



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANSKRITI UNIVERSITY

**SANSKRITI UNIVERSITY, 2 8 KILO METRE STONE, MATHURA-DELHI
HIGHWAY, CHHATA, MATHURA, UTTAR PRADESH, UP**

281401

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sanskriti University under the aegis of Sanskriti Society of Education, Research & Development, was established in September, 2016 after duly obtaining the approval from the State Govt. The University has been established under the Sanskriti University, Chhata, Mathura, Uttar Pradesh Act, 2016 (UP Act No 20 of 2016) vide Notification No 1406 (2) / LXXIX-V-1 (ka)-29-2016 Dated 16th September, 2016. It started functioning from the academic session 2016-17

The Government of Uttar Pradesh vide notification no. 1451(2)/XX IX-V-1-19-1(Ka)11-19 dated 06th August 2019 has enacted Uttar Pradesh Private University Act, superseding the above said act of 2016 and the University has been included in the schedule of the Act, as one of the already established universities.

Sanskriti University has a cosmopolitan culture as it has on its rolls, students from 20 states of the country as well as students from as far as North-East part of India, Bhutan and Nepal. The International students from Africa & other Countries have added value to diverse culture. The heterogeneous mix of students provides the University an edge in terms of imbibing a culture which helps the students to attain overall growth. The intellectual capital of the University is very high as the faculty members are selected on the basis of their credentials in terms of qualification, experience, research publications, proficiency in delivering lectures and various other parameters.

The University is encouraging entrepreneurship & Skill development and the students are being motivated to become entrepreneurs. Groups of students are attached to specific faculty members who act as mentors and guide the students in chalking out the plan of action, conducting sensitivity analysis, preparing project reports etc before embarking upon projects where the students can successfully launch their entrepreneurship venture. Sanskriti has entered into collaboration with MSME, PPDC, Govt. of India, Agra for setting up Centers of Excellence in the area of Robotics, Artificial Intelligence, Horticulture, CNC machines etc. With a view to promote the culture of self-employment, an Incubation Centre under the Ministry of MSME, Govt. of India has been set up and is fully functional. Many new startups are being promoted with Venture Capital funding etc. Sanskriti University is one among 13 Universities of U.P. who have been given permission for setting up a Business Incubator.

Vision

To become a highly ranked world class research driven University committed towards setting new benchmarks of excellence in higher, technical, professional, and health education with high emphasis on research & development, innovation, incubation and services to the society, industry and the globe.

Mission

- To maintain world class infrastructure including technology infrastructure to provide a catalytic boost to the processes of teaching, learning and assessment.
- To provide world class education in technology enabled campuses with high emphasis on outcome based, value based and skill based education for imparting research-driven knowledge, employability skills and competencies in alignment with the dynamic expectations of the corporate world.
- To create centres of excellence in various domains to focus on industry-aligned dynamic curriculum, research and development, patents, IPRs, Publications, MDPs, FDPs, Consultancy, incubation, commercialization and allied areas with optimal focus on interdisciplinary, trans-disciplinary and multidisciplinary research.
- To maintain symbiotic professional relationships with the corporate world and R&D organizations to provide industry ready socially responsible professionals with high employability skills.
- To provide high quality sports infrastructure to produce and nurture world class sports talent from the University.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Excellent student diversity with students from 22 states and 25 countries facilitating cross learning of language, culture, tradition, economy, etc.
2. Faculty drawn from Academia & Industry helping the students to learn both theoretical, practical and real time experiences. This has helped better placement of students in reputed concerns with high salary package.
3. Automation of academics, finance & administration thereby help in taking quick decisions and fast disposal of grievances.
4. Integrated university except medical and dental, easy for implementation of NEP 2020.
5. Most experienced and qualified Ayurveda doctors drawn from the health care sector as well as from the academia thus helping to resolve health issues both preventive and curative aspects to transform Mind, Body and Soul based on Indian Traditional Medicine.
6. The University is recognised as incubator by Uttar Pradesh Electronic Corporation Limited, Lucknow.
7. The primary purpose of Sanskriti University is to provide learning environment empowering students to fulfil their academic and professional passions and achieve excellence in life.
8. To collaborate with leading academic institutions, R&D organizations and corporate world to strengthen the education and research ecosystem.
9. Providing global standard education without scarifying Indian ethos & culture.
10. Industry aligned, skill based & innovation thinking course curriculum.
11. Filed more than 2700 patents and ranked First in India by Ministry of Commerce and Industry, Govt. of India during 2023
12. Published 2200 plus peer reviewed research articles
13. More than 89% students placed in reputed organizations
14. DST, Govt. of India has sanctioned Rs. 3.87 crores for the establishment of Sanskriti Technology Incubation Centre
15. Operating ISRO sponsored project on Development of Models and Algorithms for Geo Spatial Modelling of Various Geographical Phenomenon
16. Established State of the Art Sanskriti Wellness Centre, Mathura
17. Functioning of Community Radio (91.2 FM)
18. Positioned in the hand of 101-150 in the innovation category by NIRF India Ranking 2023

19. MoUs with leading National & International institutes
20. Commitment to social outreach programmes

Institutional Weakness

1. University is located 28 Km away from district head quarter there by becoming difficult for the faculty to commute and wasting time
2. Unavailability of world class virtual practical labs
3. Insufficient funding from Government Agencies for creating state of the art infrastructure facilities and equipments
4. Absence of International faculty for teaching specialised courses

Institutional Opportunity

1. Playing a crucial role in the socio economic development of the adopted villages
2. Development of MOOCs and vocational courses in selected areas
3. Developing good linkages with industry for launching products and IP developments.
4. Strengthening the alumni network
5. Establishment of Centers of Excellence in Ayurveda, Artificial Intelligence, organic farming and drone technology
6. Participation in the National Programmes like Polio eradication, TB and creating awareness of health and hygiene

Institutional Challenge

1. Attracting more projects from Governmental and Non-Governmental funding agencies and prioritizing the areas of interest
2. At present we have International students mostly from African countries, efforts are needed to attract students from other developed countries like UK, USA, Canada, etc.
3. Launching joint research projects with Industry
4. Improving the status of NIRF ranking and qualifying for QS rankings at global level
5. Introduction of AI to match with other International standards
6. Problem of salinity and alkalinity

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum design is the process of developing and organizing content, learning experiences, and instructional strategies to meet educational goals and student needs. In the process, Feedback is a critical component, ensuring the curriculum remains relevant, effective, and engaging. It is the process of enhancing the curriculum by incorporating additional resources, activities, and experiences to deepen students' understanding to impart Quality Education.

Curriculum design involves incorporating various educational strategies such as Project-Based Learning, Field Trips and Experiential Learning, Guest Speakers and Expert Visits, Technology Integration, Interdisciplinary Approaches, and Service Learning. Since the 2018-19 academic year, five new programs have been introduced: Bachelor of Ayurvedic Medicine and Surgery, Bachelor of Science in Medical Laboratory Technology, Master of Physiotherapy (with specializations in Sports, Pediatrics, Neurology, Musculoskeletal and Orthopedics), Bachelor of Pharmacy, and Bachelor of Science in Nursing. The curriculum design integrated feedback from various stakeholders and included their suggestions upon analysis. This process led to the introduction of 564 new courses, the deletion of 491 courses out of a total of 1497, and more than 20% modification in 11 courses. The Curriculum implementation aligns with the requirements of regulatory bodies such as the Pharmacy Council of India for Bachelor of Pharmacy, the V Deans Committee report for the B.Sc. (Hons.) Agriculture curriculum, the BSMA of ICAR for Master of Science (Agriculture) - Agronomy, the Indian Nursing Council for B.Sc. in Nursing, and NCISM for BAMS.

The Curriculum framed by the regulatory bodies has implemented NEP 2020 for inter-disciplinary approach. The inclusion of Electives as a mandatory module in B..A.M.S. and B.Sc. Nursing provides an opportunity to the students to get introduced, exposed and oriented to various allied subjects that are required to understand and build an inter-disciplinary approach. These enrichment activities not only enhance students' academic knowledge but also help develop critical thinking, creativity, problem-solving, and interpersonal skills.

The designing of curriculum involved framing of the Programme Outcomes (POs) and Course Outcomes (COs) that aligned the learning activities, content and assessments with the desired skills, knowledge, and attitudes the students should possess upon graduation. This approach ensures that every component of the curriculum contributes directly to achieving these outcomes. By focusing on outcomes, educators can create a more effective and meaningful learning experience for all students.

In addition to the Courses included in the Curriculum, Value Added Courses of more than 30 Hours duration have been included. Since, 2018-19 a total of 512 Courses have been taught, in which 2018-2019 (71); 2019-2020 (81); 2020-2021 (87); 2021-2022 (92) and 2022-2023 (181) Value Added Courses by the Departments/ Online MOOCs/ NPTEL were awarded Certificates of successful completion.

Teaching-learning and Evaluation

Providing quality education involves a commitment to excellence, innovation, student success, and societal impact. Universities play a crucial role in shaping future generations of leaders, professionals, and global citizens through their dedication to high standards, continuous improvement, and the holistic development of students.

Ensuring that education aligns with job market demands is essential for preparing graduates who are not only technically proficient but also adaptable, innovative, and capable of contributing meaningfully to their professions and the broader economy. This alignment enhances the value of education, supports economic growth, and fosters a skilled workforce that meets the challenges of the future effectively. This alignment also enhances the university's attractiveness to prospective students, which can lead to increased enrolment, as evidenced by the current enrolment of 3701 students.

Educational programs designed to meet industry needs prepare graduates for economic growth. University's

student-centric learning model involves co-creation of modules, peer-learning, and experiential learning. Innovative components like embedded courses, simulation-based experiments, workshops, club activities, industrial visits, and internships enhance problem-solving abilities.

A mentor-mentee system can be a powerful tool for fostering growth and success within a university. Each faculty member in the University work as the mentor of a group of 10 to 15 students. To ensure academic growth, the Mentor identifies slow and advanced learners based on internal assessment marks. By supporting student development, enhancing academic and career readiness, and promoting a strong sense of community, such programs contribute positively to the overall mission and reputation of the university.

The implementation of an ERP system in a university can lead to significant improvements in efficiency, data management, decision-making, and resource allocation across academic and administrative functions, ultimately enhancing the overall effectiveness and reputation of the university.

The university's robust examination system with efficient result publication and rigorous verification processes not only benefits students by providing timely and accurate academic assessments but also enhances operational efficiency and institutional reputation. By maintaining low grievance (0.8%) rates and demonstrating commitment to quality assurance, the university ensures a fair and transparent evaluation process that supports academic excellence and student success.

Research, Innovations and Extension

Sanskriti University supported academic excellence through research, innovation, and community outreach activities in last 5 years from 2018 to 2023. It framed the policies, infrastructure, and initiatives that encourage research activities among faculty and students.

The University's collaborations with other research bodies, industries, and other universities, both nationally and internationally, have been considered with 50 Memorandums of Understanding (MOUs) signed with various institutions over the last five years, the institution demonstrated a commitment to fostering research and knowledge exchange. The promotion of intellectual property rights (IPR), technology transfer, and consultancy services reflected the institution's focus on innovation and practical application of research findings. Community outreach through 104 activities showcased the institution's role in societal development.

The university has undertaken 87 seed-funded research projects, highlighting its support for initial research ventures. Additionally, 65 projects have received financial support, and 50 research grants have been awarded, reflecting substantial backing for research endeavours. The university's research productivity was notable, with 1,800 research papers published and 22 patents granted. Furthermore, 485 patents have been published, indicating active engagement in innovative research.

The academic contributions extended to nurturing scholars, with 79 PhD students currently pursuing their degrees and 42 having been awarded PhDs. The institution's excellence in research is also recognized through 30 research awards received by faculty and students. E-content developed by teachers on platforms like UP government initiatives, institutional LMS, and Teachable enhances accessibility, enriches learning experiences, and supports diverse educational needs.

The university's comprehensive strategy significantly fosters research and innovation, bolstered by strong infrastructure, financial resources, and collaborative efforts. This is evidenced by an impressive publication record, numerous patents, and active community engagement through outreach activities, all of which have made a substantial impact on both academia and society. Additionally, the university's focus on nurturing PhD scholars and the high number of research projects and grants further demonstrate its dedication to advancing knowledge and tackling real-world challenges. Overall, these efforts reflect the institution's commitment to making meaningful contributions to the academic community and addressing societal issues.

Infrastructure and Learning Resources

Sanskriti University is dedicated to providing a conducive learning environment through robust infrastructure and comprehensive learning resources. This commitment is reflected in our physical facilities, substantial infrastructure investments, well-equipped library, advanced IT infrastructure, and effective maintenance practices.

Physical Facilities: Our campus features modern classrooms, state-of-the-art laboratories, and and Laboratories are furnished with the latest equipment and technology, ensuring practical exposure and hands-on learning in various disciplines , ensuring a rich academic experience. Virtual lab ,Business labs.

Expenditure on Infrastructure: Significant investments are made annually to enhance and expand our infrastructure. These investments cover the construction of new buildings, renovation of existing structures, and acquisition of advanced equipment. Our financial commitment underscores our priority of maintaining high-quality infrastructure to support academic excellence.

Library and Library Facilities: Our central library is a cornerstone of our academic infrastructure, offering an extensive collection of books, journals, e-resources, and digital databases, **RFID** (Enhances efficiency with automated borrowing/returning, improved inventory management, and security), **ILMS KOHA SOFTWARE** (Manages cataloging, circulation, acquisitions, serials,user profiles, and other library operations) **Plagiarism Detection Software** (Ensures academic integrity by detecting plagiarism, providing detailed similarity reports) It features dedicated reading rooms, digital Library , and a conducive study environment. The digital Library section provides access to a wide array of e-books, online journals, and research databases, ensuring that students and faculty have the resources they need for research and learning.

IT Infrastructure and E-content Facilities: Our IT infrastructure is designed to support cutting-edge educational technology. It includes high-speed internet, computer labs, and servers supporting academic and administrative functions. We utilize Learning Management Systems (LMS) and other educational software to facilitate online learning, virtual classrooms, and digital assessments. E-content facilities enable the creation and distribution of digital learning materials, enhancing the accessibility and flexibility of education.

Maintenance Expenditure and Maintenance Procedure: To ensure the longevity and functionality of our facilities, we allocate substantial funds for regular maintenance and upgrades. Our maintenance procedures include Corrective Maintenance, preventive maintenance schedules, and prompt repairs. A dedicated team is responsible for maintaining the cleanliness, safety, and operational efficiency of all physical and digital infrastructure.

Sanskriti University committed to maintaining and enhancing infrastructure and learning resources is evident in our comprehensive facilities, advanced IT infrastructure, and rigorous maintenance practices. These efforts are

fundamental to providing a high-quality educational environment that supports the academic and personal growth of our students and faculty

Student Support and Progression

Students benefit from various forms of financial aid, including scholarships, freeships, and fee waivers. These financial aids positively impact on students. Financial barriers removed in order for students to focus on their education and personal growth, which will eventually increase their long-term success and well-being. The university effectively supports its students financially, providing around 65% through scholarships, freeships, and fee waivers. These financial aid programs are essential for increasing access to higher education and supporting students in achieving their personal and professional objectives.

Sanskriti University is dedicated to fostering career development and growth among its students through a comprehensive approach to career guidance. University departments and associations have organized workshops, seminars, and talks to provide guidance for competitive examinations and career counselling, covering subjects like Math, Reasoning, English, Aptitude, and General Studies for various government/eligibility tests.

University capacity building and skill enhancement activity that incorporate a variety of soft skills and personal development activities have a positive impact on students, teachers, and the institution overall. Programs that focus on health hygiene, physical fitness, yoga, soft skills, self-employment, entrepreneurship, and knowledge of current technological developments

In addressing student grievances, particularly regarding sexual harassment and ragging, universities often adopt a comprehensive approach that emphasizes timely redressal, broad awareness policies, and a zero-tolerance stance.

University offer comprehensive placement services to help students secure various types of employment after graduation or during their studies. 80% students are successfully placed into jobs, internships, or other career-related positions within a specified time frame after graduation.

The various competitions organized by a university throughout the year, including sports events, cultural functions, and other contests. Winning medals in these competitions is a great achievement for students and highlights their skills and talents. The students for their impressive accomplishments! Winning in both sports and cultural activities at an interuniversity competition is a significant achievement and reflects their hard work, talent, and versatility.

Alumni, engage in a variety of activities to stay connected with their alma mater and support their community. Alumni contribute significantly to the university, receiving over 1.32 crore in donations, fostering a strong network and creating a supportive environment for both alumni and the institution.

Governance, Leadership and Management

xcbnmm

Institutional Values and Best Practices

Over the past five years, Sanskriti University has demonstrated a strong commitment to institutional values and best practices through extensive initiatives and programs across various qualitative and quantitative aspects.

Qualitative Aspects:

1. **Gender Equity:** The university integrated gender studies into its curriculum and conducted 28 activities, including workshops and seminars, on gender equality. Essential facilities such as daycare centers, maternity leave for staff, counseling rooms, and safety measures were offered, ensuring a supportive environment that promoted gender equity across the campus.
2. **Environmental Consciousness and Sustainability:** The university employed comprehensive waste management systems that handled solid, liquid, biomedical, recycling, and radiation waste. Green campus initiatives taken included restricting automobile entry, promoting bicycles and battery-powered vehicles, creating pedestrian-friendly pathways, banning plastic, and extensive tree planting. The university conducted 24 activities, such as workshops and seminars, on Green Campus and Environment and integrated Environmental Consciousness into its curriculum.
3. **Inclusivity:** The university provided facilities for differently-abled individuals, including lifts, ramps, human assistance, wheelchairs, appropriate signage, and an accessible website for Divyangjan.
4. **Constitutional Obligations:** The university promoted constitutional values, rights, duties, and citizen responsibilities through 21 awareness programs, including workshops and seminars.
5. **Inclusive Environment:** The university conducted 33 programs that fostered tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic diversity, which were integral to the institution's ethos.
6. **Best Practices:** The university highlighted best practices such as women empowerment programs and life learning skills: an outcome-based pedagogy, which contributed to holistic student development and practical skill acquisition.

Quantitative Aspects:

1. **Energy and Water Conservation:** The university utilized alternate energy sources such as solar energy and biogas plants, along with power-efficient equipment like LED lights and air conditioners. Water conservation measures included rainwater harvesting, borewells, tanks, and wastewater recycling systems. Regular environmental, energy, and green audits assessed the effectiveness of these initiatives.
2. **Code of Conduct:** The university had a prescribed code of conduct for students, teachers, administrators, and staff, supported by 21 programs like workshops and seminars. A dedicated code of conduct committee ensured adherence to ethical standards and promoted integrity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SANSKRITI UNIVERSITY
Address	Sanskriti University, 2 8 Kilo Metre Stone, Mathura-Delhi Highway, Chhata, Mathura, Uttar Pradesh, UP
City	Mathura
State	Uttar pradesh
Pin	281401
Website	www.sanskriti.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-09-2016
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	06-01-2020	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	Sanskriti University, 28 Kilo Metre Stone, Mathura-Delhi Highway, Chhata, Mathura, Uttar Pradesh, UP	Urban	40	25000	Regular		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	8
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	4
Colleges with Research Departments	8
University Recognized Research Institutes/Centers	1

Is the University Offering any Programmes Recognised by any Statutory	: Yes
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Regulatory Authority (SRA)	
SRA program	Document
ICAR	115819_15030_3_1717256434.pdf
NCTE	115819_15030_4_1717256488.pdf
PCI	115819_15030_6_1717256506.pdf
INC	115819_15030_7_1717256531.pdf
CCIM	115819_15030_10_1717256562.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	59				56				211			
Recruited	47	12	0	59	43	13	0	56	158	53	0	211
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				155
Recruited	109	46	0	155
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				55
Recruited	39	16	0	55
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	10	3	0	3	3	0	7	2	0	28
Ph.D.	34	9	0	36	8	0	104	13	0	204
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	0	0	4	2	0	46	30	0	85
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	3	0	0	3
Adjunct Professor	0	0	0	0
Visiting Professor	7	3	0	10

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Management	Jamuna Raghvan Chair in Entrepreneurship	IPRGENIX Consultancy Pvt Ltd
2	Pharmacy	Chair of Pharmacognosy and Phytochemistry	YIDS Foundation

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	1769	868	0	26	2663
	Female	699	459	0	27	1185
	Others	0	0	0	0	0
PG	Male	239	54	0	2	295
	Female	108	45	0	2	155
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	57	32	0	0	89
	Female	50	34	0	0	84
	Others	0	0	0	0	0

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

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture	View Document
Ayurveda	View Document
Commerce	View Document
Computer Applications	View Document
Computer Science	View Document
Doctoral	View Document
Education	View Document
Hotel Management	View Document
Management Studies	View Document
Medical Lab Techniques	View Document
Nursing	View Document
Pharmacy	View Document
Physiotherapy	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Multidisciplinary/ Interdisciplinary teaching provides more Comprehensive understanding of the Subject. It encourages Students to broaden their knowledge in different areas. Since it involves multiple subjects and encourage team work among the students from different disciplinary backgrounds promoting deeper understanding of complex issues, ability to analyse and synthesize from different perspectives and to solve the problems. At Sanskriti University, we have 8 Schools viz., Engineering & Computer Science, Agriculture, Nursing, Management & Commerce, Pharmacy, Medical & Allied Science, Education, Ayurveda in which we have introduced multidisciplinary Courses. For eg., students of one School are taking the Courses from other Schools combining Science, Technology, Engineering and Mathematics to address real world problems under STEM Programmes. Similarly, integrating Biology, Chemistry and Social Studies to explore environmental issues under Agriculture. Students also work on Projects that require knowledge and</p>
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	<p>Skills from multiple disciplines. The students of Nursing, Ayurveda, Pharmacy and Medical & allied Schools take the Courses of their interest cutting across the School's by drawing on the strengths and perspectives of various disciplines. Students are also encouraged multidisciplinary Projects involving mentors from different Schools which prepares the students for the complexities of the modern world where problems and solutions are rarely confined to a single discipline. To implement multidisciplinary approach in the University, teachers from different subjects/ School's work closely together and evaluate students' performance in a multidisciplinary approach. In conclusion, multidisciplinary teaching is a dynamic and Holistic approach and if it is implemented in true spirit, certainly will broaden the students' knowledge.</p>
2. Academic bank of credits (ABC):	<p>As per the UGC Regulations for registration, the HEI needs to be accredited with NAAC. The University is going for the Cycle-1 of the NAAC accreditation. The University shall register with ABC portal once it is accredited by the NAAC.</p>
3. Skill development:	<p>Skill development is utmost important in the University Education to prepare the students for multi-tasking and beyond Academia. It is necessary to identify the skills students possess and train them further which are essential for personal and professional success. At Sanskriti University, priority is given in preparing the students for specialised skills by incorporating Technical Skills, Soft Skills and Life Skills in their Curriculum. In all Under-graduate Courses, proficiency in written and Oral Communication, Academic Writing, Critical Thinking, Motivation, Group Dynamics, Team Spirit are taught in line with NEP 2020 recommendations for imparting Life Skills to learners for their holistic development. Specialised Courses on Digital Literacy, Cybersecurity, Artificial Intelligence, Machine Learning are designed for B.Tech. and Computer Science students. Similarly, experiential learning for 20 Credit Hours has been introduced for B.Sc. Agriculture Course wherein, Skill development in various Sectors viz., Bee Keeping, Vermicompost, Mushroom Cultivation, Seed Production, Dairying and Poultry, Plant Propagation, Budding and Grafting etc., are taught and make the students industry ready/ market ready. In all the Medical & Allied Courses,</p>

	<p>apart from imparting crucial skills/ life skills, students are taught Creative Thinking, Effective Communication, Problem Solving, Decision Making, Coping with Stress, Human Values to deal effectively with demands and challenges of everyday life. The students in all the Under-graduate Programmes are encouraged for Hands-on-Projects, Industry Internships, Clinical Trainings/ Internships in Multi-speciality Hospitals to provide a broader perspective and practical application of knowledge. Through Skill development courses in all the Under-graduate Programmes, the University is providing real world experience to the students which will be of immense use in their future career.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP 2020 recommends the incorporation of Indian Knowledge System into the Curriculum, both at UG and PG Programmes of Higher Education Institutions/ Universities. Accordingly, Sanskriti University has come up with Courses that will introduce the students in all the Degree Programmes to all the aspects of IKS which are related to their fields of study and to promote interest in knowing the heritage of ancient IKS. The Indian education system produced great scholars who made seminal contributions in the fields of Mathematics, Astrology, Ayurveda, Yoga, Arts, Medical Science and Surgery, Engineering, Architecture, Agriculture and many more. The Curriculum of IKS has been incorporated w.r.t. different subjects viz., Physical Education and Yoga, Ancient history of India, Indian Political Thought, Vedic Mathematics, History of Ayurveda, Medical Astrology, Understanding India, Contemporary India and Education. In every School, the introductory content of IKS has also been incorporated in different courses viz., Geography, Management, Technical Education, Pharmacy, Botany, Zoology, Languages etc. All the students of different Programmes are getting information about the traditions, customs, values, culture, Vedas, Upanishads, Management system of Ancient India and their application in present scenario. Students remain also involved in debates, discussions and other cultural activities related to IKS. Grounded in the principles of inclusivity and cultural heritage, the Indian Knowledge System embodies a dedication to developing well-rounded individuals who can make significant contributions to society. Exploring the</p>

	depths of this system reveals a rich tapestry that intertwines traditional values, advanced technology, and a progressive outlook.
5. Focus on Outcome based education (OBE):	<p>The OBE system focuses on quantifying students' capabilities, with learning outcomes being a crucial component. Course outcomes specify the knowledge and skills students should acquire by the end of a course, while program outcomes outline the knowledge, skills, and attitudes expected by the end of a program. Program outcomes can be directly assessed through course outcomes. The OBE model relies on defining various parameters known as Graduate Attributes (POs). Since OBE emphasizes student competency, it focuses on outcomes or goals rather than just marks or scores. These goals encompass specific skills and knowledge that students should acquire by the end of the course. Assessment methods are designed to evaluate the attainment of these goals. Teachers act as facilitators and mentors, and constructive feedback from students helps to refine the curriculum. Graduate attributes are crucial for employability, as Outcome Based Education enhances the development of students' academic, specialist, and technical competencies. These attributes define the higher education experience and equip students with transferable skills that can be applied in various settings. At Sanskriti University, all the Courses in different Programmes running in various Schools', are based on Outcome Based Education and at the completion of the Programme, the attainment of the Objectives is assessed on different parameters. The syllabus outlines the teaching strategy and content for each course. Course Outcomes (COs) are measurable parameters used to assess student performance in each course they take every semester. For laboratory courses, the course outcome are calculated based on performance, viva-voce, record work and model practical examination for Continuous Internal Assessment and University Practical Examination.</p>
6. Distance education/online education:	<p>To start and take approval from UGC for approval of the programmes to be offered in online mode and distance education mode, the accreditation of NAAC is mandatory requirement by UGC as per its regulations. Therefore, after getting accredited with NAAC with minimum score of 3.0 or above, the University shall apply to UGC for approval of the</p>

programmes which the University shall propose to offer in online and distance education mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, University has an active ELC.
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?	Chairperson, faculty, non-teaching staff and Student coordinators are appointed by the university administration to oversee Electoral Literacy Club (ELC). The clubs aim to enhance voter awareness and participation among the society. The functionality of ELCs varies but emphasizes educating on electoral processes and civic duties. Their effectiveness depends on active engagement and educational campaigns organized by the university. ELC strive to be representative, encompassing diverse student demographics to ensure inclusive participation and equitable representation in democratic processes. Universities prioritize maintaining ELC functionality and representative character to foster informed citizenship and active involvement in electoral affairs in the society.
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.	National Voter's Day at the University, celebrated annually on January 25th, and includes oath ceremonies, speeches, poster competitions, and street plays to promote voter awareness. In 2023, the NSS and Nursing College organized a pledge ceremony emphasizing voter registration and the role of students in sustaining democracy. Students participated enthusiastically, pledging in Hindi and English to vote responsibly. The event highlighted civic duties and the impact of voting, concluding with a commitment to elect responsible leaders. The University hosted a voter awareness event on December 1, 2023, featuring a poster-making competition titled "Nothing like Voting, I Vote for Sure," with 109 students participating. Certificates were awarded to the top three entries. The event included an oath-taking ceremony led by the District Magistrate of Mathura, reinforcing students' commitment to democracy. Dean of Student Welfare, coordinated the event, attended by Hon.Chancellor .

	<p>Their presence underscored the university's dedication to fostering civic engagement. Students were encouraged to recognize their pivotal role in upholding democracy, promoting active electoral participation and civic responsibility.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>On April 16, 2024, the NSS unit of The University orchestrated a "nukkad natak" across prominent locales in Mathura as part of the SVEEP programme to bolster voter awareness for the upcoming Lok Sabha general elections-2024. Students from the Faculty of Education performed at key spots aiming to reach a diverse audience. Through drama and local language, they conveyed messages on the significance of voting, electoral rights, and the impact of voter participation on democracy. This grassroots effort aligned with the Election Commission of India's goal to educate and increase voter turnout nationwide. The event not only educated voters but also instilled civic responsibility among participants and spectators, exemplifying the influence of community-level initiatives in promoting democratic values and active citizenship.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every January, the Dean of Student Welfare (DSW) office organizes a campaign at the University for newly admitted students approaching or recently turned 18 without a Voter ID. This initiative ensures all eligible students are registered, empowering them for democratic participation. The campaign includes informative sessions on voting importance and Voter ID acquisition. Election Commission representatives facilitate the application process on campus. Dedicated counters assist students with form completion and document submission. Awareness programs emphasize civic duties and voting's impact. The streamlined process simplifies applications, fostering responsibility and civic engagement among students, promoting active participation in democracy.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3701	3172	2816	2434	2009
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
715	836	711	508	403
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
295	297	286	278	227
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 295

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2848.868	2634.601	2307.503	2864.503	1907.272

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, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

With the help of the finest academic scholars and intellectual talent available, Sanskriti University has regularly and persistently strived to acquire the best practices of designing and upgrading course curricula. The curriculum of Sanskriti University has been developed in view of contemporary challenges and futuristic solutions as required for current industrial requirement and market need having far reaching implications at regional as well as across the globe. The considerations and directions as received in the form of National Education Policy 2020 were adequately incorporated for the realization of best pedagogical practices.

The University invites domain specialists whenever it needs them; their valuable contributions are discussed in Board of Studies and Academic Council meetings, with their worth remarks and suggestions being duly incorporated into the curriculum.

The contents are endowed with fresh insight, depth and outreach in all areas including Engineering, Agriculture, Tourism and Hospitality, Management and Commerce, Ayurveda, Pharmacy, Nursing, Medical & Allied Sciences and Education. These are the required courses that teach students about their social responsibilities, specifically addressed to market orientation in our progressive priorities. These classes aid in the formation of a well-rounded personality by teaching students magnanimity and commitment.

Students are exposed to current industrial and market trends, whether it is engineering, basic sciences, management, fashion design or medical and allied sciences. Research-academic integration, evidence-based practice and innovation are all hallmarks of our programmes. Students are taught to think in global perspectives with significant interdisciplinary plan of action. We emphasize in channelizing the dynamic energy through activity based projects, real time problems, rational discussion and brain storming sessions directly correlated with industrial demand and market need.

Our curriculum is created so that students can learn about a variety of exciting legal issues while also gaining abilities in comprehending, implementing, and analyzing socio-legal principles. Similarly the Programmes under School of Agriculture, and Ayurveda are attributed with a unique blend of our rich cultural heritage with today's global requirement so as to serve nations overall developmental and employment needs. Through its extensive network of corporate partners, the university provides work-integrated learning opportunities for promoting small and medium scale entrepreneurs.

Foreign language courses like French have been made an integral part of the curriculum in chosen

programmes, as well as launched as certificate and diploma courses, to promote foreign languages as a part of liberal and elective curriculum framework.

All the programs offered at different schools highly motivates the gender sensitization, human and ethical values, environmental education, industrial internship and entrepreneurship development in view of inclusive economic expansion of the society and sustainable development of the cities.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

SU prioritizes employability, entrepreneurship, and skill development in its programs, consistently updating its course syllabi to meet contemporary needs. This approach is essential for preparing students for the evolving job market and fostering their skill development.

The potential advantages and important considerations for such an institution:

Advantages:

- **Increased Employability:** By aligning course content with current industry requirements, students are better prepared with sought-after skills and knowledge, enhancing their prospects for securing meaningful employment upon graduation.
- **Cultivation of Entrepreneurial Mindset:** Courses that promote entrepreneurship can inspire students to think innovatively, take initiative, and potentially establish their own ventures, contributing to economic progress and innovation.
- **Skill Enhancement:** Emphasizing skill development ensures that students not only acquire theoretical understanding but also develop practical, applicable skills relevant to real-world scenarios.
- **Sustained Relevance:** Regularly updating syllabi and programs to reflect industry trends and technological advancements ensures that education remains pertinent and beneficial.

By embracing these principles, SU ensures that its students are well-equipped to thrive in today's

dynamic professional landscape.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 36.81

1.2.1.1 Number of new courses introduced during the last five years:

Response: 664

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1804

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The University integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals within the Curriculum.

The Curriculum is designed with a holistic view keeping the current scenario requirements regarding Gender equity, moral values, work ethics and sustainable growth.

Professional Ethics

An Orientation Programme is organized for the First year students on reporting to the Campus for their classes after Admission. The students are informed of the Rules and regulations of the University, Anti-ragging Code of Conduct, Students Code of Conduct, Discipline, Attendance Criterion etc. The Curriculum has a “Human Values and Environment Studies” in the III Semester to understand their role towards society as responsible citizens and provoke them to address the complex challenges existing in the society.

Gender Equity

A Course on “Gender Sensitization and Women Empowerment” has been included as a Compulsory Course in II Semester. The Constitution of India has given equal rights to all but the societal norms are in favour of the one Gender only. In order to bring a change in the existing staunch patriarchal society, giving access to education to the weaker gender, increasing enrollment in the higher education, better representation of women at higher positions in Corporate/ Institutions efforts have to be made at the grass-root level. The students have to be educated to use gender equality related language, communication and environment to be inclusive for congenial environment within the University.

First Aid and Health

Emergencies can knock the door anytime, anywhere and it is the preparedness of an individual which can save life. It is the immediate medical aid given to a person to help a person till medical professionals give proper treatment. This Course has been introduced in all the Programmes in II Semester to be quipped to deal if any such situation.

Physical Education and Yoga

The academic Progression from School to Higher studies is accompanied by decrease in the Physical activity which results in the lifestyle diseases. Yoga is a practice of physical exercise to make the body free from disease and meditation to enhance the Spiritual component. The Course is implemented in the IV semester to inculcate the component of physical fitness for sound physical and mental health.

Analytic Ability and Digital Awareness

The Course has been introduced in the V semester to help student’s identify their goals and help enhance their analytical ability. Digital awareness provides an access to the vast information existing using digital tools sitting at home/ office place and not physically visiting the Library. It enhances the literacy skills, empowers the individuals to learn by choosing their area of interest and adapt to the ever expanding ocean of the digital world and use the tools effectively..

Communication Skills and Personality Development

The Course has been introduced to effectively communicate at workplace orally and in writing. It reflects the leadership qualities and manage communication. Good communication helps in being understood and also understand the need of the persons around.

File Description	Document
Upload Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 196

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 21

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 21

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System**1.4.1**

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.85

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1581	1281	1066	1006	1196

2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1494	1204	984	908	1102

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 92.82

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
746	602	492	454	550

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
790	641	533	502	598

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

We use outcome-based learning methods at Sanskrit University, categorizing students as advanced or slow learners based on their performance on prerequisite tests, interactions with other students, and test outcomes.

We at the various faculties place an emphasis on enhancing the performance of slow learners by offering remedial programs that are held outside of regular classes. Monitoring and mentoring are specifically

used by departments to track the progress of slow learners. Some advanced students are encouraged to mentor weak classmates and assist them with explanations and notes, in addition to teachers. Revision classes and counseling sessions are held, and further instruction is provided as needed. Peers, senior students, and mentors are available to tutor. Corrected assignments and response scripts are distributed to each student and discussed in order for students to identify and improve their problem areas. Faculty makes an effort to be patient and accessible to students on a personal level, via phone, email, and social media. Advanced students are urged to study the syllabus content thoroughly in order to acquire a high percentage of marks and a good score in GATE, NET.

Slow learners receive various types of assistance through a mentor-mentee system. The faculty's tireless efforts to help slow learners have resulted in students' grasp of their chosen topic, improved performance, and a higher pass percentage. The mentor also finds other abilities and strengths and encourages them to enhance them, resulting in increased self-confidence and improved academic success. The mentor goes above and above to understand the socioeconomic backgrounds of the students, which can sometimes be a source of poor performance. When necessary, emotional and professional counseling is also provided. The mentor also connects the weak learners with topic teachers with whom they are comfortable for further support.

The highest performers at the University Convocation receive Gold Medals. Committee members are chosen on the basis of their merit. The Training and Placement Cell invites companies and industries to undertake recruitment drives at the university, and students are urged to actively register for interviews. The Training and Placement Cell also teaches interview and communication skills. Proficiency in English lessons, Functional Use of English, and Personality Development programs are organized to improve students' employability.

At the start of the program, the department evaluates the students' learning levels in two methods. Students enrolled in the department are classified as slow or advanced learners depending on their grade point average. This assists in identifying slow learners and designing customized coaching or tutorial sessions to bridge the gap between slow learners and advanced learners. Advanced and slow learners have been recognized based on their classroom replies as well as their performance in the Unit test and internal examinations.

Following activities are done by teachers for students:

Slow learners: 1. Individual counselling. 2. Remedial Coaching 3. Extra notes. 4. Group discussion session. 5. Internal examination process. 6. Encouragement in NSS, Sports, and academic activities. 7. Extra library books.

Advance learners: 1. Advance notes 2. Seminar sessions 3. Participative learning sessions i.e., Self-Discipline Day & Teachers Day 4. Experimental learning sessions i.e., Industrial Tour 5. Projects 6.

Assessments 7. Discussion sessions in groups 8. Internet facility. 9. Advance questions papers.

To boost their confidence, the department organizes various events such as NSS, Cultural, and Sports to help them improve their complete personality.

File Description	Document
Upload Any additional information	View Document

2.2.2

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

Response: 12.55

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The University practices a teaching methodology which focuses on imparting education through a student centric approach. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stake holders, apart from boosting their confidence and encouraging independence. Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students and expect a uniform learning outcome from them all in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at their personal level by ensuring their involvement in class activities so that they can absorb and grasp information at their own pace. Courses of the University are defined highlighting course objectives, programme specific objectives and programme outcomes. This provides a comprehensive understanding to the student right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course.

Feedback of the Course and teachers, given by students at the end of each semester provides an opportunity to identify any lacunae which can then be addressed. Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Language Lab, Google Classroom, Industrial Visits, Field Work and Projects are some of the means utilized by the Departments to provide experiential and participative learning. Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills and hone style, apart from inculcating an interest in research activities. Seminars, which form the second component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess. Apart from these, in addition to the doctoral research programmes, the subjects/courses in B. Tech, B. Ed, M. Ed, MBA etc. involve field work, internship, projects and so on which help students acquire experiential learning and problem solving ability. Discussions and debates on contemporary issues are encouraged so that students can reflect and analyse by eliciting responses to the subject under discussion. Ability Enhancement, Generic and Skill Enhancement courses are offered to provide and prepare students for life. Non-CGPA courses include sports, and arts like calligraphy are provided to evolve aesthetics of the students. NSS Cell and NCC sub-unit have been set-up for the students to participate, integrate and learn. Student representation in administration is an important initiative taken by the University. Representatives of students serve as members on committees like Internal Quality Assurance Cell, Internal Complaints Committee, Grievance Cell in order to involve them in the decision making process and maintain transparency apart from inculcating a sense of responsibility in them.

File Description	Document
Upload any additional information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Mentoring process at Sanskriti University

Student well-being and success is one of the primary goals of any institution of higher education. Mentoring is one of the methods adopted at Sanskriti University to ensure that there is a consensual and meaningful relationship between the Mentor and the Mentees that leads to their overall growth and development. Mentoring and guiding of students had always been an integral part of the teaching learning process at Sanskriti University and faculty were appointed as Faculty Advisors to monitor

student performance and growth. In order to enhance the process, it was institutionalized and formally acclaimed as a full-fledged mentoring programme since 2018-19 Faculty are provided orientations and specific training programmes on Mentoring and their roles as mentors.

The Process of Mentoring involves the allocation of a set of mentees to a designated faculty in every department with the flexibility to opt for mentors of their choice in case of need.

The role of the mentor is to:

- listen actively and patiently and create an active and conducive environment for open communication
- possess a non- judgmental and objective approach
- build trust which is one the biggest challenges of mentoring and a good mentor should establish a relationship grounded in trust and absolute confidentiality
- assist in determining personal and career goals of the mentee

- provide a clear assessment of the mentee's strengths and weaknesses and help in goal setting
- help identify resources both financial and otherwise
- to guide the mentees to identify and avail existing opportunities to better their performance and to meet their goals
- also be able to identify limitations in providing counselling and escalate to a professional counsellor or psychiatrist as the need arises
- share knowledge, skills and experience to validate the mentee's doubts and queries
- empathise with the mentee's problems and circumstances
- encourage, motivate and inspire the mentee in order to ensure that they achieve their goals
- Ensure regularity and sincerity of the mentee in attending classes and exams

The process is achieved by pairing a faculty member with students within a particular over the course of an academic year and the list of mentees under every mentor is documented officially. Scheduled meetings and timings are allocated within or sometimes outside of class hours, in a comfortable environment. During such one-to-one meetings with the mentor the

students will be given the opportunity to talk about their academic needs, share their goals, and discuss concerns and needs.

All of the meetings as well as the personal details of the student and academic record of tests and exams are recorded in a prescribed format in an individual mentoring booklet which is given to each student and maintained by the mentor. The Mentor also ensures that the mentee's performance is constantly monitored and if necessary the parents are also informed about the progress of their ward.

Currently this process of recording information and academic records are maintained online.

The yearlong process of consistent sharing and communication through mentoring promotes academic excellence, self-esteem, and personal growth of the students. The mentoring programme is undertaken in all earnestness and has emerged as one of the best practices of the college as it also reiterates the mission of the college to empower young women to face the challenges of life with courage and conviction.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 97

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
331	300	290	290	230

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 81.36

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 240

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 10.47

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 3090

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	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 last date

of declaration of results during the last five years**Response:** 16.4**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	18	17	16

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.2**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response:** 0.38**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	15	10	8	12

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2733	2583	2555	2710	2189

File Description	Document
List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

At Sanskriti University, adherence to regulatory body criteria on learning outcomes and graduate qualities is of the highest significance. Assessment techniques that are in line with these goals strengthen adherence. All Schools' learning outcomes, which take the shape of Programme Education Objectives

(PEO), Programme Outcomes (PO), and Course Outcomes (CO), are clearly defined and available for viewing on the university website for the benefit of everyone with an interest. University central library keeps copies of all syllabi which also contain all the PO, PEO and CO for easy access to students and faculty. College follows the outcome-based education; hence the Program Educational Objectives (PEOs) Program specific outcomes (PSO) are defined by each department. For defining the PEOs and PSOs we follow the consultative process involving the stake holders and are in lined with the vision and mission of the college and department as well as the graduate attributes. The process is explained in the chart below:

The PEOs are evaluated at least once per accrediting cycle to guarantee their continued applicability, sufficiency, and efficacy in meeting the demands as well as the university's purpose and quality policy. Evaluation of the need for change and areas for improvement is part of the review process. Along with input from participating organizations in campus placement, professors, alumni, students, and other interested parties, action performed in response to past assessments and accreditation reports is also carefully considered. It has been made sure that every employee is well aware of the policy's purpose, applicability, and level of commitment.

A national statutory authority (ICAR, NCTE, Etc.) that supervises Schools' curricula to provide a uniform level of education throughout the nation, has provided guidance to Schools' at Sanskriti University regarding its curriculum and assessment practices. Curriculum design is a methodical, scientific, collaborative, and comprehensive process. After considering feedback from academics, business leaders, alumni, and students, curricula are designed. Any curriculum changes are subsequently fine-tuned in a participatory manner by the department faculty council and administrative organizations such as the Department Curriculum Committee, Board of Studies, and Academic Council. Every evaluation method adheres to the guidelines provided by regulatory bodies. Once more, the assessment designs are disseminated to all relevant parties through the website, parent and student information sessions at orientation, and other exam-related activities. Weekly tests, in-class quizzes, sessional exams, final exams of the semester, assignments, and presentations are some examples of assessment techniques. The institutions have set a clear roadmap for our main stakeholders, our students, from a wider perspective of what attributes an institution graduate should possess to assigning competences and to hundreds of learning objectives of scores of disciplines.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 100

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

Response: 715

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

File Description	Document
Upload any additional information	View Document

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 are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research promotion policy at the university level plays a crucial role in fostering a culture of innovation, advancing knowledge creation, and contributing to societal development. Research and innovation is considered as the core constituent of higher education. Thus, a sound research policy with necessary clear-cut objectives has been framed to strengthen the institutional capacity for basic, strategic and applied research. This culture has been adopted in various higher education institutions of Sanskriti University and beyond to harness the conducive research environment for faculty, research scholar, students and staff members to ensure quality, integrity and ethics in this direction. This policy has certain objectives to be achieved as follows:

- To facilitate and stimulate collaborative research projects and activities with national and international institutions, industries and other professional bodies
- To encourage research at M.Phil., Ph.D. and Post-Doctoral levels through provisions of research awards and rewards
- To motivate faculty, research scholars and students to publish and to present research papers/articles at various national and international conferences and seminars by providing appropriate financial grants
- To encourage publication of books, monographs, research papers etc....by providing financial assistance
- To create organized body of knowledge through scientific ways and dissemination of the same for the progress of human life.
- To achieve academic excellence, enhances the University's reputation and glowing image.

Research Promotion Policy comprises of IPR Policy, Research Ethics Policy, Seed Money Scheme & Plagiarism Check Policy, etc.

There is Research & Development Cell provides administrative support for research projects and other research & development related activities. Research incentive scheme has been framed to provide financial assistance. Toward research paper presentation in any Conference/ Seminar/ Workshop/ FDPs/ Refresher courses/ Induction programs organized at state national or international level. IPR legally protects the original creation of the faculty staff, research scholar and students as their intellectual property in various forms such as patents, copyrights, designs, instruments, devices, software and other innovations. The IPR policy regulates the ownership, distribution and commercial development of technology by the university faculty, staff members and students, organizations and government funding agencies in the programme taken up by the university.

Research Ethics Policy govern the standards to conduct research and scientific manner. It focuses the ethical acceptability of research. It also examines certain domains related to financial aspects, scientific

aspects, clinical aspects, chemical, animal and bio ethics pertaining to protect dignity, rights, safety and well-being of all participants throughout potential research. Research ethics adhere to the moral principles with logical considerations.

Plagiarism Check Policy shows the original work of without researcher/ author without fabrication, falsification, similarity of the content. Moreover, the due recognition and acknowledgement to the actual author/researcher needs to be regarded with due credit

In summary, research promotion policy at the university level is essential for fostering innovation, advancing knowledge creation, promoting academic excellence, engaging faculty, research scholars and students in individual and collaborative research, facilitating technology transfer, strengthening research culture and enterprise at global level, addressing societal challenges and advancing human well-being and progress.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

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

Response: 18.2

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	18	23	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	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: 19.32

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 57

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 65.82

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the

last five years

Response: 52

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 79

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 750

File Description	Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 0.14

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

Response: 40

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Sanskriti University has developed ecosystem for innovations, IKS, including IPR, incubation centre and other initiatives for creation and transfer of technology/knowledge. Its ultimate goal is to have interaction between community of organism and physical environment. The ecosystem plays a pivotal role in numerous aspects of life, ranging from the natural world to human societies and technological advancements. Its importance can be understood across various aspects as follows:

Innovation: Innovation within an ecosystem refers to the process of generating new ideas, products, services, or processes within a complex network of interconnected entities, such as businesses, organizations, government agencies, academia, and communities. This ecosystem can be regional, national, or even global, and it typically involves various stakeholders collaborating and interacting with each other.

Some key aspects of innovation within an ecosystem are collaboration, diversity, access to resources, regulatory environment, knowledge sharing, entrepreneurship and risk taking, infrastructure and support services and market dynamics, etc. By fostering an environment that nurtures these elements, ecosystems can create a fertile ground for innovation to flourish, driving economic growth, societal progress, and competitive advantage.

Indian Knowledge System: Sanskriti University has adopted IKS as strong weapon to work with traditional knowledge, skills for modern healthy living India boasts a rich repository of traditional knowledge systems spanning various domains such as Ayurveda, Yoga, Unani, Siddha, and indigenous agricultural practices. These systems have been integral to Indian culture and have immense potential for modern applications in healthcare, agriculture, and environmental sustainability. Efforts are being made to preserve, document, and integrate traditional knowledge with contemporary practices to foster innovation and address contemporary challenges.

Intellectual Property Rights: Intellectual Property Rights (IPR) plays a crucial role in protecting innovations and incentivizing creativity. There has been a concerted effort to raise awareness about IPR among innovators, entrepreneurs, and researchers in India. In regards to the above various initiatives, including workshops, seminars, and training programs, have been undertaken by Sanskriti University aligning with government agencies, academic institutions, and industry bodies to educate stakeholders about the importance of IPR protection and enforcement.

Incubation Center: Incubation center serves as breeding grounds for startups and innovators, providing them with essential resources, mentorship, and networking opportunities to transform their ideas into viable products and services. Sanskriti University has witnessed a quality-based incubation center, supported by both public and private entities. The incubation center offers infrastructure, funding support, technical assistance, and access to markets, thereby catalyzing innovation and entrepreneurship in favor of dissemination of innovative practices as well as effective outcomes.

Initiatives for Technology Transfer/Knowledge: Facilitating the transfer of technology/knowledge from research institutions to industries is essential for leveraging scientific advancements for societal benefit. Several initiatives have been launched to bridge the gap between academia and industry and facilitate technology/knowledge transfer. It promotes industry-academia collaborations, and technology licensing agreements, effective mechanisms that employed to smoothen the process of commercialization and diffusion of innovations.

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

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 22

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 05

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 1.93

3.4.3.1 How many Ph.D s were awarded during last 5 years

Response: 29

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

Response: 50

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 2.34

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 690

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 3.48

3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 1028

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.6

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 initiative***
- 6. For institutional LMS***

Response: C. Any 3 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document

3.4.7**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 1.91

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

3.4.8**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 10.5

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years**

Response: 190**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
35	84	71	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities**3.6.1**

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Outreach activities improve community awareness, health outcomes, and promotion of developmental activities for the benefit of the community, empowering public in different domains of social life. Its ultimate objectives and goals are the specific outcomes to be achieved through outreach activities such as awareness program providing correct information and approaches, changing thinking and attitude, behavioral modification, building trust and mobilizing support. The principles in outreach programs must be high level of trust, open and transparent dialogue, deep understanding of issues, needs and expectations, outcomes through collaborative team spirit. Strategies are important in outreach activities to bring the expected outcomes through the set of tactics use to attract new clients or customers. These

are based on business needs, the type of products or services offered to reach the intended goals.

The useful components of outreach plan consisted of the following:

1. Specific program on specific domain
2. Identification of target audience for whom the program was designed
3. Specific methods and approaches were selected and used for effective results
4. Goals for how the audience were affected or changed by the information and better practice

The number of extension and outreach programs conducted by the various schools of Sanskriti university through organized team including faculty, staff and students, forum like NSS/NCC with active involvement of community during last 5 years from 2018-2023. It was comprised of free medical check-up on specialties such as eye checkup, skin disorder, mal nourishment, awareness program on Tuberculosis, diabetes, respiratory infection, gastritis etc. Besides, blood donation camp, Swarna Prashan camp, breast feeding awareness program, improving developmental tasks during adolescence of girls, communicable diseases, health and hygiene, mask distribution during covid-19, distribution of common medicines to poor patients etc. Some other important activities such as Plantation drive, road safety, swachhta pakhwada, Bee- keeping, production of quality basmati rice, farmers meeting on paddy sowing etc.

Efforts were made to attain success in each program by following steps:

1. Planning the blue print of specific activities
2. Assessing needs
3. Knowing intended audience
4. Developing message
5. Choosing channel
6. Implementing plan
7. evaluating results
8. way forward what else to consider best

Health outreach programs play a critical role in improving and extending health care through health education, case study and case management, basic health screening and facilitating access to services to the community and social issues. It reduces the difficulties of access to health services by providing links between patients and medical expertise. Several tools were developed to support more comprehensive care at the time of contact with the intended users.

As a whole, the outreach activities organized by the Sanskriti University achieved the major goals for holistic development of villagers, school students, patients and interested participants. At the end of each program questioning answering session was entertained to satisfy the queries raised by the audience. Last but not the least, the leader of the audience/intended users offered thanks to the team. The outreach programs were self-satisfactory, further motivating, and noble activities.

File Description	Document
Upload any additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 102

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
45	23	06	19	09

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.7 Collaboration**3.7.1**

Number of functional MoUs/linkages 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: 25

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Sanskriti University has world class infrastructure with varied Information Communication Technology enabled facilities. The classrooms are equipped with LCD projectors, smart boards and high speed Wi-Fi/ LAN with four audio video aids. Furthermore the facilities include air conditioned conference halls. Santosh auditorium has a total accommodation capacity of 500 and Theatre for small gatherings of 200. Highly advanced ICT amenities are coupled with audio visual capacity and multimedia facilities including projectors with effective sound system with a view to have demonstrative mode of learning, video lectures, conferences and on-line competitions facilitate learning like debates, discussions, quizzes, presentations of research work for conducting the seminars and workshops Keeping in mind the recommendations of National Education Policy 2020, the University has utilized the hi- tech technology and has varied facilities like e-content development facility, media center, audio visual center. The Lecture Capturing System (LCS) along with mixing facility equipment and editing software's, 50 Wi-Fi access points and 1088 LAN networked connections are there for proper internet connectivity. The internet facility is available through 1 Gbps bandwidth.

Well planned and well equipped, clutter free, spacious labs encourage the students in lab activities more efficiently. The University has state of the art infrastructure with high technology equipments installed in labs. Information and Communication facilities promote the students in gaining valuable experience under the expert guidance from well qualified and competent teaching faculties. With a well cherished dream to excel in research there are various centres of excellence and BIM advancement which cater to the needs of innovation in varied disciplines that include micro nanotechnology, astrophysics, skill development centers. There is NCC UP Battalion 11 available in the campus for the holistic development of students as future nation builders. University also has one organic farm known as 'Organikunj' which is spread over in 3.5 acres along with a polyhouse and net house where disease free organic and exotic vegetables like capsicum, tomato, cucumber, broccoli, cabbage etc are grown. The cultivated vegetables are utilized in students mess. Students also receive hands on training there. To showcase the excellence of Indian Air Force, we have model - MIG and army tank. University also has an inbuilt theatre facility which encourage the students for showcasing their skills on stage. The University has state of the art infrastructure for indoor and outdoor sports facilities. The indoor sports facilities include TT hall, badminton, chess, etc. Sanskriti University has outdoor facilities like football, basketball, cricket

etc. Recreational facilities like gym and yoga center are also there.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 53.52

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
3278	837	595	1092	922

File Description	Document
Institutional data in the prescribed format (data template)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Sanskriti University library is fully automated with Koha and DSpace software which connects all computers of all school libraries and departmental libraries. This facility is in addition to the students' entitlement of books issued against library cards. All libraries books are barcoded. The users can find out the availability status of the books and other study materials through the Koha software - Online Public Access Catalogue (OPAC). Sanskriti University has a spacious Central Library with all school libraries which support the teaching, research and extension programs of the University. The Central Library is controlling all libraries of the Sanskriti University including Engineering and Information Technology

Library, Agriculture Library, Management Library, Education Library, Nursing Library, Pharmacy Library and Ayurveda Library. Central Library of the Sanskriti University is a treasure house of authentic and valuable information that support the educational and research needs. It facilitates learning and enrichment of knowledge. It serves the need for enhancement of quality of education. All library books are barcoded. The Central Library comprises of Wi-Fi enabled facilities, all libraries have state of the art computerized machines to provide easy access to our online resources. The library is divided into multiple Sections like reading room cum Reference Section, Video Digital Library (NPTEL), Webinar Cyber Room, Anti Plagiarism Cell, Reprographic Section, Newspaper Section, Binding Section etc.

The libraries have more than 100000 books along with large number of e-books and e-journals. Library has some databases like Delnet, J-Gate and EBSCO etc. There are some innovative library services which are available for users like Koha which is fully automated software Library Management Software (LMS). The University's library has license of unlimited users to use KOHA, which is web based LMS with a SQL database, with cataloguing data which is stored in MARK and accessible via Z39.50 servers. The software is integrated with our in house software namely SUL the major features of KOHA software are KOHA is fully automated software with barcode technology. It is 3.22.10.000 version Software University is using KOHA software since 2023.

The central library has web OPAC facility which speedily searches all library databases. The University has its own Institutional Repository which consists of collective e-materials. University's library uses Remote Xs which provides registered users with out and off campus (remote) access to all subscribed e-resources. Library provides e- books and digital content for various subjects and also provides books of different publications for competitive examination. There are vast number of online resources like J-Gate, Delnet, NDLI, ShodhuSindhu, Z-Library, Shodhganga, e-PG Pathshala, Many Books, Open Access India, Panjab Digital Library, Traditional Knowledge Digital Librar (TKDL) and Library Genesis. Library has the membership of National Digital Library. University has the membership of DELNET. University has Local Chapter Facility; there are some mandatory courses for the students in the University. Library has the facility of Urkund for detecting the plagiarism. Central library have RFID security system.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 7.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
293.92	159.00	203.94	236.35	105.43

File Description	Document
Institutional data in the prescribed format	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The university currently has 1Gbps high speed internet capacity. The university offers 24 hour Wi-Fi access throughout the campus, enabling both students, faculty and administrative staff. Students can take advantage of online learning, online classes, e-mail, internet browsing, web development, and application testing through the fully networked campus equipped with cutting edge IT infrastructure, computing, and communication resources. Sanskriti University Has more than 1000 Computers to cater the needs of students and faculty. The university is replacing old configuration computers every year with the new computers. The Sanskriti University has servers for storage of events and Programmes organised in University. Sanskriti University has more than 50 Routers and 100 Switches of network. These networking devices are strategically placed to optimize network efficiency, improve scalability, and ensure redundancy for uninterrupted connectivity.

This will not only bolster our network infrastructure but also pave the way for future expansion and technological advancement. By integrating these devices we aim to achieve greater network stability , manageability and security.

The University has air conditioned ICT enabled well maintained spacious class rooms equipped with more than 70 LCD projectors, smart boards , Wi-Fi/ LAN connected campus. Smart Boards and Interactive Panels have revolutionized classroom engagement by offering dynamic, interactive learning experiences.

Sanskriti University has license of unlimited users to use KOHA, which is web based ILMS with a SQL database, with cataloguing data which is stored in MARK and accessible via Z39.50 servers. Licensed antivirus package has been introduced in all the computers.

Sanskriti University also ESIM ERP software and it is used by nearly 8000 students and nearly 800

Faculty members it is based on MS SQL server and dot net.

Sanskriti University has approximately 400 CCTV camera and CCTV Surveillance room that Monitors the inside and Outside the campus for enhancing safety and security of mess and material. In addition the university has a well-equipped media lab with acoustic treatment and Softwares. Sanskriti University has two studio rooms for recording of lectures. The University has own Radio City FM at 91.2 Hz.

Network security assurance is done through instalment of firewalls, controlled access, instalment of virus checking and content filtering at the gateway in accordance with the recommendations of National Education Policy. During the use of ICT facilities, Sanskriti University ensures that all the critical and personal information of students, staff, faculty and other stakeholders are kept secured which prevents loss of any data coupled with assured privacy.

Sanskriti University is replacing old configuration computers every year with the new computers. More than 150 desktops are upgraded to latest configurations in the last two years.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 4.38

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 845

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 43.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
1100	1341	835	1353	864

File Description	Document
Institutional data in the prescribed format (data template)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Sanskriti University has well established systems and procedures along with dedicated manpower for monitoring and to ensure proper maintenance and utilization of infrastructure, library, sports facilities, laboratories, classrooms, seminar halls etc.

Following four maintenance cells are developed in the University:

1. Building Maintenance Cell: Physical Infrastructure facilities like class rooms, Laboratories, Library, Sports complex, Computer Centre etc., are maintained internally by Building Maintenance Cell of the University Assistant Engineer, technical staff etc, are appointed in the University. The Building Maintenance Work is monitored by an engineer from Civil Engineering Department on regular basis.

2. Electrical Maintenance Cell: Sanskriti University has a separate Electrical Maintenance Cell to ensure uninterrupted power supply and maintenance of electrical assets of I substation of 692 KVA, and II substation of 375 KVA Diesel Generator sets, lighting, power distribution system, solar panel, etc. Preventive Maintenance of all electrical items including DG sets, Solar panel and Electric Panel are maintained by Electrical Incharge.

3. IT Maintenance Cell: IT Maintenance Cell maintains the facilities like, computers, LAN, internet, Wi-Fi and, MIS, LMS, CCTV security system, LCD projectors, ICT based Teaching learning facilities and other ICT facilities through dedicated staff, Assistant Registrar IT Head. The IT Maintenance Cell works under the supervision & guidance of Registrar of the University. Preventive Maintenance of all Computers are maintained by IT Maintenance Cell.

Procedures for utilization/Maintenance:

1. Combined Complaint registers are maintained for various services like electrical, plumbing,

Housekeeping and Buildings etc both for academic and hostel buildings. The ERP system is functioning in the Institute for fast service.

2. Major maintenance work is carried out on contract through Annual Maintenance Contract

System/tendering procedure/empanelment of service providers.

3. All repair, maintenance and calibration of lab instruments are maintained by their lab in-charges/technical staff.

4. The utilization reports are maintained by In-charge Laboratory, HoDs, and In-charge Maintenance Cell.

5. Equipment, instruments and appliances involved in the teaching-learning process are maintained through internal technical staff, service providers and AMC.

6. The procurement of services through AMC, parts/components are procured through well established mechanism of purchase under the monitoring of Central Purchase committee.

7. Sanskriti University Central Library is maintained by the Chief Librarian with dedicated library supporting staff. The library services like Koha software, digital section, and reference sections, books issuing section, equipments and other library facilities are maintained regularly.

8. Fire safety equipments are installed at various locations as per standard Operating Procedure on safety and hazards.

9. Various sports facilities like grounds, gymnasiums, indoor game facilities, equipments are regularly maintained by Sports Officer. Sports Officer of the University looks after the sports facilities and the activities. Preventive maintenance measures are taken in time. Sport Officer is responsible for keeping the record of utilization of sport facilities, activities held, awards/achievements of the students etc.

10. Class rooms are allocated to all Schools along with necessary ICT tools. The class rooms are cleaned on daily basis monitored by Administrative Officer HODs.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 70.82

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2112	1884	1752	2410	1850

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Our University aims to inspire and motivate the budding aspirants to reach the unreached for the betterment of the community by Career Guidance and Student Council.

Career guidance plays a very important role in the lives of all individuals specially in youngsters, as it helps in setting future goals and chooses careers. Career guidance is much needed service to those who did not plan for their future at an early stage; more should be done to assist the younger generations in

personal career development. When University students have a clear grasp of their greatest job options, they may plan better, proceed faster to higher education, and contribute to a more productive society in the future. Sanskriti University, Mathura, is contributing to this by holding career counselling seminars for graduates and post graduate students. To fulfil the objectives, a range of workshops and seminars are organized to help students understand various career prospects, the procedures for applying for those occupations, and various competitive tests, as well as the necessity of having a goal, passion, and hard work in order to attain the desired objective. To provide the students of the various department a platform to resolve their queries and inhibitions related to these national/ state level competitive exams. To prepare students for successful job interviews. Providing assistance to the individuals to acquire greater self-awareness in areas such as interests, values, abilities, and personality style. Linking individuals to sources so that they can become more well-informed about occupations and professions. Involving human beings in the decision-making process so that they can choose a career path that is well suited to their own interests, values, abilities, requirements and personality style, and supporting individuals to be dynamic administrators of their career paths including management of career transitions and balancing various life roles as well as becoming lifelong learners in the sense of professional development over the lifetime (Career Development).

Under the heading of Guidance for competitive examinations and career counselling. various departments, committees and associations of the university have organized number of workshops, seminars and talks to benefit the stake holders about their career options and also provided them guidance for Competitive examination as per their requirements for variety of exams including NET/GATE/SLET/SET/TET/CTET/UPSC/ UPPSC and many more. preparation is basically focuses on main subjects of competitive for different govt./eligibility test like as Math/Reasoning/English/Aptitude/ General Studies etc. Total 679 students benefitted by the guidance for competitive examination offered by institute and 1148 students benefitted by the career counselling sessions organized.

The greater number of student's now opting to go for higher education. Also, these guidance sessions have helped youngsters to acquire the knowledge, skills and information necessary to identify the right options and explore various career options.

File Description	Document
Upload any 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, self-employment and entrepreneurial**

skills)

4.Awareness of trends in technology**Response:** A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	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: B. Any 3 of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 54.05

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
90	510	405	315	295

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years**Response:** 11.87**5.2.2.1 Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
29	58	64	24	10

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

5.2.3**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 2.99**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 95

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	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: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	1	0	24	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Sanskriti University considers its students as primary and the most important stakeholders. Our University aims to inspire and motivate the budding aspirants to reach the unreached for the betterment of the community by forming a student council. This kindles within our students a sense of responsibility, dedication and a purpose to put their selfless efforts and work towards the goal. Students are given as many opportunities as possible to practically implement what they learn and aspire to be through the Council. One such opportunity is the management of all student-related activities on the campus. The council is utilized to put forward and inculcate novel and innovative ideas of the young generation in various aspects of our college like teaching, research, sports and cultural activities. Thus in this way the students are given equal rights for the smooth functioning of the University. The Student Council act as an umbrella body for all the clubs and committees on campus, ensuring their smooth functioning at each juncture. Apart from being the link between the students and the management, the Student Council is responsible for the brand enhancement of the campus and constantly strives towards

making the experience of the student on campus comfortable and enriching. It operates with a sense of responsibility in dealing with the student concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, this enables them in acquiring better academic environment. Student opinions and suggestions are considered to take measures in view of students perception. University puts efforts for the all-round development of a student. It is the voice of student body which help share student ideas, interests and concerns of education with the community. Members of the student council acts as volunteers during foundation day and other major events in the university. They help in organizing seminar workshops and conferences.

They also participate in public function, cultural activity, sports, debates and various competitions. The functions and activities of a Student Council supports the aims and objectives of the Council and promote the development of the institution and the welfare of its students. There is a wide range of activities that benefit the campus by an active student council. We have council as well as clubs at the University, Institute and Department levels.

There are 12 University level clubs meant for showcasing the Fitness, Yoga, singing, dancing, marketing & Entrepreneur, care for nature, and fine arts side of the students. Then there are Sports Clubs catering to almost every popular sport be it cricket, football, basketball, volley ball, badminton, hand ball, kabaddi, athletics, table tennis, chess, power lifting and yoga. Almost all departments have their own clubs specifically to suit their own needs. Apart from all these clubs, the University has its own NSS student wing as well which organizes events round-the-year. Involvement of our students in schemes like Swachh Bharat Abhiyan, Blood Donation Camps, Annual Sports Fiesta, Spark, Foundation day, Religious and Cultural Festivals such as Dandiya, Navaratri etc., International Women's Day, International Yoga Day, Teachers Day, Fresher's Day, Farewell Party, etc., fill them with a sense of social responsibility and belongingness.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 46

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
24	22	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Sanskriti University has the registered Alumni Association (SUG YAN) under the Societies Registration Act 1860. It was formed on November 27, 2021, at the Registrar of Society, Pune Region. Registration No.: 04/99/2021/UP under the Societies Registration Act 1860.

Alumni association (SUGYAN) believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the University. SU alumni are currently working at various positions all over the globe and proving their mettle in all spheres of management.

The Alumni Association Contribution through various means: -

1. Book Donation: Contribution by donating Books.

2. Financial Support:

Alumni have significantly contributed to the university by donating funds to the university on regular basis. During last five years, alumni have donated more than 1 crore for the development of university for its academic & administrative infrastructure.

3. Alumni Interaction: Alumni of SU give inputs to aspiring graduates. They are invited as resource

persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies & trends in corporate world, application of knowledge and corporate working culture.

4. Placement & Career Guidance Assistance: Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.

5. Campus recruiters: Alumni come to campus as recruiters for their companies and also recommend and promote SU to their employers for campus placements.

6. Summer Internship Opportunities: SIP being a part of the curriculum; Alumni provide innumerable opportunities in various companies to the students.

7. Entrepreneurship Awareness: Some of our Alumni have established start-ups in different sectors, many of them are first generation entrepreneurs. They decided to become entrepreneurs during their academic span at SU. Through the journey as an entrepreneur they learned various skills & knowledge. They enlighten the students with their success stories and challenges faced.

8. Alumni Meet: We at SU have a tradition of inviting alumni for Annual Alumni Meet “Convergence” in the month of February. In this meet the alumni get chance to reconnect with the Alma mater and old friends. This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians for moulding the aspiring students.

9. Promoting Institute Events: Alumni associates with various events conducted at SU. One of the mega events at Sanskriti university “Sports fiesta” is a flagship sports event which is getting much more popular year after year. Alumni take active role in planning and organizing “sports” as well as the branding of institute.

10. Institute Social Responsibility: Our Alumni in association with SU are engaged in conducting social activities for the welfare of the society through Donations in the form of Books, Blankets, Chairs, Mats, Storage containers, Stationary etc.

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The vision of university is to become highly ranked research driven University committed towards setting new benchmarks of excellence in higher, technical, professional and health education with an emphasis on research and development, innovation and services. The institutional governance is effectively implemented by faculty members and the other stakeholders. The core values and quality policy of the institution focuses on area include the quality education, technology application of skill development, intellectual growth and culture of excellence among students and faculty. The university engages students in intensive teaching-learning and research activities. Our Mission is to maintain world class infrastructure including technology to provide a catalytic boost to the process of effective teaching, learning and assessment. The major focus is to develop center of excellence in various domains to provide an industry-aligned curriculum, research, development, patents., IPRs, Publications, MDPs, FDPs, consultancy, incubation, commercialization in allied areas with optimal focus on interdisciplinary, trans-disciplinary and multidisciplinary research. The university provides a variety of (VAC) Value added courses in which students learn about the professional ethics maintaining symbiotic professional relationship with the corporate world and R&D organizations to provide industry ready socially responsible professionals with high employability skills. The university having representation from various stakeholders presided and administrated with the overall objective of modeling a true citizen. The governing council suggestions are taken into the system for focusing the continuous growth and sustained

development. These suggestions are implemented all stages through various decision-making bodies like (NAD) cell National Academic Depository (IQAC) Internal Quality Assurance cell that address the academic and non-academic issues are implemented to meet the vision of the university. The academic programmed are informed to facilitate the creation of a learner centric environment conducive to quality education, the philosophy of governance from top to bottom is guided by the vision and mission which is clearly reflected in the academic administration as well as administrative framework as depicted in our university. Decision making Process and management the strategic plan of the university is aligned with the vision and mission of the university which is maintaining transparency, accountability and efficiency in various aspects of administration. Leadership ensures the participation of faculty members in all statutory committee e.g. academic council, departmental research committee, Board of studies which play an important role in implementing the institutional policies and monitoring the same. IQAC frequently ensure the students participation through student's council in all academic and non-academic activities. Academic excellence and administrative efficiency aligning our vision and mission with NEP implementation, pursuing sustained institutional growth, embracing decentralization, and developing a comprehensive institutional perspective plan. It is a dynamic process that demands ongoing commitment and engagement from all stakeholders, but its rewards in terms of educational quality and impact are well worth the efforts, Our university is fully dedicated to ensure the healthiest environment for our students

and employees

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Sanskriti University has demonstrated remarkable efficiency in deploying its perspective plan, a testament to its commitment to achieving strategic goals and fostering an environment conducive to academic and administrative excellence. The effectiveness of this deployment is clearly visible through the institution's robust policies, well-structured administrative setup, systematic appointment processes, comprehensive service rules, and streamlined procedures.

Policies

At the heart of Sanskriti University's effective governance is a set of well-defined policies that guide its operations. These policies encompass all aspects of the university's functioning, including academic regulations, research guidelines, student welfare, and faculty development. The policies are regularly reviewed and updated to align with changing educational landscapes and regulatory requirements. This dynamic approach ensures that the university remains at the forefront of academic innovation and administrative efficiency. The policies are not just theoretical frameworks but are practically implemented to ensure transparency, accountability, and excellence in every facet of the university's operations.

Administrative Setup

The administrative setup at Sanskriti University is designed to support and enhance the institution's academic mission. The administration is structured in a hierarchical manner, ensuring clear lines of authority and responsibility. This structure facilitates effective decision-making processes and ensures that policies are implemented consistently across the university. The administrative bodies, including the Board of Management, Academic Council, and various committees, work in tandem to oversee different aspects of the university's operations. The synergy among these bodies ensures that the university's strategic plan is executed efficiently, with each unit contributing to the overall goals.

Appointment Processes

The appointment processes at Sanskriti University are meticulous and transparent, aimed at attracting and retaining the best talent in academia and administration. The university has established clear criteria and procedures for the recruitment and promotion of faculty and staff. These processes are designed to ensure that appointments are based on merit and align with the university's strategic priorities. The rigorous selection procedures include multiple stages of evaluation, ensuring that only the most qualified candidates are appointed. This focus on excellence in appointments is crucial for maintaining the high standards of education and research that Sanskriti University is known for.

Service Rules

Comprehensive service rules at Sanskriti University govern the terms and conditions of employment for all faculty and staff members. These rules cover a wide range of aspects, including job responsibilities, performance evaluation, professional development, and grievance redressal. By clearly outlining the expectations and entitlements of employees, the service rules contribute to a fair and motivating work environment. They also ensure consistency and fairness in the treatment of all employees, fostering a culture of trust and respect within the university community. The service rules are periodically reviewed to incorporate feedback and adapt to evolving needs, ensuring they remain relevant and effective.

Procedures

The university has established streamlined procedures for all its operations, ranging from academic activities to administrative functions. These procedures are designed to ensure efficiency, minimize bureaucracy, and enhance the overall experience for students, faculty, and staff. For instance, the university has implemented efficient processes for student admissions, examination management, financial transactions, and facility maintenance. These procedures are supported by modern technology, including digital platforms and automated systems, which further enhance their effectiveness. The procedural efficiency ensures that the university's day-to-day operations run smoothly, allowing it to focus on its core mission of education and research.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**

3.Student Admission and Support**4.Examinations****Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Sanskriti University stands out for its holistic approach to staff management, encompassing a robust performance appraisal system, comprehensive welfare measures, and ample avenues for career development progression for both teaching and non-teaching staff. These initiatives reflect the university's commitment to fostering a supportive and growth-oriented work environment, ensuring that all employees are motivated, valued, and equipped to excel in their roles.

Performance Appraisal System

A key component of Sanskriti University's human resource strategy is its meticulous performance appraisal system. This system is designed to evaluate the contributions of both teaching and non-teaching staff comprehensively and fairly. The appraisal process involves multiple stages, including self-assessment, peer reviews, and evaluations by supervisors. For faculty members, criteria include teaching effectiveness, research output, student feedback, and contribution to academic and extracurricular activities. For non-teaching staff, performance metrics are tailored to their specific roles and

responsibilities, ensuring relevance and accuracy.

The performance appraisal system at Sanskriti University is not merely a tool for evaluation but also a means for professional growth. Constructive feedback is provided to employees, highlighting their strengths and identifying areas for improvement. This feedback is accompanied by actionable recommendations, encouraging continuous learning and development. The appraisal outcomes are also linked to rewards and recognition programs, ensuring that outstanding performance is duly acknowledged and incentivized.

Welfare Measures

Sanskriti University places significant emphasis on the well-being of its employees, recognizing that a satisfied and healthy workforce is crucial for the institution's success. The university has implemented a range of welfare measures aimed at enhancing the quality of life for both teaching and non-teaching staff.

Health and wellness initiatives are a major focus, with regular health check-ups, wellness programs, and access to medical facilities. The university also offers comprehensive health insurance plans, covering a wide range of medical expenses. These measures ensure that employees have access to necessary medical care, reducing stress and fostering a healthier work environment.

In addition to health benefits, the university provides various financial welfare measures, such as provident fund schemes, gratuity, and retirement benefits. These financial safeguards ensure long-term security for employees, enhancing their job satisfaction and loyalty to the institution. Sanskriti University also offers housing facilities or housing allowances, transport services, and subsidized meals, further contributing to the well-being of its staff.

Career Development and Progression

Sanskriti University is deeply committed to the career development and progression of its employees. The institution offers numerous opportunities for professional growth, ensuring that both teaching and non-teaching staff can advance in their careers and achieve their full potential.

For academic staff, the university organizes regular faculty development programs, workshops, and seminars. These initiatives cover a wide range of topics, from the latest teaching methodologies to advancements in research, enabling faculty to stay abreast of current trends and enhance their skills. The university also supports faculty members in pursuing higher education and research projects, offering grants, sabbatical leave, and collaboration opportunities with leading institutions.

Non-teaching staff are equally supported in their career development. The university provides training programs tailored to various administrative and technical roles, ensuring that staff members can acquire new skills and improve their efficiency. Career progression is facilitated through a transparent promotion policy, based on performance and potential.

File Description	Document
Upload any additional information	View Document

6.3.2

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

Response: 43.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
206	100	71	145	80

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 52.71

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
172	144	215	123	75

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Sanskriti University employs a multifaceted approach to fund mobilization beyond traditional sources such as salary and fees.

Strategies for Fund Mobilization

- 1. Research Grants and Projects:** Sanskriti University actively seeks research grants from government bodies, private organizations, and international agencies. By fostering a research-driven environment, the university attracts funding for innovative projects. Faculty members are encouraged and supported to apply for grants, which not only bring in financial resources but also enhance the institution's academic reputation.
- 2. Industry Collaborations and Partnerships:** The university has established strong ties with industry partners, leading to collaborative projects, consultancy services, and sponsored research. These partnerships provide financial support and real-world exposure for students and faculty. Industry collaborations often result in joint ventures, technology transfers, and funding for specialized labs and equipment.
- 3. Philanthropy and Donations:** Sanskriti University actively seeks philanthropic contributions

from individuals, corporate sponsors, and charitable organizations. Fundraising campaigns and events are organized to attract donations for specific causes such as scholarships, building projects, and research initiatives. Naming opportunities for buildings and programs also serve as incentives for donors.

4. **Continuing Education and Professional Development:** Offering continuing education and professional development programs is another revenue stream. These programs, which include short courses, certifications, and executive education, cater to working professionals and are often conducted in partnership with industry. Fees from these programs contribute significantly to the university's funds.
5. **Intellectual Property and Patents:** The commercialization of intellectual property generated by faculty and students is a growing source of revenue. Patents, licensing agreements, and the creation of start-ups based on university research bring in funds and promote innovation. The university supports these activities through dedicated offices for technology transfer and entrepreneurship development.

Optimal Utilization of Resources

1. **Efficient Infrastructure Management:** Sanskriti University employs strategic planning and management to ensure that its physical infrastructure is used efficiently. Space utilization audits, energy-saving measures, and regular maintenance schedules help maximize the use of existing facilities and reduce operational costs. Investments in sustainable practices, such as solar energy and water conservation, further enhance resource efficiency.
2. **Technology Integration:** The university leverages technology to optimize resource utilization. Digital platforms for administration, learning management systems, and virtual classrooms reduce the need for physical resources and streamline operations. Technology also enhances data management and decision-making processes, leading to more effective resource allocation.
3. **Collaborative Resource Sharing:** Collaborations with other educational institutions and research centers allow for shared use of resources such as laboratories, libraries, and research equipment. This approach not only reduces costs but also fosters academic collaboration and knowledge exchange. Joint ventures and consortia are explored to maximize the benefits of shared resources.
4. **Human Resource Development:** Investing in the professional development of faculty and staff ensures that human resources are utilized to their fullest potential. Regular training, workshops, and performance evaluations help employees stay updated with the latest skills and knowledge, enhancing productivity and innovation.
5. **Financial Management and Budgeting:** Robust financial management practices ensure that funds are allocated efficiently and transparently. The university employs rigorous budgeting processes, financial audits, and cost-benefit analyses to ensure that resources are used effectively. Prioritizing expenditures based on strategic goals and long-term sustainability is a key focus.

File Description	Document
Upload any additional information	View Document

6.4.2

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	8	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Sanskriti University places significant emphasis on financial transparency, accountability, and integrity. Central to these values is the university's practice of conducting regular internal and external financial audits. These audits are essential for maintaining fiscal discipline, ensuring compliance with regulations, and fostering trust among stakeholders.

Internal Financial Audits

Purpose and Scope: Internal financial audits at Sanskriti University are conducted to assess the efficiency and effectiveness of financial operations, identify potential areas of improvement, and ensure adherence to internal policies and procedures. The scope of these audits encompasses all financial activities, including budgeting, procurement, payroll, asset management, and financial reporting.

Process: The internal audit process is systematic and comprehensive. It begins with the planning phase, where audit objectives are defined, and an audit plan is developed. The audit team, typically comprising members of the university's internal audit department, conducts fieldwork to gather and analyze financial data. This involves reviewing financial records, examining internal controls, and interviewing key personnel.

Findings and Reporting: Upon completing the audit, the findings are documented in a detailed report. This report highlights any discrepancies, inefficiencies, or areas of non-compliance identified during the audit. Recommendations for corrective actions and improvements are also included. The audit report is presented to the university's management and relevant committees, such as the Finance Committee and the Audit Committee, for review and action.

Follow-up: To ensure that recommendations are implemented effectively, follow-up audits are conducted. These audits assess the progress made in addressing the issues identified and verify that corrective measures have been successfully implemented. This ongoing process helps in continuously improving the financial management practices of the university.

External Financial Audits

Purpose and Scope: External financial audits are conducted to provide an independent and objective assessment of the university's financial statements and compliance with applicable laws and regulations. These audits are crucial for validating the accuracy and fairness of the university's financial reports and ensuring accountability to external stakeholders, including regulatory bodies, donors, and the public.

Process: The external audit process is conducted by an independent audit firm selected by the university. The process begins with an engagement letter outlining the audit scope, objectives, and timelines. The audit firm performs an extensive review of the university's financial statements, accounting records, and supporting documents. This includes verifying transactions, assessing internal controls, and evaluating compliance with accounting standards and regulatory requirements.

Findings and Reporting: The external auditors prepare an audit report that includes their opinion on the fairness and accuracy of the university's financial statements. The report may also highlight any material weaknesses in internal controls or instances of non-compliance with laws and regulations. This report is submitted to the university's management and governing bodies, and it is often shared with external stakeholders.

Impact and Accountability: External audit findings play a critical role in maintaining the university's credibility and reputation. Any significant issues identified in the audit report necessitate prompt action by the university's management to address and rectify the concerns. The audit findings also provide valuable insights for improving financial practices and ensuring long-term sustainability.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Sanskriti University's Internal Quality Assurance Cell (IQAC) plays a pivotal role in maintaining and enhancing the quality of education and institutional practices. The IQAC is tasked with the continuous improvement of various academic and administrative processes, ensuring that the university adheres to the highest standards of education and institutional management. This initiative is crucial for fostering an environment of excellence and innovation, aligning with the university's commitment to providing quality education.

Institutionalizing Quality Assurance Strategies

The IQAC at Sanskriti University has been instrumental in establishing and embedding quality assurance strategies across all facets of the institution. This involves the development and implementation of systematic processes that aim to monitor and improve the quality of education. The cell conducts regular assessments and audits of academic programs, administrative procedures, and infrastructural facilities to ensure they meet the established standards.

One of the key strategies employed by the IQAC is the formulation of quality benchmarks for various academic and administrative activities. These benchmarks serve as reference points against which the performance of different departments and faculties is measured. By setting clear and achievable targets, the IQAC ensures that all stakeholders are aligned with the institution's quality objectives.

Reviewing Teaching-Learning Processes

The teaching-learning process is at the core of any educational institution, and the IQAC at Sanskriti University places significant emphasis on continually reviewing and improving these processes. Regular feedback is collected from students, faculty, and other stakeholders to identify areas of improvement. This feedback is then analyzed and used to make informed decisions about curriculum development,

teaching methodologies, and resource allocation.

Innovative teaching methods, such as the use of digital tools and e-learning platforms, are encouraged to enhance the learning experience. The IQAC also promotes faculty development programs to ensure that educators are well-equipped with the latest pedagogical skills and knowledge.

Structures and Methodologies of Operations

The operational structures and methodologies at Sanskriti University are designed to support the institution's quality assurance objectives. The IQAC reviews these structures periodically to ensure they are efficient and effective. This includes evaluating the organizational hierarchy, administrative processes, and the roles and responsibilities of various departments.

Standard operating procedures (SOPs) are developed and implemented to streamline operations and minimize inefficiencies. These SOPs are regularly updated to reflect best practices and emerging trends in higher education management.

Learning Outcomes

A critical aspect of the IQAC's role is to ensure that the learning outcomes of the university's programs are in line with the educational goals and objectives. This involves defining clear learning outcomes for each program and course, which are then communicated to students and faculty. The IQAC monitors the attainment of these outcomes through various assessment methods, such as exams, projects, and practicals.

The cell also promotes the use of formative assessments, which provide ongoing feedback to students and help them improve their performance. By regularly reviewing and refining the learning outcomes, the IQAC ensures that the educational programs are relevant, up-to-date, and aligned with industry standards.

Periodic Intervals of Review

The effectiveness of the quality assurance strategies and processes at Sanskriti University is ensured through periodic reviews. The IQAC schedules regular internal audits and assessments to evaluate the performance of different departments and programs. These reviews are conducted at predetermined intervals to provide a consistent and comprehensive evaluation of the institution's quality standards.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, 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 and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Over the past five years, Sanskriti University has undertaken numerous incremental improvements to enhance the quality of education and institutional processes. These enhancements, driven by the Internal Quality Assurance Cell (IQAC), have focused on key areas such as curriculum development, faculty development, infrastructure, student support services, and research and innovation. Each of these

improvements has contributed to the overall growth and success of the university, ensuring it remains at the forefront of quality education.

Curriculum Development and Innovation

One of the significant improvements has been the continuous update and enhancement of the curriculum. The university has adopted a dynamic approach to curriculum design, ensuring it is responsive to the changing needs of the industry and society. Over the past five years, several new courses and specializations have been introduced, particularly in emerging fields such as data science, artificial intelligence, and renewable energy. The curriculum has also been enriched with interdisciplinary courses, promoting a holistic approach to education.

Faculty Development Programs

Recognizing the critical role of faculty in delivering quality education, Sanskriti University has invested significantly in faculty development programs. Over the past five years, regular workshops, seminars, and training sessions have been organized to keep the faculty updated with the latest pedagogical techniques and technological advancements. These programs have focused on enhancing teaching skills, research capabilities, and subject matter expertise.

Infrastructure and Technological Advancements

Improving infrastructure has been a key focus area for Sanskriti University. Over the past five years, the university has made substantial investments in upgrading classrooms, laboratories, libraries, and other facilities. Smart classrooms equipped with modern teaching aids, high-speed internet, and multimedia facilities have been established to facilitate an interactive and engaging learning environment.

The university has also embraced digital transformation by implementing advanced learning management systems (LMS) and e-learning platforms. These technological advancements have enabled seamless online learning, providing students with flexible and accessible education options.

Student Support Services

To ensure the holistic development of students, Sanskriti University has significantly enhanced its student support services. Counseling and mentorship programs have been strengthened to provide academic, career, and personal guidance to students. Regular career fairs, workshops, and networking events have been organized to connect students with potential employers and industry professionals.

Research and Innovation

Promoting research and innovation has been a cornerstone of Sanskriti University's strategic plan. Over the past five years, the university has established dedicated research centers and incubators to foster a

culture of research and entrepreneurship. Faculty and students are encouraged to engage in research projects, publish papers, and participate in conferences and seminars.

Collaborations with industry and academic institutions have been strengthened to facilitate knowledge exchange and joint research initiatives. These efforts have resulted in an increase in research outputs and innovations, contributing to the university's reputation as a center of excellence.

Quality Assurance and Continuous Improvement

The IQAC has played a crucial role in driving continuous improvement across all aspects of the university. Regular internal audits, feedback mechanisms, and performance evaluations have been conducted to identify areas for improvement and implement corrective actions. The university has adopted a data-driven approach to decision-making, using analytics and key performance indicators (KPIs) to monitor progress and measure the impact of various initiatives.

File Description	Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Sanskriti University provides equal opportunities and has taken all the measures for promotion of gender equity and its sensitization in the campus both for the students, faculties, and other employees. Women employees and students can freely work in the campus all the time. The library is open until 10 PM on all days and girl students and faculty can use the facilities. There are separate girls hostels in the campus wherein 1000 female students stay. Separate provision has also been made for accommodating female faculties in the hostel itself. Students and faculty can roam freely even at nights in the campus without any fear, since it is a well-guarded campus and security is deployed at all the places round the clock. Female security guards are deployed at all the girls' hostels. No male either students or faculty are allowed to enter the girls hostel.

All the hostels have their own Reading room, TV hall, Cultural room, and Catering facilities. So far no complaint has been received either by the female faculties and girl students about eve teasing, harassment, any order of indiscipline behavior by male faculty and students. There is also an Internal Complaint and Disciplinary Committees to address the issues of sexual harassment at work place. These committees consist of representatives from teaching, non-teaching and students community. The students are also given orientation regarding ill effects of any kind of ragging, eve teasing and misbehavior with girls/ladies. The university has separate Gymnasium for both boys and girls. The timings of lunch and dinner are also different for both girls and boys. Although university encourages and has adopted co-education system in all the Schools, faculty is instructed to see that both boys and girls sit on separate benches in the class.

Sports Fiesta and SPARK are the two mega events which university conducts regularly every year, wherein, competitions are conducted separately for boys and girls. The counseling for girls is being conducted about the dress code and other general behavior with the boys. Separate medical treatment facility is available for the girl students in the university.

University celebrates International Women's Day, Mother's Day, and due importance is given for Girl Child Employment. In all the girls' hostels lady warden are employed and are available round the clock 365 days. In addition, number of CCTV cameras have been installed to see that no untoward incident occurs. The suggestion/ complaint boxes have been placed not only in the hostel premises but also at different schools so that both faculty and students can register their complaints. The university also has Day Care center for the children of faculty who are working.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	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:

1. Solid Waste Management

At present, nearly 70 million tons per year of solid waste is being generated in the country which is expected to double in the next 10 years. Solid waste management is very important from the point of human health and environmental protection. University has taken several measures in the solid waste management generated on the campus. Number of office orders and circulars has been issued from time to time to create awareness of solid waste management. Series of activities have been undertaken in the university campus viz., environment protection, and disposal of waste, waste paper recycling etc. The model adopted for solid waste management includes waste collection, segregation, transportation; processing, disposal and burial at land fill site or dumping yard. To achieve this, bins have been installed at various places in the hostel, corridors, office premises, residential area, laboratories, farm, etc.

2. Liquid Waste Management

Liquid waste generated is collected separately and segregated from the solid waste. The liquid waste consisting of mainly toxic chemicals, acids being used in the laboratories and is dumped in the separate pits designed for the disposal. The area designated has been distanced from bore wells, water tanks, and other water bodies being used for irrigation.

3. Biomedical Waste

Biomedical waste is any liquid or solid waste containing infectious materials. Biomedical waste bins as per the codes have been procured and installed at our Hospital premises. Biomedical waste is collected on alternative days by the Rio-Green (India) Environ ASTS. The quantity of biomedical waste collected (as per segregation & color codes) from 01/01/2024 to 31/12/2024 and auctioned by the authorized agencies.

4. E- Waste Management

E- Waste contains metals, plastics, cathode ray tubes, circuit board, computer terminals and other parts, telephone sets, cables, CD, pen drives, etc. The E-waste so procured was auctioned to the authorized vendors.

Uttar Pradesh State Pollution Control Board, Government of U.P to procure all the e-waste generated in the university. An exhaustive list of all the e-waste material generated in various departments and offices was made and was handed over to the agency.

Waste Recycling System

Recycling strategies have been put in place in the offices, classroom, hostel, dining halls, library, laboratory, residential area and the university has kept containers both for solid and liquid waste. In addition, litter and leaves and other plant parts are also collected and used for vermin composting and organic recycling.

Hazardous chemicals and Radioactive Waste Management

Hazardous chemicals like acids, bases, chemical reagents, pesticides, herbicides, and toxic laboratory reagents are being mainly used in Schools of Agriculture, Pharmacy, Nursing, Medical and Allied

Science, Ayurveda, Basic and Applied Science. The waste from the laboratory is collected separately pooled and disposed of as the protocol. However, university does not undertake any research related to radioactive material and hence there is no issue of disposal radioactive waste.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	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 more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Restricted Entry of automobiles:

University has adopted the policy of restricted entry of vehicles into the campus, as a result of which, it has greatly reduced the environmental pollution. There is display at the entrance of main gate itself to the restricted entry of vehicles. In order to save energy, university runs buses to ferry both staff and students from point to point and encourage car pool.

Use of bicycle/ Battery powered Vehicles

University has two battery powered vehicles particularly for the transport of physically challenged students and faculty from one school to another school for attending classes. University also encourages the use of bicycles by students to move from one campus to another campus.

Pedestrian Friendly Path Ways

Pedestrian path ways are in place within the campus for the movement of students and employees.

Ban on use of Plastics

SU campus is plastic free. To encourage students and faculty on the ban of plastics, posters have been displayed on prominent locations like hostels, canteen, main building and in each school. Water is being supplied either by steel containers or by glass containers. Absolutely plastic bottles are not encouraged in any programs conducted by the university.

Landscaping with Trees and Plants

Ornamental plants and flowering plants have been planted in the campus along the pathways. Perennials have also been planted throughout the campus providing enough shade to the students and faculty. The university also has greenhouse wherein vegetables are being cultivated for the experiential learning of students especially for School of Agriculture. Very beautiful lawn in both the campuses is maintained for playing cricket and football. Medicinal and aromatic plants garden is maintained in the premises of Ayurveda Medical College and Hospitals.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Built Environment with Ramps/ Lifts for Easy Access to Classrooms

Ramps is a inclined plane installed in addition to stairs at several locations viz., in all the schools, canteen, at entrance of the main building, Ayurveda medical college and hospital, and in hostels. The ramps installed permit wheel chair, stroller, carts and other wheeled objects. These ramps can be of permanent, semi-permanent or portable, the university has all the permanent ramps. These ramps are built with reduced inclined which are easier for the movement of disabled persons with wheel chair. This enables person with disabilities to live comfortably and independently at ease. University has followed standards and guidelines in the construction of ramps. The ramps are constructed in such a way that they reduce risk of falls.

Lifts nowadays play an important role particularly in high rise buildings. University has installed elevators at different placed for the easy movement of particularly physically handicap and elderly people. These elevators save time and a transport volume of people and bulky goods but priority is given for physically handicap people.

Divyangjan Friendly Washrooms

Sanskriti University supports Divyangjan friendly environment from all angles whether it is education, sports, recreation or cultural activities. To aid physically challenged staff and students toilets have been constructed which are hygienically maintained. As and when required, on request physical support of messengers is also provided for the use of washrooms by physically challenged persons.

Signage including Tactile Path, Lights, Display Boards, and Signposts

Educational institution need to follow safety rules and regulation as per the UGC guidelines right from the entrance from the main gate and at all points signage's have been installed for easy movement and accessibility for the visitors and also freshly admitted students and other employees . Tactile pavement is a type of pavement which has raised lines, domes, to communicate the safety information to the people who are blind, low vision or impaired vision. These tactile have been placed near the elevator and pedestrian crossing in the campus to reduce the chance of sleep or fall accidents especially when it is rainy. Campus is well lighted with street lights, lights on the building, illuminated display boards and signpost at all the places.

Assistive Technology and Facilities for Divyangjan Accessible Website, Screen- Reading Software, Mechanized Equipment

Screen reader is software that allows blind or visual impaired users to read the text that is display on a computer screen with a wise synthesizer. The university has procured the software for use in the Divyangjan School and other schools wherever visually impaired students are there. The university has provision for computing by providing NVDA support on separate PC where visually impaired students can use the screen reader assistance to brows the system

Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc.

At Sanskriti University human assistance is provided 24x7 in all the campuses which makes not only Divyangjan people but also visitors to get information without any difficulty. Receptionist, help desks with necessary soft copies of the reading materials, screen reading and font enlargement are in place.

File Description	Document
Upload supporting document	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 such other diversities (within 500 words).

Response:

Sanskriti University making all out efforts in providing inclusive environment to the faculty, students and employees and believes in social justice, communal harmony, cultural diversity, regional balance, respecting all religions, regions etc. To showcase these values, the university organizes several programmes like celebration of Gandhi Jayanti, Teacher's Day, Yoga Day, World Environment Day , Women's Day, Birth Anniversary of Netaji Subhash Chandra Bose, World Hindi Day, National Youth Day, World Cancer Day, World Day of Social Justice, Holi, International Day of Happiness, Mahavir Jayanti, Ambedkar Jayanti , Eid-ul-Fitre Ramzan, Buddha Purnima, Krishna Janmasthan, Dussehra, National Education Day, Guru Nanak Jayanti, Human Rights Day, National Farmers Day, Christmas, representing all communities, regions and religions.

In addition, the university organizes Sports Fiesta, SPARK, awareness programmes, sensitization campaigns, cultural events, to promote the sense of oneness among the students and faculty. University celebrates all days of eminent personalities, national festivals, NSS, NCC and other activities to provide an inclusive environment by bringing together both teachers and students with diverse background on a single platform. University organizes Azadi ka Amrit Mohosav, Balidan Diwas to sensitize students about the freedom struggles and the way country got independence.

The university has NSS unit which regularly conducts camps which has an exclusive cultural component and the volunteers from different parts of the country participate in various activities like health checkup camps, blood donation, tree planting, awareness of COVID 19 and AIDS, Environmental concern and Swacha Hi Seva. These activities have promoted cultural, regional and national integrity among the students.

The university conducts cultural fest in the name of SPARK wherein competitions are conducted in 33 events viz., Theater Events like Skit, mime, one act play, vocal and instrumental music, folk dance; Fine Arts events like Rangoli, Mehndi, Collage painting, Glass Painting, Cartooning, Clay modeling Poster making, face painting, Nail Art; Literally Event like debate, extempore, and Quiz competitions; Creation of Digital Contents like Film Making and Photography. In each event, three prizes are awarded. In addition, individual Championship, General Championship and Runnersup are awarded to the individuals for their overall performance. The event of SPARK has helped the students to understand and involve them with cultural and linguistic plurality. University also conducts Sports Fiesta to encourage the students in both indoor and outdoor games and competitions. The competitions are held in 22 events separately for boys and girl's viz., Kabbadi, Table Tennis, Football, Cricket, Volleyball, Chess, Jewline throw, Discuss throw, Long jump and High jump etc. For conducting these competitions the students are grouped into four houses viz., Shivalik Warrior, Nilgiri Knightriders, Vindyanchal Hitters, Aravali Strikers. At the end of the competitions, Champions and Runnerup are awarded based on the points earned in the overall games. This has brought the sense inclusive environment consisting of tolerance and harmony and communal diversity among the students.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

In accordance with the ideals of the Preamble, the Fundamental Rights of a Person have been ensured in Part III (Article 14- 32) of the Constitution. These rights are applied irrespective of race, place of birth, religion, caste, creed, or gender. They are enforceable by the courts, subject to specific restrictions. They can broadly be classified as the Right to Equality (Article 14 – Article 18), Right to Freedom (Articles 19 – Article 22), Right to Education (Article 21A), Right against Exploitation (Articles 23 – Article 24), Right to Religion (Articles 25 – Article 28), Right to Culture and Education (Articles 29 – Article 30),

Right to Constitutional Remedies (Article 32).

In order to ensure that the Rights of Persons are protected, any person who believes that his rights have been affected by the actions of the State has the right to move to the Supreme Court or High Court for enforcement of his rights, and the Supreme Court and High Courts have the power to issue directions or orders or writs, including writs in the nature of habeas corpus, mandamus, prohibition, quo warranto, and certiorari, whichever may be appropriate, for the enforcement of any of the rights conferred by this Part.

DUTIES AND RESPONSIBILITIES OF INDIAN CITIZEN: PART IVA FUNDAMENTAL DUTIES 51A.:

It shall be the duty of every citizen of India— (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; (b) to cherish and follow the noble ideals which inspired our national struggle for freedom; (c) to uphold and protect the sovereignty, unity and integrity of India; (d) to defend the country and render national service when called upon to do so; (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; (f) to value and preserve the rich heritage of our composite culture; (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures; (h) to develop the scientific temper, humanism and the spirit of inquiry and reform; (i) to safeguard public property and to abjure violence; (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement; (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Fundamental responsibilities are the moral obligations that all citizens of a nation have, and in India, there are 11 fundamental duties that are mentioned in Part IV-A of the Constitution to encourage patriotism and reinforce India's unity. In the same way that all citizens have equal rights, they also have an equal basic obligation to uphold other rights (as listed in Article 21) and to ensure that these rights are not violated. Without executing their corresponding basic obligations, a person cannot expect to enjoy all of the benefits and freedoms granted by the law.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

1. The institutional Code of Conduct principles are displayed on the website

- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 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
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I: Life Learning Skills - An Outcome-Based Pedagogy

Title: Life Learning Skills: An Outcome-Based Pedagogy

Objectives:

- **Knowledge Acquisition**
- **Create Awareness:**
- **Skill Development:**
- **Job Skills and Employability:**
- **Practice-Oriented Training:**

- **Professional Preparation:**

Context:

- **Industry Requirements:**
- **Course Design:**
- **Comprehensive Approach:**

Practice:

- **Skill Training:**
- **Industry Exposure:**
- **Confidence Building:**
- **Assessment:**
- **Skill India Mission Alignment:**
- **Curriculum Integration:**
- **Feedback Mechanism:**

Evidence of Success:

- **Placement and Performance:** The number of student placements has shown a consistent increase each year, reflecting the effectiveness of the practice. Many students have secured placements in various sectors and are performing excellently in their roles. This upward trend in placements demonstrates the success of the life skills training and its impact on students' employability.
- **Distinctive Qualities:** Students possess distinctive qualities such as out-of-the-box thinking, leadership skills, effective teamwork, strong technical skills, work-life balance, good citizenship, market fitment, and decision-making skills. Feedback indicates their enhanced level of confidence. These qualities make them highly desirable candidates for employers.

Problems Encountered and Resources Required:

- **Resource Persons:** Difficulty in finding suitable resource persons due to their preoccupation. Qualified trainers and industry experts are essential for the success of the program, but their availability can be a challenge.
- **Student and Faculty Mobilization:** Challenges in mobilizing students and faculty due to their academic commitments. Balancing academic responsibilities with participation in skill development programs requires careful planning and coordination.
- **Logistical Issues:** Challenges in organizing programs in rural areas due to transportation and logistics. Ensuring access to training facilities and resources in remote areas can be difficult, but it is essential for reaching all students.
- **COVID-19 Challenges:** Difficulty in organizing awareness programs during the COVID-19 pandemic. The pandemic has disrupted traditional modes of education and training, requiring adaptations to online and hybrid models.

- **Best Practice_II - Women Empowerment**

1. Title: Empowerment of Women**2. Objectives:**

- To develop decision-making capacity among women.
- To create awareness of various government schemes for women empowerment.
- To encourage women's participation in education, employment, and social responsibilities.
- To instill self-confidence in girls and women.
- To educate women on health, hygiene, and domestic violence.
- To empower women socially and economically equal to men.
- To study factors influencing the social and economic empowerment of women.
- To identify challenges and constraints hindering the process of women empowerment.
- To promote women self-help groups for economic empowerment.

- **3. The Context:** Women play a pivotal role in various aspects of society, including decision-making, cultural and religious activities, and household management. However, women face numerous challenges such as illiteracy, poverty, health issues, violence, and lack of decision-making power. In India, many women are less educated, live in poverty, face health challenges, and are often victims of violence and unequal rights. These constraints necessitate meticulously planned initiatives to create awareness of the importance of women in society and empower them in various spheres of life.

4. The Practice: Sanskriti University has implemented several initiatives to empower women:

- **Special Lectures and Workshops:**
- **Internal Complaints Committee and Women Council Committee:**
- **Mission Shakti Programme:**
- **Mahila Sang Apradh Initiatives:**
- **Sukanya Shiksha Yojana and 10% Fee Relaxation for Girl Students:**
- **Health and Wellness Programs:**
- **Free Distribution of Pads and Supplements:**
- **Free Delivery Services in Ayurveda Hospital:**
- **Female Security at Main Gate:**
- **Canteen Run by Women:**

-

5. Evidence of Success:

- **Increased Participation and Enthusiasm:** The competitions organized on poster making, rangoli, essay writing, quiz, poetry writing, and recitation have created a sense of inquisitiveness, teamwork, and preparedness among the students. These activities have promoted positive values and healthy competition, inspiring students to strive for excellence.
- **Enhanced Knowledge and Skills:** Organizing webinars on various topics has enlightened both faculty and students, enhancing their knowledge and skills. Participants have learned about various acts governing women empowerment, gender equity, and policies on sexual harassment,

equipping them to safeguard themselves from such incidences.

- **Rising Admissions and Retention:** There has been a significant rise in the number of female admissions each year, indicating growing confidence and trust among female students in the institution's commitment to their empowerment and development. Additionally, the recruitment of female faculty members has increased, and there is a higher retention rate of existing female faculty, reflecting the inclusive and supportive work environment provided by the institution.
- **Health and Wellness Improvements:** The free distribution of pads and supplements, free delivery services, and quarterly wellness programs has significantly improved the health and well-being of female students and staff. These initiatives have led to better hygiene practices, improved nutrition, and increased access to healthcare services.
- **Safety and Economic Empowerment:** The presence of female security personnel at the main gate has enhanced the sense of safety and equality on campus. The canteen run by women has provided economic empowerment opportunities and promoted entrepreneurial skills among female staff.

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6. Problems Encountered and Resources Required:

- **Resource Persons:** Difficulty in securing suitable resource persons for events due to their pre-occupation with other organizations.
- **Mobilization Challenges:** Challenges in mobilizing students and faculty for various competitions, webinars, special lectures, and seminars due to academic commitments.
- **Logistics Issues:** Transportation and logistics issues, particularly in rural areas, as many resource persons hesitate to come to the university due to the non-availability of transport and other logistics.
- **COVID-19 Restrictions:** Organizing awareness programs in villages during the COVID-19 period was challenging due to restrictions and health concerns.

7. Notes: Best Practices for Other Institutions:

- Establish internal committees and reservation policies to support women empowerment.
 - Implement fee exemption schemes and job reservations for women.
 - Promote self-help groups and provide vocational training opportunities for economic empowerment.
 - Collaborate with government agencies and NGOs to enhance awareness and support services for women.
 - Introduce health and wellness programs to ensure the well-being of female students and staff.
- **Conclusion:** Sanskriti University's commitment to women empowerment has led to the successful implementation of various initiatives aimed at promoting gender equality and inclusion. These practices serve as a model for other educational institutions to emulate, highlighting the importance of continuous improvement and evidence-based strategies in promoting women's empowerment and overall well-being.

File Description	Document
Best practices as hosted on the Institutional website	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:

Located in Mathura, Uttar Pradesh, Sanskriti University distinguishes itself through a comprehensive array of initiatives that embody its commitment to holistic education and societal impact. These initiatives encompass education, sustainability, health, inclusivity, entrepreneurship, spirituality, legal aid, and practical skill development, reflecting the university's dedication to nurturing well-rounded individuals capable of contributing positively to the world.

1. 10% Scholarship to All Girl Students: Sanskriti University is deeply committed to gender equality and women's empowerment. It offers a 10% scholarship to all female students to reduce financial barriers and encourage more girls to pursue higher education. This initiative not only supports academic aspirations but also aims to inspire leadership roles among women across various fields, contributing to broader societal goals of gender parity. Additionally, the Sukanya Siksha Yojna provides 100% scholarships annually to economically disadvantaged girls, ensuring equitable access to quality education.

(View)

2. Organic Kunj: The Organic Kunj initiative at Sanskriti University promotes sustainability and environmental stewardship through organic farming. Located on campus, Organic Kunj serves as an educational hub where students engage in hands-on learning about organic agriculture practices. The produce grown here is used in the university's dining facilities, promoting healthy eating habits and environmental consciousness among students and staff. This initiative not only fosters sustainable living but also equips students with practical skills in organic farming.

3. Swarn Parashan (Nutrition-Rich Food): Reviving an ancient Ayurvedic practice, Swarn Parashan is integrated into Sanskriti University's nutrition-rich food programs to enhance immunity and overall health. This practice underscores the university's holistic approach to wellness, combining traditional Indian wisdom with modern nutritional science. By prioritizing holistic health, Sanskriti University ensures that students and staff are physically and mentally prepared to excel in their academic and personal pursuits.

(View)

4. Sanskriti Wellness Centre: The Sanskriti Wellness Centre is a cornerstone of the university's health and wellness initiatives, offering holistic therapies such as

Ayurveda, yoga, meditation, and dietary counseling. Tailored to individual needs, these services promote physical, emotional, spiritual, and social well-being among students and staff. The center not only supports personal development but also serves as a training ground for future health professionals, providing hands-on experience in holistic health practices.

(View)

5. Divyang School: The Divyang School at Sanskriti University provides specialized education and support services for differently-abled students. With state-of-the-art facilities and adaptive teaching methods, the school ensures that each student receives personalized attention to maximize their academic potential and independence. By fostering inclusivity, the university promotes awareness and acceptance of differentlyabled individuals within the campus community and beyond.

(View)

6. MSME Center of Excellence: Sanskriti University's MSME Center of Excellence supports entrepreneurship and economic development by providing training, workshops, and resources for aspiring entrepreneurs and small business owners. Through partnerships with industry and government agencies, the center offers students opportunities to gain practical experience and networking skills essential for launching successful ventures. This initiative bridges the gap between academic learning and industry requirements, fostering innovation and job creation within the local community.

(View)

7. Center of Krishna Consciousness: Promoting spiritual and cultural enrichment, the Center of Krishna Consciousness at Sanskriti University facilitates the study and practice of Bhakti Yoga and teachings related to Krishna. Regular spiritual discourses, meditation sessions, and cultural events create a nurturing environment where students and staff can explore their spiritual beliefs and develop a deeper connection with their inner selves. This initiative complements academic pursuits, fostering personal growth and community harmony.

(View)

8. Legal Aid Clinic: The Legal Aid Clinic at Sanskriti University provides free legal assistance to underprivileged and marginalized communities, empowering them to access justice and protect their rights. Under the supervision of experienced faculty, students gain practical experience in legal practice by assisting clients with legal advice, document preparation, and representation in minor civil and criminal matters. This initiative promotes social justice and civic engagement while enhancing students' understanding of legal ethics and professional responsibility.

(View)

9. Government of India Sponsored 45 Days Free Residential Training Program: In collaboration with the Government of India, Sanskriti University offers a 45-day residential training program for graduates in agriculture and allied subjects. This initiative equips participants with essential agri-business skills through practical training, field visits, and interactions with industry experts. By bridging the gap between academic knowledge and practical application, the program prepares graduates to contribute effectively to India's agricultural sector and rural development initiatives.

(View)

10. Empowering Innovation, Incubation, Intellectual Property Rights, and

Entrepreneurship (IIIE) for Holistic Development: The IIIE Cell at Sanskriti University fosters a culture of innovation and entrepreneurship among students and faculty. Through research projects, innovation seminars, and entrepreneurship camps, the IIIE Cell nurtures innovative ideas and promotes sustainable practices. It provides training in Intellectual Property Rights (IPR) and facilitates technology transfer to support the commercialization of innovative solutions. By collaborating with industry and government partners, the IIIE Cell creates opportunities for knowledge exchange and skill development, contributing to community development and economic growth. (View)

In conclusion, Sanskriti University's institutional distinctiveness lies in its holistic approach to education and development, encompassing gender equality, sustainability, health and wellness, inclusivity, entrepreneurship, spirituality, legal aid, and practical skill development. These initiatives not only enrich the university experience but also empower individuals to make significant contributions to society. By fostering a supportive and inclusive environment, Sanskriti University prepares students to tackle global challenges with compassion, innovation, and leadership

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Sanskriti University has received numerous recognitions and awards from the reputed organizations for serving best to the society and for the contribution in the field of Education, Research and Culture. The University is ***“Ranked 1st in India with the highest number of Patent Applications”*** by **Intellectual Property India, Ministry of Commerce and Industry** and also ***“Ranked among Top 30 Band Performer, ARIIA Ranking 2022”*** and ***University positioned in the band of 101-150*** declared by **NIRF Innovation Ranking - 2023**. The university has also received an award for the ***“Emerging University of the Year”*** by **ASSOCHAM**. The University was awarded ***excellence student diversity & recognition as the best young university in infrastructure & research*** by **Hindustan Shiksha Shikhar Samman**.

The University has international collaboration worldwide with University of California, USA; Australian National Institute of Management and Technology, Australia, Universidad Villa Maria, Argentina; Caucausus International University, University of Fredericton, Canada and many more. The University also has National association with MSME to support new startups, ICAR-NBPGR Government of India, Indian Institute of Millets Research, Sri Aurobindo society to support cultural environment and others.

In collaboration with other countries, the University also has on its rolls students from other SAARC countries. The university has more than 25+ tie-up with international countries for student’s faculty exchange programs. This really creates a collaborative environment for learning as well understanding cultural aspects of other countries.

Concluding Remarks :

Sanskriti University, set up in a serene environment with state of the art infrastructure, is delivering 360-degree holistic development of students. Sanskriti's intellectual capital comprises highly qualified and experienced faculty drawn from Industry as well as from Academia. A Curriculum tailored to the needs of the industry, coupled with the use of industry-leading pedagogies enables the students to transform themselves into job-ready resources. Students can choose from a wide variety of programmes, whether it is Management, Commerce, Engineering, Education, Science, Indian Medicine, Para-medical, Agriculture or Arts, or other areas. Gone are the days when students used to choose just the mainstream fields to pursue their higher studies. Today they want to explore new horizons which is exactly what we encourage at Sanskriti University. Apart from knowledge in the classroom, students get additional learning through dedicated and well-equipped laboratories, industrial visits and co-curricular activities etc. The focus is on igniting the young minds so that they innovate and focus on research-based projects. Students can also take advantage of the library that has a wide selection of textbooks, journals, and reference books. Sanskriti believes in value based education which helps students become a better human being and do something constructive for the society. At Sanskriti University, we are committed to the cause of delivering world class education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :196</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1494</td><td>1204</td><td>984</td><td>908</td><td>1102</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>746</td><td>602</td><td>492</td><td>454</td><td>550</td></tr></table> <p>2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1581</td><td>1281</td><td>1066</td><td>1006</td><td>1196</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>790</td><td>641</td><td>533</td><td>502</td><td>598</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1494	1204	984	908	1102	2022-23	2021-22	2020-21	2019-20	2018-19	746	602	492	454	550	2022-23	2021-22	2020-21	2019-20	2018-19	1581	1281	1066	1006	1196	2022-23	2021-22	2020-21	2019-20	2018-19	790	641	533	502	598
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
790	641	533	502	598																																					
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year</p> <p>Answer before DVV Verification : 3110</p> <p>Answer after DVV Verification: 3090</p> <p>Remark : Input edited as per supporting document.</p>																																								

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	6	8	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	15	10	8	12

2.5.2.2. Number of students appeared in the examination conducted by the institution year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
739	937	769	575	481

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2733	2583	2555	2710	2189

Remark : Input is edited as per supporting document (no. of students appeared list & no. of complaints/grievances about evaluation list)

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

3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	86	48	43	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	18	23	0

Remark : Input edited as per supporting 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.

	<p>3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years</p> <p>Answer before DVV Verification : 65 Answer after DVV Verification: 57</p> <p>Remark : input edited as per supporting document.</p>
3.1.4	<p>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>Answer before DVV Verification : 57 Answer after DVV Verification: 52</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years</p> <p>Answer before DVV Verification : 79 Answer after DVV Verification: 79</p> <p>Remark : Input edited as per clarification document.</p>
3.2.1	<p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : Answer After DVV Verification :750</p> <p>Remark : Input edited as per clarification document.</p>
3.3.2	<p>Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :22</p> <p>Remark : Input edited as per supporting document</p>
3.4.2	<p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :05</p> <p>Remark : Input edited as per e- copies of patent grant.</p>
3.4.4	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years</p> <p>Answer before DVV Verification : 1852</p>

	<p>Answer after DVV Verification: 690</p> <p>Remark : input is edited as per ugc care list</p>																				
3.4.5	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years</p> <p>Answer before DVV Verification : 1532</p> <p>Answer after DVV Verification: 1028</p>																				
3.5.1	<p>Revenue generated from consultancy and corporate training during the last five years</p> <p>3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>35</td><td>89</td><td>76</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>35</td><td>84</td><td>71</td><td>0</td><td>0</td></tr></table> <p>Remark : Input edited from supporting document.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	35	89	76	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	35	84	71	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
35	89	76	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
35	84	71	0	0																	
3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</p> <p>3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>47</td><td>24</td><td>6</td><td>19</td><td>9</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>45</td><td>23</td><td>06</td><td>19</td><td>09</td></tr></table> <p>Remark : INPUT is edited as per clarification document.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	47	24	6	19	9	2022-23	2021-22	2020-21	2019-20	2018-19	45	23	06	19	09
2022-23	2021-22	2020-21	2019-20	2018-19																	
47	24	6	19	9																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
45	23	06	19	09																	
3.7.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for</p>																				

internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Answer before DVV Verification :

Answer After DVV Verification :25

Remark : Input is edited from clarification document. Considered Only functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research

4.2.2 Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
251	126	130	196	87

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
293.92	159.00	203.94	236.35	105.43

Remark : Input is edited as per consolidated audited statement provided in clarification document.

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

4.3.2.1. Number of computers available for students usage during the latest completed academic year:

Answer before DVV Verification : 1014

Answer after DVV Verification: 845

Remark : input edited as per supporting document.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1363	1215	1401	1343	718

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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1100	1341	835	1353	864
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Remark : Input is edited as per consolidated audited statement provided in clarification 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited as per clarification document.

5.2.1 Percentage of placement of outgoing students during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
246	641	644	493	388

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	510	405	315	295

Remark : Input is edited from clarification document. Excluded internship letter & which are not in assessment period, appointment as a trainee.

5.2.2 Percentage of graduated students who have progressed to higher education year-wise during last five years

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	75	76	33	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	58	64	24	10

Remark : Input is edited from clarification document. Considered admission letters & identity cards

5.2.3 Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Answer before DVV Verification : 104

Answer after DVV Verification: 95

Remark : Considering certificates in assesment period. input is edited.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	9	0	44	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	1	0	24	0

Remark : Input is edited from e-copies of award letter. Excluded rangoli, Rj hunt, Street dance , Just-A-Minute, Street play etc.

5.4.1 Alumni contribution during the last five years to the University through registered Alumni Association

5.4.1.1. Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
109	22	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	22	0	0	0

Remark : Input edited from clarification document.

6.3.2 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:

2022-23	2021-22	2020-21	2019-20	2018-19
218	200	188	172	143

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
206	100	71	145	80

Remark : Input is edited from .E-copy of letter/s indicating financial assistance to teachers.

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
173	142	48	196	119

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
172	144	215	123	75

Remark : Input is edited as per sanctioned letter & certificates.

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

6.4.2.1. Total Grants received from government and non-government bodies and philanthropists 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:

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	25	13	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	8	0	0

Remark : Input is edited from audited statement. Considered philanthropy donation.

6.5.2

Institution has adopted the following for Quality assurance:

1. Academic and Administrative Audit (AAA) and follow up action taken
2. Conferences, 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 and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc
6. Any other quality audit recognized by state, national or international agencies

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3888</td><td>3340</td><td>2930</td><td>2484</td><td>2034</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3701</td><td>3172</td><td>2816</td><td>2434</td><td>2009</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	3888	3340	2930	2484	2034	2022-23	2021-22	2020-21	2019-20	2018-19	3701	3172	2816	2434	2009
2022-23	2021-22	2020-21	2019-20	2018-19																	
3888	3340	2930	2484	2034																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3701	3172	2816	2434	2009																	
1.2	<p>Number of final year outgoing students year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>715</td><td>865</td><td>715</td><td>533</td><td>429</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	715	865	715	533	429										
2022-23	2021-22	2020-21	2019-20	2018-19																	
715	865	715	533	429																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
715	836	711	508	403

2.1 Number of full time teachers in the institution year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
331	297	286	278	227

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
295	297	286	278	227

2.2 Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Answer before DVV Verification : 331

Answer after DVV Verification : 295

3.1 Total expenditure excluding salary year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4977.34	3305.36	3208.39	3770.7	2982.79

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2848.868	2634.601	2307.503	2864.503	1907.272