SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

INVERTIS UNIVERSITY, BAREILLY, UTTAR PRADESH

INVERTIS VILLAGE, DELHI LUCKNOW HIGHWAY NH-24, BAREILLY, UTTER PRADESH.
243123
www.invertisuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Invertis University, Bareilly is a private university that focuses on holistic life skills, professional development, and high-quality education to produce exceptional students who consistently achieve outstanding academic results.

Through a powerful combination of experiential learning, interactions with industry leaders, exposure to best practices, and inspired teaching from faculty with strong academic credentials, the University provides students with the opportunity to develop mastery of their subject. The programs offered by the university span multiple domains and offer a variety of options.

Invertis University was established in 2010 by an Act issued by the State Government and approved by the University Grants Commission (UGC) from what began as a modest institution in 1998 as the Invertis Institute of Management Studies. Invertis University, which is run by the non-profit Uttaranchal Welfare Society, has steadily grown into a well-known educational institution and one of the private universities with the fastest growth rates in the country.

Vision

To groom professionals of caliber and competence towards qualitative change to society.

Mission

- Provide an enriching, intellectually engaging, and discovery-based learning environment.
- Provide opportunities for engaging in interdisciplinary research, internships with collaborations within the country and abroad.
- Participate in community service, academic, cultural, sports, and other events.
- Conduct capability development programmes to enhance leadership, managerial qualities, professional skills, and commitment towards ethics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Student diversity with harmony towards, gender, cultural, regional, linguistic and socioeconomic and geographical diversities.
2. Young and dedicated team of faculties and administrators.
3. Qualitative, decentralized and transparent e-governance system.
4. Regular visits and guidance available from eminent personalities, scholars and researchers from Govt. and non Govt. Institutions/Organizations.
5. Implemented Outcome Based Education (OBE) system.

6. Good lush green secured campus equipped with surveillance system in campus area.
7. Academic programs in almost all domains of specialization at graduate, postgraduate and doctoral level except medical sciences education.
8. For holistic development of students: Roboust participation in the handling of co-curricular and extra-curricular activities through dedicated a club named Abhiruchi (A Hobby Club with dedicated seven domains)

Institutional Weakness

1. Strengthening of Interdisciplinary and cross disciplinary programs for education and research.
2. Commercialization & Technology transfer of IPRs.
3. Limited residential facilities for faculties and staff.
4. Limited exchange opportunities for international faculties, staff & students' programs.

Institutional Opportunity

1. Potential Research Centre for commercial/industrial trials.
2. Collaboration with Government of India by providing expertise and guidance for different national missions such as Startup India, Digital India, IP awareness, Accessible India campaign.
3. Strengthening of Implementation of NEP for all University Regularity Programs.
4. Collaboration with foreign Institutions for opening their research centers in university campus.

Institutional Challenge

1. Participation in Govt. Grant Schemes.
2. Spanning of geographical physical campuses under one roof.
3. Initiation of on-line education.
4. To take prudent initiative to receive projects from Government bodies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Invertis University offering Diploma, UG, PG and PhD Programs in the area of Agriculture, Applied Sciences & Humanities, Biotechnology, Computer Applications, Education, Engineering, Fashion Design, Journalism & Mass Communications, Law, Management, and Pharmacy. Curriculum for the program is developed with the Discipline specific courses, and electives integrated with the ability enhancement competency courses, Skill Enhancement courses, Generic electives and Crosscutting courses for overall development of the learners with stated learning outcomes meeting the industry need. All stakeholder inputs were taken into the syllabus with the process involvement of Course Review Committee, Program Review committee, BoS, and Academic council. CBCS was implemented in 2020 and initiated implementing NEP from 2022 for select programs. Invertis University has active NPTEL student chapter to cater the self-learning capability of students and faculty. Numerous value added and certification courses are offered with collaborations with expert organizations. Most of the programs offering field / research projects and internships as part of curriculum itself.

Teaching-learning and Evaluation

Invertis University is offering a blend of programs approved by PCI, BCI, NCTE, and the University. All programs has consistent admissions above 75% reflects the commitment towards developing skilled professionals to cater the society. Faculty with 25%+ Ph.D qualification with an average experience of 8 years are involved in learner centric teaching-learning process with more focus on mentoring instead of conventional teaching. University has fully automated exam automated system to evaluate the students on outcome based and achieved consistent 90%+ performance with satisfied stakeholder expectations.

Research, Innovations and Extension

Invertis university has well framed policies for research promotion, consultancy and Seed money grants. University established Research centres, IPR cell, other research facilities such as plagiarism software, e-resources and Incubation support. University performed research activities with involvement of 21 Ph.D guides mentoring 140+ research scholars during last five years with collaboration of 30+ organizations leading to 44 PhD and many in advanced stages of completion. Faculty were supported with a consistent 50+ lakh seed money grants every year in addition to 2000+ Lakhs external grants received for research activities. These activities helped in achieving 38 patents, 800+ research publications in addition to numerous awards and consultancy services provided to the industry. University imparted social consciousness among the students though various outreach activities in Bareilly and has active girls NCC betallion.

Infrastructure and Learning Resources

Invertis University Bareilly, UP is a modern and well-equipped educational institution located in the heart of the city. Spread over more than 70 acres of eco-friendly landscape. The institution offers well-furnished classrooms with a capacity of 75 students each. These classrooms are equipped with essential amenities such as furniture, projectors, fans, and power backup. Moreover, its equipped with ICT facilities, including Wi-Fi and smart classroom technology.Fully equipped laboratories provide learner's real-world experience. The university offers indoor as well as outdoor sports facilities in addition to encouraging extracurricular activities. Along with access to an indoor badminton arena, indoor activities including table tennis, chess, and carroms are offered. There are basketball courts, volleyball courts, handball courts, throwball courts, running tracks, and other outdoor sports facilities.The fitness wing has a gym with a variety of workout equipment, and there are seventeen pieces of gym equipment inside the university's boys and girl's hostel. Every student is granted access to the university's open lawn facilities for practicing yoga, and every year, there is an enormous attendance for International Yoga Day. Through several clubs and events, including the M-Factor Club, Images Club, Rock-On Club, Panache Club, I-Tech Club, and Responsible Invertian Club, the university encourages holistic development. Invertis University has several policies, procedures, and practices to govern its operation. The policies are meant for day-to-day dealing and provide guidance to members in several academic areas. Maintaining supporting facilities in the campus requires a meticulous system. The University has a comprehensive policy to maintain the infrastructure periodically. There are Computer labs in the campus. The student - Computer ratio is 4:1. Invertis maintains a total number of 46 switches, which include 7 servers exclusively for library, one each at board room, exam section, 3 at computers lab. To facilitate the sharing of files between departments there exists LAN connection. The old network has been upgraded and replaced with 7 extreme switches, 9 wireless access points. Campus is completely Wi-Fi enabled from the year 2018. For ease of access, all blocks have been enabled with Wi-Fi (with 8 hotspots). The speed of the Wi-Fi access is 500

Mbps. Biometric attendance machines are also connected with Wi-Fi. The activity in the institute is under video surveillance with 13 CC cameras. Efforts are made to digitize the administrative processes in a bid to make it a paper-less facility. The college office installed customized software for digitalization of student's database. Library Services at the University have been automated through the implementation of the advanced **ALICE** Integrated Library Management Software (ILMS). The university has two libraries, namely "Central Library" (Library 1) and "Academic Block III Library" (Library 2). Both the libraries offer an extensive collection of Newspapers, Reference Books, Textbooks, E-books, E-journals, Hard Copy-journals, Knowledge-Database, Project Reports, Dissertations and a valuable collection of Rare Books. To further augment Digital Resources, University is an active member of e-ShodhSindhu, ShodhGanga, enabling seamless access to a huge reservoir of knowledge.

Student Support and Progression

Recognizing the importance of Career Guidance, the University provides comprehensive Career Counselling Services to its students, through the services of a Career Counselling Guidance Cell aimed at giving a path to Career Planning and Development.

The Cell offers individual Counselling Sessions, Group Workshops and Seminars on topics such as Resume-writing, Interview Skills, and Career Planning.

Specialized coaching and support to students aspiring to excel in competitive exams is available. This includes guidance for National-level Entrance Examinations and various competitive exams. Collaboration with External Agencies and Organizations offers Coaching Session to prepare for Competitive Examinations.

University ensures adequate Student-representation and Engagement in Academic and Administrative, Decision-making Processes and thus follows a participative management practice with Student Community representing in various councils/committees.
Section-wise Class Committees along with the Student Advisory Committee Members have regular Interactive Sessions with Senior Officials of the Schools/University to address student-centric issues, if any, ensuring a cohesive Working Student-Management Ecosystem.

Clubs and Committees are managed and operated, largely, by Students, under the guidance of Faculty- mentors, to manage and operate around 30 Clubs and Committees towards proactive Student- involvement in the affairs of the Student Community.

The Alumni Association of the University is in place and effectively functions as the bridge between the University, its Current Students and the Industry, and works to foster life-long relationship with the Alma mater.

Governance, Leadership and Management

The Governance and Leadership Practices, at IU are firmly rooted in its Vision and Mission Statements, and are in alignment with the evolving National Higher Educational-landscape and to the principles of the National Education Policy 2020.

Identifying and institutionalising "Sustained Institutional Growth", "Decentralization", and "Active Participation in Institutional Governance" as Drivers of Innovation, Transparency, and Accountability, IU has adopted a culture of Participatory Governance through a process of "Shared Responsibility" and "Collaborative Decision-making", thereby valuing diverse perspectives of all stakeholders. Continuously-monitored Short-term and Long-term Perspective strategic Institutional Plans are in place, focussing on key areas like Academic Excellence, Research and Innovation, Infrastructure Development, Student-support Services, and Industry Collaborations, towards realizing its Long-term Vision and Mission.

Statutory Bodies like Board of Governors, Board of Management, Academic Council, Research and Innovation Council, Finance Committee and Boards of Study function effectively and efficiently, and regulations and Policies that govern various aspects of its operations, like Academic Affairs, Research, Administration, Finance, Human Resources, Student Affairs, and Quality Assurance, are in place

The Administrative Set-up of IU is designed to facilitate efficient governance and decision-making, with clear reporting lines, well-defined roles and responsibilities backed by effective coordination mechanisms among all of its Administrative Units.
Service Rules that cover various aspects of Employee -conduct, Performance Evaluation, Promotion- criteria, Grievance-redressal and Disciplinary Procedures, are in place. Through well-defined Policies, an efficient Administrative Set-up, Transparent Appointments, Adherence to Service Rules and Procedures and the Active Engagement of Institutional Bodies, the University ensures successful implementation of its Policies and regulations.

Well-designed Mechanisms for a Comprehensive Performance Appraisal System for all its employees along with effective welfare measures, and opportunities for Career-development and Progression ensure harmony at workplace.
Comprehensive Resource Mobilization Policy and a Set of Procedures have been structured to ensure the optimal utilization of resources and to secure additional funds beyond fees.

A Comprehensive System of Internal and External Financial Audits are in place, to ensure probity, accountability and compliance.
The IQAC, has been efficient and effective in reviewing, at periodic intervals, the Teaching-learning Process, Structures and Methodologies of Operations, and Learning Outcomes, thereby resulting in the establishment of several good practices being developed, towards improving the quality of education and support services at the University.

Institutional Values and Best Practices

Gender-equity is promoted to ensure an Inclusive Campus-environment, by integrating Gender- sensitization into Curricular and Co-curricular Activities, providing dedicated Facilities for Women, and by establishing a robust Grievance-redressal Mechanism, equal opportunities, safety, and well-being for all members of the University Community.

Gender Audit, is in place to assess and address Gender-disparities, if any and ensure a Philosophy of "Equal-opportunity for All", across the University-community.

The majority of the campus's energy needs are met by renewable energy sources. An eco-friendly and sustainable environment has been achieved through the use of solar power plants, biogas plant, and power-

efficient equipment.

Waste Management is seen as an integral part of its Sustainability and through a robust Waste Management System, environmental impact of its operations is aimed to the preservation of the Environment and the overall well-being of the Campus Ecosystem.

Water conservation has been facilitated by rainwater harvesting and waste water recycling system, which efficiently reuse water for gardening and other uses.

Green Campus initiatives are reinforced by ensuring sustainable transportation, reducing plastic usage, promoting green landscaping, and implementing conservation measures thereby inculcating a sense of environmental responsibility among its students, faculty, and staff.

Availability of ramps, accessible washrooms, comprehensive signage, assistive technology, and human assistance, assists individuals with disabilities to participate fully in educational activities, access to information, and to navigate the campus with ease, thereby fostering inclusivity, empowerment, and equal opportunities especially for *Divyangajan.*

Students and Employees are sensitized to their Constitutional obligations, namely Values, Rights, Duties, and Responsibilities of Citizens as enshrined in the Constitution of India.
The Best Practice of Institutional Social Responsibility adopted to foster Social Inclusiveness has served as a valuable model for other institutions aiming to promote social inclusiveness and community engagement. Sharing our experiences and lessons learnt can facilitate the replication and scaling of these Practices in diverse Educational-contexts.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	INVERTIS UNIVERSITY, BAREILLY, UTTAR PRADESH
Address	Invertis Village, Delhi Lucknow Highway NH-24, Bareilly, Utter Pradesh.
City	BAREILLY
State	Uttar pradesh
Pin	243123
Website	www.invertisuniversity.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	YDS Arya	0581-2460442	9690017906	0581-2460443	registrar@invertis.org
Registrar	Santosh Kumar	0581-3501350	9690015567	0581-3501351	deansciences@invertis.org

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	10-09-2010
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	05-09-2018	[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	Invertis Village, Delhi Lucknow Highway NH-24, Bareilly, Utter Pradesh.	Semi-urban	65	55796	Diploma, UG, PG, Doctorate		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

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

SRA program	Document
AICTE	103711_11216_1_1701772155.pdf
NCTE	103711_11216_4_1701772226.pdf
PCI	103711_11216_6_1701772270.pdf
BCI	103711_11216_8_1701772633.pdf

Details Of Teaching & Non-Teaching Staff Of University

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Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	14				16				221			
Recruited	11	3	0	14	13	3	0	16	133	88	0	221
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				220
Recruited	174	38	0	212
Yet to Recruit				8
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				45
Recruited	30	6	0	36
Yet to Recruit				9
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	11	2	0	7	1	0	47	25	0	93
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	6	2	0	84	65	0	158
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	47	25	0	72
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

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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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1776	125	0	1	1902
	Female	721	75	0	0	796
	Others	0	0	0	0	0
PG	Male	308	22	0	0	330
	Female	154	16	0	0	170
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	13	1	0	1	15
	Female	8	1	0	0	9
	Others	0	0	0	0	0
Diploma	Male	190	6	0	0	196
	Female	13	0	0	0	13
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	5

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	91	18	0	0	109
Female	132	7	0	0	139
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agricultural Sciences	[View Document](#)
Applied Science And Humanities	[View Document](#)
Department Of Biotechnology	[View Document](#)
Engineering And Technology	[View Document](#)
Fashion Design	[View Document](#)
Invertis Institute Of Education	[View Document](#)
Invertis Institute Of Law	[View Document](#)
Invertis Institute Of Pharmacy	[View Document](#)
Journalism And Mass Communication	[View Document](#)
Management And Computer Applications	[View Document](#)
Research	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The academic programs offered by Invertis University were already under CBCS pattern having learner centric approach and academic flexibility before the implementation of NEP-2020. The process of implementation of NEP-2020 was initiated in the university with the constitution of a NEP-2020 Task Force in July, 2021. The Task Force was assigned to study the provision of NEP-2020, guidelines issued from UGC and State Government, interact with experts and make the necessary recommendations. The Task Force after a series of meetings and interaction with stakeholders submitted its

	recommendations. The Academic Council considered the recommendations of Task Force and it was decided that the NEP-2020 provisions will be implemented in the University in phases as many programs are governed by Regulatory Councils and they have yet to provide necessary guideline for such programs. The university has implemented NEP-2020 provisions in its three undergraduate programs commencing from 2022-23. These programs allow the students multidisciplinary as well as interdisciplinary study option in addition to range of electives, co-curricular and vocational courses, blended learning and courses providing experimental learning experiences.
2. Academic bank of credits (ABC):	Yes. The University has registered in ABC.
3. Skill development:	The university has focused on skill development - soft, technical as well as life skills. The curriculums of all academic programs under NEP-2020 and under CBCS include skill development courses or skill enhancement courses, namely - co-curricular courses, vocational courses, industrial/ research projects, internship, etc. in addition to major/minor/elective courses designed to develop skills, entrepreneurships and employability. In addition, students are provided courses of 30-60 hours per semester on Soft Skill and Aptitude development. University also have value added certificate courses on latest trends and technology to develop technical skills for the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The University has integrated the IKS in the curriculums of academic programs under NEP-2020 and under CBCS. Such courses are included in the list of co-curricular courses and vocational courses, such as Vedic mathematics, Indian Agriculture and Indian Heritage and Culture. There are many programs which include such courses as core course.
5. Focus on Outcome based education (OBE):	Invertis University strives to achieve the outcome to educate students to achieve the Vision and core values of the University. All faculties are sensitized by internal and external experts in OBE guidelines and the design of syllabi. University's Vision and Mission; Department's Vision and Mission, Program Educational Objectives (PEO), Graduate Attributes, Program Outcomes (PO), Program Specific Outcomes (PSO), Course Syllabus and Evaluation

	Scheme, Course Objectives, and Course Outcomes (COs) are designed as per the guidelines of Outcome Based Education. The mapping of CO with PO; PSO is done through a matrix with justification and using Revised Bloom's Taxonomy. Feedback from all stakeholders and attainment of PO are discussed and analysed at a different level, and corrective actions are taken to constantly improve the teaching-learning process and curriculum up to the date
6. Distance education/online education:	The university does not offer any program in distance/online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the University and is active in organizing the events and different activities and voter's literacy and awareness programs.
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?	Students Council with the special focus to Electoral Activities and Awareness about the Voting Ethics and responsibilities with active support from NCC and coordinating Faculty members has been ensured.
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.	Invertis University organized new voter registration camp in coordination with district administration at University and shared information in advance with all students who became eligible for voting. This registration camp helped students to get their voter id staying at campus and at the same time created awareness about its importance. Promotion of ethical voting through voter's pledge was organized at the same time in every class of the University. All students took a pledge to vote in election fearlessly and without being influenced by considerations of religion, race, caste, community, language or any other inducement. Multiple Rallies, Awareness Campaign and other activities have been recorded.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC at the university works with the support of NCC and Responsible Invertian club and multiple extension activities are conducted under this. Surveys, rallys and other awareness programs are conducted by ELC.

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.	There are students who becomes eligible at regular period of the time for voting and University plays important role in all election of the state and nation. Regular programs by inviting district administration for voter registration, voter's pledge in every class as well as participation of ELC members in district administration meetings creates positive environment of voting. University announces voter registration campaigns in all first year classes as there are young students in those classes and they take benefit of it.

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
4763	4691	4722	4685	4291

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
1115	1455	1359	1063	807

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
244	175	119	186	165

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: 383

File Description	Document
Institutional data in prescribed fomat	**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
2787.8	2228.2	1647.6	1962.2	1893.9

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:

As per University Regulations major review of the curriculum takes place every three years and minor review may take place as per the changes in regulatory requirements and industry needs. The curricula developed/adopted have relevance to the various needs with well-defined and informed learning objectives and outcomes at the course level.

Review of courses and programs is done in consideration with following:

1. Industry trends and feedback to identify new demands of industry.

2. Norms/Requirements and standards of relevant statutory, regulatory and accreditation bodies.

3. Structured feedback from students, alumni, employers and experts from academia, industry and research through course/programme review feedback Analysis of current trends in market.

4. Consultation with the members of Board of Studies and Academic Advisory Board Benchmarking with reputed national/international institutions/Universities.

In order to right mix of curriculum, pedagogy, and assessment to achieve the desired outcomes, curriculum development and approval involves deliberations at various levels through relevant committees.

The recommendations of these committees are put up to the BoS to consider program structure, curricula, and syllabi. Experts from industry and academia are engaged in developing graduate attributes, educational objectives and learning outcomes for courses and programs keeping in mind the latest trends in education and requirements of the industry.

File Description	Document
Upload 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:

In context of employability, entrepreneurship and skill development (EES) among the students, present curriculum ofInvertis University Bareilly Uttar Pradesh successfully collaborates the papers which will inculcate intellects regarding EES in them. An observation of the university curriculum witnesses that it collaborate the modules required for the development of employability, specific sets of skills in the students of particular course along with these syllabus have combined the papers to create a zeal of seeing the business from an entrepreneurial mindset by the burgeoning professionals. The details how university is working on EES is as follows –

- As far as employability concern different papers have been included in the various courses. A part from this to inculcate the insights regarding enhancing employability departmental level sessions and workshops has also been organised.
- By observing the government advisory w.r.t. professional and higher education regarding development of entrepreneurial mindset in the students to convert their subject related knowledge and mastery into innovative business ideas approximately all courses have included papers enlighten the budding professionals to understand the nuances of entrepreneurship.
- With the aim to enhance the skills of students throughout teaching learning process approximately all courses of University have placed many papers and Labs, focusing the Skill development of the students as per the standard requirement of course.

As far as revision in the syllabi always it has been tried by the departments to prepare the content of related course by observing the changes in the scenario of industries and demand of the market. So that the gap between academia and industry can be minimized. The courses pertaining to employability, entrepreneurship and skill development have been introduced from 2018 onwards with a view to meet ongoing corporate trends enabling the young, dynamic students of the university to reach the pinnacle of success and bring fame and dignity in the honour of university.

Row Labels	Employability	Entrepreneurship	Skill Development	Grand Total
2018	9		12	21
2019	174	19	32	225
2020	314	27	125	466
2021	74	1		75
Grand Total	**486**	**47**	**169**	**702**

The data from different departments in different years of university reflects that initially in 2018 21 courses have incorporated the papers enhancing employability and skill development. Then in year 2019 the numbers of courses have been increased by including the agenda of entrepreneurship in their curriculum. Data in the above table tells that total 225 courses have placed EES framework in the curriculum in 2019. In year 2020 after implication of CBCS system and recommendation BOG total 466 courses have introduced the EES framework which was 225 earlier. In 2021 figure has been declined but it is not a matter of concern as many courses have not conducted the BOG and they are still continuing the same EES as discussed in year 2020.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 42.25

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

Response: 1050

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

Response: 2485

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](#)
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](#)

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:

Invertis University integrates topics such as gender, the environment and sustainability, human values, and professional ethics, resulting in a strong, value-based holistic development of students. As part of the curriculum, numerous events are planned throughout the year.

Gender Sensitivity: Students are made aware of the need for gender equity and inspired to work towards it from a multicultural stand point. Exposure to real-world problems is made possible through the vast range of community outreach projects, including health and hygiene camps, hole-in-the-wall programmes, and village adoption. Every year, Invertis organizes on conferences, seminars, guest lectures, exhibitions, street plays, and literary events.

Environment and Sustainability: The Sigma-Six Q (Innovation, Air Quality, Water Quality, Agriculture, Value-Based Education, and Quality of Education and Healthcare) sustainable way of life, which integrates water quality, air quality, education and healthcare, agriculture, innovation, and human values, is the foundation of Invertis' strong community-oriented work culture. By developing UG/PG programmes in water, sanitation and waste management, renewable energy, agriculture, and environmental and green technology, Invertis has led the way in vocational and skill development education. All UG programmes include a required core course on environmental studies. Also, organised environmental awareness camps, seminars, workshops, guest lectures, business visits, and field trips. Every year, people celebrate Environment Day, Earth Day, and Water Day.

Human Values and Professional Ethics: The curriculum has the compulsory core course in all UG programmes.

1. Invertis syllabus have amalgamated the papers to create a zeal of seeing the business from an entrepreneurial mindset by the budding professionals.

Employability:

As for as employability concern different papers have been included in the various courses. A part from this to inculcate the insights regarding enhancing employability departmental level sessions and workshops has also been organised.

Skill Enhancement:

With the aim to enhance the skills of students throughout teaching learning process approximately all courses of University have placed many papers and Labs, focusing the Skill development of the students as per the standard requirement of course.

Entrepreneurship Development:

By observing the government advisory w.r.t. professional and higher education regarding development of entrepreneurial mindset in the students to convert their subject related knowledge and mastery into innovative business ideas approximately all courses have included papers enlighten the budding professionals to understand the nuances of entrepreneurship and to move in the process of setting their own startups for the development of economy.

Throughout the year departments are conducting many workshops, guest lectures and symposium in this regard to minimize the gap of academia and industry.

Total courses offered that are related to crosscutting issues

Course Category	Description	Number of courses
AECC	Ability Enhancement Competency Course	122
SEE	Skill Enhancement Elective	148
DSC	Discipline Specific Course	500
GEC	Generic Elective Course	145
CCC	Cross Cutting Course	138
DSE	Discipline Specific Elective	411

NEP Initiatives:

Invertis has implemented the NEP policy in the three different programmes viz: B.Sc. PCM, B.Sc. ZBC and B.Com in year 2022 to expedite the process of vocationalization and skill development.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 95

File Description	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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.3.3

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

Response: 83.33

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: 50

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

Response: 60

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

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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](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)	
Provide Links for any other relevant document to support the claim (if any	[View Document](#)	

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 70.08

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3095	2409	2063	2168	1792

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
1996	1561	1341	1736	1444

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 61.52

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
944	745	626	662	538

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
1534	1194	1023	1075	888

File Description	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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Invertis
University has a streamlined mechanism for continuous monitoring and evaluation of the students under the criteria of slow and advance on the basis of previous semester results.

Criterion for identification:

	Begin of Semester	Class test (10 Marks)	1st Unit test

| **Slow learners** | Those have backlog | < 5 Marks | < 15 Marks |
| **Advanced learners** | : > 75% even in an subject. | > 7 Marks | > 20 Marks |

Special care of slow learners:

- Extra classes are being organized for the students for better understanding of the topic
- Demo demonstrations in labs on analytical techniques.
- Class presentations on subject topics such as Volatile oil, Sales & Marketing and chromatography.

Special care for Advance learners:

- Links are provided to the students to prepare for National Competitive Examinations e.g., GPAT
- Students are sent on industrial visits such as Yakult Industries, Coca Cola, Nestle, Parle, Ananda and Hero cycles
- Summer internship programmes are organized for the students through CSED (Centre for Skills and Entrepreneurship Development).
- Students participate in National and International Conferences and are prepared to participate in Poster presentation or oral presentation such as National Conference on Jan Aushadi, Department of Pharmaceutical Sciences, Bhimtal Campus, Nainital, Uttarakhand.

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

2.2.2

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

Response: 19.52

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:

Invertis University is dedicated to providing a student-centric approach to teaching, ensuring equity and diversity. The university employs experiential, active, field-based, and classroom-based activities to support excellence holistically, achieving course outcomes for each program. It encourages students to engage in participative learning through seminars, open-ended questions, group presentations, debates, and discussions with experts.

Invertis University also fosters a vibrant entrepreneurial culture among students, converting many "Job-Seekers" into "Job-Creators." The university uses a time-tested pedagogy that includes talk and chalk method presentations, audio-visual aids, real-time case studies, demos, journal and article reviews, and learning through artistic imagination. It integrates technology with conventional teaching methods to develop a well-developed understanding of present practices, knowledge, and necessary skills. As an institution committed to providing quality education, Invertis University recognizes the importance of leveraging technology to enhance the teaching-learning process and improve student outcomes.

Key aspects used by the University to analyze the use of technology to enhance teaching-learning and evaluation-

A. Availability and use of technology: Invertis University has an IT department that provides technology infrastructure in classrooms and labs, a BYOD policy for students, and provides training and support for faculty members on the latest tools and software.

B. Use of learning management systems: Invertis University uses an LMS that provides a centralized platform for course delivery, content creation, and evaluation. Our faculty members use the LMS to create online courses, upload course materials, and deliver lectures. Students can access the LMS to view course content, submit assignments, take quizzes, and participate in online discussions.

C. Technology-enabled teaching-learning practices: Invertis University has adopted a range of technology-enabled teaching-learning practices, including the use of multimedia resources such as videos, animations, simulations, and virtual reality. For example, in our science and engineering programs, we use virtual labs to provide hands-on learning experiences to students, even when they are unable to access physical labs. Faculty at Invertis University is using e-PG Pathshala for e-content and MOOC from NPTEL, SWAYAM, Edx, etc.

D. Assessment and evaluation: Invertis University uses technology to conduct assessments and evaluations, including online quizzes, exams, and assignments. We use plagiarism detection software to ensure academic integrity and use data analytics to analyze student performance and provide personalized feedback.

E. Digital literacy and skill development: Invertis University has a range of programs to promote digital literacy and skill development among our students and faculty members. For example, we offer

workshops and training programs on digital tools and software, data analysis, and programming languages. The University has also collaborated with "LinkedIn Learning" which offers online learning experiences for students to learn in-demand skills for professional development. It also allows students to grow their personal brand on the world's largest professional network.

In conclusion, our university is committed to leveraging technology to provide high-quality education and improve student outcomes.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Invertis University, located in Bareilly, is a renowned institution that prides itself on its commitment to academic excellence and holistic student development. Invertis University has implemented various strategies and initiatives, including the establishment of effective mentor-mentee schemes to address both academic and student psychological issues.

The University emphasizes the need for institutions to provide comprehensive support services to ensure the holistic development and well-being of students. Invertis University has recognized the importance of this criterion and has taken proactive measures to address it. The university has implemented a robust mentor-mentee system that pairs each student with a faculty member who serves as their mentor throughout their academic journey.

The mentor-mentee scheme at Invertis University is designed to provide personalized guidance and support to students, addressing not only their academic needs but also their psychological and emotional well-being. The mentors play a crucial role in monitoring the academic progress of their mentees, providing guidance on course selection, career planning, and overall academic development. Moreover, they also serve as a trusted source of support for students who may be facing personal or psychological challenges.

In order to ensure the effectiveness of the mentor-mentee system, Invertis University has established clear guidelines and training programs for both mentors and mentees. Faculty members are trained to effectively communicate with and support their mentees, while students are educated about the benefits of the mentor-mentee relationship and are encouraged to actively engage with their mentors. Regular meetings and interactions between mentors and mentees are facilitated to foster a strong and supportive relationship.

Furthermore, the mentor-mentee scheme at Invertis University extends beyond academic guidance to encompass psychological support. The mentors are trained to identify signs of psychological distress or emotional challenges among their mentees and are equipped with resources to provide appropriate support or referrals to counseling services. This proactive approach to addressing student psychological issues aligns with the NAAC criteria related to student support and well-being.

In addition to the mentor-mentee scheme, Invertis University has also implemented various support services such as counseling centers, career guidance programs, and student development workshops to further address student needs comprehensively. These initiatives collectively contribute to the university's efforts in meeting the NAAC criteria related to student support and progression.

In conclusion, Invertis University has demonstrated a strong commitment to meeting the NAAC criteria by implementing effective mentor-mentee schemes that address both academic and student psychological issues. By prioritizing personalized guidance and support for students, the university has created a nurturing environment that fosters holistic development and well-being. Through these initiatives, Invertis University continues to uphold its reputation as an institution dedicated to providing high-quality education and comprehensive student support.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[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
251	182	126	193	172

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	**View Document**
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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: 16.45

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: 63

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**

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: 9.41

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

Response: 2296

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: 7.6

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
8	7	7	8	8

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**
Provide Links for any other relevant document to support the claim (if any)	**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: 0.93

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
29	42	46	50	48

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
4763	4691	4722	4685	4291

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](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

In its pursuit of educational excellence, Invertis University prioritizes advancing learning outcomes through a robust Outcome-Based Education (OBE) framework. Shaping Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) involves extensive consultations, forming a strategic roadmap for holistic development and academic excellence in alignment with the university's objectives and are scrutinized and finalized by respective BoS.

To disseminate this crucial information, the university utilizes diverse communication channels, including notice boards, the website, all common corridors and faculty members actively contribute to enlightening students about the significance of achieving these educational goals. Syllabus book of all programs are made available in the website in the respective department webpages where the BoS approved COs, POs are published.

In the assessment process, Invertis University systematically evaluates the attainment of POs, PSOs, and COs through direct tools like unit tests and exams, and indirect tools like attendance. A structured approach calculates attainment levels for each CO, while program-level outcomes are assessed using rubrics and surveys.

A dedicated committee, comprising the Head of the Committee, Dean of Educational Affairs, and Heads of Departments, evaluates the attainment of POs, PSOs, and COs across the program. This committee ensures alignment with a commitment to continuous improvement and academic excellence.

At the Course level, a variety of direct and indirect assessment tools are employed, including Unit-Tests, Class-Tests, and the End Semester Exam, with student attendance serving as an indirect tool for CO attainments. A clear criterion is established to determine the Attainment Level for each CO across these tools, categorizing the percentage of students scoring above the set target into three levels: Level 1 (<50%), Level 2 (50-75%), and Level 3 (>75%). The attainment levels for all COs achieved through different tools are calculated, followed by the calculation of the average for each CO. The overall attainment is then determined by averaging the averages of all COs.

The Program-level assessment adopts a comprehensive approach, utilizing both direct methods such as rubrics and indirect methods like surveys from employers and alumni. This broader perspective ensures a holistic evaluation of the program's delivery against a well-defined course curriculum.

In conclusion, Invertis University's structured and thorough assessment framework guarantees the continuous enhancement of its educational offerings and ensures the alignment of outcomes with industry and academic standards. This commitment underscores the university's dedication to providing a high-quality education that prepares students for success in diverse professional landscapes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

2.6.2

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

Response: 90.04

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

Response: 1004

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

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:

Invertis University is dedicated to nurturing a culture of research and innovation, evident in its state-of-the-art facilities and a well-defined research promotion policy. These elements are crucial in upholding the institution's reputation for academic excellence and attracting accomplished researchers and high-caliber students.

Facilities:

Our research facilities span diverse disciplines, including a Central Instrumentation Centre, Moot Court, Forensic Lab, Centre for Skill and Entrepreneurship Development (CSED), Media Lab, and other specialized research labs. These spaces are equipped with the latest technology, ensuring that our researchers have access to cutting-edge tools.

Updates and Maintenance:

Recognizing the dynamic nature of research, we prioritize regular updates and maintenance of our facilities. This ensures that our labs remain at the forefront of technological advancements, enabling researchers to conduct experiments with state-of-the-art equipment.

Policies for the Promotion of Research:

Invertis University boasts a comprehensive research promotion policy, addressing critical aspects such as funding allocation, ethical considerations, intellectual property rights, interdisciplinary collaboration, and the dissemination of research findings. This policy provides a structured approach to research endeavours, setting clear expectations for all stakeholders.

Complementing our overarching research policy are specialized initiatives: the Seed Money Policy and Consultancy Policy. The Seed Money Policy offers financial support to promising research projects in their early stages, encouraging innovative ideas and interdisciplinary collaborations. This policy acts as a catalyst for ground breaking research.

Our Consultancy Policy facilitates interactions between our faculty expertise with the external organizations, enabling the exchange of expertise and knowledge. It outlines guidelines and procedures for engaging in consultancy services, ensuring transparency, integrity, and compliance with institutional and legal norms.

Accessibility and Transparency:

To promote accessibility and transparency, all policies are readily available on our institutional website. This ensures easy access for faculty, students, administrators, and external partners. This transparency fosters trust and confidence in our research ecosystem, allowing prospective collaborators to gain insight into our research environment.

All details of research centres, statistical databases, software and e-resources are published at https://www.invertisuniversity.ac.in/iqac/r-and-d-collaborations/facilities

Details of seed money, research promotion and consultancy policy are available at https://www.invertisuniversity.ac.in/iqac/r-and-d-collaborations

Implementation and Monitoring:

Recognizing that well-defined policies are effective only when put into practice, Invertis University has established robust mechanisms for policy implementation. Regular monitoring and evaluation processes are in place to track adherence and assess the attainment of objectives. This proactive approach underscores our commitment to upholding the highest standards of research excellence.

In summary, Invertis University's research infrastructure and policy framework exemplify our dedication to advancing knowledge and innovation. By maintaining cutting-edge facilities and implementing clear and accessible policies for research promotion, seed funding, and consultancy, we create an environment where intellectual curiosity thrives and ground breaking discoveries are made. These attributes are integral to our pursuit of academic excellence and will undoubtedly contribute significantly to our standing in the academic community.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View 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: 58.64

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
107.1	27.6	38.8	57	62.7

File Description	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: 4.18

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: 16

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](#)

3.1.4

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

Response: 62.24

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 89

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 143

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](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et 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: 114.71

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](#)

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: 0.74

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

Response: 282

File Description	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](#)

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:

Invertis University is registered with Institution Innovation Council of Ministry of Education (MIC). IIC conducted nine events in last two years for benefit of different departments.

IIC supports the budding ideas and give opportunity to convert ideas into real time significant inventions through comprehensive ecosystem and the details published at

https://www.invertisuniversity.ac.in/iqac/research-innovation

Incubation Centre:

Incubation Centre nurtured ground for 26 start-ups dream till now. This centre provides the essential infrastructure and support.

Industry Inside Campus: Centre for Skill & Entrepreneurship Development (CSED)

CSED is well equipped with six dedicated labs (6100+ sq. feet) which is are having 346 computer systems well equipped with high configured switches and access points and serves as a bridge between academia and industry. IT with Fortinet firewall provides internet facilities. Hardware provided to train students related to IOT and Manufacturing like Arduino board, Node MCU, Sensors, micro controllers, Rasberry, LED, Alarm Systems, VMC, Genset, Compressor, e-Vehicles, VR, 3D Experience, Thingworx and Mastercam. We have five servers to provide the different facilities in entire campus.

Key CSED Initiatives

Valued Training: A Gift of Rs 1.5 Lakh- Through CSED, students receive certified training worth **Rs. 1.5 lakh**—an invaluable investment in their future.

Real-world Immersion: Internship Odyssey- CSED orchestrates 10-12 internship programs, immersing students in the dynamic realm of industry.

Academia-Industry Nexus: Fostering Synergy- Invertis actively narrows the gap between student aspirations and industry needs, ensuring that graduates embody the skills and knowledge sought by prospective employers.

Balanced Exposure: The 70:30 Ratio- The CSED helps university to maintains a harmonious blend of practical and theoretical exposure with a 70:30 ratio.

Start-up Haven: Incubation Lab- CSED's Incubation Lab provides aspiring entrepreneurs with the essential infrastructure, mentorship, and resources needed to transform ideas into successful ventures.

Accelerated Career Trajectory: Work Experience with Studies- In a novel approach, Invertis offers students a unique amalgamation of work experience (2-3 years) alongside their academic journey propelling graduates into the professional arena with a substantial head start.

Dual Validation: Industrial Experience Certification- Graduates not only exit with academic accolades but also hold industrial experience certifications, serving as a testament to their practical prowess and industry readiness.

Tech Vanguard: Implementing AI, IIOT, and Machine Learning- Invertis boldly incorporates cutting-edge technologies like Artificial Intelligence (AI), Industrial Internet of Things (IIOT), and Machine Learning into its curriculum. This ensures that students emerge not only educated but future-ready.

Career Launchpad: Lateral Hiring Opportunities- University facilitates lateral hiring, equipping students with experiential knowledge at the cost of hiring fresh graduates. This innovative approach enhances the employability quotient of Invertis graduates.

Industry Problem Solvers: Tackling Real-world Challenges- Students at Invertis engage with industrial problem statements, honing their problem-solving skills and gaining insight into real-world challenges. This practical application of knowledge sharpens their acumen, making them invaluable assets to prospective employers.

The outcome of these initiatives is evident by a large number of startups and socially relevant projects as outlined in the supporting documents. Presently there are 73 projects are running in CSED.

File Description	Document
Upload any additional information	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: 4

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 sofware**
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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 38

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 2.1

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

Response: 44

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

Response: 21

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 1.02

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

Response: 389

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](#)

3.4.5

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

Response: 0.5

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

Response: 192

File Description	Document
Institutional data in the prescribed format (data template)	[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: A. Any 5 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: 7.25

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: 20

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

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 194.79

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
44.21	39.70	44.07	34.45	32.36

File Description	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](#)
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	[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:

In the intricate tapestry of a thriving society, the threads of compassion, awareness, and collective action interlace, creating a vibrant fabric of positive change. Numerous initiatives, ranging from blood donation awareness programs to legal consultations for gender issues, are like diverse hues contributing to this dynamic canvas.

The "Atal Raktdan Shivir," a blood donation camp, serves as a crucial lifeline, not only saving lives but also fostering a profound sense of community engagement. Pre-donor check- up camps are emblematic of a commitment to health, ensuring the well-being of donors, exemplifying the symbiotic nature of giving and receiving. The Community Awareness Program plays a pivotal role in educating the public about various health issues, with visits to Kushth Ashrams shedding light on the challenges faced by those affected by leprosy.

Events like the Children's Day Donation Program and Navjeevan's "Liberation from Addiction" initiative underline the importance of nurturing the future. These initiatives not only provide essential support to the underprivileged but also instill values of empathy and compassion in the younger generation, sowing the seeds for a more compassionate society.

Beyond individual health, the community actively engages in promoting collective well- being, evident in campaigns such as road safety, climate change awareness, and peace- building. Initiatives like "Say NO to plastic" and "Save Water" underscore the community's commitment to environmental sustainability, showcasing a holistic approach to societal welfare.

The commitment to societal well-being transcends specific causes, encompassing realms such as justice and civic responsibility. Programs like "Legal Consultation for Gender Issues" aim to empower marginalized sections of society, fostering inclusivity and equality. The "Casting Vote Awareness Program" encourages civic participation, emphasizing the importance of each individual's role in shaping a just and democratic society.

Outcomes:

1. Increased Blood Donation Rates: The Atal Raktdan Shivir and pre-donor check-up camps have significantly increased blood donation rates, ensuring a steady and safe supply for those in need.
2. Health Awareness and Disease Prevention: Community Awareness Programs have led to increased awareness of health issues, contributing to disease prevention and early intervention.
3. Empowered Youth: Initiatives like Children's Day Donation Program and Navjeevan's "Liberation from Addiction" have empowered the youth, instilling values of empathy and responsibility.
4. Environmental Stewardship: Campaigns like "Say NO to plastic" and "Save Water" have led to a reduction in plastic use and increased awareness of water conservation, fostering environmental stewardship.
5. Legal Empowerment: Legal consultation programs for gender issues have empowered marginalized sections, providing access to justice and fostering a more equitable society.
6. Civic Participation: The Casting Vote Awareness Program has resulted in increased civic participation, strengthening the democratic fabric of the community.
7. Community Cleanliness: Door-to-door Swachchta Abhiyan campaigns have led to improved community cleanliness and hygiene, fostering a healthier living environment.
8. Digital Inclusion: Computer donation programs have facilitated digital inclusion, ensuring access to technology and educational resources for all members of the community.
9. Holistic Community Well-being: The diverse range of initiatives collectively contributes to the holistic well-being of the community, creating a society that is compassionate, aware, and collectively responsible.

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: 73

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
23	2	7	22	19

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: 27

File Description	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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Invertis University Bareilly, UP is a modern and well-equipped educational institution located in the heart of the city. Spread over more than 70 acres of eco-friendly landscape. Here's a quick overview of its features and offerings. The campus is aesthetically pleasing and environmentally friendly, emphasizing sustainability.

Classrooms: The institution offers well-furnished classrooms with a capacity of 75 students each. These classrooms are equipped with essential amenities such as furniture, projectors, fans, and power backup. Moreover, its equipped with ICT facilities, including Wi-Fi and smart classroom technology.

Technology-Enabled Learning Rooms: There are intelligent learning environments available for webinars, presentations, hackathons, and quizzes. These classrooms are equipped with LCD projection screens, whiteboards with interactive features, Wi-Fi, and video and audio technology.

Seminar Halls: The university has several seminar halls, one of which being the Main Seminar Hall, which is capable of seating 320 people in seats. There are additionally facilities in the Library Block and departmental rooms for lectures in numerous fields.

Laboratories: Fully equipped laboratories provide learner's real-world experience. They undergo routine maintenance, that involves security precautions, improvements to the software, and maintenance of the system. Additionally, to enhance the development of skills in innovative technologies, the university established CSED in partnership with industry partners.

Computing Equipment: Sixty desktop computers are housed in the computing center that is open for Net surfing, even on Sundays.

Sports & Games: The university offers indoor as well as outdoor sports facilities in addition to encouraging extracurricular activities. Sports tournaments between universities are designed to promote good sportsmanship. Along with access to an indoor badminton arena, indoor activities including table tennis, chess, and carroms are offered. There are basketball courts, volleyball courts, handball courts,

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throwball courts, running tracks, and other outdoor sports facilities.

Gymnasium: The fitness wing has a gym with a variety of workout equipment, and there are seventeen pieces of gym equipment inside the university's boys and girl's hostel.

Yoga: Every student is granted access to the university's open lawn facilities for practicing yoga, and every year, there is an enormous attendance for International Yoga Day.

Extracurricular Activities: Through several clubs and events, including the M-Factor Club, Images Club, Rock-On Club, Panache Club, I-Tech Club, and Responsible Invertian Club, the university encourages holistic development.

Transport: For employees and students alike, the university provides transportation services. For various regions of the city, public transit is also offered. A backup vehicle is on standby around-the-clock to take patients to neighboring hospitals in the event of an emergency.

Canteen: There are two modern on-campus canteens that provide subsidized, hygienically prepared meals with plenty of seating.

File Description	Document
Upload any 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: 41.04

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
1273.36	919.14	653.56	709.54	762.09

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[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 library is a vital knowledge resource centre that supports the academic and research needs of academic community. The importance of embracing digital advancements in library management and providing access to a wide range of electronic resources is well understood. Therefore, both the libraries at the university are automated with a state-of-the-art **Integrated Library Management System (ILMS- ALICE),** ensuring efficient operations and seamless access to digital facilities.

At University, the library services are guided by a **Library Advisory Committee**. This committee continuously advises on enhancing various services and facilities within the university premises. The library contributes to the university's mission of becoming a world-class institute by offering a rapidly growing collection in both digital and print formats, leveraging the latest technology.

Library Automation and Security

Library Services at the University have been automated through the implementation of the advanced **ALICE** Integrated Library Management Software (ILMS).

Library Infrastructure

The university has two libraries, namely "Central Library" (Library 1) and "Academic Block III Library" (Library 2). Both the libraries comprises several sections, such as New Editions/Arrivals, Newspapers, Magazines, Journals, Digital Resources, a Reference-section, an Issue Reprographics Section and more. Additionally, the University libraries provide well-furnished and spacious reading areas. To ensure the safety of its Resources and Users, all Library- sections and stacks are under Electronic [CCTV]-surveillance with a strong Support-Ecosystem that ensures uninterrupted power supply and fire extinguishers to ensure safety.

Both the libraries offer an extensive collection of Newspapers, Reference Books, Textbooks, E-books, E-

journals, Hard Copy-journals, Knowledge-Database, Project Reports, Dissertations and a valuable collection of Rare Books.

Library e-Resources

Libraries at the University provide an extensive range of e-resources through the Digital Library equipped with computers and access to 44104 books (Including text books and reference books), 29200 textbooks, 14903 book titles, 14903 reference books, 10839 e-books, 709 categories of of e-books, and 1898 donated books along with manuals, reports, standards, and other information from renowned platforms such as IEEE, EBSCO, DELNET for the students and faculty members and subscription of 15 newspapers and 43 journals.

To further augment Digital Resources, University is an active member of e-ShodhSindhu, ShodhGanga, enabling seamless access to a huge reservoir of knowledge.

Institutional Repository

To preserve and showcase the intellectual output, University has established an Institutional Repository. This Repository serves as an archive for Research Papers, E-content, Question Papers, and Lab Manuals.

Library Research Support

The Libraries at the Institution actively support Researchers and Faculty-members in their research endeavours. It provides Multi-user Licenses for renowned Anti-plagiarism Software, **Plag X checker** facilitating the maintenance of research-integrity and originality.

Optimal Utilization

The University-Libraries are optimally-utilized by both students and faculty members leading to average daily footfall of around 1250.

File Description	Document
Upload any 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: 10.76

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
288.6	240.9	171.6	230.4	200.6

File Description	Document
Institutional data in the prescribed format	[View Document]()
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[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:

As the world is transforming completely into digital space, INVERTIS is keen in giving computer education to all the students in the University and has accordingly updated its IT infrastructure to cater to the needs of the students ensuring effective and outcome-based teaching-learning. Value added IT courses are conducted in all the departments. Invertis has a total of 1125 computers(for students use only) which are of latest hardware configuration. There are Computer labs in the campus. The student - Computer ratio is 4:1. All the departments and the research centers have their own computers which are connected though a campus network and through internet with the rest of the world.

Invertis maintains a total number of 46 switches, which include 7 servers exclusively for library, one each at board room, exam section, 3 at computers lab.

The need for Internet has become mandatory in information sharing and knowledge dissemination. To facilitate the sharing of files between departments there exists LAN connection. The old network has been upgraded and replaced with 7 extreme switches, 9 wireless access points.

Our campus is completely Wi-Fi enabled from the year 2018. For ease of access, all blocks have been enabled with Wi-Fi (with 8 hotspots). All the seminar and conference halls have been installed with LCD projectors. Biometric scanner-based attendance capturing system is upgraded for faculty members. From all the departments, classrooms, and seminar halls data could be easily accessed. The institution has

3hotspots with extenders provided to cover the wireless range throughout the college. The speed of the Wi-Fi access is 500 Mbps. Biometric attendance machines are also connected with Wi-Fi.

The noteworthy feature of our wi-fi facility is, students, faculty and research scholars have 24/7 access to the internet. The present wired and wireless network infrastructure has been established with priority on reliability, performance, and efficiency. Dedicated leased line Internet facility with a bandwidth of 300 Mbps is available to cater to the academic & research needs in the Campus. The entire campus is Wi-Fi enabled. The activity in the institute is under video surveillance with 13 CC cameras.

Efforts are made to digitize the administrative processes in a bid to make it a paper-less facility. The college office installed customized software for digitalization of student's database. The University upgraded this to the university Web Portal through which all students and faculty members can access. Any technical issues are settled down immediately and used for knowledge enrichment & dissemination.

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

4.3.2

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

Response: 4.23

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

Response: 1125

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[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: 3.53

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
57.68	43.02	69.33	124.77	76.37

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[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:

Invertis University has several policies, procedures, and practices to govern its operation. The policies are meant for day-to-day dealing and provide guidance to members in several academic areas.

Classrooms, Laboratory, Library, Sports complex, Website, Gardening services, Power Distribution System, Water Distribution System, Gymnasium, Transportation, Fire Extinguisher, Hostel, Kitchen Services (Cafeteria and Mess), Solar Plant, Rainwater harvesting, CCTV, Guesthouse Guest house, Music room, Petrol Pump and Sick Room are maintained as per these policies, procedures, and practices.

The maintenance and cleaning of the classrooms and furniture are done with the efforts of the housekeeping staff and in most cases, the university goes for the maintenance contract to the experts. The university has an adequate number of computers with Internet connections. Utility software is distributed in the entire locale like office, laboratories, library, departments, etc. As per the rules and policies of the institution, all the stakeholders have equal opportunity to use these facilities. The smart classrooms, projector, and all computer-related facilities are maintained by the technically skilled experts appointed by the management.

The entire campus is under CCTV surveillance. The university website is maintained regularly by a Reputed, Innovative, Creative, and Professional web developer. The gardeners appointed by the university maintain the lawns and gardens. The maintenance of the generator is regularly done through the Annual Maintenance Contract. Electrical and plumbing-related maintenance is done with the help of local skilled persons.

Maintenance of the Library is done by management by providing a provision of the budget. Library software is maintained with the help of the Annual Maintenance Contract. Disinfecting and keeping the library clean is done frequently by library staff.

The sports section of the university is meritorious. The cricket field, volleyball court, basketball court, and badminton court are used by students, staff, and the local community, and maintenance of that facility is done by management.

Maintaining supporting facilities in the campus requires a meticulous system. The University has a comprehensive policy to maintain the infrastructure periodically. Hence, the management allocates sufficient funds for the maintenance of the physical, academic, and support facilities.

Rainwater harvesting and Solar Plants are maintained to retain their efficiency time from competent certified maintenance service providers from time to time on a regular basis. Petrol Pump and fire safety services such as fire extinguishers are also maintained as per these policies, procedures, and practices.

File Description	Document
Upload any 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: 60.52

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
3226	2393	2363	3011	3018

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:

A comprehensive overview of the notable achievements and impact of our institution's career counseling and guidance initiatives during the five year. Invertis University is delighted to share the impressive outcomes of our efforts in supporting students in competitive examinations and career planning.

Overview of Programs and Initiatives:

In alignment with our commitment to fostering the academic and professional success of our students, our career counseling and guidance programs aimed to provide comprehensive support for individuals navigating the complexities of competitive examinations and career choices. Throughout the year, we implemented various initiatives, including Career Counseling and Guidance, to address the diverse needs of our student body.

Total Number of Students Benefited:

Invertis University pleased to report that during the academic years 2018-2019, 2019-2020, 2020-2021, 2022-2023 Invertis University reached and positively impacted a total of 4198 students through our career counseling and guidance initiatives. This significant number is a testament to the effectiveness and relevance of our programs in aiding students in their academic and professional journeys.

Impact Assessment:

Our rigorous impact assessment revealed that there is a year-on-year increase in total number of students clearing the campus and off campus drives and many of the students have been progressed to the leadership role. The testimonials and success stories we have received showcase the tangible difference our career counseling and guidance initiatives have made in the lives of our students.

Challenges Faced and Improvement Strategies:

While we celebrate our achievements, we acknowledge that challenges are inherent in any educational endeavor. There were the students who were confused and have chosen the worn course in their academics due to the extreme pressure from their parents and they have no idea what to do it with the life as they were not at interest to make progression in those courses. To address these challenges, we have identified and are implementing parents counselling at the time of admissions only to guide and make them understand what is their child choice ah how he or she can do well and further enhance the quality and reach of our career counseling and guidance programs.

Recommendations for Future:

Looking ahead, we are committed to continuously improving and expanding our offerings. Based on our experiences, we recommend that our university empower us more and allow us to explore the career Counseling and mentorship from the very first day the student puts his or her first day on campus, along with regular academic classes, will help me to move in the right direction and clear my mindset toward the achievement of the goal rather than a blurred one, ensuring that our institution remains at the forefront of providing valuable support to our students.

Conclusion:

In conclusion, the success of our career counseling and guidance initiatives is a collaborative effort, and we extend our gratitude to our Management, Training Partners who contributed to this success. We remain dedicated to the holistic development of our students and look forward to further elevating our institution's impact in the coming years.

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: A. All 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: 71.73

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
741	900	902	649	505

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

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

Response: 30.69

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
198	194	112	87	54

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: 0.95

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

Response: 55

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: 80

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
32	27	0	17	04

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View 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:

Invertis University has created a student centric model of governance and has a structure to ensure participation of student representatives in the decision making process of the university. To meet, discuss and to make representations to the University authorities on matters concerning common interests of the student, the university has students' representation body - Student Council.

In Student Council, office bearer's students are given an opportunity of representation and participation in the student welfare activities, while ensuring a congenial learning environment on the campus. Student council have representation in all the below committees and clubs:

1. Class Representative & Discipline Coordinator System: In each class one CR and one DC is appointed, through a well-defined structured process. These CRs and DCs have meetings with class In charges, HoDs and top management and give their feedbacks.

2. Open Houses: Invertis University has an innovative system of meeting all students once in a semester. Vice-Chancellor and other senior officials meet the students to share the progress of the University and listen to their complaints /suggestions.

3. Student Participation in Academic Bodies: 1. Few students are appointed members in IU Court. 2. Few students are appointed members of Examination committee. 3. Few students are appointed members in IQAC. 4. Students are appointed members in anti-ragging committee.

4. Hostel Discipline and Mess: There is a student committee to maintain the discipline in all the hostel and a separate mess committee to decide the menu and check the quality of food.

5. Abhiruchi (The Hobby Club): Students are also involving in many clubs as follows

Panache – (The Arts Club): Panache gives emphasis on artistic visions, painting, modelling, sculpture making origami, and welcomes beliefs in colour.

Rock on: (The Cultural Club): This club encourages students to enjoy all aspects of the performing arts (singing, dancing, and acting) as they learn the skills to showcase their talents.

I-Tech (The Technical Club): I-Tech is a part of Abhiruchi prism at Invertis University which aims to promote technology and inculcate technical skills among the students.

IMAGES: (The publication Club): This club is a portrayal of University and its aspirations provide an excellent opportunity to unveil the hidden talent and showcase its accomplishments to the world with the help of Invertis University.

STRIDE: (The Sports Club): This Club appreciates inclination in good physical well-being and encourages students to participate in National and International sports events.

M-Factor (The Management Club): This Club incepts the basics of all Managerial skills set that are needed to be perfect in whatever field you choose.

The Responsible Invertian Club" (The Social Club): The objectives of this club are centred on the activities related to the poor & needy sections of our society and work to improve their socio-economic status.

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: 106.83

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
21.88	21.25	18.52	21.42	23.76

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:

Alumni play a pivotal role in the growth and development of educational institutions, and Invertis University is no exception. The contributions and engagements of the alumni community have been instrumental in shaping the academic landscape, fostering a sense of commuinty, and enhancing the overall educational experience at Invertis University.

One of the primary ways in which alumni contribute to the development of Invertis University is through their active involvement in academic support systems. Many alumni return to the campus as guest lecturers, sharing their practical experiences and insights with current students. These interactions not only provide a real-world perspective but also serve as a bridge between theoretical knowledge and its application in various industries. Alumni-led workshops, seminars, and training sessions have become regular features, enriching the academic curriculum and ensuring that students are well-prepared for the challenges of the professional world.

Moreover, alumni often collaborate with faculty members to design and update the curriculum to align it with industry trends and demands. Their firsthand knowledge of the evolving job market enables them to suggest relevant modifications, ensuring that the university stays at the forefront of educational excellence. This collaboration between alumni and the university faculty creates a dynamic learning environment that is responsive to the changing needs of the global economy.

Beyond academic contributions, alumni play a crucial role in providing mentorship and career guidance to current students. Through formal mentoring programs and networking events, alumni share their career trajectories, offer advice on professional development, and help students explore potential career paths. This mentorship not only fosters a sense of community but also enhances the employability of students by connecting them with valuable resources and opportunities in the job market.

Alumni also contribute significantly to the university through financial support. Many successful graduates generously donate to scholarship funds, infrastructure development projects, and research initiatives. These financial contributions enable the university to invest in state-of-the-art facilities, scholarships for deserving students, and cutting-edge research programs. The impact of such contributions goes beyond the immediate beneficiaries, creating a lasting legacy that benefits generations of students to come.

The alumni of Invertis University also serve as ambassadors, promoting the institution's reputation and fostering a sense of pride among its members. Through their professional achievements and community involvement, alumni contribute to enhancing the university's brand value and attracting prospective students and faculty.

In conclusion, the contributions and engagements of alumni are integral to the continued success and development of Invertis University. Through their involvement in academic support systems, mentorship programs, financial contributions, and community-building activities, alumni create a vibrant and interconnected ecosystem that benefits current students, faculty, and the institution as a whole. The active participation of alumni is a testament to the enduring impact of Invertis University and its commitment to producing well-rounded, successful graduates

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:

At Invertis University, the Governance and Leadership Practices are firmly rooted in the Vision and Mission Statements of the Institution. The Vision of the University is "To groom professionals of caliber and competence towards qualitative change to society.".

To attain this Vision, the University has following Mission Statements:

- Provide an enriching, intellectually engaging, and discovery-based learning environment.
- Provide opportunities for engaging in interdisciplinary research, internships with collaborations within the country and abroad.
- Participate in community service, academic, cultural, sports, and other events.

- Conduct capability development programmes to enhance leadership, managerial qualities, professional skills, and commitment towards ethics.

Invertis University exemplifies an Institution that is proactively in alignment with the needs of the National Education Policy 2020. By embracing Multidisciplinary Education, fostering Industry Collaboration, and focusing on Skill-development, the University demonstrates its dedication to providing a Contemporary and Inclusive Higher Education Ethos. Alignment with the NEP ensures that the Governance and Leadership Practices adopted by the University are responsive to the evolving Educational-landscape of the Nation.

The University has identified "Sustained Institutional Growth", "Decentralization", and "Active Participation in Institutional Governance" as essential Drivers of Innovation, Transparency, and Accountability. By decentralizing Administrative Functions, the University imbibes a culture of Participatory Governance. This approach encourages "Shared Responsibility" and "Collaborative Decision-making", ensuring consideration of diverse perspectives in the Collective Decision Making Process of the University, in alignment with its Vision and Mission. The value placed on the participation of various Stakeholders in Institutional Governance reinforces the principles of Transparency, Inclusivity, and Shared Decision-making at the University.

Continual Improvement and Strategy Planning are integral to Long-term Sustainability and Relevance. Through Comprehensive Evaluation and Feedback Mechanisms, the Institution identifies areas for improvement and adopts necessary measures to reinforce Academic Programs, augment Infrastructure, and Student-support Services. This sustained Institutional commitment serves as a testimony to the University recording marked growth in alignment with its Vision and Mission.

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The University formulates Short-term and Long-term Perspective Institutional Plans, underscoring its dedication to its Vision and Mission. Institutional Perspective Plan (IPP) outline strategic goals, objectives, and actions to be accomplished within the defined timeframe. Serving as Roadmap for Institutional Development, the Perspective Plan emphasizes key focus areas such as Academic Excellence, Research and Innovation, Infrastructure Development, Student-support Services, and Industry Collaborations. The formulation and implementation of these Plans demonstrate the proactive approach of the University to Governance and Leadership in realizing its Long-term Vision and mission.

Invertis University stands as a beacon driven by an articulated Vision and Mission that permeates both its Academic and Administrative Governance-fabric. By aligning with the NEP, prioritizing Participatory Governance, Sustaining Institutional Growth, and engaging in Strategic Planning, the University exemplifies its commitment to delivering high-quality and forward-looking education to its learners.

File Description	Document
Upload any 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:

Invertis University has successfully deployed its Perspective Plan, which serves as a roadmap for its overall growth and development. The Plan outlines the Strategic Goals, Objectives, and Action Plans that align with the Institutional Vision and Mission. Through a Collaborative approach involving all concerned stakeholders such as Administrators, Faculty-members, Staff, and Students, the Plan has been carefully crafted and implemented to ensure alignment with the Core Values of the University.

Functioning of Institutional Bodies

The Institutional Statutory Bodies, Board of Governors, Board of Management, Academic Council, Research and Innovation Council, Finance Committee and Boards of Study demonstrate effectiveness and efficiency in their functioning. The University ensures that these bodies meet within stipulated time intervals and the Minutes of their Meetings reflect transparency, collaboration, and shared goals. These Bodies hold meaningful discussions, make informed decisions and drive Institutional progress. Stakeholder input is actively sought and valued, ensuring Inclusivity and Collective Ownership of Institutional Decision-making.

Effective Policy Framework

The University has structured extensive Regulations and Policies that reflect its commitment to excellence, fairness, and transparency. These Regulations and Policies govern various aspects of its operations, including Academic Affairs, Research, Administration, Finance, Human Resources, Student Affairs, and Quality Assurance. These Policies provide clear guidelines for decision-making, ensure consistency in practices, and promote a culture of accountability. Regular reviews and updates of these Policies demonstrate the adaptability of the University, to changing needs and best practices.

Administrative Set-up

The Administrative setup of the University is designed to facilitate efficient governance and decision-making. It has established clear reporting lines, well-defined roles and responsibilities, and effective coordination mechanisms among its Administrative Units. The Administrative Setup promotes effective communication, streamlines workflows, and enables timely decision-making. The Institutional Administrative Leaders demonstrate strong leadership skills and ensure that administrative processes support the strategic goals outlined in the Perspective Plan.

Recruitments and Service Rules

Recruitment of Employees within Invertis University is made through a rigorous yet transparent process. The University follows established norms, guidelines and regulations for its Human Resource Management of appointing personnel to key positions, such as Administrators, Department Heads, and Faculty Members. Merit-based Selection Procedures ensure that individuals with the necessary qualifications, expertise, and experience are appointed to these roles.

The University has clearly defined Service Rules that cover various aspects of Employee -conduct, Performance Evaluation, Promotion-criteria, Grievance-redressal and Disciplinary Procedures. These Rules provide a fair and transparent framework for employees, fostering a positive work environment and ensuring the smooth functioning of the Institution.

University exemplifies the effective deployment of its **Institutional Perspective Plan 2019-24** to ensure efficient functioning of its institutional bodies. Through well-defined Policies, an efficient Administrative Setup, Transparent Appointments, Adherence to Service Rules and Procedures and the Active Engagement of Institutional Bodies, the University ensures the successful implementation of its Perspective Plans. The commitment, of the University to Excellence, Fairness, and Transparency in its Operations strengthens its position as a leading institution dedicated to the academic growth and holistic development of its students.

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

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:

IU has a well-designed mechanism for a Comprehensive Performance Appraisal System for all its employees and has consciously developed effective welfare measures, and opportunities for Career-development and Progression for both, Teaching and Non-teaching Staff.

Performance Appraisal System

The Institution recognizes the importance of regular assessment of the performance of its employees to promote a culture of excellence and continuous improvement. To achieve this, the University has established a robust Performance Appraisal System. This System involves setting clear performance expectations and objectives for each staff member, providing regular feedback and guidance, and conducting formal performance evaluations at specified intervals. The Performance Appraisal Process allows for a fair and objective assessment of the Individual-specific contribution, strength and areas for improvement. It serves as a valuable tool for recognizing and rewarding exceptional performance, as well as identifying areas where additional support or training may be required.

Welfare Measures

The University places great emphasis on the welfare of its teaching and non-teaching staff. The institution recognizes that appropriate welfare measures lead to employee satisfaction, motivation and overall well-being of staff, which in turn ensures a supportive and conducive work environment, which is crucial for the growth and development of the institution.

Some of the measures include:

Employee-friendly Leave Policy, including Maternity Leave, Casual Leave, Special Casual Leave, Study and Sabbatical Leave for Professional Development, and Duty Leave.
Support for Research Initiatives, including Seed Money, Patent Support, and Incentives for Research.

Medical and Superannuation Benefits, including Contributory Provident Fund, ESI Coverage, Group Health Insurance, and Gratuity. Transportation Facility, including Reserved Seats in University-managed Buses and Staff Cars for Designated Positions.

Career Development and Progression

Presidency University also recognizes the importance of providing avenues for career development and professional progression for its employees. The University offers various opportunities including participation in Training Programs, Workshops, Conferences, and Seminars relevant to the employees' respective fields of service. The Institution also encourages Faculty Members to engage in Research and Scholarly activities, thereby promoting intellectual growth and contemporary knowledge dissemination. By investing in the Career-development Opportunities for its employees, Presidency University not only propel their individual growth but also contributes to the overall Academic and Research Excellence of the Institution.

Furthermore, the Institution actively supports the Career Progression of its employees by providing conducive and merit-based Career Advancement Practices. The University follows a transparent and fair Promotion and Advancement Process, ensuring that individuals are recognized and rewarded based on their performance, qualifications, and experience. The Institution also develops its employees to take on leadership roles and responsibilities, enabling them to expand their skill sets and contribute to overall Institutional- development.

In conclusion, it can be concluded that the University demonstrates a strong commitment to the welfare and professional growth of its Teaching and Non-teaching Staff. Through its Performance Appraisal System, effective Welfare Measures, and Career-development and Progression Initiatives, the Institution ensures that its employees are provided with a supportive and conducive Work-environment.

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: 66.48

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
159	127	100	127	78

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](#)

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: 67.6

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
161	111	111	112	106

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](#)

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:

The University has developed a Comprehensive Resource Mobilization Policy and a Set of Procedures to ensure the optimal utilization of resources and to secure additional funds beyond fees. The Institution recognizes the importance of diversifying its Funding-sources to support its Academic Programs, Infrastructure Development, Research Activities and Student -Support Services.

Resource Mobilization

The Resource Mobilization Policy at the University encompasses several key strategies and approaches. One of the primary strategies is establishing partnerships and collaborations with Industry, Government Agencies, Non-governmental Organizations and other Educational Institutions. These Partnerships can take various forms, including Research Collaborations, Sponsored Projects, and Resource-sharing. By actively engaging with external stakeholders, the Institution not only secures additional funding but also benefits from its expertise, shared resources, and networks.

Additionally, Invertis University maintains strong relationships with banks, allowing it to secure bank funding in the form of Term Loans or Overdraft Facilities for Infrastructure Development Fund requirements. The excellent Credit History of the University has equipped it with access to adequate Short-term Loans and Overdraft Facilities, from the Banking Sector, with a huge leveraging capacity.

Invertis University also actively seeks Grants from Government Funding Agencies, Private Foundations, and International Organizations. The Institution has a dedicated team, in place, responsible for identifying opportunities for applying for Grants, preparing Grant Proposals, and managing the Implementation of Funded Projects. This proactive approach allows the University to secure External Funding for Specific Research Initiatives, Infrastructure Development and Community Engagement

Projects.

Additionally, the Resource Mobilization Policy includes strategies for revenue generation through multiple means which include offering specialized Faculty Development and Management Development Programs, Continuing-Education Courses, and Consultancy Services to External Organizations. The Institution leverages its expertise and resources to provide Academic Services to Industry Partners, generating additional revenue streams.

Another essential component of the Resource Mobilization Policy is the cultivation of Alumni Networking and seeking their philanthropic support. It also establishes avenues for Alumni to contribute financially to the institution through donations, endowments, and scholarships. By encouraging philanthropic giving, the University enhances its accessibility to financial resources while fostering a sense of pride and engagement among its Alumni Community.

Optimal Utilization of Resources

To ensure the Optimal Utilization of Resources, the University has established a robust Financial Management System. This System involves careful Budget Planning, Monitoring, and Periodic Review to ensure that resources are allocated effectively and efficiently. The Institution emphasizes transparency and accountability in financial practices, adhering to Regulatory Guidelines and Reporting Standards. Regular Audits are conducted to ensure compliance and identify areas for improvement.

In line with the Institutional commitment to responsible Financial Management, it maintains dedicated and separate accounts for all Grants and Funding. This ensures that Funds are utilized exclusively for the purposes for which they were granted/earmarked. Regular Audit and Fund-Utilization Certificates are provided to the Grant Agencies, ensuring transparency and effective utilization of sums Funded.

Moreover, the institution promotes a culture of Resource-optimization and Sustainability across all Departments and Units. Faculty Members and Staff are encouraged to explore innovative ways to maximize the use of available resources, reduce waste, and implement energy-saving measures.

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: 0

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
0	0	0	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:

At Invertis University, maintaining transparency and accountability in financial matters is of utmost importance. To ensure adherence to statutory regulations and sound financial practices, the University has established a comprehensive system of Internal and External Financial Audits. These Audits serve as essential mechanisms to evaluate University-specific Financial Transactions, Compliance with Governing Procedures, and Prudent Handling of Finances.

Internal Audit

Sudhir Mehrotra & Associates, a CA firm, has been appointed as the Internal Auditors. The Auditor conducts regular Internal Audits to scrutinize various functions within the University. By adopting a risk-based Auditing-approach, the Internal Auditors identify potential errors or discrepancies if any at the earliest stage possible. They emphasize timely rectification of any observations and engage with the respective staff members to address long-pending issues if any.

The Internal Audit Process includes:

1.**Budget Allocation:** A Bottom-up Approach is adopted in the Budgeting Process, with School- Deans submitting their Budgets to Vice-Chancellor. The Consolidated Budget is then reviewed by the Vice Chancellor and recommended to the Financial Committee for Final Allocation. This process ensures efficient Financial Planning and Control over recurring and fixed expenses.

2.**Verification of Income and Expenditure**: The Internal Auditors meticulously verify income and Expenditure details, ensuring compliance with established Standard Operating Procedures. The Auditors thoroughly examine expenditure invoices and relevant vouchers, promptly reporting any discrepancies to the University Finance Officer.

3.**Asset and Expense Monitoring:** The Accounts Department closely monitors expenses against the Allocated Budget for various Expenditure Heads. Additionally, the Internal Auditors conduct physical verifications of Fixed Assets, Cash in Hand, and Consumables to ensure accurate Record- keeping and Asset Management.

Internal Audit Report: If any discrepancy is found, the same is brought to the notice of the Finance Officer. The Report is then discussed in the next Finance Committee Meeting and necessary instructions are passed to the concerned officials.

External Audit

To maintain objectivity and comply with regulatory requirements, the University engages the services of **CA Sudhir Mehrotra** as a designated Statutory Chartered Accountants Firm for an Annual Statutory Audit. The Statutory Audit Process is conducted to ensure adherence to relevant statutes and guidelines set by the Institute of Chartered Accountants of India.

During the Statutory Audit, the Accounts of University undergo a Comprehensive Evaluation. The designated Auditing Firm reviews Financial Transactions, verifies Payments and Expenditures and examines the overall Financial Statements. The Audit Report, highlighting any queries or issues, is submitted to the University Management for review. Any discrepancy is promptly addressed, with supporting vouchers and documents provided within prescribed timelines.

The implementation of the University, of rigorous internal and external audit mechanisms, serves as a testimony of its unwavering commitment to Transparency, Accountability and Financial Discipline. To date, both Internal and Statutory Audits have yielded no significant findings or objections, attesting to the effective financial management practices at the University.

In the rare instance, where minor errors of omission or commission are identified by the Audit Team, prompt corrective measures were taken. Furthermore, precautionary steps are proactively implemented to prevent the recurrence of such errors in the future.

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:

Invertis University, with an emphasis on quality education, has established an Internal Quality Assurance Cell (IQAC) on 16.09.2014 to ensure the institutionalization of Quality Assurance Strategies and Processes. The IQAC at Invertis University has played a crucial role in reviewing, at periodic intervals, the Teaching-learning Process, Structures and Methodologies of Operations, and Learning Outcomes. These IQAC initiatives have resulted in several good practices being developed, towards improving the quality of education and support services at the University.

1. Outcome-Based Education (OBE) Framework:

The IQAC at Invertis University has implemented an Outcome-Based Education (OBE) Framework, which has significantly contributed to improving the Teaching-learning Process and enhancing the learning outcomes. The OBE Framework focuses on defining clear and measurable learning outcomes for each course and aligning the curriculum, teaching methods, and assessment strategies to ensure that these outcomes are achieved. Under this Framework, the Faculty Members at Invertis University develop Course Outcomes and Program Outcomes, in consultation with Industry Experts and other Stakeholders.

The IQAC ensures that the OBE Framework is implemented effectively by conducting regular reviews of the Curriculum and Teaching Methods. Faculty Members are encouraged to design courses that are learner-centric, engaging, and interactive, thereby promoting active learning. The IQAC also facilitates Faculty Development Programs to enhance their pedagogical skills and encourages them to adopt Innovative Teaching Methods.

2. Audit and Review in line with Accreditation Processes:

The IQAC has introduced a Audit and Review Process to ensure continuous improvement in all aspects of the Institutional functioning as per various criteria of the Accreditation Process. This process involves periodic self-assessment, benchmarking against established quality standards and external peer reviews. The IQAC facilitates the creation of a quality culture by promoting self-evaluation and self-improvement at all levels.

The IQAC conducts regular audits of academic and administrative processes to identify areas for improvement. This includes reviewing the effectiveness of the curriculum, teaching methods,

infrastructure, support services, and student support mechanisms. The feedback received from students, faculty, and other stakeholders is analysed to identify strengths, weaknesses, and areas that require attention.

The IQAC also organizes Workshops and Training Programs to create awareness among Faculty and Staff about the importance of Quality Assurance and the role they play in the process. It provides necessary guidance and support to Departments and Units to implement Quality improvement measures based on the findings of the internal review.

In addition to the above IQAC has undertaken the following major activities:

1.The IQAC has implemented several comprehensive initiatives encompassing research promotion, campus development, integration of ICT in teaching practices, and enhanced support for research scholars through workshops. Moreover, it actively facilitates the coordination of Academic and Administrative Audits within the University, among other endeavours.

2. At present, the IQAC is diligently engaged in compiling the self-study report (SSR) and diligently progressing with the essential data collection from various crucial entities such as faculty members, departments, administration, finance section, examination section, and student welfare departments. This collaborative effort aims to ensure the thoroughness and accuracy of the SSR submission.

File Description	Document
Upload any 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](#)

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:

The Invertis University's Internal Quality Assurance Cell (IQAC) diligently monitors teaching methods, operational structures, and learning outcomes through quarterly meetings. Schools within the university present their Annual Quality Assurance Reports (AQARs) to the IQAC, where diverse aspects of teaching and learning undergo thorough discussions. The IQAC has facilitated several pivotal reforms and reviews, exemplified by the following initiatives:

1. **Student and Faculty Exchange Program:**

 Invertis University has forged strategic partnerships with globally renowned institutions, fostering student and faculty exchanges. Collaborations with Livingstone College, Regenesys Business School, Advance College of Engineering (Tribhuvan University), and The Institute of Company Secretaries of India (ICSI) have promoted reciprocal visits, encouraging academic, cultural exchanges, and faculty sharing, especially in company secretarial practices.

2. **Research and Development:**

Aligning with the National Institute of Disaster Management (NIDM) and collaborations with ICAR-Central Avian Research Institute, IAM Sweden, Invertis University has bolstered academic excellence.

These collaborations have substantially increased research publications, aided by enhanced research practices, workshops, audits, and checks. The university publishes journals spanning Renewable Energy, Science & Technology, and Management. External projects and faculty accolades further testify to its research growth, demonstrated through increased publications in esteemed databases. In a stride toward continuous advancement, Invertis University has successfully secured numerous international and national research projects from esteemed organizations such as The University of Western Ontario, ICMR, DST SERB, among others. Moreover, the University has actively facilitated the progression of knowledge by extending funding support to various internal projects initiated by its faculties.

3. Transition from EBCS to CBCS and NEP:

The university initially began with the Elective Based Credit System (EBCS) in 2015, which focused on enhancing students' employability skills by providing them with practical training and exposure to the industry. With the change of educational landscape in India Invertis University made a transition to the Choice-Based Credit System (CBCS) in 2020. CBCS provided students with the flexibility to choose courses based on their interests and career goals, and it also put a significant emphasis on continuous evaluation and feedback to ensure students could track their progress and make necessary improvements. As the country continued to evolve, the government introduced the National Education Policy (NEP). In response to this new policy, Invertis University made another incremental improvement by transitioning to the NEP in 2021. To implement the NEP-2020 in a phased manner, the university has adopted various efforts for awareness building.

4. Adoption of NPTEL/LinkedIn Courses:

The IQAC recommended integrating NPTEL and LinkedIn programs into various teaching-learning programs. Mr. Sohail Qureshi, Assistant Professor, was designated to spearhead this initiative, enhancing program quality and learning. These reforms signify the university's commitment to holistic educational development, emphasizing global collaborations, research advancements, evolving pedagogical methods, and aligning with evolving educational policies.

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:

A. Safety and Security

University ensures the safety and security of all the students, teaching and non-teaching staff members and other employees by adopting significant measures. The whole campus is under CCTV surveillance with cameras installed at all prominent locations. With the help of the cameras, it is easy to identify if any issue persists within the campus. Moreover, security checkpoints are provided all-round the campus at the entries and exits of all academic blocks, libraries, hostels, mess and cafeterias.

Separate hostels are provided to girls with proper security measures, and hostel committees are established to look after the students. The Girl's Hostel is assigned a female warden who is well-trained, responsible and vigilant.

To ensure safety and security university has appointed members for the Proctorial Board who look after the discipline and ensures that everyone follows the rules and regulations of the university. Cases of indiscipline or indecent behaviour of any student, cases of individual/ group harassment, threatsetc. are dealt with strictly by the Proctorial Board.

The University's guard room at the main entrance of the campus has well-trained security guards who ensure that students with valid identity cards are allowed on the campus. They also keep a strict record of all the visitors entering the campus.

Academic buildings are equipped with digital notice boards that display all the instructions, rules and regulations of the university. Moreover, helpline numbers are also displayed on the notice boards so that anyone in need may contact the particular person in case of help. University has also appointed an Anti-ragging committee to ensure strict implementation of anti-ragging measures.

To maintain COVID protocol buildings are equipped with a face recognition system for the attendance of employees keeping in mind their safety. Regular vaccination drives were also organized by the university for the students and faculty members thereby ensuring their safety.

B. Counselling

01-10-2024 11:05:19

University provides counselling at all levels not only for students but also for employees. Faculty members counsel students regarding academic performance, career plans and personal issues. Classes in charges are also appointed for every separate semester and course who individually counsel students apart from the subject faculty. Head of the Departments also holds a meeting for interacting with students separately to know about their progress or problems if any. Dean student welfare is appointed by the university to look after student-related problems and their solutions.

C. Common Rooms

The university maintains separate common rooms for boys and girls in the hostels to ensure privacy and prevent unwelcome situations. Both staff and students utilize these common areas to rest and socialise. These common rooms are furnished with modern equipment to encourage group learning among students.

File Description	Document
Upload any 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Through its "reduce-reuse-recycle" attitude, Invertis University is devoted to "zero waste" and lowering the negative influence on the environment. As the first step in decreasing waste, we employ a sensible budgeting approach to the things we buy. The University has recycled furniture, electronics, lab supplies, office supplies, and stationery over the years.

- Solid Waste: A composting plant is a setup on the campus to manage biodegradable waste by converting it into manure. This manure is further used in the plantation process of the campus. The environmentally friendly waste management system uses a magnetic flux with carefully regulated oxygen levels to assure the complete burning of municipal solid waste. No smell, insects, or pollutant leaching occurs throughout the destruction process.
- Liquid Waste: In its laboratories, the University follows a stringent policy for the disposal of liquid waste. Any glass used in the lab is washed with the least amount of water possible and put in the liquid waste container. Organic and inorganic trash is separated from liquid waste. Before being disposed of, inorganic waste such as concentrated acidic or alkaline solutions is neutralised.
- E-Waste: The university has taken action to ensure that all types of electronic trash, including batteries, cells, outdated electronics, computers, monitors, printers, UPS, etc., are properly disposed of. At our university, old computer displays, printer cartridges, mice, keyboards, etc. are the main products of electronic garbage. Through buyback plans, they are regularly returned to the vendors. The printer cartridges are filled instead of buying new ones. In our computer lab, we employ network printers to cut down on the number of standalone printers.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. Any 3 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Invertis University practices automotive regulations inside the campus to protect the environment.

1. Restricted entry of automobiles

The restricted entry of automobiles inside the campus also provides safety for the pedestrians. Separate parking areas are allocated for the two wheelers and four wheelers at the entrance of the campus.

2. Use of Bicycles/ Battery powered vehicles

Invertis University has adopted efficient measures to protect the environment by minimizing the use of automobiles and focussing on the use of battery bicycles. Recently eco carts have been purchased for the travelling inside the campus.

3. Pedestrian Friendly pathways

Roads inside the campus are well maintained. Pedestrians can walk safely through the campus on these pedestrian friendly pathways. Security guards are assigned duties on every turn and crossings to the campus for the safety and directions.

4. Ban on use of Plastic.

Plastics are completely prohibited in the laboratories, canteen, hostel, and other facilities of the university. In order to progressively reduce the use of plastics on campus, the university provides environmentally friendly alternatives including stainless steel, washable, and reusable tumblers at all water units and requires the cafeterias to serve exclusively in stainless steel or paper plates, glasses, and cups.

5. Landscaping with trees and plants

A sustainable campus infrastructure is essential for offering areas for study, recreation, outdoor activities, relaxation, and aesthetic appreciation. Additionally, a green campus and surrounding area contribute to the university's clean, cool air and ground water recharge. On campus, there are numerous trees, and medicinal plants, in addition to grassy areas. Numerous insect and bird species can be seen living in the greenery of the campus.

6. Clean air initiatives

University has banned smoking and burning of garbage, woods etc. inside the campus. Through various cleanliness drives we create an awareness amongst students and employees to adopt maximum ways of reducing air pollution for instance use of bus facilities of the university helps in minimizing the pollution to a great extent. Successive Air quality audits helps in maintaining and knowing the quality of air and managing it as per the results and feedback.

7. Infrastructure

Our university supports using grid-connected PV solar systems with net metering to lower electricity consumption thereby helping in sustainable energy usage. We have also adopted policies for replacing all the lights with LEDs as they are environment friendly and sustainable.

The university adopt the 3Rs (Reduce, Reuse and Recycle) for eco -friendly environment.

- Liquid waste is managed by treatment plant which help circulate the water after being processed for further use.
- Biodegradable waste of campus is collected and treated to make organic manure for using in gardening purposes. Paper waste is also collected and sent for recycling.
- E-Waste is sold back to vendor which is again put to beneficial use by repairing and processing it for further usage.

To preserve the environment within the campus, various viewpoints are applied to solve the environmental problems such as promotion of the energy savings, recycle of waste, water reduction, water harvesting etc.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Provide Links for any other relevant document to support the claim (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:

Invertis University is against all kinds of discrimination on any grounds including disability. We intend to advance a comprehensive and inclusive teaching and learning environment in which incapacitated students and employees are not distraught or treated unfavourably. The institute aims to design its programs, administrations, and activities accessible to the students. All the authorities of the university are striving in order to extend a helping hand towards the differently abled so as to make sure about the Benefits of grounds programs, administrations, and activities. These guidelines apply to all the Faculty and staff members.

1. **Built environment with ramps for easy access to classrooms:** Invertis university has built ramps in each building to offer students and all employees a thorough and inclusive teaching and learning environment without any barrier. It helps the differently abled people to walk without any difficulty using wheelchairs on these ramps.
2. **Disabled-friendly washrooms:** Washrooms inside the campus have been built disabled friendly with the installation of low heights toilet seats and grab bars for easy access.

- The washrooms for disabled persons are provided separately almost in all blocks in the campus.
- It is designed as per the standard specifications to accommodate people with physical disabilities.
- The washrooms are provided with grab bar for the convenience of the disabled

1. **Signage including tactile path, lights, display boards and signposts :** There are numerous signs and displays inside the Invertis University campus that orient visitors to certain buildings, departments, or facilities. There is enough light along the road to allow for unrestricted walking throughout the campus.

- The sign boards are very important component in any institution as for as disabled persons are concerned.
- The sign boards make the disabled students to feel comfort to move to any place in the campus without any confusion.

- The institution has placed sign boards and display boards at different places in the campus for the benefit of disabled students.

1. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment :** Invertis University takes care of persons with disability by providing them assistive technology like digital notice boards, smart boards in classrooms, online learning facilities like LinkedIn Learning and Language Lab Software.
2. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading:** Invertis University is concerned for the disabled persons and thereby facilities like human assistance, scribe and screen reading is provided to the students so that they can learn in a barrier free environment. For visually impaired students university provide magnified question papers in the examinations**.**

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:

Invertis University takes various initiatives to increase and diversify the professional development opportunities for the students, faculty and staff members in order to cultivate an inclusive campus environment. Cross-Cultural engagement works collaboratively with students under the Umbrella of Abhiruchi (The Hobby Club).

To promote harmony towards each other sports and cultural activities are organized all year round by Stride- the sports club and Rockon- the cultural club of Invertis University. These cultural initiatives give students a practical way to interact and foster harmony among one another.

University celebrates national and regional festivals together where students and faculty members come together to spread harmony and promote an inclusive environment. Not only this University has a great zeal for organizing Farewell and Fresher's parties where students get a platform to participate and enjoy irrespective of any caste, creed and religion.

Following are details of the events and festivals organised during last five years so as to promote harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities:

1. **Invertia-** It is a two day annual fest of the university hosting events for every talent of Invertians.
2. **Sports and games-** Sport fests and games are organised all year round for students of Invertis University.

3. **Wall of Humanity 'Hum se tum tak'–**The campaign successfully distributed more than 10,000 clothes to economically deprived people.
4. **Blood Donation Camp–**To help the accidental patients, who can't bear the expenses and who don't have any relative for arranging the blood.
5. **Mobile Cloth Distribution via Wall of Humanity -** Distributing approximately 550 clothes by the team members of the Responsible Invertian club.

6.   **Anti-Ragging Campaign -** A campaign at university for the pledge of creating a ragging free environment.

1. **Traffic Rules Awareness Campaign -** In order to aware citizens of Bareilly about traffic rules like wearing of helmet, seat belts and speed limits etc.
2. **Community Awareness Programme -** As a part of co- curricular activity students of Department of Education visits nearby village to aware the people on social theme.
3. **Blood Platelets Donation-** 9 units of blood were collected for the social cause.
4. **Covishield Vaccination Camp -** Five Covishield Vaccination Camps in succession to make sure every last person is vaccinated and immune against corona virus.

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

7.1.9

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

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:

Invertis university fosters a sense of community among the students and employees via variety of practices and initiatives. Numerous faculties have long been engaged in the practice of planning events that encourage students to engage in diverse behaviours that support the "Unity in Diversity" of our motherland. In order to keep in mind, the diversities like the linguistic, regional, communal, and socioeconomic background of staff, students, and society various activities and programs are organized so as to celebrate the harmony of this collective inclusiveness.

National festivals like Independence Day and Republic Day are celebrated with full zeal and enthusiasm. The university observes Constitution Day every year on November 26. The programme starts with a reading of the Preamble to the Constitution, which is followed by lectures intended to increase student's

awareness of their responsibility to respect the fundamental values of the Constitution as well as their rights, responsibilities, and obligations as citizens. These events illuminate the Indian Constitution's enumeration of citizens' Fundamental Rights, Duties, Values, and Responsibilities. Invertis University offers a variety of learning programmes in addition to events to make sure that students also receive theoretical education.

Invertis University plans celebrations like Independence Day and Republic Day that promote a feeling of national integrity by emphasising the importance of the Indian Constitution. These national days are celebrated each year to remember the freedom fighters and the importance of the Indian Constitution. The teachers, staff, and students all take part in the national celebrations with a great deal of zeal and love.

The right to a healthy environment is guaranteed by our constitution, and Invertis University is committed to upholding this right by maintaining a lush, green campus with many trees that provide clean air. It promotes a healthy lifestyle for the staff members that work here, including the instructors and other staff members.

Not only this but an adequate learning environment is built up so to grant knowledge regarding the values and duties of being a responsible citizen. All these measures by Invertis University in turn helps in creating awareness and sensitizing the students and employees to constitutional obligations. As a part of strengthening democratic values, different campaigns are also organized to create awareness related to voting rights and its importance.

The responsible Invertian club at Invertis University spearheads several efforts to increase students' knowledge of moral values and ethics. Regular activities including blood donation drives, campaigns for women's empowerment, and self-defence workshops are held to uphold and instil the values of being a good citizen. The university promotes a spirit of brotherhood and a composite culture to successfully integrate students from varied geographic and socioeconomic backgrounds.

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
Report on the student attributes facilitated by the Institution	[View 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:

1. Title of the Practice: Community-Centric Initiatives for Holistic Well-being

2. Objectives of the Practice: The objective of the community-centric initiatives is to foster holistic well-being, empathy, and societal responsibility among students. The underlying principles involve promoting acts of kindness, understanding, and collaborative efforts for positive social change.

3. The Context: The contextual features necessitated addressing societal health issues, environmental concerns, legal empowerment, and community development. Challenges included raising awareness, fostering inclusivity, and promoting civic participation.

4. The Practice: The university initiated diverse projects such as "Atal Raktdan Shivir" for blood

donation, health check-up camps, and the Community Awareness Program focusing on health education. Initiatives like Children's Day Donation, "Navjeevan - Liberation from Addiction," and campaigns on road safety and climate change showcased a holistic approach. Programs like "Legal Consultation for Gender Issues," "Casting Vote Awareness," and empowerment initiatives for girls contributed to societal progress. Participation in Swachchta Abhiyan, Fit India-Hit India, and computer donation programs demonstrated commitment to inclusivity and technology access.

5. Evidence of Success:

1. **Increased Blood Donation Rates:** Atal Raktdan Shivir and pre-donor check-up camps led to a significant rise in blood donation rates.
2. **Health Awareness:** Community Awareness Programs contributed to heightened health awareness and disease prevention.
3. **Youth Empowerment:** Initiatives like Children's Day Donation and "Liberation from Addiction" empowered the youth with values of empathy.
4. **Environmental Stewardship:** Campaigns like "Say NO to plastic" and "Save Water" resulted in reduced plastic use and increased water conservation awareness.
5. **Legal Empowerment:** Legal consultation programs for gender issues empowered marginalized sections, fostering equity.
6. **Civic Participation:** Casting Vote Awareness Program increased civic participation, strengthening democratic values.
7. **Girls' Empowerment:** Scout and Guide Self Defense programs empowered girls, contributing to gender equality.
8. **Community Cleanliness:** Swachchta Abhiyan campaigns improved community cleanliness and hygiene.
9. **Digital Inclusion:** Computer donation programs ensured digital inclusion and access to educational resources.
10. **Holistic Community Well-being:** The collective impact of initiatives contributed to a compassionate, aware, and responsible society.

6. Problems Encountered and Resources Required: Challenges included awareness gaps, resource constraints, and the need for sustained community engagement. Adequate resources, both financial and human, were required for successful implementation.

7. Notes: This comprehensive approach to community-centric initiatives demonstrates a successful model for other institutions, emphasizing the importance of empathy, inclusivity, and holistic well-being in higher education. The integration of diverse projects ensures a transformative impact on both students and the broader community.

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:

Invertis University in Bareilly stands as a beacon of educational excellence, showcasing a series of distinctive practices that set it apart as a forward-thinking institution.

1. **LinkedIn**, a global platform for professional networking. This partnership reflects the university's commitment to providing students with a comprehensive and industry-relevant education. Through this tie-up, Invertis University offers a diverse array of learning courses on LinkedIn, catering to various disciplines and ensuring that students are equipped with skills in high demand in the contemporary job market. The integration of LinkedIn's resources not only supplements the academic curriculum but also provides students with an interactive and dynamic learning experience, bridging the gap between theoretical knowledge and practical application.
2. **Centre for Skill & Entrepreneurship Development (CSED)** at Invertis University. This center serves as a hub for fostering skill development and entrepreneurial spirit among students. CSED is designed to offer specialized training programs, workshops, and mentorship opportunities to enhance students' employability and entrepreneurial acumen. It provides a platform for students to explore and nurture their talents, equipping them with the skills necessary to navigate the complexities of the professional world.
3. **NCC** (one for exclusively girls from UP 8 Battalion, and another a mixed one under UP 21 Battalion) is raised which plays its role in Nation Building by giving proper training to the cadets, how to handle any situation, how to face the problem easily under stress conditions, and how to manage the events properly and neatly. NCC develops future citizens of the country who perform their duties for the society and the Nation and also known their responsibilities as member of the society.
4. **Invertis Farmer's Outreach Scheme**. The objective of the practice is to provide the farmers suitable guidance and assistance to improve their working environment, quantity and quality of farm output, farming efficiencies by applying scientific and technology applications in agriculture through field visits of students and faculty of the department.

TEDx: exemplifying its commitment to intellectual exploration and the dissemination of innovative ideas. These TEDx events serve as forums where scholars, thought leaders, and professionals from diverse fields come together to share their insights, experiences, and groundbreaking concepts. This initiative underscores the university's dedication to fostering a culture of intellectual curiosity and creating an environment where students are exposed to transformative ideas that go beyond the confines of traditional academic learning.

In the spirit of ideas worth spreading and as a distinctive practice, Invertis University hosted a TEDx Talk on November 21, 2022. TEDx, a program of local, self-organized events, serves as a platform to bring people together to share a TED-like experience. These events, independently organized and licensed as TEDx, aim to spark deep discussions and connections within small groups. The TEDx event at Invertis University aligns with the global TED community's ethos, providing a space for diverse ideas, disciplines, and cultures to converge.

TEDx Invertis University: Shaping Ideas, Inspiring Change

Theme of the Talk :"Changing India's Economy after the COVID-19 pandemic."

TEDx is a program of independently organized events that operate under a license from TED (Technology, Entertainment, Design), a global platform for sharing ideas. The "x" in TEDx stands for "independently organized," indicating that these events are self-organized by individuals, communities, or institutions. The TEDx events aim to create a TED-like experience at the local level, bringing people together to share ideas, spark meaningful discussions, and foster connections.

TEDx events adhere to the principles of an ideal TED talk, ensuring that they resonate with a specific community while maintaining a global perspective. The TED Conference offers general guidance, but the self-organization of TEDx events allows for flexibility and creativity, subject to certain rules and regulations. The TEDx community is not only diverse but also widely spread, with events held by different organizations, communities, or institutions globally.

The independently organized TEDx event at Invertis University is a testament to the institution's belief in the transformative power of ideas. With a passionate commitment to changing attitudes, lives, and the world, the university embraced the TEDx Program to create an event that sparks conversations, deep discussions, and connections within the university community.

TEDx Invertis University features not only TEDTalks videos but also live speakers, including local leaders and community influencers who share ideas relevant to the region. This combination of global insights and local perspectives enhances the overall impact of the event. Attendees can engage with a wide range of topics, from work and education to interests, culture, and regional issues.

The TEDx Invertis University event is a microcosm of the larger TED global community. By welcoming individuals from every discipline and culture, the event aims to provide a platform for a deeper understanding of the world. It encourages the exchange of ideas, fostering an environment where diverse voices converge and contribute to the collective pursuit of knowledge.

The TEDx event organized by Invertis University proved to be a thought-provoking and enlightening experience for attendees. The diverse range of speakers, each with a unique story to tell, left the audience inspired and motivated to explore new horizons. The event successfully fulfilled its goal of sparking meaningful conversations and encouraging attendees to think beyond conventional boundaries.

The TEDx event at Invertis University is not merely a conference; it is a celebration of ideas, innovation, and the power of community. By organizing this independently licensed TEDx event, Invertis University has demonstrated its commitment to nurturing intellectual curiosity and promoting dialogue that transcends boundaries. As attendees engage in deep discussions inspired by TEDTalks and live speakers, the TEDx Invertis University event becomes a catalyst for positive change within the university community and beyond.

Invertis University is committed to continuing its tradition of hosting transformative events like TEDx in the coming year. As an institution known for its best practices and distinctiveness in fostering intellectual exploration, we recognize the profound impact of events like TEDx in enriching our academic and cultural landscape.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Additional Information

Concluding Remarks :

Conclusion

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 1.2.1.1. **Number of new courses introduced during the last five years:** Answer before DVV Verification : 1317 Answer after DVV Verification: 1050 1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** Answer before DVV Verification : 2486 Answer after DVV Verification: 2485
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** Answer before DVV Verification : 141 Answer After DVV Verification :95
1.3.3	**Percentage of programmes that have components of field projects / research projects / internships during the last five years.** 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** Answer before DVV Verification : 50 Answer after DVV Verification: 50 1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years** Answer before DVV Verification : 60 Answer after DVV Verification: 60
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3095	2409	2063	2168	1792

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3095	2409	2063	2168	1792

2.1.1.2. **Number of seats filled year wise during last five years (Only first year admissions to**

be considered)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2621	2001	1478	1746	1454

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1996	1561	1341	1736	1444

Remark : Values updated as per HEI clarification Response

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** 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** Answer before DVV Verification : 63 Answer after DVV Verification: 63
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)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 2327 Answer after DVV Verification: 2296 Remark : Value updated considering date of joining of the faculty
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
28	37	41	48	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	42	46	50	48

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
4763	4691	4722	4685	4291

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4763	4691	4722	4685	4291

Remark : Values updated as per HEI Clarification Response

3.1.3	**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.** 3.1.3.1. **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years** Answer before DVV Verification : 60 Answer after DVV Verification: 16
3.1.4	**Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years** 3.1.4.1. **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years** Answer before DVV Verification : 143 Answer after DVV Verification: 89 3.1.4.2. **Number of PhD Scholars enrolled during last five years** Answer before DVV Verification : 143
3.2.1	**Total Grants research funding received by the institution and its faculties through Governme006Et 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)** Answer before DVV Verification : Answer After DVV Verification :114.71 Remark : Values updated considering research projects only . Non research and Consultancy projects have been excluded .
3.2.2	**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years** 3.2.2.1. **Number of research projects funded by government and non-government agencies during the last five years** Answer before DVV Verification : 282 Answer after DVV Verification: 282
3.3.2	**Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years**

	Answer before DVV Verification : Answer After DVV Verification :4 Remark : only awards for research/innovations considered. own university entries not considered
3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years** Answer before DVV Verification : 846 Answer after DVV Verification: 389 Remark : Value updated considering research articles published in UGC CARE / SCOPUS /WEb of Science and excluding 2023 publications
3.5.1	**Revenue generated from consultancy and corporate training during the last five years** 3.5.1.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).** Answer before DVV Verification: <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>45.71</td><td>42.72</td><td>39.75</td><td>42.32</td><td>31.36</td></tr></table> Answer After DVV Verification : <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>44.21</td><td>39.70</td><td>44.07</td><td>34.45</td><td>32.36</td></tr></table> Remark : Value as per the audited income statements certified by the Registrar
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** 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.** Answer before DVV Verification: <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>34</td><td>6</td><td>7</td><td>28</td><td>30</td></tr></table> Answer After DVV Verification : <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>23</td><td>2</td><td>7</td><td>22</td><td>19</td></tr></table>

Remark : Values updated considering relevant " extension and outreach programs " only as per metric intent

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**
	Answer before DVV Verification :
	Answer After DVV Verification :27
	Remark : Values updated considering relevant MoUs as per availability of MoU documents, duration of MoU, date/assessment period of MoU, and metric intent.
4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1289.6	950.7	676.7	807.5	778.0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1273.36	919.14	653.56	709.54	762.09

Remark : HEI has not provided complete audited Financial statement ,Income Expenditure statement and Capital Expenditure statement . Values updated excluding Expenditure on Software purchase, Mobile sets, Electrical Installation.

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
1209.5	1036.6	799.3	924.3	915.1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57.68	43.02	69.33	124.77	76.37

Remark : HEI has not provided complete audited Financial statement ,Income Expenditure

statement . Values updated considering heads falling under Repair and maintenance of facilities

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
741	900	902	649	505

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
741	900	902	649	505

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
37	30	0	17	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	27	0	17	04

Remark : Only " inter-university/state/national/international events" awards considered and values updated

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
159	127	100	127	78

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
159	127	100	127	78

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
210.0	197	254.0	207.0	197.0

Answer After DVV Verification :

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

Remark : Value updated as no supporting document provided as per metric 6.4.2

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 Remark : Value updated as per supporting documents

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** Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : Value as per the supporting documents

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years** Answer before DVV Verification: <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>1004</td><td>1330</td><td>1279</td><td>914</td><td>710</td></tr></table> Answer After DVV Verification: <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>1115</td><td>1455</td><td>1359</td><td>1063</td><td>807</td></tr></table>
2.1	**Number of full time teachers in the institution year wise during the last five years** Answer before DVV Verification: <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>251</td><td>182</td><td>126</td><td>193</td><td>172</td></tr></table> Answer After DVV Verification: <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>244</td><td>175</td><td>119</td><td>186</td><td>165</td></tr></table>
2.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 275 Answer after DVV Verification : 383