# SELF STUDY REPORT

### FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## ARKA JAIN UNIVERSITY

ARKA JAIN UNIVERSITY, 312, VILLAGE - MOHANPUR, BLOCK - GAMHARIA,
DISTT. - SERAIKELA - KHARSAWAN
832108
www.arkajainuniversity.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May  2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

ARKA JAIN University is a completely **self-financing private university** and was established in the year 2017 by the Government of Jharkhand, ACT No. 14 of 2017. The university is situated in the serene, picturesque and green campus of **18.15 acres** in the neighbourhood district of **India's first Industrial City Jamshedpur (Tata Nagar).** It is located in the tribal district of Seraikela–Kharsawan of Jharkhand. The University obtained 2(f) status from the University Grants Commission (UGC) and thus recognized by it as a degree awarding Institution. **ARKA JAIN University is the first private university in the entire Kolhan region of Jharkhand** which comprises of three districts namely East Singhbhum, West Singhbhum and Seraikela–Kharsawan. Based on its academic and research performance, innovation outputs and societal importance the University is ranked **5th among the Top 15 emerging state private universities** in the country by the prestigious Outlook iCare University rankings 2022. ARKA JAIN University is the only University from this region to feature in the Outlook Rankings. **In the Survey conducted by the Higher Education Review magazine, ARKA JAIN University is ranked 14th** in the **Engineering category** for the year 2022. The University was established with the prime objective of offering affordable **value-based quality higher education to the students of these regions.** Prior to the establishment of the university, the students used to migrate to other developed states like Odisha, West Bengal, Andhra Pradesh, Maharashtra and Karnataka. During the last five years the university has attracted the students from the other states as well. The university strongly believes that the education is only the way to improve one-self and reach greater heights with righteous thinking. As education is a continuous refinement of learning, the university has taken all initiatives to achieve excellence in imparting holistic education. **The university offers a variety of programmes, 14 in UG, 2 in PG and 1 in Research for the students to cherry pick. All the programmes have been designed to focus on employability, skill development and Entrepreneurship.** The university has made phenomenal strides both qualitatively and quantitatively in all spheres namely, Student and Faculty Strength, Programmes offered, Infrastructural facilities, Teaching-Learning Process, Industry Interaction, Research and Development, Outreach and community engagement. The students are well nurtured by experienced faculty and ably supported by non-teaching staff. It is noteworthy to mention that the university has entered into **40 MoU's and Collaborations with organizations of repute including industries like Tata Steel, Tata Motors, Tata Power, Indo-Danish Tool Room to promote Industry Institute Interface for the required skill development.**

**Vision**

**To develop human capital by creating spirited learning environment by empowering the students with knowledge, skills and instil social responsibility towards holistic development.**

Human Development is a fundamental driver of this vision and provides both deeper and broader scope in the institutional pursuits, deriving their routes from our national ethos and the borderless dimensions of educational values. The vision stated is sufficiently broad enough to endure the long-term requirements and perspective, as it can also embrace the emerging needs of changing environment including the Key Tenets the National Education Policy 2020. The value of developing the Human Capital enshrined in the Vision statement implies the efforts for a continuous reinventing process in order to remain relevant and be able to create men and women of character as per the demands of the 21st Century. By virtue of being a young university and a

proactive architect of education that is relevant for the future and a promoter of the spirit of enterprise, ARKA JAIN University envisions to rapidly transform itself into a nationally prominent recognized university with many advantages it poses like a credible and distinct vision and mission, a healthy academic pool, and outcome based focus with service orientation, established areas for academic excellence and initiatives in Research, supportive and engaged teaching and non-teaching staff with an appetite for positive change. The translation of Vision into reality is being carried out through the mission statement, quality policy and the identified core values. A strategic plan developed guides the process of the institutional development. The alignment of vision and mission are also ensuring while defining the objectives and outcomes for academic programmes and research initiatives. Definition of Program Outcomes, Program Specific Outcomes and Course Outcomes and their mapping had been carried out at the departmental level for all programmes with peer reviews. Outcome focus in the content, delivery and assessment processes are ensured through the preparation and use of an integrated teaching learning and evaluation plan for each course. The details of the vision and mission statements including the organization aspects for all the programmes are widely publicized through the Institutional website.

**Mission**

- To impart multidisciplinary and a holistic education in order to ensure the unity and integrity of all knowledge
- To create **academic impact** through a combination of age-old tradition with modern scientific knowledge
- To create a lifelong learning environment that nurtures **intellectual inquisitiveness, holistic & critical thinking, ethics and human values, equity and inclusion, and life skills**, and thus making students responsible citizens and nation builder
- To augment the employability aspect of students as per global requirements
- To provide ideal environment for research, innovation, consultancy and entrepreneurship for larger and wider **socio-economic and humanistic progress**
- To endow the faculty and staff members with necessary means so that they can deliver on the stated lines
- To create a global tribe of technocrats, managers, entrepreneurs, scientists, biologists, pharmacists, artists and other professionals
- To engage with industry, and society at large, in productive manner
- To promote respect for diversity and respect for the local context in all curriculum, pedagogy, and policy.

The mission statement thus focuses on transformative outcomes and an outcome-oriented strategy, combined with values that nurture quality, enterprise and response to the needs of the society. The mission of the university is mainly pursued through the different schools. Each School has carved a niche for itself as a **space for education excellence** in its chosen domain. In order to give a concrete shape to implement the mission, the university has come out with a quality policy as follows:

- To make sure that the academic programmes meet the accepted norms as per the stakeholder's requirements
- To ensure effective functioning of processes, systems and policies pertaining to quality standards at various levels
- To foster quality enhancement to realise academic excellence
- To empower students with knowledge, skills, attitudes by imparting quality education

The quality objectives of the university are the following:

- Contributing to socio-economic challenges of the nation through educational transformation
- To mould the students into responsible citizens
- Regular Training and Upskilling for the faculty members
- Promoting Research and Development in innovative/emerging areas
- Collaborating with Industry and other academic organizations

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

In the revolution taking place in the higher education scenario in the country the University has developed the following strengths.

- The University has developed number of collaborations with Professional Bodies and Industries that keeps the curriculum constantly updated and fine tuned to meet the requirements of the new age industry.
- The University has a proactive management that manages more than 65 educational institutions of repute across the country.
- The best practices in Governance and Administration adopted by the University have resulted in autonomy to faculty and decentralization.
- The University has committed faculty members and excellent work culture.
- The location of the university is of great advantage since it is in the neighbourhood of Industrial Hub of eastern India (Jamshedpur)
- Tie-up with number of industries including Tata Steel, Tata Motors, Tata Power, Indo-Danish Tool Room
- The 154 Value-Added Courses designed with the industries help the students to bridge the gap between the industries and the academia.
- State of the Art Infrastructure for Teaching, Research, co-curricular and extra-curricular activities
- The University has been providing Seed Money to the Faculty Members to carry out minor research projects of societal importance
- The University has effectively published 91 Patents
- The IT infrastructure enables effectiveness and efficiency
- The university has ensured a 24/7 learning environment through technology enabled learning resources
- The University has recorded excellent results of the students in final examination which has resulted in good placements
- The University has been constantly advocating the student centric approaches that distinguishes it from the other institutions in the neighbourhood
- The University is supported by a robust evaluation system and reforms that emphasises continuous learning
- University promotes active citizenry through excellence in NCC, NSS, Rotaract and social outreach
- Student diversity is ensured in terms of gender and students from other states
- The University has successfully implemented the entrepreneurial opportunities for tribal people in the neighbourhood with the motto of "Sab Ka Saath Sab Ka Vikas"
- The University has made itself relevant to the neighbourhood with the Unnat Bharat Abhiyan Scheme

The University is well set through the harmonious relationship it had forged among the various stake holders to implement the National Education Policy (NEP 2020)

## Institutional Weakness

- Being private university difficulties are faced in getting financial resources from the government and other funding agencies.
- Being a young university, it has been an uphill task to increase the number of faculty members with Doctoral and Post-Doctoral qualifications.
- The students from the rural background find it difficult to meet the standards in communication and technical skills
- Since, Jharkhand state is a developing state, the service industry is not fully developed and hence difficulties are faced in the availability of local jobs

## Institutional Opportunity

- Preparing the faculty members to meet the requirements of the 21st Century needs of education including the National Education Policy (NEP 2020)
- To focus on design in all disciplines of engineering and aimed for significant outcomes/impact from the School of Engineering and Information Technology
- Opportunities available for allowing enhanced digital content and use of MOOCs
- Opportunities for international collaborations for twining and dual degree programmes, exchange programmes
- To enable strong vocational and skilling programmes
- Opportunities emerging in the Post COVID environment for blended learning
- Developing strong practical orientation and industry ready graduates
- Conversion of projects into products for better utilization of the resources to meet the local, small and medium industry and societal needs
- Opportunities for offering multi-disciplinary and liberal education programmes
- Opportunities for students to acquire IPRs and initiative for startups through the eco-system established in the university

## Institutional Challenge

- Challenges arising in curriculum development for the programmes for continuing learning needs of the alumni
- Continuous changes in the curriculum to suite the contemporary needs of industry/employment, at times post difficulties in managing student progression
- Retention of good and qualified faculty in the view of the competitive opportunities prevailing
- Social challenges caused by nuclear families, single parent families, both parents in job impact student motivation and performance
- Mobilization of resources for huge re-adjustments in educational process in tune with the New Policy environment and the aspirations of youth
- Meeting challenges of teacher's continuous professional development
- Transforming the institution towards research cum teaching university

- Developing capabilities in the faculty members for competitive research

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The University offers **14 UG, 2 PG and a Ph.D. programme** in different disciplines and subjects. The curriculum takes into account the **interdisciplinary learning and imperatives of the digital age which are essential to address the languages of contemporary developmental context.** These holistic factors are reflected in the design and definition of **Program Outcomes, Program Specific Outcomes and Course Outcomes.** The university has **implemented a CBCS/Electives for all the programmes** effectively right from its inception. To meet the changing needs of competencies in industry and society, the curriculum had been updated and revised periodically covering all the programmes over the past 5 years and many new courses had been integrated based on the feedback from structured surveys of faculty members, students, employers and alumni. Continuous efforts have been made to **integrate into the curricula the cross-cutting issues relevant to gender sensitivity, human values and ethics, communication skills, environment and sustainability for ensuring holistic development of the students. Nearly 90% of the courses address specifically employment, entrepreneurship and skill development**. Majority of the programmes have been accredited with various international professional bodies and learned societies or industries like the **Association of Chartered Certified Accountants (ACCA) and Chartered Institute of Management Accountants (CIMA)** getting benchmarks. The **revision of curriculum** takes place once in 2 years for the MBA programme, once in 3 years for MCA Programme and all the other UG Programmes, once in 4 years for engineering programmes. The process of **curriculum design and development is carried out through the respective Board of Studies taking into account of the suggestions from the faculty members which are recommended to Academic Council and finally ratified in the Board of Management. The Curricular structure and the number of credits is as per the guidelines of the statutory bodies like UGC, AICTE, PCI and BCI**. All the schools have full-fledged autonomy to fine tune the curricula as and when necessary. Utmost care is given to address the local, regional, national and global needs during design and development of the curriculum. To bridge the gap between the industry and academia 154 Value-Added Courses have been introduced to impart multi skills to the students which enhances their employability and also provides the experiential learning. The projects and internships provided to the students gives the necessary hands-on experience thus, improving their analytical skills. The University regularly collects feedback from its stake holders on the curricula and the overall infrastructural facilities which is analyzed and appropriate actions are taken through Board of Management.

**Teaching-learning and Evaluation**

The university has a well-defined admission policy which is inclusive of the reservation guidelines as well as merit. Efforts have been taken to attract students from the neighbouring states as well, which has enabled the university to have a widely diverse student population with demand ratio standing at 10.5:1. The teachers form the back-bone of the TLEP and hence strong emphasis is laid on building their strengths and competencies. The Student-Teacher ratio currently stands at 18:1. There is an effective mentor-mentee system which takes care of the personal and academic counselling given to the students. The Information Communication Technology (ICT) enabled advanced teaching methods have become a common practice in the university. All the blocks in the university are Wi-Fi enabled to encourage blended learning. Slow and advanced learners are identified at the beginning of the academic year. Bridge classes are also organized at the beginning of the academic year

whereever necessary. Remedial classes are regularly conducted for slow learners. The advanced learners are encouraged to make presentations, participate in conferences, seminars and workshops. They are also encouraged to take up competitive examinations and to take up professional qualification courses like CA, CIMA, ACCA and CS. The lesson plan is prepared well in advance by teachers for effective curriculum deliverance. Web based video conferencing on licensed platforms are commonly used by the faculty members in addition to the Learning Management System (LMS). Specially designed Teaching-Learning-Evaluation plan links and aligns the curricular content and pedagogy/andragogy to specific learning outcomes. The faculty members are encouraged to explore student engagements through experiential, participative and blended learning resources from MOOCs into the learning process. Students are provided with the opportunity to engage, organize workshops, design projects involving users, make reflective reports on industry visits and internships and participate in inventive challenges like software coding. The COs and POs are well defined and attainment of these and mapping of COs-POs are obtained based on direct and indirect assessment tools. The examination unit is completely automated with the MASTERSOFT (ERP). The efforts of the institution in imparting quality education have resulted in a pass percentage of above 90.

## Research, Innovations and Extension

The University has a well-articulated policy for the promotion of research. To inculcate the research culture among the faculty members, the University has provided 2.45 Crores during the assessment period as Seed Money that has resulted in 87 minor research projects. The innovative eco-system of the university is created through the functioning of various Cells like the Research and Development Cell (R&D), Intellectual Property Rights Cell (IPR) and Entrepreneurship Development Cell (ED). Extensive training programmes for using the advanced Softwares like statcraft (Statistical Package for Social Science and Regression), and data interpretation techniques are given to the faculty members. 180 number of Workshops/Seminars/Conferences have been organized to facilitate the faculty members acquire research skills which has resulted in 1293 paper publications in conference proceedings. The University has instituted several awards and monetary incentives for promotion of research. A state-of-the-art Central Instrumentation Center with all necessary facilities has been developed. The university constantly encourages its faculty members to get involved in consultancy and corporate training. So far, 38 corporate training programmes have been organized that has resulted in generating a revenue of 66.2 Lakhs. Fifteen Corporates have been benefitted by the expert training given by our faculty members. The IPR Cell conducts periodical sessions on the importance of Patents and Copy Rights in research that has resulted in publication of 91 Patents. Further, the faculty members have received 89 awards and recognitions for their academic and research contributions. The university has entered into 40 MoUs with organizations of repute. There is a well-established Research and Statistical Lab, Museum, Media Lab and a Moot Court. Extension activities which bring about holistic developments are organized under the auspices of various student clubs as well as NCC and NSS. These events on an average see active participation of 60% of the student community. The university is one among 750 HEI's selected to be part of Unnat Bharat Abhiyan, a flagship programme of MHRD (presently Minitry of Education), GOI. Under this plan 5 Villages have been adopted in the neighbourhood of the university.

## Infrastructure and Learning Resources

The physical infrastructure which supports the entire teaching-learning and research initiatives at ARKA JAIN University meets high quality standards in terms of adequacy norms of classrooms, laboratories and other facilities spread over the 5 blocks. The University has a clean and green campus spread over 18.15 acres of land with built up area of 1,50,000 sq. ft. There are 44 well-lit and ventilated classrooms which are equipped with

LCD Projectors, Desktops/Laptops and Internet facilities. In addition, there is a state-of-art Auditorium with a seating capacity of 250 and two seminar halls that provides excellent anchor to academic congregation. The 50 well-equipped laboratories that supports the academic programs providing access to specialized laboratory equipment are available. There is also a workshop and a moot court. There is a central library and 2 other libraries dedicated to the School of Allied Health Sciences and School of Law. The library is completely automated with the LIBMAN Software. The University subscribes to diverse digital contents comprising of 136 number of e-Books and e-Journals in addition to access to the popular databases like DELNET, KNIMBUS M LIBRARY PORTAL, SCC Online, MANUPATRA, IEEE and the like. The University has excellent facilities for indoor and outdoor games which includes basketball courts, badminton court, Volleyball court, Cricket Net Practice pitch and a multipurpose ground. The campus has also health care facilities like well-equipped Gym and a yoga center. The university has a well-maintained hostel facility for girls with a capacity of 100 occupants. All the 5 blocks have internet facility with 896 number of computers. The IT facilities are frequently updated, the IT Center of the university designs, develops and maintains the IT Infrastructure. The university has 1 GBPS dedicated lease line of BSNL and a backup connection of 100 MBPS from a private service provider who have laid down optic fibre cable across the campus. The university is committed to provide adequate safety and security to all its stake holders and has installed more than 84 CCTVs in strategic locations. A dedicated Facilities Management Department Team manages the upkeep and hygiene of the various blocks, laboratories and other facilities.

## Student Support and Progression

The University is known for its student centric approaches and strongly believes in involving the students in all the curricular, co-curricular and extra-curricular activities. It has left no stone unturned in imparting the basic values that leads to the holistic development of the students. The student's council plays a major role in the conduct of all the activities. Students are nominated to the council on the basis of their excellence in academics, sports, co-curricular and extra-curricular activities. The council besides being a forum for enhanced faculty-student interaction helps in bringing to the fore the issues relating to the student's welfare, their cultural, social and other interests. The Training and Placement Cell provides necessary training in aptitude, technical and personal competencies and facilitates job placements. During the assessment period, 1928 students have been placed. The counselling center provides the necessary personal and academic counselling. The university has provided scholarship support to the extent of 47% of the students' population. Students have been benefitted from various central and state Government scholarship schemes. During the assessment period, 4421 Students have been benefitted by various scholarship schemes. The University has conducted 63 programmes aimed at Skill enhancement, Life Skill development and exposure to advances in technology and these have benefitted a majority of the students. 20% of students have progressed to higher education. During the academic year 2021-22, 56 Students have been benefitted by guidance for competitive examination and career counselling. Students have taken part in various sports and cultural activities organized by other Higher Education Institutions and have won 78 National/State/Inter-University Awards during the assessment period. The University has taken all initiatives to nurture the leadership qualities of the students by involving them in various activities and giving adequate representation on various University bodies like the Student Grievance Redressal Cell, Internal Complaints Cell, Women's Cell and Anti-Ragging Cell. The ARKA JAIN University Alumni Association which is functional contributes significantly to the development of the institution through outreach, CSR and other support services. The Alumni have contributed 1.09 Crores financial assistance for the development of the university during the assessment period.

## Governance, Leadership and Management

The Governance in the University is built upon the value of achieving high quality by consciously adopting the quality policy of the University and ensuring its implementation through a system of shared responsibility. The University is governed by the ARKA JAIN University ACT 2017 and through the statues and the guidelines issued by the regulatory authorities. There is a culture of participative and pro-active management in all the statutory bodies as mandated by UGC. Participative management extends not only to the academics but also to the administrative and research activities. Faculty members are involved in all the administrative roles that groom them for leadership and professional growth including planning task, enhanced use of technology, training, development and collaborative activities. An overarching focus for all these is achieved through the strategic plan developed by the University which has short term as well long-term plans. The tremendous impetus generated in the linkage of programmes with globally recognized professional bodies, the growth in students and the programmes, and exceptional accomplishments and achievements in sports and other areas are the results of the policies emerging from the effective functioning of the institutional bodies. The University has implemented the e-Governance in the areas of planning and development, administration, teaching, research, finance and accounts, students' admission and examination. The IQAC Cell established in 2017 has developed strategies, monitor implementation of various academic and administrative functioning of the University. Further, it has setup benchmarks for all the quality initiatives and is reviewed periodically. The University has a well-defined performance-based appraisal system, promotion scheme, service rules, and welfare measures so as to attract and retain talented faculty members. Adequate opportunities are provided for their professional and administrative growth. The teachers are motivated and supported financially to attend conferences, workshops, seminars and professional development programmes. The University has laid down the code of conduct and ethics both for students and employees. The resource mobilization is done mainly through the fees and internal and external audits are conducted regularly. Optimal utilization of the funds is ensured through the finance committee and the other relevant statutory bodies.

## Institutional Values and Best Practices

The University has laid utmost importance to the promotion of Gender sensitivity and provides an inclusive environment to promote gender equity. The university organizes numerous gender sensitization programmes such as "NUKKAD NATAK" and theme-based skits involving health and hygiene. The university has taken care of the gender equity through the non-discriminatory values it had instilled in the recruitment and promotions. The university attaches high value and priority to maintain a clean and green campus where the waste management is a critical component. The whole philosophy of waste management revolves around the policy of Reducing, Reusing and Recycling. Systematic processes for the management of solid, liquid and bio-medical and e-waste have been established. Water recycling through the Sewage Treatment Plant has been implemented. The green initiative implemented by the university relevant to energy and environment are endorsed through the external audits conducted periodically. The safety and security of the stakeholders is ensured by deploying security guards and installing CCTVs at strategic locations. The University has undertaken good number of initiatives to sensitize its employees and its students to constitutional rights and obligations and celebrates the constitutional Day and other commemorative events such as Independence and Republic Days, Kargil Vijay Diwas, Vigilance Awareness Week, Gandhi Jayanti, Cyber Security Awareness, Voter's Day Awareness and the like. Many other International commemorative days dedicated to the subject of peace, women, yoga and environment compliments the preceding list. The University has been implementing a range of best practices. Two of the best practices that is worth mentioning are (i) Sabka Saath Sabka Vikas - Entrepreneurship for Tribes (ii) Beyond the Classroom which includes value-added and outreach programs. The university has an active community connect and engagement program. In this, the students are exposed to experiential learning to involve themselves in problem-solving for societal benefits. The University is one among the 750 higher education institutions selected to be the part of UNNAT BHARAT ABHIYAN, a flag

ship program of MHRD (presently Ministry of Education), GOI. Under this plan the university has adopted 5 neighbouring Villages besides contributing towards Digital India, Incredible India and Swachh Bharat.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
| --- | --- |
| Name | ARKA JAIN UNIVERSITY |
| Address | ARKA JAIN University, 312, Village - Mohanpur, Block - Gamharia, Distt. - Seraikela - Kharsawan |
| City | Gamharia |
| State | Jharkhand |
| Pin | 832108 |
| Website | www.arkajainuniversity.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | Syed Safdar Razi | 0657-2312032 | 9204552195 | 0657-2312015 | registrar@arkajainuniversity.ac.in |
| IQAC / CIQA coordinator | Arvind Kumar Pandey | 0657-2312000 | 8709825596 | 0657-2312015 | iqac@arkajainuniversity.ac.in |

| Nature of University | |
| --- | --- |
| Nature of University | State Private University |

| Type of University | |
| --- | --- |
| Type of University | Unitary |

| Establishment Details | |
| --- | --- |
| Establishment Date of the University | 14-07-2017 |
| Status Prior to Establishment,If applicable | |

| Recognition Details | | |
|---|---|---|
| **Date of Recognition as a University by UGC or Any Other National Agency :** | | |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 02-07-2022 | [View Document](#) |
| 12B of UGC | | |

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

| Location, Area and Activity of Campus | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** | **Programmes Offered** | **Date of Establishment** | **Date of Recognition by UGC/MHRD** |
| Main campus | ARKA JAIN University, 312, Village - Mohanpur, Block - Gamharia, Distt. - Seraikela - Kharsawan | Rural | 18.15 | 13941 | UG, PG, Ph.D. | | |

# 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

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

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

| SRA program | Document |
|---|---|
| AICTE | 113346_10632_1_1674195882.pdf |
| PCI | 113346_10632_6_1674195904.pdf |
| BCI | 113346_10632_8_1676909448.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 | 7 | | | | 13 | | | | 161 | | | |
| Recruited | 5 | 0 | 0 | 5 | 6 | 6 | 0 | 12 | 83 | 74 | 0 | 157 |
| Yet to Recruit | 2 | | | | 1 | | | | 4 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 151 |
| Recruited | 78 | 70 | 0 | 148 |
| Yet to Recruit | | | | 3 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 50 |
| Recruited | 31 | 15 | 0 | 46 |
| Yet to Recruit | | | | 4 |
| 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 5 | 0 | 0 | 3 | 5 | 0 | 13 | 16 | 0 | 42 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 3 | 1 | 0 | 70 | 58 | 0 | 132 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 Instituted | Not Instituted | Not Instituted |

**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 | 1721 | 135 | 0 | 0 | 1856 |
| | Female | 890 | 57 | 0 | 0 | 947 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 101 | 2 | 0 | 0 | 103 |
| | Female | 87 | 3 | 0 | 0 | 90 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 23 | 4 | 0 | 0 | 27 |
| | Female | 36 | 4 | 0 | 0 | 40 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Does the University offer any Integrated Programmes? | No |
|---|---|

**Details of UGC Human Resource Development Centre, If applicable**

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

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|---|
| Department Of Biotechnology | [View Document](#) |
| Department Of Civil Engineering | [View Document](#) |
| Department Of Commerce | [View Document](#) |
| Department Of Computer Science And It | [View Document](#) |
| Department Of Electrical And Electronics Engineering | [View Document](#) |
| Department Of English | [View Document](#) |
| Department Of Fashion Design | [View Document](#) |
| Department Of Journalism And Mass Communication | [View Document](#) |
| Department Of Law | [View Document](#) |
| Department Of Management | [View Document](#) |
| Department Of Mechanical Engineering | [View Document](#) |
| Department Of Optometry | [View Document](#) |
| Department Of Pharmacy | [View Document](#) |
| Department Of Research | [View Document](#) |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | In tune with its vision, the University has sought to develop deep disciplinary knowledge and flexible credit based system for inter-disciplinary learning. Its 17 programmes, spread over 5 Schools, makes the University truly multidisciplinary, integrating STEM |
|---|---|

| | with social sciences and humanities, with a wide range of minor modules and open electives. While electives and open electives makes the curricula highly flexible and innovative, there is a fair balance between theory and practical components, internship, dissertation projects and research-based learning. The credit-based courses in environmental study, values & ethics and community connect are compulsory for holistic development of students. The University plans to implement 4 year UG degree program under School of Humanities from 2023-24 and has constituted a committee for implementation. |
|---|---|
| 2. Academic bank of credits (ABC): | As per UGC guidelines on Academic Bank of Credits (ABC), the University is registered on ABC portal. University is an official member of the National Academic Depository (NAD) which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. The ABC portal has now been integrated into the NAD portal https://nad.digitallocker.gov.in platform and is currently live from academic year 2021 onwards. It has adopted ERP based common course credit and coding to ensure commonality with other universities and has defined SOP and format for credit transfer for migration of students to and from other universities. |
| 3. Skill development: | The extension of add on programs along with curriculum is critical for hastening skill development. We are constantly working towards accrediting our programs from various professional bodies like B. Com (H) and BBA program is accredited by global professional body like ACCA and CIMA. University continuously conducts personality development, skill development as well as life skills-based programmes with the support of highly qualified professionals / resource persons for all the programmes of the University. University has joined hands by signing MOUs with Institutes or Organizations of National and International repute like TATA STEEL, TATA MOTORS, TATA POWER, NTTF, Indo-Danish Tool Room (IDTR) and thus facilitating internship and on the job training to students. To develop workplace-related skills and attitudes, internship is made mandatory in all the programs. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using | Since the University hosts students, from diverse ethnic and cultural background, it seeks to promote |

| | |
|---|---|
| online course): | cultural tolerance and harmonious existence in tune with Indian philosophy of "Vasudhaiva Kutumbakam". The University organizes number of value added courses on universal human values and life skills. Classroom lectures are held bilingual. The University also seeks to integrate traditional Indian experience in areas such as Yoga & meditation. The institution commemorates significant dates and hosts activities in regional languages to instil a sense of regional pride. Bhagwan Birsa Munda Jayanti and Sarhul is celebrated following local tribal customs, Republic Day and Independence Day are two examples of celebrations where students are addressed in their native languages. University has also implemented NEP guided initiative "EK BHARAT, SHRESTHA BHARAT", to inculcate the knowledge of rich diversity of India, students are sent on educational tour to one of 100 tourist destination (list provided by government of India) to understand their history, scientific contributions, traditions, indigenous literature and knowledge, etc. In Jan 2023, 749 students have visited Goa, Khandala, Lonavala and Mumbai, under EK BHARAT, SHRESTHA BHARAT" initiative. |
| 5. Focus on Outcome based education (OBE): | The university has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes from 2020 onwards. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. |
| 6. Distance education/online education: | The University has state-of-the-art ERP-based Learning Management System (LMS) to effectively support teaching learning. The university is already prepared, especially during COVID-19 pandemic situations and offering teaching learning process through different online modes likewise app, Google meets, WhatsApp etc. All classrooms have LCD projectors with internet connectivity, and hence no hindrance /obstacle in online education. The university has adapted to online teaching through G |

-Suite. During the pandemic, all students and teachers have given free access to MOOC platform COURSERA and post pandemic, we have given access of LINKEDIN LEARNING to all students and teachers to continuous upgrade their skill online. The faculty members also prepared themselves by getting trained for using various MOOCs and other online platform for online teaching learning through FDP, STTP and workshops during lockdown period. University is also exploring option of University Information Management System to make available all type of e-content material prepared by faculty members to all students through online mode to meet the future challenges. University has full fledge modern media centre to facilitate e-content development. During Covid -19 pandemic, various programs, meetings, seminars for students were also organized by university via online platform. Being NPTEL Centre, students and faculties are encouraged to undergo MOOCS courses every year. University is also planning to introduce at least 20% credit transfer through NPTEL Center / SWAYAM courses. The University plans to shortly launch certain short-duration ODL courses. These efforts can be considered as the new normal, which is envisaged in National Education Policy as well.

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral Literacy Club is set up in ARKA JAIN University with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing and other programs which create awareness regarding electoral procedures. Awareness program in nearby villages are conducted by students. |
| --- | --- |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The University has the ELC functional with the following office bearers: 1. Prof. Dr. Angad Tiwary, Professor - ELC Coordinator 2. Prof. Dr. Jyotirmaya Sahoo, Professor - ELC Additional Coordinator 3. Prof. RajKumari Ghosh, Asst. Professor - ELC |

| | Member 4. Mr. Harshvardhan Pandey, B.Tech 3rd Year Student - Student Representative 5. Ms. Jasmine Dhanjal, B.Tech 3rd Year Student - Student Representative |
|---|---|
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Activities done by the ELC: 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages 2. Deputy Collector of the district visited the university to run the Voter Awareness Campaigns among students 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience 4. Our students have participated in mock parliaments events organized by other institutions. |
| 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. | The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. |
| 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. | The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures. |

# Extended Profile

## 1 Program

**1.1**

**Number of programs offered year-wise for last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17 | 17 | 17 | 15 | NA |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

**1.2**

**Number of departments offering academic programmes**

**Response: 14**

## 2 Students

**2.1**

**Number of students year-wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3063 | 2530 | 2259 | 1381 | NA |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

**2.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 770 | 682 | 470 | 29 | NA |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

**2.3**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2775 | 2321 | 2076 | 1337 | NA |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

**2.4**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 11 | 26 | 66 | NA |

# 3 Teachers

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 736 | 616 | 473 | 233 | NA |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

**3.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 174 | 124 | 118 | 82 | NA |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

**3.3**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 181 | 132 | 126 | 85 | NA |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

# 4 Institution

**4.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18993 | 19150 | 18956 | 14661 | NA |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**4.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 341 | 206 | 268 | 219 | NA |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**4.3**

**Total number of classrooms and seminar halls**

**Response: 47**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 777**

**4.5**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1130.931 | 749.32410 | 1238.49025 | 1017.19413 | NA |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1**

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

**Response:**

The University takes utmost care in the design, development and implementation of the Curricula. It is comprehensive in nature and relevant to the **Local, Regional, National and Global developmental needs,** leading towards an Outcome Based Education. All these needs have been identified by all the departments so as to make the curriculum relevant to the society and the nation at large. The Curricula have been designed contributing significantly towards **augmenting the quality of life, promoting sustainability and gives due importance for the conservation of the environment.** The curriculum focuses on inter-disciplinary approach. Some of the Programmes like Commerce and Management are either accredited/integrated by Global Professional Bodies or recognised with industry. The **existing local/regional pre-eminences like Tribal Rights, Social Welfare, Environmental preservation, Entrepreneurship and local employment opportunities are taken into account.** Concerted effort is made to synchronize these in accordance with the Government Scheme such as Digital India, Make in India, Skill India, Start-up India and Atmanirbhar Bharat. In selected domains like Engineering, Management, Law, Humanities, Health and Allied Science Programmes, Students develop problem-solving ability. The courses like Foundation in Economics, Mathematics, Software Testing, Research Methodology and IPR help them t**o acquire knowledge, critical thinking as well as scientific/analytical reflective reasoning skills which are delivered through practical sessions and projects.** To address the **global needs**, the curriculum design takes into account the Sustainable Development Goals as one of the key parameters. Themes such as Clean Water and sanitation, affordable and clean energy, knowledge-based society, self-reliance and the like are given due consideration at the national level. The **current local/regional priorities** like Information Technology, Entrepreneurship and Innovation are also taken into account. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all the programmes offered by the University are well defined as part of Outcome Based Education and are commonly driven by a set of Graduate Attributes. The **Course Outcomes are defined to promote the critical, creative and innovative thinking abilities of the students as per Bloom's Taxonomy levels.** The programmes holistically address the fundamental knowledge in chosen areas like Engineering, Humanities, Law, Pharmacy, Commerce and Management, thus enabling the students to solve complex problems. It is also addressed through application-oriented courses. Analysis and Design Skills are provided through laboratory, Mini/Capstone Projects. Use of Modern tools and techniques such as network simulator, MATLAB, the software Statistical Package for Social Sciences (SPSS) forms part of theory and practical courses. The Projects and Internships which are integral part of the Curriculum addresses teamwork and communication skills of the students. These also promote and inculcate Project Management and Finance skills, Ethics and Values besides laying emphasis on entrepreneurship and competitive activities like hackathon, idea contest and the like. Students learn the professional practices through the internship projects at Premier R&D Labs or

industries. Most of the courses have self-learning components that make the students aware of the basic tenets of life-long learning. Students are encouraged to take up in-house projects of societal/national significance.

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

**1.1.2**

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

**Response:** 100

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

Response: 17

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

Response: 17

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

**1.1.3**

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

**Response:** 52.39

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 378 | 345 | 254 | 113 | NA |

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

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 38

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

Response: 782

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

Response: 2058

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

**1.2.2**

**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system**

**has been implemented  (Data for the latest completed academic year).**

**Response:** 94.12

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

Response: 16

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

The University has integrated the cross-cutting issues relevant to **Professional Ethics, Gender, Human Values, Environment and Sustainability** into the curriculum in order to mould students to gain social awareness, responsibility and competency. Courses like **Business Ethics and Corporate Governance** deals with concepts related to various sectors of Business such as HR, Marketing and Finance. **Media Laws & Ethics, Cyber Law & Ethics** deals with emotional honesty, modesty, flexibility, professionalism and ethical principle involved in Media and Cyber Law. The course on **Gender and Human Rights** offered across multiple programmes creates awareness to appreciate human beings of the other gender and instill a sense of equality. The role played by women and their contribution to economic development has been amply highlighted in the course. Activities such as **Social Media Campaign** on contemporary gender and family related issues and panel discussion are regular features as part of the course at the University. The Curriculum of languages plays a vital role in sensitizing the students to the theme of **gender equity, third gender issues, racial discrimination, rich cultural heritage** and the like. The curriculum also contributes to the enrichment of **Human Values** like empathy, tolerance, compassion, love and more through various co-curricular and extra-curricular activities. The University instils **Human Values** among students through activities like **visiting orphanages, old age homes, contributing to meet the needs of victims of natural calamities, the challenges faced by the Tribal Community during their daily life.** The University firmly believes in the **United Nations Sustainable Development Goals (SDG's)** which strongly advocates the conservation and environment needs. Awareness regarding the various environmental issues is created among the neighboring villages and tribes. The course on **Environmental Studies** deals with Solid Waste Management, Renewable Energy and Carbon Footprint. These enables the students to understand not only the various environmental issues and challenges but also its protection and adoption of technology for sustainable economic development. Courses like **Sustainable Design for BA (Hons) in Fashion Design and Societal and Global impact for the B. Tech Engineering students help them to comprehend the underlying significance of sustainability as a way of life.** Some of the courses addressing the **Professional Ethics**

**and Human Values are Media Laws & Ethics for BA (Journalism & Mass Communication), Cyber Law and Ethics for the B. Tech (Computer Science Engineering), Corporate Strategy and Ethics for MBA and Business Ethics for BBA Students.** The Women Cell of the University along with NCC and NSS organizes various programmes on women empowerment, laws relating to women, Women's Day and the like for instilling a sense of equality among both genders. The university has encouraged and motivated the girl students to join the NCC and contribute to the societal development. This has resulted in nearly 30% participation of girl cadets in the NCC wing. The NSS wing of the University promotes environmental protection through Tree Plantation, Village Cleanliness, Cleaning of gutters, digging soak pits, eradication of Gajar Grass and Plastic drive and many more. All these programmes help the students in involving with the community for their holistic personality development.

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

**1.3.2**

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

**Response:** 112

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

Response: 112

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

**1.3.3**

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

**Response:** 84.74

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2550 | 2120 | 1852 | 1242 | NA |

**1.3.4**

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

**Response:** 78.32

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

Response: 2399

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

## 1.4 Feedback System

**1.4.1**

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

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

 **4) Alumni**

**Response:** A. All 4 of the above

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

**1.4.2**

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Demand Ratio (Average of last five years)**

**Response:** 10.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1750    | 1780    | 1830    | 1410    | NA      |

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

**2.1.2**

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

**(Excluding Supernumerary Seats)**

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 341     | 206     | 268     | 219     | NA      |

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

## 2.2 Catering to Student Diversity

**2.2.1**

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

**Response:**

The University has adopted a combination of several methods to identify the pace of learning of students. The slow and advanced learners are identified based on their performance in the class tests, interactions during the teaching in the classes, feedback obtained from the mentors and their academic backgrounds. To continually assess the students from diverse backgrounds and differing learning abilities, internal assessment is carried out in terms of quizzes, surprise tests, interactions on diverse topics and such measures ascertain the learning level of different sets of students. Apart from this, students are also provided the opportunities to be a part of various workshops, conferences, seminars, symposia which take place in the University. In addition to **classroom learnings, remedial classes** are conducted regularly and exclusively for **slow learners**. The tutorials conducted enhances the learning skills of the students. Apart from these, study materials in which the content is developed in a simplified manner are prepared and given to them. **Problem solving classes and concept clarification** are arranged regularly. There are also special programs arranged to develop their **communication skills**. The question bank developed by each subject teacher helps the slow learners to come on par with the others. Based on the **question bank, surprise tests** are conducted which enables the teacher to understand the level of learning of the slow learners. Advanced learners are encouraged and motivated to improve their performance and competence in the university examinations. They are encouraged to access the library resources and to take part in student seminars and group discussions. They are trained and groomed to represent the University in various events at National/International levels. **Special coaching is given to them to improve their performance in competitive examinations**. Internship opportunities are made more formidable. Domain professionals are called from time to time to address the students of diverse calibers and to share their experience with them of working in the industry. As a result of this the various schools and departments of the University have been in a position to conduct various exercises during the assessment period on such topics which have relevance to all students. **The university places emphasis on participatory learning which helps both advanced and slow learners. Faculty members are encouraged to ensure that classroom interaction provides for 50% student talk time in order to make learning interactive and participatory.** Apart from academic activities which facilitate student centric learning, the co-curricular activities are organized by students through which they learn organizational and leadership skills. The special lectures organized which are beyond classroom teaching gives a broader and analytical perspective of the subject. Experts from reputed research and academic organizations/Industries are invited on a regular basis by the respective departments for organizing special lectures, seminars and workshops. The departments allocate funds every year for conducting guest lectures, workshops and conferences. Thus, **the University has adopted a systematic and scientific approach to assess the learning levels of the students and organizes special programs for advanced and slow learners.**

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

**2.2.2**

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

**Response:** 17.6

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

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

Student Centric methods are adopted by the University in the curriculum delivery. The University has created a well-established model in education, training, facilitations, coaching and organizational development. It has adopted an active approach to learning coupled with practiced application of knowledge which gives **scope for the challenge, experience, reflection and application both within and beyond the classroom. Experiential Learning** is employed to facilitate students to acquire professional values, knowledge and skills. It is mainly carried out through activities in varied spheres like student-organized workshops, design projects involving users, reflective reports on industry visits and internships, software coding challenges and team activities instilling leadership and organization skills. The learning is reinforced with short-term training on p**ractical skills, as participants in conferences, field investigations** and many more. The students are also given an opportunity to **visit facilities, corporate houses, industries and various organizations to enhance practical skills.** The students are made to play the role of bulls and bears in the mock stock exchange activity which gives them a very good exposure on the functioning of share market. **Business & Analytics Lab and Stock Market Lab** facilitates mock Commerce and Business activities.  The Commerce, Management and cultural fest aid to develop event management skills. The writing skills of students are encouraged through research paper writing. **Participative Learning** is encouraged through collaborative exchange of ideas and prospective focused on classroom experience and community engagement. Students take active part in the activities of the clubs and forums and arrange invited talks by experts. Important celebrations like **Matrubhasha Divas, National/State festivals, sports and alumni activities, open day activities, Skill development programmes, inter-departmental cultural festivals, major and minor research projects, soft skill programmes, company specific training programmes, computer language training programmes, yoga day, Guru Poornima, Hindi Divas, World Sanskrit day, moral value based education and role plays enables the holistic development of the personality of the students.** The **creative skills** of the

students through entrepreneurial activities and environmental awareness help in students to practical approaches and problem-solving abilities. In domain encompassing Science and Technology, students are given training in model making and lab testing. This kind of applied learning enables them to be industry ready. Events like role plays of the CEO partners, directors, best managers help students to solve the problems confronted in the business world. Case studies and the quizzes are conducted to inculcate problem solving abilities in the specific domains like cyber security, film making and pharmacy. The specially designed capacity building programs have given practical exposure and enhances the learning ability of the students. The efforts of the faculty members motivate the students towards coming up with solutions to the problems. This enables to bridge the gap between theoretical information and the practical implication. **Peer learning and collaborative learning** have enabled the students to work as teams and arrive at definite solution.

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

**2.3.2**

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

**Response:**

The University firmly believes that teaching should transcend beyond the classroom. In this regard, the University has a robust mechanism whereby the teaching-learning process is carried well outside the stipulated framework so as to enable the students to have a seamless access. **Information & Communication Technology (ICT) has been the hallmark for the teaching mechanism where innovative teaching pedagogy is being practiced.** The university provides due assistance to the students with regard to online resources whereby they are encouraged to opt for unconventional methods to learn and grow intellectually. The libraries of the University provide seamless access to internet, thus augmenting the reach of online resources. The **LMS (Learning Management System) is utilized by the students for multiple purposes which include diverse set of tools and resources such as online learning facility, access to e-library, announcement on virtual boards, discussion forums, opt for FAQs, teaching plan, syllabi, report, module-wise study material, lecture notes, descriptive and MCQ tests, view teaching plan, assignment access** and submission and the like. All these are available to the students to learn anywhere at any time. Students have the facility of accessing digital resources as per their convenience. They can send online queries to the faculty members. Likewise, the faculty members can perform a variety of tasks which include the above-mentioned ones along with such options as to **create online question bank, import question bank from repository, allow retest, reply to FAQs from students, send questions to other faculty members, chat registration** and many more. **Adequate number of LCD projectors** have been installed in different blocks of the University thus ensuring an enhanced teaching-learning atmosphere. **Audio-visual aids, multimedia tools and instruments, internet access, laptop and desktop arrangements,** documentary projection facility and other pioneering techniques are made available at the disposal of faculty members and students. Faculty

members make use of these tools to impart quality education among the students. To ensure two-way communication between the faculty members and students, public platforms are encouraged. **Facility related to video conferencing is also available. During the pandemic, the University adopted a blended teaching approach through google meet, custom-made LMS and Zoom platform**. The University switched to the online mode thereby providing virtual classes to the students. This was done keeping in mind the quality of the teaching being offered to the students. Assignments were given online and their evaluation and sharing the marks with the students was also done online. Even project viva voce and examinations were conducted online, and subsequently evaluated, thus ensuring that the evaluation mechanism was similar to the offline one. The **ERP which has been adopted by the University** is meant for fulfilling all the aspects as mentioned above thus ensuring that neither the students nor the faculty members face any issue with regard to the teaching-learning process. From the moment the student enrolls in one of the programmes offered by the University till they graduate, the ERP enables the student in every possible manner to stay connected with the University.

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

**2.3.3**

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

**Response:** 17.6

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

Response: 174

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 95.05

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | [View Document](#) |
| List of the faculty members authenticated by the Head of HEI | [View Document](#) |
| Any additional information | [View Document](#) |

**2.4.2**

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

**Response:** 21.65

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 42 | 25 | 24 | 18 | NA |

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

**2.4.3**

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

**Response:** 2.72

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

Response: 472.99

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

**2.4.4**

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

**Response:** 15.26

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 7 | 4 | 4 | 4 | NA |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:** 8.84

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 8.83 | 8.59 | 8.90 | 9.02 | NA |

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

**2.5.2**

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

**Response:** 1.75

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11 | 10 | 26 | 66 | NA |

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

**2.5.3**

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

**Response:**

**IT integration in the examination system has brought about considerable improvement in the evaluation system of the University.** The Office of the Controller of Examinations has taken all measures to streamline its operations for the conduct of examinations in a smooth and fair manner. The Software used for the examination automation has all the **security features.** An **exhaustive question bank has been prepared by all the departments to facilitate the smooth preparation of the question papers.** This avoids typographic, clerical errors and ensures confidentiality. **The process of examination commences with the filling up of forms, preparation of list of paper setters, barcoding, online software, digitization of certificates and online application system. The Office of the Controller of Examinations has integrated the Information Technology in the management of Examination System effectively. Mark entry, Grade, Percentage and Cumulative Grade Point Average (CGPA), preparation and analysis of results, transfer certificate, Migration and**

**Provisional Certificate are automated.**

Information Technology integration in the examination has resulted in considerable improvement in the evaluation process flow. The students can login to the ERP portal for filling the **examination form, depositing all type of fee and can download their Admit Card/hall tickets and also the Marksheet.** During the COVID-19 situation, the University was able to conduct the Internal Assessment Tests and End Semester Examinations Online hassle free. The Viva Voce Examinations for the project work of the Post Graduate students and Comprehensive Viva Examination of the final year Students were also held online. MCQs were also introduced for all the programmes through the online mode. The Board of Examinations made amendments to the exam rules for the conduct of examinations online. The University follows a semester system for all PG and UG programmes. From the academic year 2017-2018, grading system based on **SGPA and CGPA score on a 10-point scale has been introduced for the course evaluation.** The internal assessment system underwent a gradual improvisation. **External and Internal marks distribution was 70:30 or 60:40 as per requirement of the programme.** The internal assessment marks are uploaded on the ERP to ensures transparency and speed in tabulation. The University adopted Continuous Assessment in all Lab courses. Marks of the final lab test are also taken into consideration.

**The Examination Module in the ERP package handles all the activities involved in the Pre and post examination activities like time table preparation, admit card allocation, Room/Hall allocation, attendance sheet generation, absentee report, total number of students appeared thereafter marks entry, marks entry status, Result process along with result gazette. Results are declared within the shortest possible time upon completion of the valuation.** All the documents like marks cards, transcripts, degree certificates including issue of transfer certificates are handled by the system. The University publishes all the results through the ARKA JAIN website, **https://arkajainuniversity.ac.in/academics/notice/result/.** The post-evaluation analytics are well defined. To check malpractice, Coding system has been adopted. The entire examination is robust and transparent.

| File Description | Document |
|---|---|
| Year wise number of applications, students and revaluation cases | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.5.4**

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

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

| File Description | Document |
|---|---|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | [View Document](#) |
| Current Manual of examination automation system | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual reports of examination including the present status of automation | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

All the programmes offered by the University have definite learning outcomes that are specified in the form of **Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and the Course Outcomes (COs).** The Programme Outcomes are finalized at the School/Department level. They are aligned with the Vision, Mission, Quality Policy and Core Values as applicable at the University and made available to all the stakeholders. The POs are defined in a manner so as to reflect the professional scenarios as well as career advancement prospects. **Mapping has been done between the POs/PSOs as well as the COs** so as to enable the faculty members to deliver an effective mechanism of teaching-learning as well as assessment. Graduate attributes, which are the academic abilities, personal qualities, and transferable skills, provide all students with the opportunity to develop as part of their university experience. The **Graduate Attributes in ARKA JAIN University are chosen to reflect global professional and success dimensions of graduates as stated in Washington Accord and aim to bring out critical thinking, knowledge, problem solving ability, digital literacy, innovativeness, emotional intelligence, social responsibility, ethical behaviour, communication skill, collaborativeness, enterprise and leadership potential**. **The attainment of Course outcomes is assessed through a well-designed assessment process which includes direct and indirect assessment tools.** The choice of assessment elements enables the testing of learning levels as per **Bloom's taxonomy** which is then suited to test the corresponding learning level that the outcome demands. Assessments are thus aligned with learning outcomes and instructional strategies, so that both student motivation and learning are ensured. Both formative and summative types of assessment are used. A variety of assessment methods under the above two broad categories are designed and used to improve the quality of students learning experiences by focusing on significant knowledge and skills on the one hand and to provide accurate estimates of current competency or the potential in relation to desired outcomes on the other hand, to enable the teachers to make appropriate decisions. A **TLEP is the instrument through which the integration of specified outcomes into assessment schemes is ensured at a course level**. This includes detailed course information, course objectives, course outcomes, course contents (module-wise) and session-wise

plan including pedagogy and learning resource details, and the assessment scheme. The program outcomes and a table giving Bloom's taxonomy framework are also given in TLEP for ready reference. Additional reading material, links to LMS and MOOCs, Value added courses, field work and projects are integrated into the TLEP. Thus, at the level of course coordinators and course faculty, outcome-oriented focus in the curricular delivery and the level of student engagement are influenced. The university's framework of constructive alignment for adjusting teaching-learning and assessment to address the attainment of those outcomes and the standards at which they have been achieved had been well founded. **The design moves from POs to COs and outcomes for individual learning experiences. Outcomes at each successive level gets aligned with and contributes to, the attainment of program outcomes. The POs, COs are well publicized through the university website and other documents.**

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

**2.6.2**

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

**Response:**

The attainment of Course outcomes is assessed through a well-designed assessment process. **The choice of assessment elements enables the testing of learning levels as per Bloom's taxonomy which is then suited to test the corresponding learning level that the outcome demands. There are four levels of outcome; Program Educational Objective (PEO), Program Outcome (PO), Program Specific Outcome (PSO) and Course Outcome (CO).** While attainment of PEOs is done through alumni and employer surveys, the attainment of Program Outcomes and Program Specific Outcomes (POs and PSOs) is measured through attainment of Course Outcomes (COs). The measurement is **80% direct and 20% indirect.** Direct method involves student grades and attainment of course outcomes which in turn leads to attainment of Programme Outcomes as per relationship defined in **CO-PO/PSO mapping.** Indirect attainment measurement is through feedback from students based on questionnaire. All the courses and their COs together covers all the POs (and PSOs). For a course, mapping of COs to POs/ PSOs is done through the CO-PO/ PSO matrix. The various correlation levels are:

- *"1" – Slight (Low) Correlation*
- *"2" – Moderate (Medium) Correlation*
- *"3" – Substantial (High) Correlation*
- *"0" – Indicates no Correlation*

For evaluation and assessment of COs, rubrics are used. Course Outcomes are evaluated based on the performance of students in continuous assessments and End Semester Examinations of a course.

Continuous assessment contributes 30% and End Semester Examinations contributes 70% to attainment of COs.

**Practical Lab Courses:**

1. List of topics to be covered, is defined by members of the Board of studies.
2. Faculty coordinator lists the experiments to be covered, in line with the syllabus.
3. Students are evaluated based on the rubrics set for evaluation of each of the lab experiments.

**Project Evaluation:**

1. Project groups are formed as per guidelines decided by project coordinator and HOD.
2. Project topics are finalized jointly by the students and faculty guides.
3. Synopsis is submitted to project coordinator for approval.
4. Each guide monitors the progress of work by students through weekly progress reports.
5. The project guide along with project coordinator conducts project reviews as per the rubrics and they submit the marks awarded are submitted to the Head of Department.
6. Project/poster exhibitions are organized to showcase projects of students.
7. Project Viva voce is conducted by a panel of examiners and the marks awarded are submitted to university through HODs.

**Indirect Assessment**

1. For indirect assessment of a course and program, exit surveys are conducted through structured questionnaires which students fill and submit.
2. The exit survey questionnaires are combination of outcome statements, faculty/ department's execution model, and so on.
3. For each CO and PO/ PSO, the total number of responses are recorded.

**Assessment Process for POs/PSOs Attainment**

The Program Outcomes (POs)/ Program Specific Outcomes (PSOs) list the knowledge/ skills and other attributes that must be inculcated in graduates by the time the program is completed. At the end of each program, the PO/PSO attainment is assessed from the CO attainment of all the courses taught during the program.

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

**2.6.3**

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

**Response:** 97.01

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

Response: 747

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

Response: 770

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.94

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1**

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

**Response:**

In line with its Vision and Mission statements, ARKA JAIN University facilitates a research-oriented environment for its faculty members, research scholars and students of various Schools and Departments. They are **encouraged to conduct advance research assignments in a manner that they work towards achieving the national goals, leading to self-reliance, competence and technical advancement.** The University promotes innovative and creative ideas, as well as receptive culture to promote research among the faculty members and research scholars. The University keeps on upgrading its r**esearch-based facilities including the research equipment provided in the laboratories** so as to ensure that the research fraternity of the University is able to come up with solutions to the research problems at hand. The various Schools/Departments have research facilities in place which enable the research-oriented faculty members and research scholars towards **conducting experiments, interpreting test data, learn how to manage lab equipment and work with other researchers.** The university has constantly upgraded its research facilities. The University has a Central Instrumentation Center in which a Double beam UV Visible spectrophotometer has been established during 2021-22. In addition, a **Six station Dissolution Apparatus and a humidity chamber were installed in the Pharmaceutics Lab. The MQC Lab has an Autocollimator. The HMT Lab was provided with Two phase Head Transfer Apparatus, Heat Transfer through natural convection and the like. The IC Engine Lab was equipped with Four Cylinder Four Stroke Petrol engine test with morse test which helps the researchers to carry out the research activities of their interest. In a similar manner, the Fluid Mechanics Lab and Electrical Machine Lab were also provided with high end equipment. Some of the other high-end equipment necessary for carrying out the research were provided in all the other labs that includes Electronics Lab, Optometric Labs, Strength of Material testing Lab, Workshops/Manufacturing Centers and the like. The Business Analytic tools and Programming Languages was established in 2018 and it was upgraded with the Softwares like R programming, Python, SQL, S-Programming and StatCraft.** Thus, the University has made all efforts to invest in upgrading and acquiring the necessary equipment for carrying out the regular prescribed experiments for the students and the research scholars. The University has a well-articulated and supportive research promotion policy which includes various aspects such as **Research Promotion Policy, Code of Ethics and IPR policy** as applicable. The research policy lays out the objectives which the University intends to achieve with regard to the research output as the University expects from its various Schools and Departments. The research promotion policy highlights the due support system which is in place with regard to promoting the cause of research. The University encourages faculty members and research scholars pursuing their Ph.D. from the University to publish quality research papers as well as visit renowned institutions in connection with attending workshops, seminars and conference related to the domain of research. All the research-related documents are well publicized in the University website.

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

## 3.1.2

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

**Response:** 61.31

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 82.75 | 27.5 | 96.5 | 38.5 | NA |

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

## 3.1.3

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

**Response:** 21.49

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 32      | 23      | 17      | NA      |

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

## 3.1.4

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

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | NA      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

## 3.1.5

**Institution has  the following facilities to support research**

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

**Response:** A. 4 or more of the above

| File Description | Document |
|---|---|
| Upload the list of facilities provided by the university and their year of establishment | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Paste link of videos and geotagged photographs | [View Document](#) |

**3.1.6**

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

**Response:** 0

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

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-version of departmental recognition award letters | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.2 Resource Mobilization for Research

**3.2.1**

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

**Response:** 364.5

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 145 | 105 | 86.5 | 28 | NA |

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

**3.2.2**

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

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | NA |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

**3.2.3**

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

**Response:** 0.03

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

Response: 1

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

Response: 125

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

## 3.3 Innovation Ecosystem

**3.3.1**

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

**Response:**

The university encourages research culture within the institution by providing freedom, **state of the art facilities, seed funding and a well-articulated and supportive research policy.** The University has been constantly investing in upgrading its research facilities periodically since its inception. The impetus has been provided through the allocation of seed money for supporting the projects undertaken by the faculty members during the last 5 years. The Board of Management drives the policies and the implementation of all research activities. The **Research and Development committee** periodically discusses the upgradation of the facilities, the research infrastructure, the Human Resources, necessary budget and incentives. The concerted efforts are made in inculcating the research culture among its faculty members and research scholars. The **research policy** is widely communicated to all the faculty members. The faculty members are encouraged to identify the thrust areas of research of their expert domains. The **code of ethics** creates the necessary awareness amongst the researchers. The **IPR policy** of the university takes care of the provisions related to intellectual property rights associated with them. The university also encourages the faculty members and the research scholars pursuing their Ph.D. to publish quality research papers as well as to present papers in conferences and seminars from reputed organizations. Incentives are provided to faculty members to attend workshops, seminars and conferences. This has resulted in a consistent raise in the number of publications along with an increasing number of patents published. The **Research and Development Cell** of the University conducts regular awareness programmes on IPR related themes. The **IPR Cell** of the University supports the efforts of the faculty members to draft and file patent applications. These efforts have resulted in the publication of 91 Patents. The University has laid utmost emphasis on ideation and inventive activities. The university conducts regular activities to inculcate creativity and research culture within the university. The ideation contests are conducted periodically which help in progressing ideas into innovations or developing prototypes depending upon the maturity of idea. Further, mentoring and counselling are also provided by the external efforts to all participants in these contests. The university has come up with an Innovation and Start-up policy to encourage both the students and faculty members to convert their innovative ideas into commercialization. The necessary counselling towards this is also arranged from external experts. Frequent interaction with the reputed organizations around the university helps the startups to get first hand business consultancy and raising of the necessary funds through angel investors.

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

**3.3.2**

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

**Response:** 173

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 48 | 65 | 47 | 13 | NA |

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

**3.3.3**

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

**Response:** 19

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 8 | 7 | 4 | 0 | NA |

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

## 3.4 Research Publications and Awards

**3.4.1**

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

**1. Inclusion of research ethics in the research methodology course work**

**2. Presence of Ethics committee**

**3. Plagiarism check through software**

**4. Research Advisory Committee**

**Response:** A. All of the above

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

**3.4.2**

**The institution provides incentives to teachers who receive state, national and international recognitions/awards**

**1.Commendation and monetary incentive at a University function**

**2.Commendation and medal at a University function**

**3. Certificate of honor**

**4.Announcement in the Newsletter / website**

**Response:** A.. All of the above

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

**3.4.3**

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

**Response:** 91

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 89 | 2 | 0 | 0 | NA |

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

**3.4.4**

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

**Response:** 5

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

Response: 5

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

Response: 1

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

**3.4.5**

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

**Response:** 1.78

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33      | 8       | 93      | 88      | NA      |

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

**3.4.6**

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

**Response:** 9.37

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 614     | 155     | 183     | 214     | NA      |

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

**3.4.7**

**E-content is developed by teachers :**

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

**Response:** D. Any 2 of the above

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

---

**3.4.8**

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

**Response:** 2.36

**3.4.9**

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

**Response:** 7

## 3.5 Consultancy

**3.5.1**

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

**Response:**

Arka Jain University has established a consultancy wing. The University has come out with a well-articulated Consultancy Policy. The basic aspects of the Consultancy Policy and its R&D Policy at the university is to complement each other towards nurturing a research and consulting culture among the faculty members so that they can share their specialized knowledge and skills to meet the requirements of the Industry, Government and other research organization. The policy provides for sharing the consultancy proceeds between the University and the consulting faculty based on the time and expenditure involved in executing the projects. The Consultancy Project proposals are reviewed and approved by the Research and Development Committee. The policy stretches the need for its faculty

members involved in consultancy projects to comply Professional and Ethical Standards. The University will facilitate the appropriate administrative and other supports as may be needed from time to time which includes the use of technical facilities, recruitment of support staff, documentation, procurement of equipment or even financial administration. The sharing of Consultancy Revenue between the university and the consulting faculty will depend on the extent of expenditure elements in each case and the time of engagement of working hours of faculty and as mutually agreed. Usually, the sharing of the revenue between the faculty and the university is 50:50 while it is 70:30 when the concerned consulting faculty does not utilize any of the facilities of the university. If a conflict of interest arises it rests on the premise of truth and faith and integrity of the respective member to disclose any information that could lead to conflict there by ensuring that any conflict of interest could be resolve in appropriate manner. One of the important highlights of the policy is that no faculty member engaged in consultancy assignment shall indulge in fabrication or falsification of the data in either recording or reporting, resort to Plagiarism knowingly or intentionally. In such cases the university is liable to take suitable actions as will be appropriate. The university takes care to motivate its faculty members to approach the corporates, industries to procure consultancy assignments. The expertise of the faculty members is also utilized to give training to the corporates and has earned a review 1.54 Crores during the last 4 years. Some of the major corporates who have been benefited by the training from the faculty members are Pixel Enterprises, Cathexis Solution, BKS Consultants, Raja Automobiles and the like. Further the university publicizes the expertise available among the faculty members through Brochures, Pamphlets, handbooks and its official website. Senior faculty members are encouraged to leverage their professional network to procure consultancy assignments. So far, the faculty members particularly from the School of Sciences, School of Engineering and Technology, and the School of Commerce and Management have been involved in Consultancy.

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

**3.5.2**

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

**Response:** 154.03

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 55.45   | 16.85   | 46.77   | 34.96   | NA      |

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

## 3.6 Extension Activities

**3.6.1**

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

**Response:**

ARKA JAIN University is well known for its vibrant campus with active participation of its students and faculty members in various social awareness activities which brings about a holistic approach. These activities are organized under the auspices of the established NSS, NCC and the various clubs. More than 50% of the student community take part in all these outreach activities, making the institution relevant the neighborhood. During the last 5 years 180 outreach programs has been organized in collaboration with NGOs, Hospitals, Blood Banks and some of the Government agencies. The various programs organized help the students for their holistic development. The students get an opportunity to learn about the current social challenges the society and our nation at large are facing. The students are made aware of the ground realities of the surrounding villages which they periodically visit. They also engage the villages by making them aware of the social issues such as Girl Child Education, importance of de-addiction, right to vote, potable water, hygiene and the various schemes offered to them by the government. They also arrange rallies on such occasions as Independence Day and Republic Day to instil a sense of patriotism. The university has adopted 5 near-by villages namely Harisudarpur, Musari Kudar, Mohanpur, Burudi and Kuldiha. The students and faculty members constantly engage in community driven exercises reaching out to the under-privilege sections of the society experiencing the Joy of Giving. They donate old clothes, stationery items, edibles and help in other forms thus experiencing the satisfaction of serving. The university in collaboration with Rotary Club arranges periodical Blood Donation Camps. On an average 56% students and faculty members have donated in these many camps. The programs for traffic rule awareness, self-defense, women and child safety are organized. During the pandemic, awareness on Mask and being-safe from COVID19 has also been popularized. The students and the faculty members have distributed free Masks, Blankets and COVID19 essentials. The Government of India has awarded a certificate of recognition for ARKA JAIN University for its commendable Swachhata Action Plan to the services rendered to Saraikela Kharsawan district. The University has received a grant of 9,42,800/- from Government of India for organizing a National

Integration Camp (NIC) at the University campus where in more than 200 Volunteers and 10 Programme officers participated. Throughout the year various awareness programmes are organized such as health checkup, No-Smoking, Women empowerment, Right to Education and the like. The students and faculty members take part in various wellness, yoga sessions, fitness, eye checkup camps. Some of the other major extension activities by the students and faculty members include distribution of Food Packs, Skill Development Session, Plantation Drive, Computer Literacy Program, Green Mission and Aids awareness campaign. Thus, the students and faculty members are constantly engaged in neighborhood community by supporting the needy citizens.

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

**3.6.2**

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

**Response:** 12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 5 | 3 | 3 | 1 | NA |

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

**3.6.3**

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

**Response:** 139

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 50 | 34 | 30 | 25 | NA |

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

**3.6.4**

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

**Response:** 63.28

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2129 | 1307 | 1096 | 1152 | NA |

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

## 3.7 Collaboration

**3.7.1**

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

**Response:** 65.75

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76      | 100     | 71      | 16      | NA      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Copies of collaboration | [View Document](#) |
| Any additional information | [View Document](#) |

**3.7.2**

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

**Response:** 46

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7       | 13      | 18      | 8       | NA      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the MoUs with institution/ industry | [View Document](#) |
| Any additional information | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

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

**Response:**

The University with its magnitude of students and faculty strength as well as diverse learning has made significant efforts to establish the necessary infrastructure and facilities, in compliance with the relevant regulatory guidelines. This physical infrastructure of the University, which is spread over its Blocks, comprises of an adequate number of classrooms, laboratories and other facilities to support/augment Teaching-Learning (TL), with relevant segments of the buildings being air-conditioned. The laboratories/workshops are provided with extended access for use beyond the normal working hours, based on the requests of the faculty members and students. **The spacious classrooms/tutorial rooms** have necessary lighting and ventilation. All the **44** class-rooms are equipped with LCD projectors, connected with desktop systems/laptops and internet, enabling the faculty members to enrich pedagogy with various e-resources accessible through the library, ICT enabled facility which helps in a blended learning approach. In addition, there are **2 seminar halls and an auditorium** which are equipped with **lecture capturing system** to support various academic activities. The University has a dedicated media capturing facility to record/edit digital contents towards developing a multimedia courseware. There is also a moot court to practice the application of theories of legal studies. In the research lab, research scholars can access licensed and relevant open-source data and analytics software for their research projects. **MasterSoft** Learning Management System (LMS) allows the faculty to assign and receive assignments from students and encourages interaction between the faculty and the students. Public platforms like Google Groups are leveraged for two-way communication between faculty members and students, including the use of social media platforms like WhatsApp as discussion forums. The LMS includes both in-house, as well as third-party platforms such as Moodle and others. The University has **50** well equipped laboratories spread among its academic blocks for teaching and learning. In addition, specialized labs with advanced infrastructure to carry out research also exist, which are also available for teaching-and-learning related activities. There is a language lab which provides a platform to augment the students grasp English language as well as practice soft skills and improve upon their communication skills. The School of Commerce & Management has a Business Lab wherein the students learn about the nuances of financial markets along with keeping themselves abreast with the latest happenings in the field. Being an IT enabled campus the University has number of fixed computers terminals. All academic blocks have access to broadband and Wi-Fi connectivity with a capacity in excess of **1.1** Gbps. The University, through its sponsoring trust has access to various software through its campus wide licensing agreements. It has sufficient staff-rooms, which are well-lit and ventilated. In addition, each of the staff members is provided with comfortable seating and storage spaces. Staff rooms are provided with computer and internet connectivity. The University has a well-defined process to create, develop and maintain its Teaching-learning infrastructure. The annual budgeting exercise takes care of upgrading and maintenance of existing Physical and academic infrastructure

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

## 4.1.2

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

**Response:**

The University which is a contemporary university in the tribal region of Jharkhand-Jamshedpur, gives lot of emphasis on beyond curriculum activities, which has resulted in the availability of adequate space for cultural, sports and other activities within the university. These activities prepare students for real life, by strengthening their personal skills, increasing their appetite for challenges, and adapting to change and accepting diversity. Even beyond compliance with various regulatory requirements of UGC/AICTE, the

University has left no stone unturned to develop infrastructure of high standards as detailed below:

The auditorium is well furnished with the state-of-the-art audio-visual facility. All **cultural and other extracurricular** events are organized in the auditorium. In addition, the conference halls in the campus provide scope to conduct **seminars, guest lectures, FDP's and workshops**. Activities are technically supported through a provision of LCD, recording system, motorized screen, speakers, cable TV, VCD and total audio system connected through the entire building. Activities like **Aarambh, Roobaroo, Aagaaz, Roshni, Yuva, Technika, Holi Invasion, Runbhoomi, Navotsav, Jain Premier League, Saraswati pooja, Vishwakarma Jayanti, Rukhsat** are some of the prominent cultural and sports events / programmes which take place with the help of the amenities which are spread over the campus. Republic and Independence Day are celebrated with cultural performances, parade by NCC and events by NSS which are organized utilizing the infrastructural facilities of the University. The Open and green space in the campus are used by students to participate in activities like yoga sessions, spirituality programmes with proper safety and security arrangements. To conduct the activities on yoga, sufficient space is available at the campus. Separate space is earmarked for indoor and outdoor sports activities. Due emphasis is on the students to participate in intra-university and inter-university sports tournaments wherein the students have won many prizes at local, state and national levels. The Sports Department is provided with separate infrastructure for **indoor and outdoor games** on the campus such as **table tennis hall**, **Cricket practicing net**, a **Multipurpose ground, 2 Basketball courts**, **1 Volleyball Court** and a **badminton Court**. The gym and fitness center is equipped with all modern equipment of cardio and weight training, which promotes physical wellness as a key for maintaining mental and emotional wellbeing. The gym is managed by a trained qualified professional. Some of the Major equipment that are available in the gym for the students and faculty members are **bike, treadmill, leg press squat, Lat pull down, ABS crunch machine, leg extension/curl, Chest shoulder press, inner/outer thigh, double twister, Olympic incline/decline/plain bench, hyper extension board, Dumble stand** which includes both for male and female categories. Some of the other facilities are **hand grip, rod set, gym belt, gym ball, medicine ball and wrist curl**. It also has a **punching ball**. The students and faculty members register with the trainer the timings at which they can make use of the facilities. Usually the gym is kept open in from 7:00 AM to 8:30 AM and 3:00 PM to 5:30 PM in Evening.

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

## 4.1.3

## Availability of general campus facilities and overall ambience

**Response:**

The University campus design caters to any-time, anywhere learning through access to e-learning content and Wi-Fi, informal meeting places for cohorts and interest groups like Music, dramatics, sports, cultural, toastmasters, debating, Business incubation, inter- disciplinary research and the like. Utmost importance is given to the safety, security and hygiene of its students and faculty members. The University through its statutory body i.e., Planning and Monitoring Board and the Facilities Management Department (FMD) ensures that infrastructure requirements are adequately planned, budgeted and allocated based on need analysis and utilization. The entry/exit into the campuses is controlled by **security personnel** and the campus is monitored using **CCTV** at all strategic places to ensure safety and security to its inmates. The classrooms, laboratories, seminar halls, and auditorium, are all well-lit and ventilated. As per the stipulated rules and **regulations building code and safety norms** have been adhered to in the entire buildings including fire safety. The **reception counter** at the campus provides relevant and all necessary information to students, faculty members and the visitors. Visitors have a **waiting lounge** provided at the campus. The reception counter acts as the front desk answering telephone queries related to the university. The campus is made friendly to people with special needs in terms of facilities like ramps, lift, wheel-chair, special toilets, and the like. Students are encouraged to volunteer to help visitors or other students with special needs. There is sufficient and **easy access to toilets** i.e., separate toilets for men and women and **common rooms** for boys and girls.  In addition, there is access to **clean drinking water** available across the campus. The campus has a well maintained and hygenic canteen and snack-counter**.** There is **a Stationary shop** available in the campus in addition to access to **reprographic services** at the library with all the other dedicated facilities within the campus. The University has tie up with **Meditrina hospital, Adityapur** for specialized consulting/emergencies. Since the Campus is situated 15 kilometers away from the city, 21 University buses operate from various vital points in the city. Beyond college hours, buses ply from the University till the nearest bus station in the city for the convenience of both students and faculty. The University has two 50 beds girls' hostel within the city limits. The hostel has well furnished rooms, access to common rooms, computers, waiting lounge, water coolers/filters and daily newspaper.  The University provides free transportation facility from Hostel to Campus and back, so that the female students can travel to and fro hassle-free. **In addition, there is a staff quarters for the female staff.**  The Campus is **Wi-Fi** enabled and provisions **of generator/UPS** have been provided to ensure continuous uninterrupted power supply. During the **COVID-19** Pandemic all the SOP as per government guidelines have been followed in maintaining a sanitized environment**.**

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

**4.1.4**

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

**Response:** 23.61

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 213.3781 | 90.19637 | 351.45291 | 357.52690 | NA |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The University which aspires to be one of the top destinations for faculty and students has consistently invested in upgrading and digitizing of the library facility over the years, keeping in perspective the regulatory guidelines mandated by the statutory bodies. Three library buildings are available in the blocks of the University. The libraries are automated using **LIBMAN** and OPAC an integrated (open access) library management system, providing various features such as repository management, barcode and spine label printing, ID printing, union catalogue connectivity and more. In 2017, the Library Management System software **LIBMAN (cloud version)** has been implemented. All the three libraries are networked for easy access to all the faculty members and students. The users of the library have access to many services such as reprographics, print, scanning and the like. In addition, a reference

section, newspaper reading section and a separate section for faculty members is provided. Also, separate orientation programmes for the first-year students is organized. Users of the library have access to digital resources through its **40+ dedicated computers** and 1Gbps internet. The University has signed an **MOU with INFLIBNET**. Also, the University has subscribed anti-plagiarism software - **Ouriginal by Turnitin** to enhance the quality and integrity of research and project thesis. A total capacity of **6500 sq. ft. spread** across the 3 blocks has been created with a **seating capacity for 300**, in addition to separate reading room facility. All libraries are **kept open from 8:00am to 4:45pm**. All Libraries are kept open on Sundays and general holidays from 9:00am to 3:00pm. In addition, the University has links with some of the leading libraries such as **SCC ONLINE, Manupatra, All India Reporter and DELNET**, where the faculty members and students can access the resources. There are, **3568 unique titles** on record and 12,000-plus items incorporated in the LIBMAN LMS. 3601 in School of Engineering & IT (SE&IT) ,4719 in the School of Health & Allied Science, 2400 in the School of Commerce & Management, 722 in the School of Humanities and 1143 in the School of Law. In terms of e-resources, subscribers are guided towards 26 destinations for e-books, 16 destinations for e-journals, 7 destinations for e-thesis, 24 destinations for e-databases, 36 destinations for e-reference, 14 destinations for e-magazines/ news digest, 16 destinations for digital repositories and 18 destinations for e-learning. Daily library transaction in all the libraries is around **120** books per day with an average footfall of **969** users. The average access of the e-resources is around **4596** for 2021-22. The library has an advisory committee comprising of the Director and Deans, librarians, senior professors, student representatives with the Vice Chancellor of the University heading the committee. The advisory committee ensures the optimum use of the various library facilities, frames appropriate rules and regulations, plans for the annual budget, procurement and maintenance of the library. The library collects frequent feedback from its users and analyses the feedback and takes appropriate actions.

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

**4.2.2**

**Institution has access to the following:**

**1. e-journals**

**2. e-ShodhSindhu**

**3. Shodhganga Membership**

**4. e-books**

**5. Databases**

**6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

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

**4.2.3**

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

**Response:** 84.24

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 62.03340 | 83.88019 | 109.70105 | 81.32924 | NA |

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

**4.2.4**

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

**Response:** 41.8

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

Response: 1353

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

## 4.3 IT Infrastructure

**4.3.1**

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

**Response:** 100

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

Response: 47

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

**4.3.2**

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

**Response:**

The University has a well-articulated policy to create a dependable IT infrastructure, through appropriate budgetary allocations and supervision. It has been possible to consistently upgrade to support **overall efficiency** achieved through IT adoption, be it academics, research or administrative activities. There is a dedicated team that compiles and prepares budgetary plans for future acquisitions and recommends the purchase of appropriate

hardware and software. The University has **Mastersoft ERP** solution to meet the academic requirements involving teaching-learning, assessment and examination process. There are dedicated team(s) to support various IT infrastructure namely, ERP, Website, Sysadmin and more. In addition, the University leveraging its dedicated website team ensures it has clearly understood web contents, which is easy to navigate to access necessary information on programs, course offerings, location, and relevant accreditations. The integrated services provided by a suite of IT applications at the University which includes the website, ERP and online services for all its stakeholders as detailed below.

- Academic announcements, timetable, results, study material and so-on
- Administration, purchase, assessments, transport and admissions related information
- Online fees payment system, admission enquiries, registrations, net banking, electronic gate passes, procurements and payroll

The University has a dependable internet bandwidth up to 1.1 Gbps over-the-fiber (High availability) across its blocks to meet the requirements of academic, research and administrative activities. The campus is enabled with Wi-Fi facility. The campus also has backup ISP, thus providing a rudimentary business continuity mechanism. The faculty members are motivated to create and leverage e-contents using both internal as well as external platforms such as NPTEL/Swayam, LinkedIn and so on. Through its media lab, new digital contents are created leveraging the in-house studio for recording and editing. Learning Management Systems (LMS) are widely used across the various Schools/departments. ERP and various web-based video conferencing tools like Zoom, Google Meet and Microsoft Teams for content delivery were used during the pandemic. The computer labs and office PCs/laptops are protected by antivirus software, which are updated on a regular basis. Firewalls monitor unwanted inbound traffic and are capable to trace and block application-level proxies and threats. The University has deployed a surveillance system containing high-resolution cameras installed at all strategic locations in the university campus and hostels. The University has campus agreements with major software vendors like Microsoft, AutoCAD, Solid Edge, Oracle 9i, MATLAB, Cadence, Xilinx ISE, and

ANSYS. In addition, the University encourages open-source software use for its academics, research and administrative activities through the use of packages such as Linux and OpenOffice.

To highlight some significant IT infrastructure across various Academic Blocks:

- **896 Computer systems**.
- **Multiple Wi-Fi access points** are installed for seamless internet connectivity throughout the Campus
- The computer labs and PCs in each of the campuses are connected to **online UPS backup** in addition to individual generator back-up

Access of Google for **GSuite** for email communication like Mail, Calendar, Drive with unlimited storage, **Google meet** for virtual meeting and sessions

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

**4.3.3**

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

**Response:** 3.94

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

**4.3.4**

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

**Response:** A. ?1 GBPS

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

| Other Upload Files | |
| --- | --- |
| 1 | [View Document](#) |

**4.3.5**

**Institution has the following Facilities for e-content development**

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

**Response:** A. All of the above

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 60.16

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 682.8991 | 472.91433 | 760.94117 | 566.74563 | NA |

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

## 4.4.2

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

**Response:**

All the Academic Blocks of the University have the best of the facilities and infrastructure, which creates a conducive atmosphere for both faculty and students to pursue academics, research or to conduct co-curricular and extra-curricular activities. The campuses ensure environment friendly atmospheres with 30-40% of the landmass with greenery ensuring plastic free campus. A dedicated team of Facilities Management Department (FMD) team manages the hygiene, upkeep of the various buildings and other facilities. There exists well-defined process and budgetary allocation for developing and maintenance of various infrastructure facilities. The Planning and Monitoring Board is the ultimate statutory body with the university to approve new infrastructures, while regular maintenance is taken by other appropriate University officers or bodies. There exists a standard complaint resolution system for all maintenance issues related to all infrastructure facilities, in a timely manner. Inclusivity is of prime importance and hence maintenance of the Divyangjan friendly washrooms, ramps, pedestrian pathways are well taken care of. Handling complaints pertaining to these areas are given topmost priority.

**Utilization and Maintenance of various academic related facilities:**

The classrooms and tutorial rooms are allotted to the respective departments/ schools and these are utilized based on the pre-scheduled time tables for various batches. Maintenance of cleanliness and repairs of furniture and fittings at these venues are handled by the respective Facilities Manager and their team. Usage of labs, workshops, and other facilities is handled by the respective schools/departments. There are various types of laboratories, workshops/studios based on the academic requirements of the specific program. All schools/departments ensure that the equipment and machines of the labs are accounted for and well maintained. The technical staffs allocated to each of these labs/workshops hold the prime responsibility of the safe-keeping and overall maintenance of the equipments in each of the labs, using the annual and corrective/preventive maintenance schedule. The University encourages maximum utilization of its lab/workshop/studio facilities by supporting faculty members and students beyond normal working hours (if required). Each school /department has its own laid practice in allotting consumables required in the lab. The utilization of the consumables is tracked using proper

documentation and process. The University has 3 libraries across its Blocks. All the libraries are accessible to the staff and students from 8:00am to 5:30pm on weekdays. All Libraries are kept open on Sundays and general holidays from 9:00am to 4:00pm. Books are physically checked before issue and return. Corrective actions viz. binding, repair of torn pages is initiated to preserve the books for long. All digital resources are available round clock to faculty members and students through On-line Public Access Catalogue (OPAC) Portal. The Library Committee conducts regular need analysis by taking inputs from faculty members and students, of the various books and puts-forward the recommendation for purchase. The computer labs are also utilized based on the schedules laid by the respective schools/departments. Instructions to users are well displayed in all the labs. The labs are maintained by lab attendants who ensure the maintenance of the fixtures and furniture of the lab with help of the FMD team. All complaints of the PCs and the systems are taken up by the respective campus Sys-admin team.

**Utilization and Maintenance of Sports, Cultural and other Common facilities:**

The sports facilities, which include both indoor and outdoor games, are available to students and employees to use as per their convenience. The gym facility and indoor facility is available from 6 am to 5 pm. For major sports activities at the campus/school level, the playgrounds are booked through the Facilities team. The IT department manages common computing facilities. Common facilities such as halls, auditorium, seminar/conference rooms, open air theatres is managed by the facilities team.

**General Maintenance:**

Towards cleanliness and ease of maintenance, the campus is classified into academic area, Hostel/Residential area and Canteen/Refreshment area. Dedicated teams are assigned for its housekeeping. Based on periodic schedule, cleaning activities are scheduled, executed and followed, including surprise checks. These routine practices include cleaning, pest control, dry cleaning, specialized cleaning of computer labs, storage areas, record rooms and the like. There exists procedure for disposal of solid and liquid waste and regular disposal of scrap, including e-wastes. The facility of washrooms and clean drinking water is provided on all floors of academic buildings. The Gardening team ensures maintenance of green areas - indoors and outdoors. This includes caring of pots, watering of flowerpots, manuring, hoeing, weeding, lawn mowing, lawn weeding, preparing of seasonal plants, maintenance of the flowerpots and the stands. Treated water from the Sewage Treatment Plant is used for gardening. The University has a well managed transport department to ensure the buses, vans, ambulances and cars are maintained properly & efficiently. Ambulance services are available in the University campus 24x7 for students and faculty to meet any emergency. As detailed earlier, dedicated teams are assigned for preventive and corrective maintenance of IT, civil and electrical infrastructure. Maintenance requests are registered, reviewed and closed in a timely manner. Prudent utilization of water and electricity are given due importance. Usage of energy-efficient appliances and LED lamps is ensured for saving electricity. Annual maintenance contracts and long-term warranties are negotiated with service providers and vendors for achieving best possible upkeep of machines and equipments, including laboratory equipments, lifts, power backups, water purifiers and RO's.
Towards hygiene during the pandemic, standard operating procedures as formulated by various regulatory and govt bodies, were strictly adhered to. Sanitization and temperature checking facilities was made available at every entry point. Lifts and other common places were clearly marked to maintain social distancing protocols. Regular sanitation of common areas are also undertaken regularly by professionals. In addition, the concerned staff the students and Faculty members were encouraged to wear masks in the campus

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 46.92

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1322    | 1312    | 1306    | 481     | NA      |

| File Description | Document |
|------------------|----------|
| Upload self attested letter with the list of students sanctioned scholarship | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.1.2**

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

**Response:** 63.41

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2146    | 1889    | 1404    | 646     | NA      |

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

### 5.1.3

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

**1. Soft skills**

**2. Language and communication skills**

**3. Life skills (Yoga, physical fitness, health and hygiene)**

**4. Awareness of trends in technology**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link to Institutional website | [View Document](#) |
| Link for additional information | [View Document](#) |

### 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 34 | 16 | 5 | 1 | NA |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 34 | 16 | 5 | 1 | NA |

| File Description | Document |
|---|---|
| Upload supporting data for the same | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.2.2**

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

**Response:** 62.01

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 450 | 305 | 292 | 24 | NA |

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

**5.2.3**

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

**Response:** 25.84

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

Response: 199

| File Description | Document |
|---|---|
| Upload supporting data for student/alumni | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 93

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 28 | 28 | 13 | 24 | NA |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of award letters and certificates | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.3.2**

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

**Response:**

ARKA JAIN University truly believes in providing numerous co-curricular and extra-curricular activities to the students and leaves no stone unturned in this regard. The activities are broadly categorized under cultural activities and sports activities. The **ROTARACT club** along with the **NSS** has committed

towards providing services in the nearby villages for active Community and Social Service programs which is done by involving the students so that they get motivated to serve the society.

A Student Council is constituted at the beginning of each academic year. The Council functions under the overall guidance of the Dean -Student welfare. The student council has played a significant role in developing and nurturing the students. The student council activities mainly focuses on cultural and sports activities besides taking part in community development. NSS and NCC contribute towards institutional building whereby they organize such activities in the university as well as in the neighborhood villages. Series of events are conducted throughout the year at the University, School and Departmental levels wherein students are engaged in every possible manner so that they learn how to function in an independent fashion. The students take care of conducting all these activities. Some of the prominent events which are conducted by the University are **Runbhoomi** (An Intra-University Inter-School Sports competition), **JAIN Premier League** (An Annual Cricket 20-20 Tournament), **Holi Invasion** (to celebrate the spirit of brotherhood), **Aarambh** (Orientation/ Induction Programme), **Carvaan** (Annual Expedition for providing students due exposure), **Aagaaz** (the Annual Cultural Fest where invites are sent to schools, external institutions), **Navotsav** (Gandhi Jayanti-cum-Navratri Celebration), **Roo-b-roo** (Freshers' Party – Ice Breaking for new students), **Roshni**- Celebration of Lights, **Rukhsat**- Farewell function, **Saraswati Pooja** – Devotion to Goddess of Knowledge, **Shikhar** – Entrepreneur's Conclave, **Technika** – Technical Fest and **Yuva** – the Youth Festival. The moot court which is available for the students of BBA LLB Hons. enables them to gain hands on experience. Students representatives are there in Anti-ragging Cell, Internal Complaints Committee, Grievances redressal Cell and Equal Opportunities Cell. Apart from the events mentioned above, all the Schools and the Departments keep on organizing events throughout the year which are meant to chisel their students' personality as well as enable them towards performing better in their professional lives. School-wise/ Department-wise orientation programmes are organized and taken care by the students wherein the senior students engage the incoming batch in a constructive manner. The drives such as cleanliness, hygiene, sanitation, blood donation, awareness regarding education, voting rights, women empowerment are taken care by the students whereby they contribute towards institutional development. The student community at the University is quite vibrant and works in tandem with the teaching fraternity to ensure that the University takes the right step towards student welfare and empowerment so that they become responsible citizens of the nation. The University encourages its students to explore their latent talent by allowing them to participate in inter-university cultural and sports events.

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

**5.3.3**

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

**Response:** 37.5

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 53      | 21      | 32      | 44      | NA      |

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

The alumni of the University are our brand ambassadors who work towards the betterment of the society at large and in the process make the university proud. They provide support services to the university by actively engaging with their respective Schools and Departments to be a part of the activities which are organized. They play a key role during such events like the Orientation/Induction programmes wherein they address the incoming batch of students and guide them as to how they can make the most of their time at the University. They contribute by taking guest lectures for the students studying in the university. In this regard, domain experts from our Alumni are invited to interact and engage with the students and throw light on the latest trends which are happening in the corporate world so that the present students can prepare themselves for the future challenges which lie ahead for them. Another important aspect in which the alumni make a mark is to provide financial support/assistance to the University depending on their capabilities. This is mainly done to improve the infrastructure of the University, provide some sports-related or cultural-related equipments, sponsor some events taking place in the university, sponsor some equipments to the labs or computer laboratories, contribute towards purchasing books for the library, and/or in other manners. Further, alumni of the University who are working in various organizations facilitate the placement related opportunities for the students presently studying in the university. Some of them who are working as recruiters also visit their Alma Mater to recruit such students who are suitable for their current workplace. They also extend support with regard to helping the students to get suitable internship, research and training opportunities in their organizations or in places where they have some sort of connection. The University works, in tandem with the alumni, present students, faculty and staff members to ensure that they can engage the alumni on multiple levels so that they can be made a part of the various ongoing activities and programmes being organized by the University. The alumni are also approached to be a part of the various academic initiatives wherein they are requested to provide their inputs for the curriculum development. Their

feedback is analyzed and appropriate action is taken for its implementation. The alumni are engaged in other manners as well where they are invited to visit their Alma Mater as and when they are in the city or in the vicinity so that they can engage with the students and bring their families along with them to relive the golden days spent at the University. The nominated office bearers of the Alumni association meet regularly and discuss the participation of the alumni in curricular, Co-Curricular and extra-Curricular activities of the university. There are 1170 number of alumni who have registered with the association. From 2022 onwards they are made to register during the time of convocation. Thus, the alumni association contributes significantly for the development of university.

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

---

**5.4.2**

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

**Response:** A. ? 100 Lakhs

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

The Vision and Mission statements of the University are clearly stated and widely publicized and openly made accessible to all its stakeholders through its website and other prominent places. The Vision of the University is *"To Develop Human Capital by creating spirited learning environment by empowering the students with knowledge, skills and instill social responsibility towards holistic development".* The Vision has the focus on **human development** through the vital transformative elements of **quality education, skill development and social responsibility** leading to **holistic development.** The mission supports the translation of vision of the university into reality through overriding commitment to create human assets and intellectual capital, fostered in an ethical environment in which both the spirit and skills can thrive. The administrative governance in the university is rooted in ensuring the **optimum process and systems orientation, as validated through audits as well as ISO certification**. The effectiveness of the governance in academic and administrative aspects are evidenced in terms of quality education, during the past five years. In response to emerging needs and innovative trends, **17 new and diversified academic** programs have been introduced. For industry-oriented skills and the overall personality development of the students **154 value-added courses** have been developed and implemented. Based on its academic and research performance, innovation outputs and societal importance the University is ranked **5th among the Top 15 emerging state private universities** in the country by the prestigious Outlook iCare University rankings 2022. ARKA JAIN University is the only University from this region to feature in the Outlook Rankings. In the Survey conducted by the **Higher Education Review magazine, ARKA JAIN University is ranked 14th in the Engineering category** for the year 2022. The academic governance in the university is built upon the value of achieving a high quality by consciously developing the quality policy and ensuring its implementation through a system of shared responsibility. The University makes conscious and concerted effort for fulfilling all the aspects of the quality mandate as prescribed. Further, it takes all care to constantly reinvent to improve the academic governance through participation of all its stakeholders. The feedback system is institutionalized and ERP enabled. Statutory bodies of the University as per the UGC guidelines takes care of the governance of academic, administrative, financial and all other relevant matters. In all these statutory bodies, adequate representation of faculty members at different levels are ensured which provides the scope for grooming future leadership. Faculty representation in the other committees and bodies of the university on matters related to grievance redressal, admissions, discipline, teaching-learning innovations, quality assurance and the like is also ensured at different levels. By ensuring freedom, combined with accountability, supportive environment in tandem with student centric outcome focus, the leadership of the university promotes a dynamic environment with the able support of statutory bodies namely Board of Management, Academic council, Planning and monitoring board, Finance committee and the other bodies fostering industry-academia interface and research.

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

**6.1.2**

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

**Response:**

The University strongly believes in **decentralization and participative management at all leve**ls. In academic matters, participative processes involving faculty members at department and school levels precede the approvals of various bodies and committees like **Curriculum review, Board of Studies, Academic Council and the Board of Management.** The University has also effectively delegated responsibilities through various committees across the schools and departments for **planning and development** and monitors the same for effective implementation. IQAC initiatives which are implemented in terms of establishing benchmarks and coordinating the efforts for quality enhancement and sustenance reflect a decentralized approach. Curriculum design and development by the departments and their **timely review and update though BoS** involves faculty members and the other authorities at different levels for **collective decision making**. This reflects the institutional practice of decentralization. The Role of leadership in identifying organizational needs to fulfill them are i) Improving infrastructure requirements as per the needs ii) Facilitating digital technology empowerment to promote the Technology Enhanced Learning (TEL) and iii) MoU's with reputed national/ international organizations. The Culture of Participative management is seen in the functioning of all the statutory bodies. Faculty members are actively engaged in all the administrative roles that groom them for future leadership and professional growth including planning tasks, enhancement of use of technology through ERP, training and development. All major initiatives involve consultative meetings cutting across different levels which helps to arrive at definite decisions. The Involvement of Leadership in Management System Development is ensured in all the decisions made by relevant statutory bodies. In accordance with the powers, duties and responsibilities vested with them, there is a mechanism of subordinate body empowered by the Board of Management to efficiently support more frequent decision process. All these ensures smooth conduct of all the operations. The Director and the Deans are adequately empowered to function effectively on a day -to- day basis which ensures the smooth functioning of the University. The **"Management Information System"** on a monthly basis provides the necessary information for the top management to take appropriate action. The **Integration of Leadership with Stakeholders** is seen in the following i). The leadership of university is actively involved in orientation programmes. Learners who enter the portals of the University and their parents are exposed to the **objectives and the core values** of the University through informational brochures and handbooks which are prepared in consultation with the senior officials. ii) The Director and the deans of the schools act as **Liaison officers** between the management, students and faculty members. iii)Parents are free to meet them to discuss the progress or issues of their wards. All student grievances are **effectively** and **timely addressed**. iv) Student representatives are present in committees like ICC, Anti-Ragging cell, Library and Anti-sexual harassment cell. v)The decision-making bodies take into account the student and Alumni feedback. The Management and senior officials of the University play a key role in organizing seminars, workshops and all other events.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

**The institutional Strategic plan is effectively deployed.**

**Response:**

The Strategic Plan adopted by the university for the period of 2017-2022 considers the **contexts of emerging national requirements and global scenario and integrates innovations that are needed for future educational process – multi-disciplinarity, co-creation of knowledge, the teacher's role as facilitator, transformed class rooms, research based curricula, emphasis on values and life skills, stronger bonds with industry, outcome based learning, imperative of accreditations, greater collaborations** and many other trends. Based on the strategic outlook of the strengths developed, the limitations, the opportunities and challenges presented by the environment, the major areas of goals, the strategies and the key performance indicators have been identified.

*Effective deployment of strategic plan:*

As evidenced through the key performance indicators relating to the major goals identified in the strategic plan, namely, the academic excellence, the impacts from research, deeper engagement with the industry, development of entrepreneurs, and integrated approaches for sustainability, the **University had made deeper inroads in deploying its strategic plans.** Excellence in academics is demonstrated through university's rise to **5th rank among the Top 15 emerging state private universities** in the country by the prestigious Outlook iCare University rankings 2022. Arka Jain University is the only University from this region to feature in the Outlook Rankings. There is a continuous growth and steady progress in the academic programs in the innovative / emerging areas. To inculcate the research culture among the faculty members **2.40 crores** of seed money has been given during the assessment period. The faculty members have effectively used this to come out with minor research projects. The university has given utmost emphasis in equipping all the laboratories for the use of students and faculty members for carrying out their research work. **Ninety-Two** patents have been published so far. The research programs in the form of Ph.D started in the year 2018 and **14 of the faculty members** are recognized as Research supervisors. A strong Industry-University interface has been established which takes care of the formation of syllabus for the Value-added Courses along with the industry partners. So far **1071** students have been placed in reputed organizations through the Industry-Interface department. **The University has 39 industry tie-ups for projects and internships for the students, some of which includes the prestigious TATA motors, TATA steel Limited, TATA power skill development institute, Indo-Danish Tool Room, NTTF, CROL (Center for rule of Law), ISDC** and the like. Driven by a strong commitment to sports the university has relentlessly pursued the path of preparing its students to excel at the national/international levels. The efforts of the university through an enabling sports policy have

translated into positive outcomes for the society. In pursuance to its goals, the university has taken several proactive steps to promote excellence in sports including **scholarship for deserving sports** students based on their academic performance, special coaching and mentoring support, counselling by experts, based on **"Positive Psychology",** additional academic support for sports students. Cash awards for sports achievers, provision of nutrition and dietary supplements and benefits are extended to sports personnel.

| File Description | Document |
|---|---|
| Strategic Plan and deployment documents on the website | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.2.2**

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

**Response:**

All the institutional bodies of the University are set up and are functioning as per the guidelines mandated by UGC. Their composition includes **eminent external members**, as specified in the guidelines and also with proven record of pre-eminence in the leadership of national institutions, industry stewardship, international experience and academic accomplishments. **Effective functioning** of these bodies is also ensured through setting the prior agenda, provision of necessary background documentation, maintaining records of attendance, the process of preparation, review and approval of minutes and finally follow up as well as the reporting on **implementation of the decisions and recommendations** of the respective bodies. The necessary co-ordination, role diversity and process flow considerations in the functioning of the bodies are ensured by the unifying leadership of the Vice Chancellor and the principal officers of the university. **Statutory bodies** of the university including the **Board of Management, Planning and Monitoring Board, the Academic Council, Finance committee, the various Boards of Studies and IQAC** have played critical role in the transformation process during the last five years towards **elevated recognition of the university** based on all round performance. The effectiveness of the functioning of the bodies in university is reflected by high degree of **participation in all meetings by both internal and external members.** The tremendous impetus generated in linkage of Programmes to globally recognized professional bodies, the growth in students and Programmes, other accomplishments and exceptional achievements in fields like sports, research focused on priority areas are the results of policies emerging from effective functioning of the institutional bodies. Their effective role had also been responsible for the university to **articulate and implement comprehensive set of policies** to realize the vision and mission with a strategic outlook. These policies include the **Research policy, IPR policy, Consultancy policy, HR Policy, Scholarship policy, Sports policy** and the like. Implementation of policies at operational level are further guided by the rules and regulations of the university and is transparent. The Personnel policies are drawn in cognizance of the guidelines of UGC and include the **employee welfare, employee engagements that address the sports, outbound activities, counselling and staff meetings and the faculty**

**appointments and promotion which are implemented through the Human Resources Development wing of the university**. The welfare policies are updated to include various activities to provide support for the challenges faced during the COVID-19 pandemic and its aftermath. Besides, the departments and the schools, various committees/forums such as the student grievance redressal cell, anti-ragging cell, internal complaints committee, sexual harassment redressal cell and equal opportunity cell whose participation cuts across different disciplines and the departments provide a responsive and inclusive approach as well as **unitary policy guidance**. Efficiency in organization is also promoted through **creation of specialized service roles like directors for admission, placements, corporate communications, international relations and the quality initiatives**. Thus, the overall functioning of institutional bodies are ensured through the **driving objectives, structure, policy, resource and cultural dimensions.**

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link to Organogram of the University webpage | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.2.3**

**Institution Implements e-governance covering following areas of operation**

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

The University has implemented a performance-based appraisal system devised by IQAC, keeping in mind the UGC guidelines. **'Performance Based Appraisal System' (PBAS)** provides for self- appraisal by the faculty members followed by review at two higher levels, and it provides basis for feedback, training and also career promotions. The appraisal system relies on the following factors which includes (i) teaching hours of the faculty (ii) knowledge upgradation (iii) research / project-oriented activities (iv) organization of development activities (v) participation in seminars, workshops and conferences (vi) paper presentations and research publications (vii) research guidance (viii) shouldering additional responsibilities and (ix) participating in community development. The promotion of Faculty members is implemented taking into account of the **UGC guidelines pertaining to the Career advancement Scheme.** During the assessment period **45 faculty members were promoted to higher grades.** Some of the staff welfare measures both for Teaching and Non-Teaching are the following i) **Staff Housing:** Safe and comfortable housing at subsidized rates are provided to the needy near the University campus with 24-hours electricity backup, water supply, medical services, security services, free Wi-Fi, parking and gas connections. (Only for Teaching Faculty) ii) **Buses** pick and drop faculty members from various destinations to the campus. iii) **Social Security and Health facilities:** ESI/PF/Gratuity cover as per statutory requirements and **Health Insurance** for employees iv) **Maternity benefits**/leave as provided in rules for female staff. v) **Paternity leave** as per rules to the male staff members, vi) **Preferential service** to Divyangn staff vii) **Hospital facility** on need basis to employees viii) **Free medical-checkup** camps arranged by NSS wing for both teaching and non-teaching staff members ix) **Emergency** blood facility by NSS through the Virtual Blood Bank and x) **Fee Concession** for Children of both Teaching and Non-Teaching staff. The University has provided research funding to the faculty members in the form of **seed money to the extent of INR 2.40 crores during the last four years.** The University has taken utmost care to establish a proper research eco-system, research awards, financial assistance for the faculty members to attend/organize conferences, workshops and seminars. Faculty members are encouraged to visit other HEI's as resource persons, session chair, co-chair and the like. Further support is extended to the faculty members in the form of grants for open-access publications, monitory benefits to those taking up research projects, paid leaves for international fellowships and financial aid in IPR filing. Periodical programmes are arranged to support professional growth through FDP's. The access to labs and libraries is extended to support the research activities of the faculty members. Further, the University takes care to organize recreational, sports, cultural and co-curricular activities periodically for both teaching and non-teaching staff members. Faculty members are felicitated with **"The Extra Mile"** award/ recognition when they make exemplary contributions. During the pandemic period the university has taken and implemented all the guidelines stipulated by the Government. The University has organized sessions on life skills, mental care, yoga and meditation.

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

**6.3.2**

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

**Response:** 62.27

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 110 | 62 | 46 | NA |

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

| Other Upload Files | |
|--------------------|--|
| 1 | [View Document](#) |

**6.3.3**

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

**Response:** 26.25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 30 | 29 | 22 | NA |

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

**6.3.4**

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

**Response:** 70.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 136 | 92 | 80 | 51 | NA |

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

Being a self-financed HEI, ARKA JAIN University mobilizes funds from the fees collected from the students. In addition the mobilization of funds are from the hostel, mess and transportation. The university has been adopting diverse means of funds mobilization. The Government of Jharkhand has allotted **14.53 acres** of land at a cost of 7.981 crores to the university for imparting quality education and raising the standards of the students of the tribal region. During the assessment period the university has mobilized through extra-mural funding **3.64 crores** from the non-Government sources such as industry, corporate houses and international bodies. An amount of **2.03 crores** from philanthropists has been received for establishing advanced level laboratories. During the assessment period the university has mobilized **1.54 crores** through corporate trainings. The optimal utilization of financial resources is accomplished through a systematic planning and monitoring. Based on the projection of requirements of various schools, departments and their review by the finance committee the budget allocations for the infrastructure augmentation, maintenance of physical and academic facilities and other capital and revenue expenditures are made on annual basis by the finance committee. This is endorsed by the Board of Management. The university has spent **1.19 crores** on the purchase and installation of high-end laboratory equipments during the assessment period. Resource optimization is also pursued through adoption of low carbon technologies like LED lighting, the use of electric cars, recycling and making efforts towards paperless administration and so on. The installation of solar panels and **the "Wheeling to Grid"** has considerably cut down on the expenses towards electricity bills. The resource optimization is also addressed through constant upgradation of the knowledge and skills of faculty members through Faculty Development Programs at various levels and their empowerment for technology enhanced learning. The finance committee of the university meets periodically and takes care of the proper mobilization and utilization of the funds. The committee is headed by the Chief Finance Officer of the university and also includes the Vice Chancellor, Registrar and the Director as members. Preventive maintenance of equipments is ensured through AMCs and are renewed periodically to avoid last minute cost escalation. The University ensures cordial relations with the external PR agencies so as to optimize brand equity in a manner that reduces the need for expense towards expenditure which goes for publicity. Thus, the university has a well-established process for mobilizing and optimally using resources to ensure effective implementation of teaching-learning and evaluation, research and innovation, community development and for the overall holistic development of student personality.

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

### 6.4.2

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

**Response:** 264

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 264     | NA      |

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

## 6.4.3

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

**Response:** 203

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 73      | 59      | 44      | 27      | NA      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual statements of accounts | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 6.4.4

**Institution conducts internal and external financial audits regularly**

**Response:**

The university has been conducting its **internal and external financial audits** on a regular basis. The external audit is undertaken annually, while internal audit is carried out comprehensively twice in a year through Chief Finance officer of the university who is qualified Chartered accountant who conduct these audits. After the external audit, the final accounts are placed along with the auditor's report through the Finance Committee to the Board of Management for necessary closures and approvals. These audits not only ensure propriety of actions in the financial transactions but also duly consider the process followed and efficiency aspects. It is noteworthy that during the past periods covered by this review, there had been no qualification in the external audit reports for the university.

**Dimensions covered by the audit:**

The audit system of the University is ensuring legitimate and optimum utilization of resources and provide true picture of the sourcing and deployment of financial resources. Specifically, the scope covers other aspects as detecting and preventing any financial fraud, true reflection of assets and liabilities, ensuring timely payments and collections, verifying the compliance to standards, ascertaining those expenditures are within budget allocations, observing whether pecuniary powers are exercised through judicious expenditure and ensuring the compliance with Indian Tax System.

**Procedure and areas of Audit:**

**A. Internal Audit**

The internal audit is carried out in two phases and during October / November and February / March every year. The transactional audit involved a 100% verification of financial transactions. Vouching had been an important part of the exercise. The audit also covered the purchase process of capital equipment, materials and services. The AMC agreements and rate contracts entered into suppliers have also been reviewed. Authorization of expenditure in accordance with the budget duly approved by the Board of Management and also the delegation of powers is ensured. Fee reconciliation is an important part of the auditing exercise. Bank reconciliation statements have also been reviewed. The audit covered internal control procedures and the adequacy thereof. Any clarifications/ observations are settled at internal audit stage itself by the management and the report is considered by Finance Committee and Board of Management of the University.

**B. External Audit (Statutory Audit)**

The Statutory Auditor is appointed for a period of 5 years. The audit is taken up immediately after finalization of financial statements. The starting point of the audit is the review of internal auditor's report, observations and action taken thereof. The statutory auditor carries out audit of financial transactions, adherence to accounting standards, stock verification, internal controls, adequacy of provisions created for various purposes like gratuity, doubtful debts, fixed asset register, depreciation calculation and so on, and ascertains that the financial statements present a true and fair view of the affairs. Compliance and remittance of tax dues and other statutory obligations, filing of returns and the like are also checked. The Audited financial statements together with the Auditor's Report are submitted to the Finance Committee and Board of Management of the University. There were no audit objections during the past four-year period.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

The Internal Quality Assurance Cell (IQAC) was established in the year 2017 at ARKA JAIN University to promote quality assurance strategies. In the pursuit of its objectives and initiatives, IQAC at the University has institutionalized many strategies and processes for boosting the Internal quality of outcomes. Two examples of practices described here are (i) Enhanced experiential learning (ii) Integrated performance metrics.

**(i) Enhanced experiential learning practice** initiated by the IQAC provides a menu of experiential learning modes that can cater to the diversity of programs and learner capacities. Experiential Learning is institutionalized through incorporation of one or more of these practices in the pedagogy reflected in the Teaching-Learning and Evaluation plan prepared by the faculty members and peer reviewed at the department levels. Experiential learning opportunities are thus deliberately created by the faculty aiming at application skills, greater student engagement, and higher order learning outcomes, since real life problems and experiences are inherently multi-disciplinary.

Three major channels of experiential learning practiced are as follows:

*(a) Outbound Learning Programme (OBL)*

Vishwa Spandana activity offered by the Human Network Working Academy of the University is to meet the challenges of life and develop social and team skills. The activity is based on the philosophy that 'Nature is the Best Teacher'. Different outbound activities are integral part of a common course Mind Management and Human Values for all UG students.

*(b) Industrial Visits*

The departments have been identifying the location of   scientific, industrial and socio-cultural interest for visits helping students to connect with the topics of their learning. Some of the Examples were this has been implementation in different programs of are given below. Reflective sessions after the visits consolidates learning process.

*(c) Field based experiential projects / internship-based learning*

Students are facilitated to take up industry projects/ internships or research projects with various departments of the schools which is a novel initiative to encourage research projects right from undergraduate level.

**(ii) Integrated Performance Metrics**

This is framework tool based on the experience gained by IQAC to guide faculty members in their planning, target setting and learning and performance improvement. It has the following areas that influence performance outcomes.

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

**6.5.2**

**Institution has adopted the following for Quality assurance**

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

**2.Confernces, Seminars, Workshops on quality conducted**

**3. Collaborative quality initiatives with other institution(s)**

**4.Orientation programme on quality issues for teachers and students**

**5. Participation in NIRF**

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

**Response:** A. Any 5 or more of the above

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

**6.5.3**

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

**Response:**

ARKA JAIN University came into existence in 2017 with the establishment of School of Commerce & Management, School of Humanities and School of Engineering & IT. During 2017 -18 Four Undergraduate programs namely **BBA, B.Com(Hons), BCA and BA (Hons)** and Two Post graduate programs namely **MBA and MCA** were commenced. In 2018-19 the **B.Tech programs, B.Sc (Hons) in Biotechnology and Bachelor in Optometry** were introduced. The **Ph.D programs** also commenced from the same academic year. The courses in Law **(BBA-LLB(Hons)) and B Pharmacy** were introduced during 2019-20. The university has also signed **39** Memorandums of Understanding (MOU's) with reputed organizations. The course outcomes, Program outcomes and Program specific outcomes for all the courses in the various programs have been well defined and publicized in the University handbook and the website. The university has also introduced **154 Value Added certificate programs** each of duration of **35 hours** or more to bridge the gap between academia and industry. This has also enabled our students to procure good employability. The university has also augmented its IT infrastructure periodically to enable the Teaching-learning and evaluation process. An efficient ERP enabled by the **Mastersoft** software has also been introduced right from the inception of the University. Faculty development and training programs were regularly organized. Multi disciplinarity in academic programs are intensified through project-oriented courses and encouraging inter disciplinary research. Tremendous emphasis was laid on soft skills and technical development both for students and faculty members. The linkage of students with industry and society has seen new impetus. The university has adopted five neighboring villages under Unnat Bharat Abhiyaan, and have conducted **186** awareness programs. The initiatives like **Unnat Bharat Abhiyan, Sabka Saath-Sabka Vikas and Beyond the Classroom activities** have helped the students in the community development making the university relevant to the neighborhood. Many reforms have been introduced in the administrative domain right from the inception of the university. State of the art information system, Online resources, Blended learning facilities have also been introduced. Lot of thrust have also been given to promote the Sports facilities and activities. Online feedback system, e-Governance in admission, Administration and finance stands testimony to the ICT enabled initiatives of the University. Examination reforms have also been undertaken as per the guidelines and linking assessments to outcomes. Continuous internal assessments have been introduced right from the beginning. It is worth mentioning that during the pandemic the University migrated to the

online mode with ICT enabled learning and assessments, with due emphasis on Quality. The university has established the IQAC as per the guidelines from 2017. The IQAC has evolved the quality initiatives for the University and has set up standards and benchmarks. All possible efforts have been undertaken to create a proper research eco-system and to inculcate the research culture among the faculty members. The University has a well-defined organizational structure and all its statutory bodies have been formed as per the UGC guidelines.

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

**Response:**

**ARKA JAIN University firmly believes in promotion of gender equity through various initiatives.** Sensitization towards gender issues is of crucial significance for the university and the same is achieved with the help of numerous curricular and co-curricular activities which include, but are not limited to; events like self-defense training for female students and faculty members, awareness sessions towards sexual harassment of women: prevention, prohibition and redressal; talk on sexual harassment of women at workplace, celebration of International Women's Day with programmes like Shakti: the celebration of women power, seminar/webinar on gender equality, poster design competition on such themes as **"Beti Bachao Beti Padhao",** faculty members to raise awareness regarding women rights, online march to raise awareness about, and fight against the prejudice towards the LGBTQ+ community, an awareness campaign on legal and financial regulations for women, an interactive session on women: a role model in building up of society along with regular sessions on gender sensitization thus highlighting its significance. **The role played by women has been amply highlighted in the course curriculum** thus signifying their role in the overall economic development. Departments, through related course curricula, **amplify upon gender issues, human rights, literacy, counselling & support. Gender & Human Rights course is an integral part of the course curricula of the three programmes offered by School of Humanities, namely BA Hons. in English, Fashion Design and Journalism & Mass Communication**. The University firmly believes in **Gender Parity** when it comes to employment opportunities as well as admissions to the various programmes. Creation of an impartial-yet-competitive environment is something in which the University truly believes and this is applicable in terms of gender as well. Merit, eligibility and talent take the front seat in this regard thus resulting in a healthy gender parity within the campus, be it in terms of female faculty & staff members or female students. **The girl students have a healthy representation in such university-level formations as NCC, NSS, AJU Rotaract Club, Toastmasters Club, ARKA Literary Club**. **CCTV cameras** have been installed at multiple vantage points across the university campus. **Security guards**, some of them ex-army servicemen, work towards keeping the atmosphere incident-free. Regular watch is kept on all of the entry and exit points. The **Internal Complaint Committee** has been constituted as per UGC guidelines in this regard to prevent, prohibit and work towards redressal of sexual harassment of women employees & students and to deal with the issues of gender-based violence and to conduct gender sensitization programme in the university. **The Student Grievance Redressal Cell** work towards ensuring effective solution to the students' grievances of academic and administrative nature and in all such matters directly affecting them, either individually or as a group, with an impartial and fair approach. Experienced female faculty and staff members, along with campus counsellor, are available to counsel the female students on professional and personal matters. First-aid service and sick room facility is available in the campus premises.

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

## 7.1.2

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

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

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Geotagged Photographs | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.1.3

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

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

**Response:**

ARKA JAIN University believes in being eco-friendly and green campus which emphasizes on the need for sustainable development and reduction of waste generation. In this regard, like any other responsible HEI, the University follows the principle of 3 R's, that is, **Recycle, Reuse and Reduce**. The waste generated from the University falls under various categories for which the University has processing facilities along with managing ability. Signboards are used to create awareness in this regard as well. The University keeps on organizing training sessions for its employees so as to make them aware regarding their responsibilities towards keeping the campus environment-friendly and contribute towards

sustainable development. In this regard, domain experts are called upon to the university to brief the employees how they can contribute to this effect.

**Solid Waste Management**: Color-coded dustbins have been placed across the campus to collect solid waste which is biodegradable or non-biodegradable in nature. Normal dustbins are placed in offices/classrooms/labs/eating areas and such places where employees and students normally assemble. Dumping area is used for the degradable solid waste. Non-biodegradable waste is handed over to a local municipality for disposal.

**Liquid Waste Management:** Water which has been used is recycled and used for purposes other than drinking. Horticulture department utilizes the water unfit for consumption. Liquid waste which is generated from laboratories is treated and then disposed off sensibly. The pipes are checked regularly to ensure there is no clogging as well as no discharge of harmful chemicals takes place directly.

**Biomedical waste management:** The biomedical waste generated by the pharmacy, optometry and biotechnology departments are kept in colour-coded dustbins which are then handed over to trained staff who dispose them off in a sensible manner so that they don't add to pollutants.

**E-waste management:** The IT equipment, computers and peripherals as well as electrical waste contribute towards generation of e-waste at the University.

**Waste Recycling:** Waste is generated in the University premises in various forms and through numerous avenues. The same is recycled utilizing the several procedures which exist for this purpose. One-sided printed sheets are utilized for print-outs again. The recycled products are utilized as per their suitable nature.

**Hazardous chemicals and radioactive waste management:** The chemical, pharmacy labs generate some hazardous chemical waste in small amounts. Likewise, some chemicals which are used and subsequently lead to waste in these labs. All these are disposed off as per the mechanism in this regard under the supervision of experts. The oil used in mechanical engineering lab by machines/motors is disposed off in a proper fashion. Owing to the absence of any type of radioactive content in any form within the University premises, there exists no need for radioactive waste management.

To summarize, ARKA JAIN University has, in place, an effective waste management mechanism which starts with segregation of the waste material as per categories and is an ongoing process which involves vendors, third-party agencies, local municipality and the university employees and students

| File Description | Document |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |
| Geotagged photographs of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |

**7.1.4**

**Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |

---

**7.1.5**

**Green campus initiatives include:**

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

**Response:** A. Any 4 or All of the above

| File Description | Document |
|---|---|
| Various policy documents / decisions circulated for implementation | [View Document](#) |
| Geotagged photos / videos of the facilities | [View Document](#) |
| Any other relevant documents | [View Document](#) |

---

**7.1.6**

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

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

**Response:** A. Any 4 or all of the above

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

## 7.1.7

**The Institution has disabled-friendly, barrier free environment**

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

**Response:** A. Any 4 or all of the above

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

## 7.1.8

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

**Response:**

ARKA JAIN University strives towards creating **an inclusive environment** in the campus. In this regard, **tolerance** and **harmony** towards various diversities including, but not limited to, **cultural, regional, linguistic, communal and socioeconomic** are ensured by the University. To promote **cultural harmony and regional inclusiveness** and to embrace linguistic and communal diversity, the university

organizes various fests, cultural celebrations round the year in the form of Holi Invasion (Celebration of Brotherhood), **Aagaaz** (the Annual Cultural Fest where invites are sent to schools, external institutions), **Navotsav** (Gandhi-Shastri Jayanti-cum-Navratri Celebration), **Carvaan** (Annual Expedition for providing students due exposure), Roo-b-roo (Freshers' Party – Ice Breaking), Roshni- Celebration of Lights, **Rukhsat**- Farewell function, Saraswati Pooja, Vishwakarma Pooja, the divine architect, Christmas, **Aarambh** (Orientation/ Induction Programme), **Technika** –Technical Fest, Hindi Diwas, International Mother's Language Day, Raja Utsav (Celebration of Mother Earth) and Yuva – the Youth Festival. Also, there is an Equal Opportunity Cell to look into the discrimination complaints received from the SC/ST Students/ Employees. Students are supposed to follow a standard dress code which takes into account the weather condition. This brings uniformity and feeling of oneness while they are in the campus. The **socio-economic diversity** is well taken care of due to this policy of the University as the students follow the same dress code irrespective of their societal or economic standing. The support staff is provided with uniforms to instill a sense of pride and belongingness in them. All clubs, committees, units such as AJU ROTARACT Club, AJU Toastmasters Club, NSS Wing, NCC Unit, ARKA Literary Club, Sports Club, Cultural Club, and other similar entities have representations from all sorts of students. Such events like National Integration Camp spearheaded by NSS, NCC Annual Training Camp, Runbhoomi (An Intra-University Inter-School Sports competition), JAIN Premier League (An Annual Cricket Tournament), Republic Day Celebration and Parade, Independence Day Celebration and Parade bring the students at a common platform and provide them reasons to feel as one. A learning environment which thrives on mutual respect is the hallmark of the University. Students develop an understanding as to how they should behave with each other as well as with people outside. Enrollment in NSS, NCC, ARKA Literary Club, AJU ROTARACT Club, Toastmasters Club are all made in free-and-fair manner thereby ensuring that students from varied **socio-economic backgrounds** get the chance to work towards developing their persona in a holistic manner. Faculty members, while interacting with the students, ensure that they provide opportunity to all the students in the class to present their views if they want to thus promoting participative learning. They understand and appreciate the diversity among the students which brings a sense of multiplicity in terms of thought process, a pre-requisite for an educational establishment. The University management, while hiring employees, practices impartial approach and goes for a merit-based policy in this regard. In fact, the University encourages potential employees from **diverse backgrounds**, different geographies, both the genders to join.

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

**7.1.9**

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

**Response:**

ARKA JAIN University understands it well that to make its students **responsible citizens**, they need to be briefed about their **obligations** to the fellow citizens and society at large as mentioned in the **constitution**, namely, **duties** and **responsibilities** as well as values and rights. The same is applicable on the employees of the university as **constitutional** obligations are something which equally applicable on all the **citizens** of the nation. This is done with the help of various courses in the course curricula, organizing programmes and observing occasions which are integral to the spirit of our constitution. Constitutional experts are invited to share their views with the **employees** and **students** and make them aware as to how they can contribute towards the nation-building process in their own way. Students come across the various aspects related to their **constitutional obligations** as well as related concepts owing to such courses as Professional Ethics, Business Ethics, Medical Law and Ethics, Media Law and Ethics, Professional Practice, Law & Ethics; Pharmaceutical Jurisprudence, Essence of Indian Knowledge Tradition, **Constitutional** Law, Labour and Industrial Law, **Constitution of India**, Gender and Human Rights, Industrial Relations and Labor Laws. These courses enable the students to appreciate the various provisions related to **fundamental rights** as well as duties and responsibilities of the Indian citizens along with making them aware of the issues surrounding them in the overall societal set-up. Sessions on such topics as Voting Rights of the Citizens, Significance of the **Constitutional Values**, Newly Enacted Consumer Protection Act, 2019; Covid-19 and its impact on the Right to Life & Personal Liberty under the **Constitution of India**, as well as Debate Competition on Corporate Social **Responsibility**, and Quiz on **Human Values** are organized on a routine basis by the University so as to make the students and employees aware on the various provisions enshrined in our constitution in this regard. The University celebrates **Constitution** Day to commemorate the adoption of the Constitution of India. Independence Day celebration is done with much fanfare on August 15th every year at the University premises to mark the sacrifices made by martyrs. Various events are organized along with parade and guard of honour by the NCC unit of the University. National Voter's Day is observed by the University wherein the students and employees are made aware of their rights and **responsibilities** in the capacity of a voter. Eminent experts are invited to throw light on how voting is a crucial aspect in a healthy democracy and thus encourage the eligible voters to cast their votes during different elections to ensure that a sensible government is elected through a free-and-fairly fought election. The University celebrates Republic Day is celebrated wherein speeches are delivered to make the students aware about their responsibilities as a citizen of the India. Nukkad Natak is an event celebrated at University that includes current thought-provoking issues in the form of street plays is one of the unique ways of promoting the cause of responsible citizenship among the students, employees and general public.

### 7.1.10

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

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

**Response:** A. All of the above

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

**7.1.11**

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

**Response:**

**Celebrating/organizing events, festivals and commemorative days** is an integral part of the culture at ARKA JAIN University because these occasions help the students and employees to stay connected with their surroundings as well as make them aware what is happening across the world. These events and festivals provide them with the reason to bond with each other thus promoting a culture of brotherhood. The University follows the ethos of celebrating as well as **organizing commemorative days**, **events** and **festivals** which earmark such occasions as Republic Day, Independence Day, Gandhi Shastri Jayanti thus imbibing the spirit of patriotism and nationalism in the AJU fraternity. The teachings of Mahatma Gandhi are discussed and students are encouraged to follow these teachings in their lives to bring positive change in themselves. The NSS wing and NCC chapter of the University organize various events such as parade, guard of honour along with other programmes during Independence Day and Republic Day celebrations. Numerous **international** occasions are observed by the University for the reason that the students and employees should be aware about them to be in-sync with the global trends. Such days as International Women's Day, International Day of Yoga, World Environment Day, International Mother Language Day, World No Tobacco Day, World AIDS Day, World Sight Day, World Pharmacists' Day, World Earth Day are celebrated/observed during which events are organized, experts are invited to share their views with the audience/participants thus promoting such causes as practice and promotion of yoga, protection of environment, awareness about such diseases like AIDS, cancer (because of tobacco), blindness & vision impairment and how to protect self and others from them. Highlighting the significance of women in the society as well as role played by mother language in the growth of personality is something which the University truly believes in. Pledges and oaths are taken, as and when applicable, to protect mother earth, to keep earth clean and green, to refrain from vices, to help the needy, to serve the cause of the humankind, to protect mother nation from all sorts of enemies, to keep humankind healthy and for other aspects. In other words, students and employees are always kept abreast with such international events and occasions which add value to their overall understanding and knowledge level. In addition, such important **national** events, occasions, festivals, commemorative days are also celebrated with much fanfare by the University as **Jan Aushadhi Diwas, Science Day, Engineer's Day, Parakram Diwas (Netaji Subhash Chandra Bose Jayanti), National Unity Day (Sardar Vallabhbhai Patel Jayanti), National Youth Day (Vivekananda Jayanti), Diamond Jubilee of Pharmacy Act 1948, National Pharmacovigilance Week, Azadi Ka Amrit Mahotsav, Hindi Diwas, Saraswati Pooja, Vishwakarma Pooja, Holi, Diwali, Christmas** thus highlighting the spirit of

brotherhood, bonhomie and camaraderie within the students and employees of the University. The AJU fraternity firmly believes in pluralistic way of living. To keep the students and employees connected with the sacrifices of the national heroes, the birth and death anniversaries of such iconic figures are celebrated with much gusto which witnesses the participation of one and all who commemorate their contributions towards the process of nation building.

| File Description | Document |
|---|---|
| Geotagged photographs of some of the events | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Annual report of the celebrations and commemorative events for the last five years | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Title of the Practice:**

**Sabka Saath Sabka Vikas: Entrepreneurship for Tribes**

**Objectives of the Practice:**

ARKA JAIN University (AJU) craves to adopt such practices which can lead it to newer heights of both academic excellence and community service.

The prime objectives of the practice of Entrepreneurship for Tribes are **economic development, community empowerment, and self-determination.**

AJU keeps tied with the principle that one of the primary responsibilities of higher education institutions is to **promote social upliftment.** The university looks for ways to work closely with local communities to create socio-economic growth and guarantee fair treatment for underprivileged individuals. AJU takes this as a responsibility to use its resources and expertise to help uplift disadvantaged or underprivileged members of society.

**The Context**

The university takes the Best Practices as those which improve human lives and advance an institution's mission. It is taken as aids in the establishment of a source for exercising social responsibility.

AJU through tribal entrepreneurship intends to create and manage a business within a tribal community. While entrepreneurship in general can be challenging, tribal entrepreneurship presents its own unique set of challenges. The challenges include, limited access to capital, limited access to resources, cultural barriers, and limited market access.

The tribal residents who are trained by AJU have limited access to capital due to a lack of financial infrastructure and limited opportunities for obtaining funding. Further, they face challenges in accessing other resources also required for their entrepreneurial set-up. There are cultural differences that create barriers to entrepreneurship, including conflicts with traditional tribal values and beliefs. There is limited market access due to remoteness limiting their ability to reach larger markets or compete with larger businesses.

**The Practice**

The still-existing **Tribal Haat**, served as inspiration for the creation of the **Tribal Bazaar**, a unique model invented at ARKA JAIN University. An effort is made to preserve and rekindle in the minds of our younger generation the essence of tribal culture, crafts, and art. Entrepreneurship for Tribes is an initiative of ARKA JAIN University that aims to empower tribal communities to become self-reliant by promoting entrepreneurship through skill development. It is designed to help tribal communities develop their own businesses and create economic opportunities within their communities. Tribals often have unique skills and talents that can be harnessed to create entrepreneurial opportunities. AJU in this initiative makes note of the fact that they have expertise in traditional crafts or agriculture practices that can be turned into profitable businesses. It is through educating the tribals in **making paper bags, cloth products like purse, pouch, pen stands, file folders, handmade woollen cotton dari, painting** and the like. which encourage innovation among tribals leading to the development of new products and services that cater to specific needs. This is achieved by providing training and support to help tribals develop their ideas and turn them into viable businesses. AJU provides tribals with access to finance, equipment, and other resources helping them overcome the initial barriers to entrepreneurship. Collaborating with other tribal entrepreneurs and networking with other marketing forums, it is being tried to give the products a wide market and ultimately make opportunities for the tribal women to earn their own livelihood.

A crucial step in the socio-economic and personal development of tribal people is to provide education in the form of awareness, training, marketing, and skill development. AJU takes this responsibility very seriously. The university offers **vocational training, runs awareness campaigns, and equips the villages with real-world skills that they may use to support themselves**. Additionally, it aids in fostering self-employment and entrepreneurship.

In order to provide the villagers with current information, hands-on learning opportunities, and skill development that is tailored to their needs, ARKA JAIN University organises a number of educational programmes.

Tribal markets play a key role in the socioeconomic structure of tribes. Keeping this in view, the university has taken it upon itself to make arrangements to sell goods made by the tribals during festive occasions in which they also learn business skills, and the tribal bazaar concept is materialized drawing attention to the products making a chain of students promoting the noble cause.

**Evidence of Success**

There are evidences to suggest that entrepreneurship can be a successful tool for promoting economic development and self-reliance among tribals. There are several women tribal entrepreneurs who have started their own businesses and achieved financial success. There has seen a rise in tribal entrepreneurship with many starting their own businesses in areas of handicrafts. It has led to increased income and economic growth in the communities. It has been instrumental to create employment opportunities for members of the tribal community.

This is through the in-house brand – **DESIGN HIVE,** that the University has initiated the design and development of creating various lifestyle products and accessories to cater to the product line of tribal bazaar, provide the necessary skill sets to the enthusiasts, provide the necessary skill sets to the tribal / rural women and keep the local art and craft alive by presenting it in a new look and form.

Agreements have been struck with SHGs that promote local and tribal products so that the goods manufactured by the tribal people can be sold and their socioeconomic standing can be improved over time. There have been regular demands of the products which shows that the products are matching the needs of the customers in terms of its quality, design, aesthetic value and other parameters of sale ability.

**Problems Encountered and Resources Required**

The process of putting the Tribal Bazaar concept into practise has been difficult but incredibly exciting. The start with the notion to investigate regional and traditional art and craft practises and develop a platform where the design aficionados could do more than their coursework when we initiated the in-house Brand - DESIGN HIVE which would cater to the product variety for Tribal Bazaar. After realising the opportunities to work with rural and tribal women and with NGOs, it quickly acquired speed. A wide range of activities was carried out to develop an eclectic product line. The work done for **Tribal Bazaar** has been rewarding despite the various difficulties faced, such as the flow of creativity, ongoing hard work outside of the usual curriculum, and association building with the MOU partners. The major resources required for it were the Design Mentors, the Design Enthusiasts, Industry MOU Partners, material sourcing channels.

**Notes**

Entrepreneurship plays a significant role in the economic development and self-sustainability of tribes. It helps tribes create jobs, generate income, and build wealth within their communities. The HEIs may aim to empower the tribal community and evidently, entrepreneurship empowers individuals within tribal communities by providing opportunities for personal and professional growth. It helps tribes achieve greater self-determination by providing them with a greater degree of control over their own economic destinies. By building successful businesses, tribes can become less reliant on government funding and other external sources of support, giving them greater freedom to pursue their own goals and priorities.

**Title of the Practice**

**Beyond Classroom**

**Objectives of the Practice**

Taking classroom learning outside can help enrich a student's educational experience by showing them real-life applications of theories that they are learning at school.

**Objective:**

- To develop critical thinking, problem-solving and decision-making skills
- To raise standards and improving students' personal, social and emotional development
- Cultural awareness: Gain a better understanding and appreciation of different cultures, beliefs, and perspectives
- Entrepreneurial Skills: To develop entrepreneurial skills such as innovation, creativity and risk taking
- Develop the ability to deal with uncertainty
- To develop attributes which leads to active citizenry

**Principles:**

- Learning is a lifelong process which does not always happen in a formal way and we also learn through experiences
- Students can learn through different mediums and different activities of everyday life.
- Learning can be informal which can occur anywhere and anytime and can be credited through skill testing or assessment

**The Context**

The remote location, tribal outlook of the state; cultural, linguistic differences among the students, restricted industrial exposure as well as resource accessibility, limited means of income, and an overall lack of consciousness among the regional and local populace towards higher education which invariably were reflected while delivering the best practice.

Apart from other exercises, to tackle some of the above-mentioned issues, the University offers Value-added courses (VACs) which are additional courses beyond regular course curricula, to develop specific skills, knowledge and expertise. A total of **154 VACs** were offered over the past 5 years which proved to be a great outlet for students, research scholars beyond their formal education or professional training.

The **40 MoUs**, as signed by the University with various industry and academic entities, enrich the institutional repository thus reshaping the intellectual output and address the above challenges as well as accelerate the best practice.

**The Practice**

**Beyond classroom** is a unique initiative by the University as students are engaged in such activities/events/exercises which transcend the classroom. In this regard, they visit various outdoor destinations both within the city and outside. They engage with various societal players such as village dwellers, city residents, corporate citizens, government representatives, healthcare workers, entrepreneurs, NGOs, law professionals and the like. Visits to corporate houses, plants, manufacturing units, professional bodies, offices are integral part of the learning experience for the students wherein they get hands-on exposure on practical aspects related to their education. Talking about its relevance with the Indian higher education, the university ensures that the students get due exposure to the various

cultures, languages, values; in-line with the **Ek Bharat Shreshtha Bharat** initiative of NEP 2020. In this regard, the University organizes excursion and outbound educational tours wherein students visit places like **Haridwar, Rishikesh, Manali, Hyderabad, Mumbai, Goa, Mussuorie, Lonavala & Khandala.** The socially driven units of the University; namely, **NCC, NSS, Rotaract Club** organize events through which the volunteers engage with, and reach out to, various societal and community units. Apart from this, Schools/ Departments organize outreach and extension activities. The VACs as offered by the University in various domains, provide exposure to the students to inter-disciplinary and trans-disciplinary knowledge whereby they become aware of various trends and equip themselves for concepts which are beyond their standard course curricula. The NSS Wing of the University organized the **National Integration Camp in 2022 under the aegis of Govt. of India, Ministry of Youth Affairs and Sports, wherein close to 200 participants from 10 states of India visited the university and participated in various community –building exercises.** The University organizes various sports-oriented events, most notable among them **Runbhoomi** – the annual sports meet, to encourage the students under the Khelo India initiative of Govt. of India. As is evident from the above points, the University has been working tirelessly towards ensuring that the challenges/constraints which it faces owing to its location, regional set-up, language barriers, limited expending capacity are countered in unique ways.

**Evidence of Success**

The students have benefitted immensely thanks to the beyond classroom initiatives of the University. They have done well on various fronts be it academics, extra-curricular, sports, entrepreneurial ability, community service, reaching out to the various stakeholders of the society, employability and the like.

- 20 of the students who enrolled for CIMA, UK certification cleared the BA2 Fundamentals of Management Accounting exam.
- More than 100 students have cleared National Stock Exchange Certification on Financial Market – Beginner's Module on Financial Market
- Students made a mark by winning the idea pitching competition held at Russi Modi Centre for Excellence
- They performed exceptionally well in events organized by renowned HEIs like XLRI Jamshedpur, IIT Kharagpur (certificate and award attached in additional information)
- Students made a mark by winning the idea pitching competition held at Russi Modi Centre for Excellence ((certificate attached in additional information)
- The Career Connect Job Fair organized by the Training & Placement Cell saw 3800-plus registrations, 30-plus companies visiting the campus resulting in 700-plus final job offers not only to university students but to students from Jharkhand and other states as well thus contributing to regional employability
- Students have done well in sports meets at national and regional levels such as Khelotsav by Central University of Jharkhand, Ranchi.
- They made a mark in NCC and NSS at national and regional levels by being invited to various events

**Problems Encountered and Resources Required**

The best practice, 'Beyond Classroom' faces some problems which are listed below. Also, there are resource constraints which are felt from time-to-time. They too are mentioned:

- Resistance to change faced on the part of the students and their parents/ guardians whenever a new initiative is launched
- Constraint of funds on part of the University owing to the fact that funds are generated only through fees in the absence of any governmental support
- Cultural, linguistic, regional differences owing to the diversity as found in the region
- Remote location of the University because of which many stakeholders find it difficult to visit the premises as frequently as they would like to
- Limited industrial exposure and access to resources
- Talking about the resource required for this best practice; financial assistance, expert guidance, support from other HEIs and govt. agencies in the form of collaborations and permissions for visits and similar favourable tendencies are needed.

**Notes**

Talking about how the best practice, namely, 'Beyond Classroom' could be implemented in other HEIs, it could be achieved in multiple manners:

- Encouraging students to volunteer thus working for the betterment of the society. For this, providing them support in the form of attendance exemption, financial assistance and recognition.
- Ensuring active engagement of students in such University entities as NCC, NSS and Rotaract Club thus contributing towards holistic development
- Making concerted efforts towards hosting events like National Integration Camp by liaising with relevant government authorities
- Providing avenues to students to come up with entrepreneurial stalls during college fests and events.
- Offering Value Added Courses in different domains so that students can learn beyond standard course curriculum
- Giving due exposure to the students in the form of excursions, educational tours and industrial visits.
- Approaching academic and industrial partners with regard to signing MoUs thus enabling the students to get opportunities for learning, training and placement.
- Organizing sports and extra-curricular activities on a frequent basis so that the students could engage in beyond curriculum exercises.

| File Description | Document |
|---|---|
| Best practices in the Institutional web site | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Unnat Bharat Abhiyan (UBA)** is an initiative that encourages higher educational institutions (HEIs) to engage with the problems of rural India and provide solutions for them. The initiative aims at promoting the development of rural areas in India in line with the Gandhian vision of self-sufficient village republics. The University has taken initiative to engage in various activities such as **identifying development challenges and appropriate solutions for rural communities, providing knowledge and practices for emerging professions, upgrading the capabilities of both the public and the private sectors in responding to the development needs of rural India**, and more. The UBA initiative provides multiple opportunities for individuals and organizations to participate, including as a mentoring institute, participating institute, subject expert, voluntary organization, developmental agency, philanthropist, CSR promoter, NSS member, or enthusiastic volunteer. The UBA initiative provides a sustainable framework for HEIs to work with rural communities and accelerate sustainable growth in rural India.

In keeping with the Unnat Bharat Abhiyan's goal, **the ARKA JAIN University (AJU) has adopted five villages,** namely, **Mohanpur, Musri Kudar, Harisundarpur in the Seraikella-Kharsawan district of Jharkhand, and two, namely, Burudih and Kuldiha in the neighbouring East-Singhbhum district. It is aimed to promote the holistic development of rural India by engaging with local communities.**

Extension activities are crucial because they provide students the chance to use what they have learned in novel and difficult contexts. These exercises enhance students' knowledge of a subject, help them learn new abilities, and boost their confidence in their capacity to absorb and apply knowledge. In addition to educational activities, ARKA JAIN University has placed a strong emphasis on extracurricular activities to broaden students' perspectives. UBA has given new paradigm to extend its community service and establish a motif of holistic development of both the students and the village community.

The University intends to instill the habit of community service among the students and through technological intervention, academic activities and social works it can bridge the gap between the haves and have-nots. This is done through extension activities as important component of learning to help students apply what they have learned, develop new skills, and increase confidence in their ability to learn and succeed. With the objectives to provide some of the key benefits of **extension activities to the students, namely, enrich learning, develop critical thinking, foster creativity, and build personal confidence.**

ARKA JAIN University is aware of the fact that Unnat Bharat Abhiyan (UBA) activities are of great importance for the development of rural India. The initiative provides a platform for higher educational institutions (HEIs) to engage with **rural communities and identify development challenges**. By doing so, HEIs provide appropriate solutions for rural communities, which lead to the overall development of the rural areas. The UBA initiative of AJU also aims to develop an academic framework for rural areas and upgrade the capabilities of both the public and private sectors in responding to the development needs of rural India. Additionally, the initiative focuses on the development of research areas that are important in rural development, such as drinking water, cooking energy, organic and animal-based agriculture, and more. These activities would accelerate sustainable growth in the concerned rural part.

AJU has been actively in action to organize a variety of programs in the five service villages majorly including, **social survey, health check-ups, sanitation awareness campaigns, cleanliness drives, plantation drives, digital awareness and computer literacy programs, medicine distribution, Basic**

**Life Support (CPR) Awareness Campaign, anti-addiction drives, general health survey, nutrition awareness campaigns, mask distribution, save life campaigns, water conservation mission, life skill sessions, and skill development camps.**

AJU takes it as a social responsibility to play a role in community development, and this includes engaging with rural communities. It aims to connect with the local communities to address development challenges in rural India. It has been engaging in various activities such as identifying development challenges and appropriate solutions for rural communities, providing knowledge and practices for emerging professions and upgrading the capabilities of the rural residents. The University recognizes its social responsibility to align its programs with the **United Nations Sustainable Development Goals (SDGs).**

AJU intends to accelerate sustainable growth and be a factor of socio-economic growth of the rural residents of the service villages under UBA scheme.

The university has been training the village women in making products from waste materials as to promote the concept of best out of waste and enhance their income. There has been efforts to promote the hand-made products of the village residents and market them by the help of SHGs and NGOs working in the same tune to work for the underprivileged group. There have been MoUs signed for training sessions, marketing and entrepreneurial support to the village folk. The five villages adopted for the UBA activities have been ensured by the university to stand by them in their needs and to bring such projects which would certainly raise their sources of income.

AJU is intended to inculcate scientific thinking within the society and improve developmental outcomes. UBA has been made a great platform for conducting awareness programs in rural parts of India by AJU. It has been conducting various awareness programs and delivering health, education and cleanliness services for the rural communities. The university engages the NSS volunteers, NCC cadets and departmental students for the activities to generate an ambience of rural development and bridging the gap between urban and rural India.

The UBA activities of AJU aim to improve the well-being and quality of life of individuals, families, and communities. The objective of the activities is to address social problems like poverty, unemployment, lack of education, and healthcare. AJU provides services such as healthcare, education, employment assistance, housing assistance, and more. The primary focus of the services is to help individuals and communities become self-sufficient and capable of addressing their own needs. The university aspires to promote a fresh dialogue on science, society, and the environment within the greater community through extension initiatives in order to generate a feeling of dignity and shared destiny.

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

# 5. CONCLUSION

## Additional Information :

The Students at ARKA JAIN University are characterized by their highly diverse and cultural demographic backgrounds. The University is distinctively known for its student centric approaches by providing diverse learning opportunities and its outreach activities through the community development. This is implemented in both "In-class" and "Beyond Class" Learning with a range of co-curricular and extracurricular activities. The identification of learning levels and the needs of the students are determined in multiple stages starting from admission to the continuous assessment as well as classroom interaction. While the slow learners are assisted with remedial and bridge courses, tutorials, additional study materials, mentoring/counselling and so on, the advanced learners are mentored and trained to participate in various competitive challenges and research endeavors. The university emphasizes on personalized learning to prepare the students not only for acquiring the academic knowledge but also to equip them with skills of self-direction, curiosity and creativity. Development of sound learning outcomes that are observable, measurable and clearly communicated is the objective of the university. The Course Outcomes (COs) and Program Outcomes (POs) are well-defined and mapped using direct and indirect assessment tools. The Program Educational Objectives (PEOs) are mapped with Graduate Attributes for the accomplishment of the graduates for their future career. Extensive efforts have been made to establish linkages with industries and professional bodies to make curriculum relevant. The curriculum also aims to cater to the requirements of the regional, national and global levels by focusing on themes relevant for the current knowledge society including environment, sustainability and improvement of quality of life. Further, the university has integrated cross-cutting issues relevant to professional ethics, gender and human values into the curriculum. These socially relevant themes are part of all the programs of the university. In addition to the regular courses, learning is augmented through outreach activities.

## Concluding Remarks :

The University has grown in terms of its performance under all fronts over the last 5 years and is well poised to take new strides that auger well in the context of changing environment and the National Education Policy (NEP 2020) contributing to greater access, flexibility, mobility and quality. Under the school of Allied Healthcare and Sciences, the University aims to nurture the programs in emerging areas with appropriate linkages leading to hospital chain. The university also proposes to introduce the Post Graduate Programmes in Science, Commerce, Engineering and Technology. In tune with the NEP-2020, the students learning requirement will be shaped to thrive in gig economy by adding value and remaining productive. The faculty members will be prepared for the paradigms of academic flexibility, multidisciplinarity, mobility and research orientation. It is proposed to deepen the research cultures among the faculty members and research scholars. In the context of an expansive education reform, the university is gearing up to meet the aspirations of the 21st Century. More opportunities will be created for students to develop complete cognitive, social and emotional competencies that allow them to live fulfilling lives and to participate economically, socially contributing to sustainable development and nation building. The University equips the students with key competencies beyond the basis such as digital, inter and intra personal skills among others. Instructional priorities are being shifted on par with national curricular framework. Being most holistic and broadest in terms of goals, the institution focuses on the expertise that support millennials, teaching pedagogies and aspires to further strengthen collaborations to produce coherent and integrated set of educational experiences for students across all courses. The University is committed to develop strategies that enhances the synergy between experiential learning and student education, work in partnership with stakeholders to implement research rich curricula there

by empowering students to become the leaders and agents of change. The administration and leadership are committed to provide ceaseless and wholesome learning environment with good sports and other amenities for the students to accomplish academic brilliance, probity and acquire humanitarian values.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.3 | **Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**<br><br>    1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years<br>Answer before DVV Verification:<br><br>Answer After DVV Verification : |
| 1.2.2 | **Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented  (Data for the latest completed academic year).**<br><br>    1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.**<br>Answer before DVV Verification :  17<br>Answer after DVV Verification: 16<br><br>Remark : Excluding Ph.D., value Updated |
| 1.3.2 | **Number of value-added courses for imparting transferable and life skills offered during last five years.**<br><br>    1.3.2.1. **How many new value-added courses are added within the last five years.**<br>Answer before DVV Verification :  142<br>Answer after DVV Verification: 112<br><br>Remark : value has been updated ,as per data template without repetition. |
| 2.4.4 | **Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**<br><br>    2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**<br>Answer before DVV Verification: |

Answer before DVV Verification (1.1.3.1):

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 736 | 616 | 473 | 233 | |

Answer After DVV Verification (1.1.3.1):

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 378 | 345 | 254 | 113 | |

Answer before DVV Verification (2.4.4.1):

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 36 | 24 | 17 | 19 | |

| | |
|---|---|
| | Answer After DVV Verification : |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 4 | 4 | 4 | |

| | |
|---|---|
| 2.6.3 | **Pass Percentage of students(Data for the latest completed academic year)**<br><br>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.<br>Answer before DVV Verification :  747<br>Answer after DVV Verification: 747<br>2.6.3.2. **Total number of final year students who appeared for the examination conducted by the Institution.**<br>Answer before DVV Verification :  770 |
| 3.1.2 | **The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**<br><br>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).**<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 82.75 | 27.5 | 96.5 | 38.5 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 82.75 | 27.5 | 96.5 | 38.5 | |

| | |
|---|---|
| 3.1.3 | **Percentage  of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research  during the last five years.**<br><br>3.1.3.1. **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 35 | 32 | 23 | 17 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 35 | 32 | 23 | 17 | |

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

year)

3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR  and other similar recognitions by national and international  agencies.**
Answer before DVV Verification :  10
Answer after DVV Verification: 0

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

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 145 | 105 | 86.5 | 28 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 145 | 105 | 86.5 | 28 | |

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

3.2.3.1. **Number of research projects  funded by government and non-government agencies during  the last five years.**
Answer before DVV Verification :  74
Answer after DVV Verification: 1
3.2.3.2. **Number of full time teachers worked in the institution year-wise during the last five years..**
Answer before DVV Verification :  125

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

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 61 | 90 | 60 | 17 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|

| 48 | 65 | 47 | 13 | |
|----|----|----|----|--|

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 32 | 60 | 0 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 4 | 0 | |

Remark : awards / recognitions relevant tot he metric have been considered and value updated accordingly

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 89 | 2 | 0 | 0 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 89 | 2 | 0 | 0 | |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 59 | 42 | 17 | 170 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|

| 33 | 8 | 93 | 88 | |
|----|---|----|----|--|

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 614 | 375 | 334 | 214 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 614 | 155 | 183 | 214 | |

Remark : Considering the ISBNs, the value seems has been updated as per the data template

| 3.4.7 | **E-content is developed by teachers :** |
|-------|----|

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

Answer before DVV Verification : C. Any 3 of the above
Answer After DVV Verification: D. Any 2 of the above

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29 | 18 | 16 | 4 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 3 | 3 | 1 | |

| 3.6.3 | Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years |
|---|---|

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 53 | 62 | 35 | 11 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 50 | 34 | 30 | 25 | |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2164 | 2870 | 1572 | 597 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2129 | 1307 | 1096 | 1152 | |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 76 | 100 | 71 | 16 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 76 | 100 | 71 | 16 | |

| 4.1.4 | **Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)** |
|---|---|
| | **4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 213.37815 | 90.19637 | 351.45291 | 357.52690 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 213.3781 | 90.19637 | 351.45291 | 357.52690 | |

| 4.2.3 | **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** |
|---|---|
| | 4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs) |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 62.03340 | 83.88019 | 109.701005 | 81.32924 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 62.03340 | 83.88019 | 109.701005 | 81.32924 | |

| 4.2.4 | **Percentage per day usage of library by teachers and students ( foot falls and login data for online access)  during the latest completed academic year** |
|---|---|
| | **4.2.4.1. Number of teachers and students using library per day over last one year** |
| | Answer before DVV Verification :  969 |
| | Answer after DVV Verification: 1353 |

| 4.3.4 | **Available bandwidth of internet connection in the Institution        (Leased line)** |
|---|---|
| | Answer before DVV Verification : A. ?1 GBPS |
| | Answer After DVV Verification: A. ?1 GBPS |

| 4.3.5 | **Institution has the following Facilities for e-content development** |
|---|---|

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

| | |
|---|---|
| 4.4.1 | **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years** <br><br> 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)** <br> Answer before DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>682.89910</td><td>472.91433</td><td>760.94117</td><td>566.74563</td><td></td></tr></table> <br> Answer After DVV Verification : <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>682.8991</td><td>472.91433</td><td>760.94117</td><td>566.74563</td><td></td></tr></table> |
| 5.1.2 | **Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.** <br><br> 5.1.2.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** <br> Answer before DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3756</td><td>2271</td><td>2340</td><td>781</td><td></td></tr></table> <br> Answer After DVV Verification : <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2146</td><td>1889</td><td>1404</td><td>646</td><td></td></tr></table> |
| 5.3.3 | **Average number of sports and cultural events / competitions organised by the institution per year** <br><br> 5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62 | 46 | 47 | 51 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 53 | 21 | 32 | 44 | |

Remark : Multiple events held on the same day have been considered as one only. Hence, the value Updated . Extension of COVID benefits considered once only.

| 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.** |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 110 | 62 | 46 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 110 | 62 | 46 | |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34 | 43 | 39 | 24 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 30 | 29 | 22 | |

| 6.3.4 | **Average percentage of teachers undergoing online/ face-to-face  Faculty Development** |

|  | Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).<br><br>6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**<br><br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 136 | 92 | 80 | 51 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 136 | 92 | 80 | 51 | |

**6.4.2**

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 264 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 264 | |

**6.5.2**

**Institution has adopted the following for Quality assurance**

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

**2.Confernces, Seminars, Workshops on quality conducted**

**3. Collaborative quality initiatives with other institution(s)**

**4.Orientation programme on quality issues for teachers and students**

**5. Participation in NIRF**

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

| | | Answer before DVV Verification : A. Any 5 or more of the above |
|---|---|---|
| | | Answer After DVV Verification: A. Any 5 or more of the above |
| 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 : A. All of the above
Answer After DVV Verification: A. All of the above

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.2 | **Number of outgoing / final year students year-wise during last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 747 | 682 | 470 | 29 | 0 |

Answer After DVV Verification

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 770 | 682 | 470 | 29 | |

| 2.1 | **Number of courses in all programs year-wise during last five years** |
|---|---|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 736 | 616 | 473 | 233 | |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 736 | 616 | 473 | 233 | |

| 3.2 | **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** |
|---|---|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 341 | 206 | 268 | 219 | |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 341 | 206 | 268 | 219 | |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1130.93118 | 749.32410 | 1238.49025 | 1017.19413 | |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1130.931 | 749.32410 | 1238.49025 | 1017.19413 | |