decision making. The organizational structure lends itself to sustain institutional capacity and education effectiveness through the involvement of stakeholders in various committees and boards.

Administrative setup: The act & statutes of the university provide adequate provisions for various statutory authorities to provide policy framework and direction for the functioning of the university for fulfilment of its objectives.

The university governance system consists of the following bodies.

- The Governing Body
- The Executive Council
- The Academic Council
- The Finance Committee
- The Planning Board
- The Board of Faculties
- The Board of Studies
- The Admission Committee
- The Examination Committee
- The University Research Degree Committee

- The Vice-Chancellor leads the university officers for its smooth functioning. The other officers are as follows:
 - Registrar
 - Deputy Registrar
 - Assistant Registrar
 - Controller of Examinations
 - Finance Officer
 - Dean, Research & Development
 - Dean, Students Welfare
 - Directors of the Schools
 - Principals of the constituent colleges

- Heads of the Departments
- Faculty Members
- Coordinators of specialized centres
- Professor In-charge, Library

External members are also part of various bodies as per the provisions to bring transparency in the system. The university has well-structured system for professional development of the faculty and staff. The achievements of faculty and staff are recognized with financial or other incentives. The grievances of the faculty and staff are redressed timely to keep them motivated all time for better performance.

- In conformity with the UGC guidelines, the key elements such as accountability, transparency, and effectiveness are included in the governance system. To promote good governance as basis of liberalism, openness and transparency the following mechanisms of information dissemination, communication, processes and procedures have been adopted by the University.
- **Institutional Charter and Hand Book:** The University provides student hand book, with academic calendar, stated mission and purposes of educational programs offered, academic requirements and rules governing the administration of the programs, including conduct of examination.
- **Campus Information System:** Taking advantage of the information technology, the university has developed its own system of information processing and dissemination, along with a dynamic web-site.
- **Psychological Counselling & Guidance Services:** In view of the increasing stress for the students resulting in pressure for them on educational and employment sectors, there are reports on psychological breakdowns among students. In order to help students against these disorders, the university provides counselling & guidance by clinical psychologist.
- **Grievance Redressal:** The university has a structured grievance resolution mechanism, separately for teachers, non-teaching staff and the students. In case of students, a very sensitive system of appeal and grievance redressal is set up in the University specifically to address issues of academic victimization, prevention of ragging, sexual harassment.
- **Internal Monitoring:** Continuous internal monitoring of the working of the University is very essential. This is for making course-correction, if needed and for effective realization of the goal of mainstreaming of disadvantaged students.

File Description	Document
Link for additional information	View Document

6.2.3

The University has implemented e-governance in the following areas of operation

1. Planning and Development
2. Administration (including Hospital Administration & Medical Records)
3. Finance and Accounts
4. Student Admission and Support

5. Examination**Response:** All of the above

File Description	Document
Screen shots of user interfaces, if any	View Document
Institutional data in prescribed format	View Document
E-Governance architecture document	View Document
Any additional information	View Document

6.3 Faculty and Staff Empowerment Strategies**6.3.1**

The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

Response:

The university has a welfare mechanism for teaching and non-teaching staff. The following facilities are provided to the employees in maintaining healthcare, morale, safety and satisfaction.

- Health facilities by the hospital of the university
- Psychological counselling & guidance
- Day care centre for children of the staff.
- Yoga camps
- 24-hour power back-up
- Wi-Fi facility & wired internet facility
- Dedicated cabins & workstations conducive to work
- Canteen & messing facility
- Bank facility
- Gymnasium & sports facilities

The welfare schemes for teaching and non-teaching staff are as follows.

Teaching Staff	Non-teaching Staff
<ul style="list-style-type: none"> • Fee concession for the wards or self • Financial support for personal or professional purposes • Free health check-up & treatment facility • Gymnasium & sports facilities • Transport facility for official work • Research incentives • Incentive for the grant received on account of sponsored Research Projects from 	<ul style="list-style-type: none"> • Group insurance • School fee reimbursement for wards • Fee concession for the wards or self • Financial support for personal or professional purposes • Free health check-up & treatment facility • EPF/CPF and ESI Schemes for Employees • Gymnasium & sports facilities • Transport facility for official work

<ul style="list-style-type: none"> external agencies • Travel grant for attending the National/International Conferences/Workshops in India and abroad • Best Researcher Awards for Teachers/students • Seed money to Research Guides for Research Students • Revenue sharing for carrying out industrial consultancy <ul style="list-style-type: none"> • Reimbursement of fee for filing of Patents/Copyrights • Internet/ Wi-Fi facility to all the Staff • Accommodation in Campus for faculty free of cost • Mobile facility • Timely promotion as per Regulatory Bodies norms • Academic Leave/Study Leave and other Leave, including Maternity & Paternity leave • Parking and canteen facility • Bank & ATM 	<ul style="list-style-type: none"> • Mobile facility • Travel grant for skill upgradation • Timely promotion as per Regulatory Bodies norms • Academic Leave/Study Leave and other Leave, including Maternity leave to female employees • Parking facility • Canteen facility • Internet/ Wi-Fi facility to all the Staff • Accommodation in Campus for staff free of cost • Academic Leave/Study Leave and other Leave, including Maternity & Paternity leave • Bank & ATM
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File Description	Document
Link for additional information	View Document

6.3.2

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

Response: 68.76

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

2023-24	2022-23	2021-22	2020-21	2019-20
141	126	106	104	96

File Description	Document
Policy document on providing financial support to teachers	View Document
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	View Document
Institutional data in prescribed format	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 36.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	36	39	36	33

File Description	Document
List of professional development / administrative training programmes organized by the University year-wise for the last five years	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	View Document

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 73.91

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
143	130	119	101	119

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	View Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The appraisal for faculty and non-teaching staff is based on the Performance Based Appraisal System as per the UGC regulations on minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education, 2018 or the provisions as laid down by the concerned regulatory councils like NCISM, PCI etc. The faculty and staff submit a prescribed proforma to seek promotion or increment. The proforma is filled individually by the faculty and the staff on annual or semester basis indicating their contribution in the teaching-learning and evaluation related activities, research and academic

contributions, administrative support and extra and co-curricular activities. The duly filled and forwarded appraisal proforma of the faculty is scrutinized by IQAC and put before the Vice Chancellor for his comments. Thereafter the decisions related to promotion or the quantum of increment are taken on the basis of qualitative and quantitative attributes.

The non-teaching staff at the University comprises a diverse support staff which functions as the backbone of the University. This includes the administrative and accounts staff, the laboratory staff, the library, and housekeeping staff. A confidential self-appraisal report of each non-teaching staff member is prepared by the Registrar. Moreover, the directors of the schools regularly assess the performance of the laboratory staff and through the confidential, self-appraisal forms submitted by the support staff as well.

The further decision on the promotion or increments is taken thereafter. Such mechanism ensures the smooth functioning of the laboratories and departments.

File Description	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:

Goal

The financial goal of the university is to ensure adequate cash flow for operational expenses and to generate reasonable surplus for the growth and expansion in line with its strategic plan.

Guiding principles

- The university will generate adequate funds for operational and capital expenditures from internal revenue sources.
- The student fee will remain close to sector averages in order to continue offering affordable education in line with the university's vision and mission.
- The surplus generated will be utilized for planned expansion of the university.

Finance Committee meets as per the laid down provisions to examine the accounts and to scrutinize proposals for expenditure. The major financial resources of the university are from student's fees and through trust fund. Being a private university, it has a

negligible possibility to receive funds from government. The university ensures optimal use of financial resources through budget control system. The annual budget is prepared according to the need and requirements of the schools/departments taking into consideration the student strength, laboratory and infrastructure developmental expenses, requirements of latest technologies, additional faculty and staff requirements and other recurring expenditure like salary, increment etc. The finance committee work out the budget estimates and annual accounts of the university. It identifies yearly limit of recurring, non-recurring funds. However, fee receipts and other resources are planned to be utilized rather judiciously by the governing board on the advice of the finance committee.

A plan is prepared at the beginning of every financial year for proper utilization of financial resources. The university has a well-defined mechanism to monitor effective and efficient use of available resources. Before commencement of the financial year, Directors/HoDs of respective Schools/departments submit proposals regarding expenditure corresponding to the projected income for an academic year which is scrutinized by the Finance Officer, the Registrar, & the Vice Chancellor.

Thereafter a consolidated budget is prepared and placed before the Finance Committee for onward transmission and approval of the Governing Board.

Every financial transaction is recorded. All procedures and dealings are computerized through software. Quotations are evaluated on the basis of cost and quality and principle of competitive bidding. After comparison, purchase order on the suitable vendor is issued. Each and every transaction is supported by the vouchers and bills. All the collections are deposited directly in the bank and all expenditure on recurring and non-recurring, are incurred through cheques. The following three types of accounts are operated:

1. Receipts & Payment Accounts.
2. Income & Expenditure Accounts.
3. Balance Sheets.

The expenditures occur under following financial heads.

- Salary of the teaching & non-teaching staff
- Honorarium of the guest faculty, industry experts and members of various Committees
- Purchase of books & journals, software, consumables and non-consumable
- Conferences and seminars
- National and International Conferences
- Faculty development programs, business/startup conclave
- Advertisements
- Research & innovation
- Extension activities
- Sports and cultural activities
- Club activities
- Infrastructure development
- Examination expenses
- Miscellaneous expenses
- Approval fees of regulatory bodies

File Description	Document
Link for additional information	View Document

6.4.2

Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 10

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	8	0	0

File Description	Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document

6.4.3

Institution conducts internal and external financial audits regularly

Response:

Internal audit is handled by in-house audit team, the members of which has long experience in the area of auditing and accounts. The internal auditors conduct a thorough check and verification of all financial transactions with the supporting documents and approval of proper authority for each transaction. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. Any error or omission and commission, pointed out by the audit team is immediately corrected/rectified and precautionary steps are taken to avoid recurrence of such errors in future. Thereafter, the financial transactions are accounted in Tally.

External Audit

In addition to the internal audit, external audit is conducted by qualified chartered accountant firm appointed by the university. The external audit is conducted in accordance with the auditing standards as per the provisions of the government rules and regulations. The audit is carried out with regard to the compliance of all statutory provisions and also ensure proper presentation of annual accounts to confirm to the established accounting standards. The audit report along with the audited statements of accounts is placed before the finance committee for its approval. The finance committee reviews the report and if necessary, the auditors are invited for a discussion to be satisfied with the correctness of the accounts. After the approval of the finance committee the report of the auditors is placed before the governing board for approval.

Audit procedure

- Verification of the source of income
- Cross-verification of the fee collections with approved list of students as per approved fee structure
- Cross-verification of other incomes with the receipts issued.
- Grants received & utilized, if any
- Vouching payment with the approved supporting.
- Correctness of classification revenue and capital expenditure.

- Reconciliation of bank accounts and checking the bank confirmations.
- Salary payments with the salary statement sheet.
- Checking of statutory dues payment like TDS, professional tax and PF
- Calculation of depreciation of fixed assets.
- Any other statutory compliance verification required as per Income Tax Act.
- Preparation of the audit report by the Statutory Auditors on the basis of signed Income & Expenditure statement and Balance Sheet.
- Attending the auditor's observations and their rectification before the end of financial year.

The Auditors also guide the University in taxation matters and various legal compliance. There has been no occasion of statutory non-compliance even in very non-significant matters

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC has been established as per the directions of the NAAC. A senior faculty member has been appointed as the Director of the IQAC. The IQAC plays a leading role for institutionalization of quality assurance strategies and processes by constantly reviewing the teaching learning process, structure and methodologies of operation and learning outcome at periodic intervals. IQAC also reviews the teaching learning and other processes and take initiative for improving the curriculum and its enrichment.

Composition of the IQAC

- Chairperson
- Few senior administrative officers
- Three to eight teachers
- One Member from the Management
- One Member from local society
- Alumni
- Students
- Employer/ Industrialist
- Stakeholder
- Coordinator IQAC

The practices followed for quality assurance and improvement are as follows.

1. The strategies are framed by the university keeping in view the quality changes required for the

development of the University, the norms set by UGC, NCISM, PCI, CCRYN, BCI, NCTE, Ministry of Education and other statutory bodies. In addition to the conventional lecture method of teaching; group discussion, debates, tutorials, assignments, seminars, case study, industrial visits are adopted for improving teaching learning process and the learning outcomes. The faculty members are advised to go beyond the content of syllabus in classes, however, keeping the core contents of the syllabus as priority.

2. IQAC however, follow different quality initiatives including conduct of additional co-curricular activities in form of seminars, workshops, faculty development programme and other such initiatives to enhance the overall quality of teaching learning process.

The various initiatives undertaken by IQAC are: -

- Revising, updating the syllabus
- Complying the NAAC mandate
- Initiating internal academic audit
- Periodic review of performance of teaching and non-teaching staff
- Feedback collection from students, faculty, alumni, parents and industry and its analysis/compliance
- Review of teaching learning process
- Improving library facilities
- Suggestions for infrastructure enhancement

The UGC regulations on “Minimum Qualifications for Appointment of Teachers and other Academic staff in the University and Measures for the maintenance of standards in Higher Education 2018”, as amended from time to time are used for appointment of teachers.

Objective of IQAC

1. To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the University.
2. To promote measures for institutional functioning towards quality enhancement through internal quality culture and institutionalization of best practices.

Functions of IQAC

- Development of quality benchmarks/parameters for various academic and administrative activities of the University and apply them to improve quality of education imparted by the University.
- Facilitate creation of learner centric environment for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- To collect feedback responses from students, parents and other stakeholders on curricula offered, teaching, examination and other quality related institutional reports and analyse them to suggest measurements to improve the quality of education imparted.
- To collect self-appraisal reports from teaching faculty, analyse them and suggest measures/actions to be taken to improve the quality of education.
- Documentation of the various programmes/activities undertaken by the University for quality improvement.
- Dissemination of information of the various quality parameters of higher education.

- Organization of inter and intra University workshops, seminars on quality related themes and promotion of quality circles.
- Acting as a nodal agency for coordination of quality related activities, including adoption and dissemination of good practices.
- Development and maintenance of Institutional database for the purpose of maintaining/enhancing the institutional quality.
- Development of Quality Culture in the University

File Description	Document
Link for additional information	View Document

6.5.2

Quality assurance initiatives of the Institution include:

1. Academic and Administrative Audit (AAA) and initiation

of follow-up action

2. Conferences, Seminars, Workshops on quality

3. Collaborative quality initiatives with other Institution(s)

4. Orientation programmes on quality issues for teachers

and students

5. Participation in NIRF process

6. Any other quality audit by recognized State, National or

International agencies (ISO, NABH, NABL Certification,

NBA, any other)

Response: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View Document
Institutional data in prescribed format	View Document
e-copies of the accreditations and certifications	View Document
Any additional information	View Document

6.5.3

Impact analysis of the various initiatives carried out and used for quality improvement

Response:

IQAC monitors different quality initiatives such as academic and administrative audits, implementation of policy for research and innovation promotion, feedback collection, students' performance and grievances redressal system, etc.

Student performance, teaching learning, assessment process and learning outcomes: These parameters are monitored mainly through the academic audits conducted periodically by the Internal Quality Assurance Cell. The issues pertaining to the quality of the teaching-learning processes are shared with concerned Heads and the compliance reports submitted by them are discussed in the IQAC meetings. The results of final examination are analyzed and communicated to concerned Heads for corrective measures to be taken. Learning outcomes of students have been enhanced through implementation of Choice Based Credit System/Elective course system. A number of new courses/programs have been introduced since last accreditation which help to enhance the learning and employability of the students. Further, the curriculum has also been updated from time to time to keep the same as most relevant and as per the requirements of the employers.

Feedback System: All the schools of the university have a well-defined system for obtaining the feedback from the students. The whole process is monitored by the IQAC through a questionnaire prepared for the purpose. The findings of the feedback are regularly taken up for deliberations and follow up action at various levels. Inputs from teachers, parents, alumni and employers are also regularly sought, analyzed and necessary actions are undertaken in terms of updates of various policies, management strategies, administrative processes, infrastructure and facilities, etc.

Research and Innovation: IQAC has taken several initiatives like implementation of research policy, enhancement of research facilities, incentives to researchers, seed money grant, providing travel grant for attending conferences/seminars and paper presentations. The impact of these initiatives has reflected in the enhancement of in the number of publications and patents the last five years.

Administrative Audits: Administrative audits are conducted at two levels; internal and external. In internal audits the inventories of laboratories and libraries are verified at the end of academic year and necessary corrective measures are taken. In external audit the offices of Academic Section,

Administrative Section, Examination branch, etc. are audited by external experts and necessary corrective actions are taken based on their observations.

Finance: The IQAC facilitates internal and external financial audits. The objective of internal audit is to provide professional advice in continuously improving the efficiency and effectiveness of the operations. The external audit is carried out by a CA firm appointed for the purpose.

File Description	Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Shobhit University, Gangoh inculcates sense of gender sensitivity through curricular and co-curricular activities and promotes gender equity by creating support facilities for women empowerment.

The university has a healthy gender ratio both in the student and staff. Some of the senior academic and administrative positions are occupied by the women. The university makes sincere effort to promote gender equity. Various programs and events are organized at regular intervals in order to raise awareness about the issue. Gender equity is accomplished by conducting programs like seminars, debates, group discussions for all the stakeholders on a single platform. A number of awareness campaigns on gender sensitization are regularly organized by the students for the students. The main aim of gender sensitization programs is to bring much required orientation in the thinking practices and mindset of the individuals. The university has organized several programs during past years for enhancing the awareness about gender equity.

The programs conducted for the purpose include the following.

- Celebrating International Women's Day on 8th March
- Guest lectures by eminent personalities
- Workshops on women empowerment, women safety and breaking gender barriers

The following facilities have been provided for women on the campus.

1. Safety and Security

- Round-the clock security. Women staff in the women hostel and otherwise to assist women students and staff.
- Surveillance cameras at key places to act as a deterrent against acts of harassment or violence against women.
- Assistance in arranging transport from some places for coming to the university

1. Separate hostel for girls and boys.

2. Counselling services by trained counsellors.

3. Exclusive common rooms & rest rooms for women students and lady faculties.

4. Day-care centre for young children to provide support for working mothers.

5. Mentoring system for students to realize their academic and personal goals.

6. Invited lectures on relevant & current issues by experts from outside.

The university considers women empowerment as a key issue. The university has constituted following committees having female faculties as chairperson and members.

- Anti-Ragging Committee,
- Internal Complaint Committee for prevention of sexual harassment
- Student Grievance Redressal Committee

These committees are constituted for the following objectives.

- 1.To promote gender equity.
- 2.To suggest measures for safety and security of women in the campus
3. To redress the grievances of female students & staff on gender issues.
- 4.To resolve all the issues related to gender equity in a time bound manner.
- 5.To provide guidance and counselling whenever required.

Various awareness programs on women's empowerment and gender sensitivity, cyber-crime and self-defense were conducted by the university during last five years.

File Description	Document
Link for 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
Link for annual gender sensitization action plan	View Document
Link for additional information	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: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Any additional 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:

The university has adopted the “Swachh Bharat Mission” initiated by Hon’ble Prime Minister of India; to maintain the highest level of cleanliness in its campus.

Solid Waste Management: Dust bins with blue and green color are used for dry and wet waste, respectively in order to easily segregate the biodegradable and non-biodegradable waste. The person-in-charge ensures the collection of the waste from each block of the campus. The collected waste is emptied in the dumping yard where it is appropriately dealt with. The students are generally motivated, to make good use of the waste to make decorative items, by organizing competitions like “Best out of Waste”. The university has signed an MoU with Green Recycling Waste Management Pvt. Ltd.

2. Liquid Waste Management: The sewage and other liquid waste is collected through the well-constructed underground drainage system leading in a large tank. Some part of it is used for irrigation of the fields. The university has signed an MoU with Green Recycling Waste Management Pvt. Ltd.

3. Biomedical Waste Management: The university follows the Bio-Medical Waste Management Rules, 2016.

Category	Type of the waste	Type of Bag or Container to be used
Yellow	Human anatomical waste, soiled waste, expired or discarded medicines, chemical waste, discarded linens contaminated with blood or body fluid, microbiology, biotechnology and other clinical laboratory waste	Yellow colored non chlorinated plastic bags or containers
Red	Contaminated waste (recyclable)	Red-colored non-chlorinated plastic bags or containers
Blue	Glassware and metallic body implants	Blue boxes

4. E-waste Management: The e-waste is managed as per established procedures. Non-recyclable and non-repairable e-wastes are disposed in a prescribed manner through the authorized vendors. The university has signed an MoU with Green Recycling Waste Management Pvt. Ltd.

5. Waste Recycling System: Some part of the solid and liquid waste is used for irrigation purposes. The university has signed an MoU with Green Recycling Waste Management Pvt. Ltd.

File Description	Document
Link for additional informaton	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: All of the above

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

7.1.5

Green campus initiatives include:

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

Response: All of the above

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

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

Response: Any Four of the above

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

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Additional 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 is home to students and faculties from diverse geographical cultural, linguistic, communal and socio-economic backgrounds. The university supports an inclusive culture of harmony and tolerance. The student population includes students from different districts of Uttar Pradesh and other state. The students are made aware of the need to respect the cultural diversity and being culturally sensitive during the orientation programs and during their stay in the university. The university organizes many cultural events that provide a platform for students to learn about each other tradition and heritage.

The rules, regulations, guidelines and policies of the university safeguard the interests of the students, faculty and staff members without any differentiation to their gender. As a matter of fact, true spirit of education is practiced in the university and there is no discrimination on the basis of caste, creed, religion and gender including third gender. The university ensures safety, security & counselling facilities to both male and female students and staff.

The inculcation of life skills among the students, faculty & staff has led to a conducive professional relationship. All the new entrants undergo an induction-cum-orientation program to understand the needs, concerns and characteristics of diversified people including women in the campus. There are separate hostels with caring and responsive wardens with appropriate security arrangements for boys and girls, there are separate rest rooms for boys and girls in the campus.

The university ensures the participation of women students in intra and inter-institutional competitions and cultural activities. Many of them are active members of cultural, sports and literary clubs and participate in all competitions.

The university has successfully created a gender sensitive environment. The academic ambience of the university promotes sensitivity and respect for each other. The programs offered by the university are common to all- irrespective of gender without any bias or reservation. In addition, workshop and training program are conducted on important topics like legal rights, protection from domestic & social violence, and gender sensitivity for all the students of the university.

To promote tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities the university conducts following activities.

- Blood donation camp in collaboration with Red Cross, Indian Army and District hospital, Saharanpur
- Free health checkup camps in the nearby villages and university hospital
- Free yoga and naturopathy camps
- Swachha Bharat Abhiyan for cleanliness drive
- Van Mahotsav, mass plantation drives
- Awareness campaigns on water conservation.
- Awareness campaigns on environment conservation
- Celebration of all festivals

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for additional 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****Response:**

Shobhit university, Gangoh regularly undertakes different initiatives by organizing various activities to sensitize the students and employees to their constitutional obligations namely values, rights, duties and responsibilities of the citizens. The university has conducted various programs to inculcate the obligations provided in the constitution.

The university celebrates the days especially related to constitutional obligations such as Human Rights Day, Constitution Day etc. The constitution day is celebrated to commemorate the adoption of the Constitution of India. It is observed with an aim to reiterate and reorient the faculty members and students towards the values and principles expressed in the Indian Constitution and encourage the students to play their rightful role in strengthening democracy in our country.

School of Law and Constitutional Studies, of the university regularly organizes panel discussions and open house on the current topics and issues to apprise and enrich the students. It also conducts regular competitions online or offline in form of debates, quizzes, speeches, elocution, moot courts and interactions with legal and administrative authorities in order to raise awareness about the constitution.

Every year the Republic Day is celebrated on 26th January by organizing activities highlighting the importance and uniqueness of the Indian Constitution.

Some of the programs related to constitutional obligations conducted by the university are as follows.

- Celebration of Constitution Day
- Celebration of National Unity Day.
- Legal Literacy Camps

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	View Document
Link additional information	View Document

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: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Institutional code of conduct and code of ethics	View Document
Details of the monitoring committee of the code of conduct	View Document
Any additional information	View Document
Web link of the code of conduct	View Document

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Shobhit university, Gangoh is committed to provide quality education along with emphasis on best human qualities including patriotism, fraternity, care for nature and environment, social consciousness, gender sensitization and other social obligations to be a responsible citizen. The university inculcates feeling of national pride among its students through organizing birth and death anniversaries of national figures as follows.

- Mahatma Gandhi
- Jawahar Lal Nehru

- Lal Bahadur Shastri
- Bhagat Singh
- Sardar Vallabhbhai Patel
- Dr. Sarvapalli Radhakrishnan
- Neta ji Subash Chandra Bose
- B. R. Ambedkar
- A.P.J. Abdul Kalam
- Rani Laxmi Bai

National Days

Independence Day and Republic Day are celebrated with flag hoisting ceremony and cultural events. The cultural events on these days are coordinated by students under guidance of faculty members.

The University also organizes programs to inculcate human values in the students from nearby schools & colleges by allowing them to participate in different events like the Annual Sports Meet & Inspirer Day Celebrations, National Science Day and International Day of Yoga. Each of these events is celebrated with full zeal, zest & enthusiasm by students and faculty members in the campus. A range of activities is conducted by students through various clubs to address the emerging social issues and to create awareness among the masses. The faculty members are also involved in helping & guiding the students for the occasion.

Seminars, workshops and conferences are also conducted to depict the cultural heritage of our beloved country. The university was selected as one among 100 destinations across the country to celebrate Yoga Mahotsav an event to commemorate 100 days countdown to IDY-2024 on 2nd April, 2024.

International Day of Yoga is celebrated in the University with participation of students, local people and faculty members. IDY-2024 was celebrated with more than 500 NCC cadets from across Saharanpur, Meerut and Muzaffarnagar. Regular yoga classes and camps are also held in the morning to promote healthy practices in students, faculty members and people of nearby villages.

Seminars and workshops are also conducted in the university to inculcate leadership and managerial qualities among students. They are also encouraged to exercise their franchise and participate in nation building through workshops.

Similarly, to make student more sensitive and aware toward nature and environment; environment awareness programs are conducted which includes field-based activities like tree plantation and cleanliness drives.

To promote the Indian cultural, the university celebrates different festivals like Sankranti, Sarswati Pooja, Holi, Diwali, Eid and Christmas etc. The Heritage Research Center-Virasat is deeply engaged in raising awareness about the culture & heritage of this region among the students and organizes a range of activities on regular basis.

The following days are unfailingly celebrated by the university.

- Republic Day
- Independence Day
- Gandhi Jayanti
- Teachers' Day
- Inspirers Day
- Blood Donation on Inspirer's Day
- Constitution Day
- Rashtriya Ekta Divas
- Ayurveda Day
- Naturopathy Day
- World Pharmacists Day
- International Day of Yoga
- Vigilance Awareness Week
- World Health Day
- Kranti Divas
- International Mother Language Day

File Description	Document
Link for Geo-tagged photographs of some of the events	View Document
Link for additional information	View Document
Link for annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices 1

Objectives

The objective of "Enhancing and Promoting Mental Health and Well-Being with Yoga Practices" is to leverage the holistic benefits of yoga to improve mental health and overall well-being. This practice aims to reduce stress, anxiety, and depression through targeted yoga techniques, including asanas, breathing exercises, and meditation. It seeks to foster emotional resilience, enhance self-awareness, and cultivate a sense of inner peace and balance. By incorporating yoga into daily routines, individuals can achieve greater mental clarity, emotional stability, and a healthier mind-body connection, ultimately leading to

improved quality of life and well-being.

1. **Reduce Stress and Anxiety:** Utilize yoga techniques to lower stress levels and alleviate anxiety.
2. **Improve Emotional Resilience:** Enhance individuals' ability to manage and recover from emotional challenges.
3. **Increase Self-Awareness:** Foster greater self-awareness and mindfulness through regular yoga practice.
4. **Enhance Mental Clarity:** Support improved concentration, mental clarity, and cognitive function.
5. **Promote Emotional Stability:** Cultivate emotional balance and stability by integrating yoga into daily routines.
6. **Encourage Relaxation and Peace:** Facilitate a sense of inner peace and relaxation through meditation and breathing exercises.
7. **Support Overall Well-Being:** Contribute to overall mental and physical well-being, leading to a healthier lifestyle.

Context

"Enhancing and Promoting Mental Health and Well-Being with Yoga Practices" focuses on utilizing yoga as a tool for improving mental health and overall well-being. In today's fast-paced and stressful world, mental health challenges such as anxiety, depression, and stress have become increasingly common. Yoga, with its holistic approach, offers a range of techniques designed to address these issues. By incorporating practices such as asanas (postures), pranayama (breathing exercises), and meditation, individuals can achieve significant mental health benefits. This practice not only helps in reducing stress and anxiety but also enhances emotional resilience, self-awareness, and mental clarity. By fostering a sense of inner peace and emotional stability, yoga supports a balanced and healthy lifestyle, making it a valuable component in promoting mental wellness and overall well-being.

Practices

1. **Yoga Asanas (Postures):** Perform various physical postures to improve flexibility, strength, and relaxation.
2. **Pranayama (Breathing Exercises):** Practice controlled breathing techniques to reduce stress and enhance mental clarity.
3. **Meditation Sessions:** Engage in mindfulness and guided meditation to foster inner peace and emotional balance.
4. **Relaxation Techniques:** Utilize methods such as progressive muscle relaxation and savasana (corpse pose) to promote deep relaxation.
5. **Mindfulness Practices:** Incorporate mindfulness exercises to increase self-awareness and present-moment focus.
6. **Stress Management Workshops:** Conduct workshops on managing stress through yoga and lifestyle adjustments.
7. **Group Yoga Classes:** Offer group sessions to build a supportive community and encourage regular practice.
8. **Individual Counseling:** Provide personalized guidance and support to address specific mental health concerns through yoga.

Evidence of Success

1. **Improved Mental Health Metrics:** Documented reductions in stress, anxiety, and depression levels among participants through surveys and assessments.
2. **Increased Participant Engagement:** Higher levels of participation and regular attendance in yoga classes and workshops.
3. **Positive Feedback:** Positive testimonials and feedback from participants regarding improvements in mental clarity, emotional stability, and overall well-being.
4. **Enhanced Emotional Resilience:** Observable increases in participants' ability to manage and cope with emotional challenges effectively.
5. **Scientific Research and Studies:** Support from studies or research demonstrating the benefits of yoga on mental health and well-being.
6. **Behavioral Changes:** Evidence of improved behavioral outcomes, such as better sleep patterns, increased mindfulness, and healthier lifestyle choices.
7. **Community Impact:** Successful integration of yoga practices into community wellness programs, resulting in broader community engagement and support.

Problems Encountered:

1. **Limited Accessibility:** Challenges in providing access to yoga classes and resources for individuals in remote or underserved areas.
2. **Lack of Engagement:** Difficulty in motivating individuals to commit to regular yoga practice and attend sessions consistently.
3. **Cultural Barriers:** Resistance or reluctance from certain cultural or demographic groups to adopt yoga practices.
4. **Inadequate Facilities:** Insufficient space or facilities for conducting yoga classes and workshops effectively.
5. **Qualified Instructors:** Shortage of certified and experienced yoga instructors who can guide mental health-focused practices.
6. **Funding Constraints:** Limited financial resources to support extensive yoga programs, workshops, and outreach initiatives.
7. **Measuring Impact:** Challenges in quantifying and tracking the effectiveness of yoga practices on mental health outcomes.

Resources Required:

1. **Qualified Yoga Instructors:** Certified instructors with expertise in mental health and wellness to lead sessions and workshops.
2. **Accessible Facilities:** Adequate spaces and facilities for hosting yoga classes, meditation sessions, and relaxation practices.
3. **Funding and Sponsorships:** Financial support to cover costs for instructors, materials, and facility maintenance.
4. **Community Outreach:** Programs and strategies to increase engagement and participation, especially in underserved areas.
5. **Cultural Sensitivity Training:** Training for instructors to address and overcome cultural barriers and promote inclusivity.

6. **Impact Assessment Tools:** Tools and methods for evaluating and measuring the impact of yoga practices on mental health.
7. **Educational Materials:** Resources such as brochures, online content, and guides to educate participants about the benefits of yoga.

Best Practices 2

Objective of the Practice

In the ever-shifting currents of human life, culture and heritage are often overlooked and rarely remembered. India, a land of immense historical significance and a rich repository of traditional knowledge, has seen these treasures blend seamlessly into the daily lives and culture of its people. However, the science and technology of ancient India have largely been forgotten and remain untouched. Over time, this traditional knowledge has lost its appeal and is often underestimated. Yet, heritage and history hold vast reserves of knowledge and inspiration, offering valuable insights into the evolution of humanity. It is crucial to take steps to rediscover, clarify, present, and harness this traditional wisdom. Therefore, the objectives of this practice are:

1. Uncover and preserve traditional knowledge and practices.
2. Identify and protect monuments and scriptures of historical significance.
3. Conduct research on historically valuable discoveries, including practices, technologies, and artifacts.
4. Scientifically explore and promote the importance of these findings for current and future generations.

The Context

This practice plays a crucial role in recovering lost or hidden history and knowledge. It involves a systematic approach to discovering, validating, and utilizing ancient culture, traditions, technology, and lifestyles to aid in the overall development of society. Raising public awareness about heritage preservation is a challenging task, and gathering the necessary manpower, financial resources, and government support is a demanding mission. After tireless efforts, Shobhit University established "VIRASAT" – the University Heritage Research Centre – as the culmination of its ongoing dedication to this cause.

The Practice

Shobhit University, Gangoh, established "VIRASAT" – the University Heritage Research Centre in 2014, with a mission to rediscover and preserve India's rich historical and cultural heritage. In

its early stages, the Centre initiated 'heritage surveys' in the Saharanpur district of Uttar Pradesh. These surveys focused on gathering valuable information from ancient temples, palaces, and other historically significant sites. Wall paintings were meticulously photographed, and preservation efforts were undertaken with the support of provincial authorities to protect these cultural treasures.

VIRASAT has since expanded its efforts beyond Saharanpur, actively working to explore and conserve

artifacts and monuments in the neighboring states of Haryana and Uttarakhand. The Centre has made significant strides in uncovering and safeguarding historically valuable findings in these regions. This includes not only physical preservation but also the documentation and study of cultural practices, architectural styles, and traditional technologies that have shaped the local communities over centuries.

The Centre's work is characterized by its collaborative approach, engaging with the public, local governance, and government agencies to ensure a broad-based effort in heritage preservation. By involving various stakeholders, VIRASAT aims to raise awareness about the importance of protecting our shared cultural legacy and to garner the necessary resources and support for its initiatives.

Among the key areas of exploration undertaken by VIRASAT are Dehradun, Haridwar, Yamunanagar, Kurukshetra, and Shamli, where the Centre has conducted extensive surveys and research. These efforts have not only helped in preserving the tangible heritage but also in fostering a deeper understanding of the region's historical significance. Through its continued dedication, VIRASAT strives to ensure that the cultural wealth of these regions is preserved for future generations, serving as a source of knowledge and inspiration for years to come.

1. Shobhit University, Gangoh established "VIRASAT" – University Heritage Research Centre in 2014.
2. The Centre initially focused on conducting 'heritage surveys' in Saharanpur district, Uttar Pradesh.
3. Information was gathered from ancient temples and palaces during these surveys.
4. Wall paintings were photographed, and preservation measures were implemented with the support of provincial authorities.
5. VIRASAT is now expanding its efforts to explore artifacts and monuments in Haryana and Uttarakhand.
6. The Centre is dedicated to uncovering and preserving historically significant findings.
7. Public involvement, local governance, and government support are key to VIRASAT's preservation efforts.
8. Extensive exploration has been carried out in Dehradun, Haridwar, Yamunanagar, Kurukshetra, and Shamli.
9. The Centre's efforts include both physical preservation and the documentation of cultural heritage.
10. VIRASAT aims to safeguard cultural treasures for future generations through continued research and preservation initiatives.

11. Evidence of Success:

The Centre holds an annual cultural meet to spotlight the art and culture of Western Uttar Pradesh. In addition, VIRASAT organizes photography exhibitions and displays of historical artifacts to celebrate and preserve the region's rich heritage. Recently, the Heritage Centre has embarked on the redaction of the Valmiki Ramayan, furthering its commitment to preserving and promoting ancient cultural and literary traditions. Through these initiatives, the Centre continues to play a vital role in safeguarding and showcasing the historical and cultural wealth of the region.

12. The Centre hosts an annual cultural meet to showcase the art and culture of Western Uttar Pradesh.
13. VIRASAT organizes photography exhibitions to highlight the region's cultural heritage.
14. The Centre also holds exhibitions featuring historical artifacts from Western Uttar Pradesh.
15. Recently, the Heritage Centre has undertaken the task of redacting the Valmiki Ramayan.
16. These initiatives aim to preserve and promote the rich cultural and historical legacy of the region.

Problems Encountered and Resources Required:

Securing financial assistance is a significant challenge, as the University must cover the costs on its own. Additionally, widespread myths and beliefs about old monuments and temples among the public hinder exploration efforts. Gaining support and cooperation from the government is also a demanding task, further complicating these initiatives. Some major challenges encountered during the study were as follows:

1. Securing financial assistance is a significant challenge, as the University primarily bears the expenses.
2. Widespread myths and beliefs among the public about old monuments and temples often obstruct exploration efforts.
3. These misconceptions create barriers to the effective preservation of historical sites.
4. Gaining support and cooperation from local and regional governance is a demanding task.
5. The Centre faces difficulties in mobilizing resources and assistance for its initiatives.
6. Overcoming these obstacles is crucial for the successful exploration and preservation of cultural heritage.

File Description	Document
Link of the best practices in the Institutional web site	View Document
Link for additional 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:

Shobhit University, Gangoh, is deeply committed to its mission of empowering rural youth through education. Located in a rural area, the university recognizes the unique challenges faced by communities in these regions, especially when it comes to access to quality and affordable education. Therefore, Shobhit University has made it a priority to bridge the educational gap between urban and rural populations by offering programs tailored to meet the needs of rural students.

The institution's focus on empowering rural youth is grounded in the belief that education can serve as a powerful tool for social and economic transformation. By providing opportunities for students from rural backgrounds to access higher education, the University plays a vital role in enhancing the skills and knowledge base of these communities. This focus not only helps individual students but also uplifts entire rural regions, fostering sustainable development and economic progress.

Among the rural youth, the university places particular emphasis on empowering girl students. In many rural communities, girls face additional barriers to education, including societal expectations, economic constraints, and limited access to resources. Recognizing these challenges, the University has implemented a variety of educational initiatives specifically designed to support the education of girls.

These initiatives range from providing scholarships and financial aid to female students, to offering mentorship and guidance programs aimed at fostering their academic and personal growth. The university also offers various programs designed to equip girls with skills that are both academically enriching and practically useful, ensuring that they are well-prepared for future careers. Additionally, special attention is given to encouraging girls to pursue fields that have traditionally been male-dominated, such as engineering, technology, and the sciences. By doing so, the university aims to break down gender stereotypes and open up new opportunities for women in the professional world.

The empowerment of rural youth especially girl students is not only a key priority for the university but also an important part of its broader mission to promote gender equality in education. The University understands that educating girls has a ripple effect, as educated women are more likely to contribute positively to their families and communities. By empowering female students, the university is helping to build a more equitable society where everyone, regardless of gender, has the opportunity to succeed.

Furthermore, the university actively works to create a supportive and inclusive campus environment for female students. This includes ensuring the safety and well-being of all students through various support services, such as counseling and healthcare, as well as providing opportunities for extracurricular involvement, leadership development, and community engagement. These efforts help girls build confidence, resilience, and leadership skills that will serve them well throughout their lives.

The university's efforts to boost female enrollment have clearly made an impact. At its inception, the girl enrollment ratio stood at approximately 20 percent. Through targeted initiatives and a focus on empowering female students, this figure has now risen significantly to around 40 percent. The university's commitment to gender equality in education, along with scholarships, mentorship programs, and support services, has contributed to this steady increase. These efforts not only enhance opportunities for female students but also help create a more inclusive academic environment that promotes the overall growth and development of women in higher education.

Rural areas often suffer from poor infrastructure, including inadequate roads, electricity, and water supply, which hampers their economic growth. Under the "Unnat Bharat Abhiyan," we have adopted four nearby villages to improve essential facilities like drinking water and drainage. Healthcare access is also a major issue, with many traveling long distances for medical services. The University's Ayurveda, Pharmacy, and Naturopathy & Yoga schools are actively providing free healthcare, including medicines and emergency services, to nearby villages like Badgaon, Dhalapara, Khanpur, Sangathera, and Mohra. Regular medical camps and blood donation drives also address local healthcare needs.

In conclusion, Shobhit University, Gangoh, is dedicated to empowering rural youth, with a special focus

on female students. Through its educational initiatives, the university not only provides access to higher education but also fosters the personal and professional growth of its students. By prioritizing the empowerment of rural and female students, Shobhit University is making a significant contribution to the development of both individuals and the wider rural communities they come from.

File Description	Document
Link of appropriate Web link in the Institutional website	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Shobhit University, Gangoh is achieving significant milestones in research and academic publications. The faculty members demonstrate a strong commitment to advancing research activities, reflecting their dedication to academic excellence and innovation. Their enthusiasm for exploring new ideas and contributing to diverse fields of study is evident in their active participation in scholarly initiatives. By fostering a supportive and stimulating research environment, the university continually enhances its academic reputation, creating opportunities for impactful discoveries. This proactive approach not only benefits the academic community but also makes meaningful contributions to society and intellectual progress.

In addition to its academic pursuits, the university actively promotes wellness and holistic development through regular Yoga and Wellness sessions conducted both on and off campus. These sessions aim to cultivate physical fitness, mental clarity, and emotional balance among participants. By integrating yoga principles and wellness practices into everyday life, the university encourages students, faculty, and the broader community to adopt a healthier lifestyle. These initiatives underscore Shobhit University's commitment to fostering a positive environment that supports overall development. Through its consistent efforts in organizing wellness programs, the institution inspires individuals to embrace practices that enhance personal growth and improve the quality of life.

The VIRASAT-University Heritage Research Centre, an integral part of Shobhit University, is dedicated to researching and preserving the ancient culture and civilization of Saharanpur and nearby regions. The center actively engages in uncovering historical insights that shed light on the area's rich traditions, heritage, and way of life. Through meticulous research and community involvement, VIRASAT contributes to a deeper understanding and appreciation of the historical and cultural significance of the region. By promoting awareness and fostering a strong connection to the past, the center plays a crucial role in safeguarding cultural heritage for future generations. Its efforts enrich the academic and cultural landscape, ensuring that the vibrant history of Saharanpur and its surroundings remains relevant and celebrated.

Through these diverse initiatives, Shobhit University continues to lead in academia, wellness, and heritage preservation.

Concluding Remarks :

Shobhit University, located in Gangoh, Uttar Pradesh, is committed to providing quality education while uplifting rural communities. Renowned for its offerings in Ayurveda, Agricultural Sciences, and Biological Engineering, the university bridges traditional knowledge with modern education through diverse programs, robust infrastructure, and a holistic approach to learning.

Strengths

Shobhit University offers a broad spectrum of programs, including law, MBA, BBA, B.Ed., and engineering, catering to varied academic interests. Its emphasis on Ayurveda addresses the global demand for natural healthcare, preserving India's medical heritage. Located in rural Uttar Pradesh, the university provides higher education access to marginalized students, offering scholarships and tailored programs like Agricultural

Sciences to uplift the region socio-economically.

Modern infrastructure, including advanced labs, libraries, and sports facilities, supports academic excellence. Industry collaborations enhance the learning experience, ensuring graduates are industry-ready. Holistic development is prioritized through co-curricular activities and leadership programs, preparing students with skills for professional success.

Weaknesses

The university faces challenges in expanding online education, which is essential in a post-pandemic world. Strengthening hybrid learning models could increase its accessibility and competitiveness. Recruiting faculty with strong industry backgrounds and integrating practical learning through internships and case studies would bridge the gap between academics and industry needs. Additionally, limited urban exposure may restrict networking opportunities for students, necessitating broader global partnerships and industry connections.

Opportunities

Introducing programs in Artificial Intelligence, Machine Learning, and Data Science could attract a global student base while leveraging expertise in Agricultural Sciences to offer sustainability-focused courses could address global challenges. Enhanced research capabilities and international collaborations would boost academic credibility. Expanding online and hybrid platforms aligns with the digital education trend, broadening the university's reach.

Challenges

Competing in India's dynamic education landscape demands continuous innovation. Recruiting specialized faculty, particularly in Ayurveda and biological sciences, remains critical. Improving placement rates in niche fields like Agricultural Sciences requires stronger industry ties and job support services.

By addressing these challenges and leveraging opportunities, Shobhit University can solidify its standing, ensuring sustained growth and impact on education in India and beyond.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 24 Answer after DVV Verification: 19</p> <p>Remark : As per documents provided by the HEI program revised the during the assessment period only to be considered, thus DVV input is recommended.</p>										
1.2.3	<p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 564 Answer after DVV Verification: 452</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 1119 Answer after DVV Verification: 1119</p> <p>Remark : As per revised document provided by HEI, thus DVV input is recommended.</p>										
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 191 Answer after DVV Verification: 190</p> <p>Remark : As per revised document provided by HEI and excluding multiple counting of the same courses during the assessment period, thus DVV input is recommended.</p>										
2.4.2	<p>Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialties /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years</p> <p>2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialties / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered. Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>92</td><td>99</td><td>86</td><td>78</td><td>68</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	92	99	86	78	68
2023-24	2022-23	2021-22	2020-21	2019-20							
92	99	86	78	68							

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As degree certificates are not provided, thus DVV input is recommended.

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience)

Answer before DVV Verification : 1602 years

Answer after DVV Verification: 1450 years

Remark : As per documents and data template, thus DVV input is recommended.

2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script
2. Double Valuation/Multiple valuation with appeal process for revaluation only
3. Double Valuation/Multiple valuation with appeal process for retotalling only
4. Single valuation and appeal process for revaluation
5. Grievance Redressal mechanism does not exist

Answer before DVV Verification : A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

Answer After DVV Verification: C. Double Valuation/Multiple valuation with appeal process for retotalling only

Remark : As per documents provided by the HEI, thus DVV input is recommended.

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

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)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

48	8	20	16	22
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
23	08	13	10	13

Remark : As per supporting documents provided by HEI, thus DVV input is recommended.

3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
25	15	20	10	6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
05	03	02	02	03

Remark : As per the number of the certificates are provided, and excluding multiple counting , thus DVV input is recommended.

3.1.5 University has the following facilities

1. Central Research Laboratory / Central Research Facility
2. Animal House/ Medicinal Plant Garden / Museum
3. Media laboratory/Business Lab/e-resource Studios
4. Research/Statistical Databases/Health Informatics
5. Clinical Trial Centre

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any three of the above

Remark : As per supporting documents provided by HEI, thus DVV input is recommended.

3.2.1 Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

3.2.1.1. Grants for research projects sponsored by non-government sources such as industry,

corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
383	1757	1662	1552	2490

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As per documents provided by HEI, and proper supporting documents are not provided by HEI, thus DVV input is recommended.

3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

3.2.3.1. Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	1	0	0	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	1

Remark : As per documents provided by hEI, thus DVV input is recommended.

3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

3.4.3.1. Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12	5	13	7	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
09	05	11	07	05

Remark : As per documents provided by HEI, thus DVV input is recommended.

3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

3.4.4.1. Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
171	73	48	49	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
75	60	45	40	04

3.4.4.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
60	30	22	25	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
60	30	22	25	04

Remark : As per supporting documents provided by HEI, thus DVV input is recommended.

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

3.6.1.1. Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
144	131	121	19	30

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

62	55	66	14	25
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Remark : As per documents provided by HEI and excluding awareness program on generic themes, Thus DVV input is recommended.

3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

3.6.2.1. Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2132	2018	1885	465	1208

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
910	805	1051	339	1004

Remark : As per documents provided by HEI and excluding awareness program on generic themes, Thus DVV input is recommended.

3.7.2 Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.

3.7.2.1. Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Answer before DVV Verification : 84

Answer after DVV Verification: 73

Remark : As per revised documents provided by HEI, and functional MOUs during the assessment period to be considered, thus DVV input is recommended.

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
192.35	434.74	208.41	11.92	80.15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
139.91	427.34	197.23	10.90	77.35

Remark : As per documents provided by HEI, and excluding expenditure on BOOKS, as provided in the audited statement, thus DVV input is recommended.

4.2.3

Availability of infrastructure for community based learning

1. Attached Satellite Primary Health Centers
2. Attached Rural Health Centers available for training of students
3. Attached Urban Health Centre for training of students
4. Residential facility for students / trainees at the above peripheral health centers / hospitals

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any 3 of the above

Remark : As per supporting documents provided by HEI, thus DVV input is recommended.

4.3.3

Does the institution have an e-Library with membership/subscription for the following:

1. e – journals / e-books consortia
2. e-ShodhSindhu
3. Shodhganga
4. SWAYAM
5. Discipline-specific Databases

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Three of the above

Remark : As per documents provided by HEI, thus DVV input is recommended.

4.5.1

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
721	428	545	462	473

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
122.87	36.29	89.48	139.55	188.51

Remark : As per audited statement in supporting documents provided by HEI, and expenditure

done on repair and maintenance of physical and academic facilities to be considered, thus DVV input is recommended.

5.1.1 Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

5.1.1.1. Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1830	1446	1089	885	783

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
578	411	401	401	383

Remark : As per documents provided by the HEI, Institutional scholarships are not reflected in the audited statement, which should not be considered, thus DVV input is recommended.

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any 2 of the above

Remark : As per documents provided by HEI, and proofs for the option 1,2 are only provided, thus DVV input is recommended.

5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years

5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
362	332	288	253	264

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

212	232	288	150	230
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Remark : As per proof provided for the placed students, thus DVV input is recommended.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12	11	16	10	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	3	0	0

Remark : As per certificate provided by the HEI, and participation/ appreciation level certificates not to be considered, thus DVV input is recommended.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
45	42	40	35	38

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
17	12	13	12	14

Remark : As per the documents provided by HEI, and events should not be split in to activities, thus DVV input is recommended.

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Two of the above

Remark : As per providing supporting documents, proofs for the option 1,2 are only provided, thus DVV input is recommended.

2.Extended Profile Deviations

Extended Form Deviations					
ID	Extended Questions				
1.1	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)				
	Answer before DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	1246.33	547.52	869.18	615.61	1034.65
	Answer After DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	1236.32	547.52	869.18	601.21	1034.65