SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

INVERTIS UNIVERSITY, BAREILLY, UTTAR PRADESH

INVERTIS UNIVERSITY, INVERTIS VILLAGE, NEAR TRANSPORT NAGAR
BAREILLY - LUCKNOW NATIONAL HIGHWAY - 24, BAREILLY
243123
www.invertisuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Invertis University is situated in Bareilly on NH-24, equidistant from the country's capital New Delhi and State's capital Lucknow. From a humble beginning in 1998, Invertis has come a long way. From 83 students and one Institute - Invertis Institute of Management Studies, today we stand tall as a full-fledged University with 8 Institutes structure under its name. We offer a range of Doctoral, Post Graduate & Under Graduate programs in Management, Law, Commerce, Computer Applications, Pharmacy, Education, Journalism & Mass Communication, Bio-Science & Technology, Science, Fashion Design, Engineering & Technology, Agriculture.

At Invertis, we believe that the success of a teacher comes along with the achievements of a student. To ensure that our students succeed, we make sure that they get the very best.

Invertis pioneered the concept of holistic development, an approach of more than just textbook studying, and an all-round approach to learning. It stems from the old management concept, "Keep your feet warm, back straight and head cool." Our faculty members foster knowledge and acknowledge students who do well not only in classes but also in diverse aspects of professional and personal life. The backbone of the university is its alumni alliance, which provides pathways for students even after their studies are completed.

Vision

To groom professionals of caliber and competence who will bring about a qualitative change to the society through their contributions.

The Philosophy

Invertis is dedicated to upholding the following objectives:

- To develop conceptual and analytical skills in all functional areas of Management, Information Technology, and Engineering.
- To encourage understanding of the strategic perception of the fast-changing global business scenario.
- To develop the ability to understand and apply a multi-dimensional approach to achieve the overall mission of the organization.
- To develop the ability of self-assessment and motivate others in achieving organizational objectives.
- To develop skills in problem identification and analysis.
- To impart ethical and moral values for social well-being.
- To prepare students for their career with leadership, and innovation in the field of Management, and Engineering.
- To expand the base of engineering education through research and by developing technology to serve the needs of society.
- To benefit the public through service to the industry, government, and the engineering profession.

- To impart advanced technical knowledge to uplift society in general and rural masses in particular, by retaining their cultural identity.

Pillars at Invertis University

Imagination, Innovation, and Challenge are our three pillars at Invertis University, equipping students to face the professional world as innovative thinkers, effective communicators, problem solvers, calculated risk-takers, and a team player. Any student that walks out carries forward the winning mentality that is ingrained in every brick of every classroom.

Mission

To provide quality education for all deserving students sans caste, creed, gender, or money and present a real projection of education as a guiding torch for the development of human society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

University is having an excellent team of human resources from various backgrounds, which contributes towards “Excellence in Education”. In the light of ethics and moral values given under are the SWOC of the University.

Institute Strengths

- University has multiple international collaborations for R& D, faculty and student exchange and organizing academic events.
- Corporate Resource Centre for making collaboration with various corporate bodies for the placement of students.
- Professional Communication Department to enhance students prepare for the interview, communication skills, soft skills, personality development, and imparting values and ethics along with preparing students for various national/international forums.
- The majority of the faculty are industry experts, as a result, students get an excellent opportunity to improve their practical knowledge and skills.
- Life skills classes are conducted for the students on a regular basis with the help of national/international level speakers.
- Academic perfection as elucidated by outstanding faculty members and favored by great infrastructure.
- 55 Acres of lush green campus with ample space for sports and other recreational activities.
- Best in class waste management system followed by the best rainwater harvesting management system.
- The entire university is ICT equipped keeping in mind that smart learning is important.
- Best and easily approachable proctorial board to address and nullify the complaints and grievances.
- Comprehensive development of students through a fusion of classroom activities along with community service engagement and extra/co-curricular activities.
- The clarity in the evaluation system to ensure a fair assessment.

- The laboratories are as per the curriculum with the latest technology and in addition, we have a nodal center of the virtual lab an initiative of MHRD.
- Magnificently big libraries which include thousands of volumes of books and department-wise sections in the library along with full Wi-Fi Internet facility available in accordance with the norms specified.
- The procedure is available for direct mentoring of students by faculty, interacting with students, and motivating them to upgrade their skills.
- Financial viability and administrative sovereignty which reinforce the continuous proliferation of the institution.
- Learning communities developing to enhance learning and student-faculty interaction
- Every year university focuses on cultural and artistic performances.

Institutional Weakness

- Student Faculty foreign exchange program needs to be more frequent.
- A moderate rise in admissions for Masters Programs.
- Collaboration with the corporate Industry& Institution needs to be more efficient.
- Students and staff need to be more inspired for paper presentations at numerous National/International conferences, workshops, and seminars.

Institutional Opportunity

- University has come forth as a role model in the field of Engineering, Agriculture, Pharmacy, Management, and Education adopting the best pedagogical tools.
- The admission process starts with the entrance exam followed by the panel interview and the whole process is very transparent.
- Remedial classes for slow learners and counselors for the students facing depression and anxiety.
- The Vice-Chancellor of the university, a notable alumnus of IIT Kanpur imparts proper guidance in building the personality and the curriculum of the University.
- Established in 1998 and brings an excellent reputation of imparting quality education to students.
- The strong alumni base of the university can be involved to contribute to the institution towards excellence and to help in the journey of being listed as one of the best universities.
- As the students are from diverse backgrounds national/international, it gives them an opportunity to learn about the language, tradition, and culture of different places thus helping them to adjust in various life situations.
- Holistic development of the students in 55 acres of campus with well-equipped sports facilities & cultural activities, auditorium for dance and drama, and other recreational activities.
- Purview for enhanced research work to be carried out in all related fields of engineering and management.
- Probability of becoming effective and individual entrepreneurs by enjoying the benefits and fortitude given by the management.
- The university has a lot of friendly neighborhood communities and as a result, students get ample opportunities for research purposes.
- Regular workshops on human values and ethics are conducted for the students.

Institutional Challenge

- Unfolding of progressive teaching & learning methodologies and transformation, personal synergy by developing smart class and system for effective evaluation.
- The global pandemic COVID19 may hamper placement opportunities for students. To come out of this challenge required skills need to be imparted.
- Setting up an incubation cell is yet a big challenge, but we are working on to establish as early as possible.
- Conscientious efforts have to be taken in the Research program and inviting the eminent professors and industry experts for the same.
- University needs to revise its reward policy to ensure the attraction of researchers and scholars.
- Due to the zero connectivity of flights directly to Bareilly we often have to work on the policies that attract corporate houses and industries for placement and guest lectures at such a remote place.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

University has a strong focus on outcome-based education in all programs and courses having well-defined objectives and learning outcomes aligned with the institutional mission. The programs and courses are relevant to local, regional, national, and global developments.

Curriculum review and development is done regularly to keep pace with developments in respective fields and meets the requirement of academia, industry/profession, and society. New courses are introduced as per stakeholders' feedback.

University offers a flexible elective course curriculum including access to excellent co-curricular and extra-curricular activities for enhancing academic acumen, employability, and entrepreneurial skills.

Ample choices are offered to students by the elective system and discipline-specific, interdisciplinary, multi-disciplinary electives in the curriculum to meet student's interests and aspirations.

Courses relevant to gender sensitivity, professional ethics, human values, and community outreach are integrated into all programs. The environment and sustainability courses are compulsory in UG programs.

Value-addition courses like Behavioural Science, Communication Skills, Aptitude are included for the holistic development of students.

Research-based courses inculcate a research bent of mind in students resulting in research publications, innovations, and patents. University has MOUs with various skill councils to offer skill-based courses to enhance students' employability. University has student and faculty exchange programs for providing global exposure to students and faculty.

University has application-oriented programs through an internship, projects, fieldwork, etc. Results of outcome assessment and stakeholder's feedback serve as input for continuous improvement in curriculum.

Teaching-learning and Evaluation

Student Enrolment and Profile

The University admits students through a transparent admission counseling process based on merit in national level competitive exams like JEE, UPSEE, GPAT, GATE, etc. and/or merit in qualifying exams like 10+2, following the state government's reservation policy.

Catering to Student Diversity

University has a streamlined mechanism for continuous monitoring and evaluation of the students that enables the categorization of students as slow learners and bright learners in a class. After the commencement of classes and completion of few modules again the students are categorized based on their weekly test marks and classroom activities. Unit test examinations are conducted twice in a semester to gain an insight into the performance of students and to know about the students who need more attention for ensuring academic progress. Class In - Charges are appointed for every class so that they can keep the detail of all the slow learners and assess their improvement after being provided with all the facilities of learning.

Teaching-Learning Process

University has ICT enabled classrooms with 100% faculty members using laptops and other facilities for effective learning, as it is evident from various studies that web-enabled resources enrich the teaching-learning.

Teacher Profile and Quality

The university comprises of well-qualified and experienced teachers with many from premier institutions like

NITs, IITs. About35% of faculty members are Ph.D.while about 30% are pursuing their Ph.D. About 30% of faculty members are from other states of the country. A few faculties have postdoctoral experience from top-ranked global Universities.

Evaluation Process and Reform

This process is fully automated enabling timely declaration of exam results. The mechanism for a transparent evaluation process is in place that includes the coding of answer sheets. The answer scripts of mid-semester examinations are shown to the students to rectify any discrepancies.

Student Performance and Learning Outcomes

POs, PEOs PSOs, COs are clearly defined, mapped, and assessed to identify educational and operational gaps to propose an action plan for further integration in strategic planning. Students perform well in competitive exams, placement and many opt for higher studies.

Research, Innovations and Extension

Invertis University (IU) has a well-defined research promotion policy to encourage research at university. To evaluate and monitor the same, well defined University Research Degree Committee (URDC) and Research Monitoring Committee (RMC) was also established.

IU developed different infrastructure to support research in various disciplines, which are as follows:

- Central Instrumentation Centre
- Business Lab
- Research/Statistical Databases
- Moot Court
- Theatre
- Central Fabrication facility

Initiatives are taken to promote the research:

IU has provision for seed money, grants for organizing conferences/seminars & workshops, and financial support to attend conferences.

During the last five years, IU received five research projects of more than 92 lakhs, funded by organizations like-SERB, DST and ICMR, etc. IU also provides incentives to teachers for recognition/awards.

INNOVATION ECOSYSTEM:

IU carried out different projects by faculties and students as incubation centers like rainwater harvesting, Invertis Meet, green energy initiative, etc. Additionally, more than 30 workshops with different themes were

also organized.

RESEARCH PUBLICATIONS AND AWARDS:

IU has a well defined Code of Ethics for research which includes plagiarism software, ethical committees (animal, chemical, and bioethics) & ethics in research methodology. During the last five years, faculties published/ were awarded 7 patents and more than 550 research publications in National & International journals of repute indexed in UGC, SCI, Scopus, etc.

CONSULTANCY, EXTENSION ACTIVITIES, AND COLLABORATION:

IU has a well-defined consultancy policy, in the last five years, five MoUs were signed and a sum of Rs. 4.60 lakh was earned by various faculty members.

Extension activities in the neighborhood community were continuously organized. More than 10 extension activities were conducted in five years namely - Blood Donation Camp, Wall of Humanity, Priority Card Distribution, Mobile Cloth Distribution, and many more. More than 20% of students had actively participated in the extension activities.

Currently, we are having 4 research collaborations and 12 functional MoUs, Nationally & Internationally, to pursue interdisciplinary research, collaborative conferences, student & faculty exchange, etc with organizations like ICMR, BSE, NSE, Livingstone College (USA), Regenesys Business School (USA), Howard University (USA) and many more. During the last five years, more than 600 students/faculties were benefited from these collaborations and MoUs.

Infrastructure and Learning Resources

All the departments are being supported via various infrastructural scaffolds.

The institution possesses equipment, apparatus, books, teaching aids, furniture and fixtures, ICT facilities, and other consumables. Further, infrastructural enhancements are also done through various other financial resources in the form of UGC grants and through Research Projects, etc. The details of the available infrastructural resources are

1. Classrooms: The University has 139 classrooms out of which most are having ACs with proper sitting capacity and electrification. Whiteboards are available in all the classrooms along with the LCD projectors.

2. Laboratories: There are well equipped UG and PG Laboratories.

3. Computer Labs: The University has 13 Computer Labs having 741 computers. All of which have Internet facilities.

4. Mathematical computation lab: There is one Mathematical computation lab with 60 computers. MATHEMATICA software is used for data analysis.

5. Language lab: University has 2 language labs with 120 computers, Fixed LCD along with audio-video facilities and microphones. ODELL software is used for learning the language.

6. Research Laboratories: The University has developed a number of research laboratories over the years with the assistance of government funding agencies such as DST, DBT, SERB, etc. and industries in addition to the University funding, i.e Fire testing, Composite testing, Advanced computations, Advanced project Development, Advanced construction materials laboratory.

7. Library facility: University has central as well as department-wise libraries. The central library is equipped with the latest software for library automation.

8. University Radio: The students of the University are benefitted by “University Radio” run by the students of Journalism and Mass Communication.

Other Infrastructure Resources are

A. Seminar halls - Two Seminar Halls with the latest multimedia facilities.

B. Auditorium- One big auditorium having a high-quality video & audio system with 1200 students seating capacity

Digital Display Board & LCD, Overhead and slide projectors, Statistical software, Color printers-06, Photocopy machines - 6, Free Wi-Fi facility, Educational CD's, Availability of Teaching Aids in the Department of Education, the University campus has a Wi-Fi facility with a speed of 1.2 GBPS (1GBPS of MTNL and 200 MBPS of Airtel).

Student Support and Progression

Invertis University is making best efforts to Support students of the University by providing Scholarships to enhance their caliber, to fulfill the wishes of being one of the best students, no matter where they belong. University provides time to time Career Counselling in different fields& organizes soft skill development programs. This helps the student to garnish their skills and to make their personality more vibrant. In the matter of Student Security, we have a Grievances cell where a student can share their problems and ensure amicable redressal. From this sort of strong backup, students cleared so many Examinations like NET/SLET/SET/GATE, etc and they also achieved medals and prizes in Cultural, Sports, and other activities at State, National, and International Level. In the final of the Journey of a course this University support students by providing Campus Placements and assist those students who want to join higher education. Other than this University ensures time to time interaction of Alumni. They enlighten the vision of students towards a better world and make them understand the practicality of the field they are entering in. This University ensures the Overall development of Students.

By the all-time support of the University, 37% of the total students of the last five years were benefited by Government as well as Institutional Scholarship.

As a result of these unending efforts around 10% of students were benefited by guidance for competitive

examinations and career counseling offered by the institution during the last five years.

From the Student who has appeared in the Competitive Examinations, 28% of Students cleared the Examination in different areas.

Around 12% of the final year students have got Campus Placement in the prestigious Companies.

Governance, Leadership and Management

Invertis University has visionary leadership and competent administrators to provide effective governance and leadership at all levels. The organization structure with a well-defined organizational hierarchy supports participative management for effective decision-making and granting autonomy at various levels.

The University has constituted various bodies for the effective functioning and governance as per the provisions laid in the University's Act and its statutes. The powers and functions of each body are specified in the Act and the Statutes. Statutory bodies have a representation of experts from academia, industry, and the government.

The University organizes regular meetings of all the bodies and all necessary documents are well maintained. The various bodies, as per their defined powers, discuss, deliberate, and recommend/approve various policies and set the future course of the University.

The sponsoring body and the Executive Council ensure the appointment of an eminent person(s) in leadership roles. The council ensures that they contribute towards achieving the vision and mission of the University and have empathy for the students.

The university has a well-established system for e-governance. University has automated all academic and non-academic processes through Microsoft dynamics NAV 2016 ERP System.

Invertis University governance and leadership facilitate the following:

- Devising policies, which serve the interest of the University, its stakeholders, and education at large.
- Closely monitoring the progress of the University and continuously work on the SWOC analysis.
- Making short term as well as long-term plans for the University with measurable milestones and KPIs.
- Continuously striving for the better future of the students and making student, learning-centric policies.
- Make policies to establish highly disciplined, academic, research-oriented, and progressive culture in the University.
- Provide opportunities to faculty members for their skill enhancement, qualification up-gradation, exposure to newer technologies & advanced systems.
- Ensuring transparency and accountability at every level.
- Implementing effective & transparent budget and financial planning.
- Bringing empowerment through decentralization.
- Regular review of quality & financial audits.

Institutional Values and Best Practices

The Invertis University Bareilly believes in serving the society through education with a focus on achieving academic excellence, inculcating human values with professional etiquette & ethics in students. The University continuously endeavors to transform them into future leaders contributing to society in nation-building.

For achieving the above, the university has adopted the best of the practices through the following initiatives –

- Emphasis on the holistic development of students through lectures, seminars, projects, field trips, value-added classes, extension activities, sports, and cultural activities, etc.
- Empowerment of faculty members through FDPs, MDPs, Seminars, Conferences, Progression to higher positions, etc.

Gender equality by ensuring

- Women safety with 24*7 surveillance through about 120 CCTV cameras.
- Representation of Girl students in all statutory bodies and councils.
- Conduct gender equality awareness programs on a regular basis.
- Provide Scholarships.

Achieving a Green environment sustainability through

- Provision for Waste management /Solid waste management through 250 recycling bins.
- Liquid waste management through Sewage Treatment Plants.
- E-waste Management as per Govt. prescribed guidelines.
- Rainwater harvesting.

Green practices for the sustainable environment through –

- Use of solar energy and LEDs for meeting energy requirements of the campus.
- Implementation of SAP ERP for a reduction in paper-based information dissemination and storage.
- Use of Bicycle and pedestrian-friendly roads.
- The policy of plastic-free campus.
- Green landscaping.
- Special facilities for differently-abled students
- Local community development through the adoption of five villages
- Developing a sense of nationalism by a celebration of important national and international days, festivals, and events.

- Apart from having an ERP system for the effective monitoring of resources, the university invests in technology to create transparency in all processes at all levels ensuring achievement of academic excellence in teaching-learning and research.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	INVERTIS UNIVERSITY, BAREILLY, UTTAR PRADESH
Address	Invertis University, Invertis Village, Near Transport Nagar Bareilly - Lucknow National Highway - 24, Bareilly
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	Y.d.s Arya	91581-2460442	9690017906	0581-3390233	registrar@invertis.org
IQAC / CIQA coordinator	Avadhesh Sharma	91581-2460443	7771014860	0581-3390234	avadhesh.s@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	01-09-2010
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	16-09-2010	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 University, Invertis Village, Near Transport Nagar Bareilly - Lucknow National Highway - 24, Bareilly	Rural	53.61	55916	Diploma, UG,PG,Doctrate		

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
NCTE	103711_5212_4_1591958972.pdf
PCI	103711_5212_6_1591959119.pdf
BCI	103711_5212_8_1595585313.pdf
COA	103711_5212_18_1591959141.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				35				100				309
Recruited	5	0	0	5	12	2	0	14	97	62	0	159
Yet to Recruit				30				86				150
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				71
Recruited	31	30	0	61
Yet to Recruit				10
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				66
Recruited	30	1	0	31
Yet to Recruit				35
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	0	0	10	0	0	30	14	0	59
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	3	0	0	62	50	0	115

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	1	1	0	2
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	NO CHAIR	NO CHAIR	NO CHAIR

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
Diploma	Male	235	6	0	6	247
	Female	15	0	0	1	16
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	12	0	0	0	12
	Female	8	3	0	0	11
	Others	0	0	0	0	0
PG	Male	171	6	0	0	177
	Female	147	7	0	1	155
	Others	0	0	0	0	0
UG	Male	841	62	0	6	909
	Female	496	46	0	0	542
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	11

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	86	7	0	0	93
Female	115	5	0	0	120
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
Department Of Agriculture	View Document
Department Of Applied Science And Humanities	View Document
Department Of Biotechnology	View Document
Department Of Civil Engineering	View Document
Department Of Computer Applications	View Document
Department Of Computer Science And Engineering	View Document
Department Of Education	View Document
Department Of Electrical Engineering	View Document
Department Of Electronics And Communication Engineering	View Document
Department Of Fashion Design	View Document
Department Of Journalism And Mass Communication	View Document
Department Of Law	View Document
Department Of Management	View Document
Department Of Mechanical Engineering	View Document
Department Of Pharmacy	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
64	64	63	59	52

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 15

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5370	5080	5867	4248	4534

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
995	840	821	787	1156

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
5337	5021	4533	4088	4534

File Description	Document
Institutional data in prescribed format	View Document

2.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
65	286	99	65	66

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1771	1800	1632	1539	1567

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
178	175	160	162	138

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
444	433	401	373	357

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
2567	2623	3096	1810	1721

File Description	Document
Institutional data in prescribed format	View Document

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1740	1537	1650	1324	1235

File Description	Document
Institutional data in prescribed format	View Document

4.3

Total number of classrooms and seminar halls

Response: 139

4.4

Total number of computers in the campus for academic purpose

Response: 625

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
2552.233	2827.803	2643.524	2897.550	2794.422

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

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 regional/national/global developmental needs with well-defined and informed learning objectives and outcomes at the course level.

A review of courses and programs is done in consideration with the following:

1.Industry trends and feedback to identify new demands of the 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/program review feedback analysis of current trends in the market.

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

In order to have the 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 Board of Studies 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 changing requirements of the industry.

1. Review of Courses

The Course Review Committee (CRC) is constituted to review the courses. 3-4 faculties of CRC take feedback of internal and external subject experts including feedback of all course faculties of campuses to define/review the course objectives, contents, learning outcomes, and assessment tools and put up the recommendations to the Board of Studies/ Academic Council.

2. Review of Programmes

The Programme Review Committee (PRC) of 3-4 faculties analyzes the feedback of all stakeholders and industry requirements to develop programs in line with local/global needs. PRC defines program educational and operational objectives, program structure semester-wise, learning outcomes, assessment plan, competencies required by the industry/profession, and career opportunities. Recommendations of PRC are put up to the “Board of Studies”

The recommendations of BoS along with detailed program structure including objectives, outcomes, and assessment plan for courses and programs are further put up for the approval of the Academic Council.

University also offers industry-led/regional need-based programs in collaboration with various industry partners.

University also offers a number of industry-led skill-based courses in collaboration with industry.

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

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

Response: 60.94

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

Response: 39

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

Response: 64

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document

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

Response: 12.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
212	212	207	196	196

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

1.2 Academic Flexibility

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

Response: 17.37

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

Response: 484

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

Response: 2786

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

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

Response: 59.38

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

Response: 38

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

1.3 Curriculum Enrichment

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

Response:

In order to integrate the cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics, University has imbibed different types of courses in the curriculum, to enhance professional competencies, social & ethical values, human values, environment sensitivity, etc., for holistic development.

They are embedded in the curriculum of all programs to inculcate these values in students.

1. **Gender Sensitivity:**

At Invertis University, gender sensitivity and gender sensitization are accomplished through the amalgamation of theory and practice. Gender-related courses are inbuilt like Sociology, Psychology, Gender Justice and Feminism Jurisprudence, family law 1 and 2, women and gender studies.

Through these courses, students are apprised about conceptual, theoretical, and analytical understanding

about gender working towards gender equity within India and from a cross-cultural perspective.

There are many platforms for hands-on experiences related to gender sensitivity which enable students to interface with real-life situations such as fieldwork, community outreach, gender sensitization activities seminars, conferences, guest lectures, events poster making competitions, street plays, theatre, etc.

2. Human Values and Professional Ethics

A course of two credits on human values “Human Values and Ethics” is offered as an open elective to all the students to take at least once during the program of study. The HVE activities range from working in old age homes, NGOs, shelter homes, spastic children center, organizing blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps, workshops on social issues, public health, gender issues, etc. All the activities of HVE are monitored by Abhiruchi Club at the University.

As an integral part of student engagement in social activities during their program of study, aims at inculcating values, ethics, and socially responsible qualities. Students organize street plays, awareness campaigns, debates, etc. human values activities by students are being conducted since the inception of the University.

In order to ensure professional ethics and code of conduct, University follows a Policy Guidelines for Plagiarism prevention that all research material/ assignment originating from students and faculty should be original and not plagiarized from any source. To ensure all research is first checked for originality using “Plagiarism software”.

University also organizes guest lectures by experts, spiritual gurus, and luminaries to inculcate social, moral, and ethical values in the students.

3. Environment studies

The course of two credits is included in all UG programs. In order to sensitize students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, industry visits, and field excursions are organized for students of all programs. Environment Day, Earth Day, Water Day are celebrated every year, where students actively participate. Workshops and seminars on various aspects of environmental sustainability are organized periodically.

Students and faculty are also actively engaged in various programs of Invertis on socially relevant themes. Various students have been engaged in planning and conducting programs on Invertis related to health, spirituality, career, cleanliness, women empowerment, yoga, gender issues, environment, agriculture, legal issues, etc.

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

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

Response: 27

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

Response: 27

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

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

Response: 15.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
2126	827	663	213	136

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

Response: 14.17

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

Response: 761

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

1.4 Feedback System

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

Response: A. All 4 of the above

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

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

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

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 0.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
3514	3104	3334	2674	2494

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

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

Response: 28.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
495	359	524	373	392

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

2.2 Catering to Student Diversity

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

Response:

University has a streamlined mechanism for continuous monitoring and evaluation of the students. Students are identified based on the performance in the previous examination. This helps the university to categorize students as slow and sharp learners in a class. After the commencement of classes and completion of a few modules, the students are categorized based on their weekly class performance. Unit test examinations are conducted twice in a semester to gain an insight into the performance of students and to identify the students who need extra support. After this, remedial classes are organized for slow learners. Slow learners are encouraged to learn their lessons so as to gradually increase their pass performance. Class Incharges are appointed for every class so that they can keep the detail of all the slow learners and assess their improvement after being provided with all the measures of learning. The Class in-charge assesses the nature of the problem of students and then motivates them in a friendly way so as to meet their academic goals. Extra classes are also organized so as to rectify the doubts, re-explaining of critical topics for improving. Attendance of students is also assessed so as to keep a check on whether they are attending these classes regularly or not. Students with a shortage of attendance are identified through the ERP system and thereby it is reported to their parents through SMS and phone calls. This helps in the improvement of the student's learning goals so that they can achieve the desired objectives. Motivational classes are also conducted to improve the mental ability of students to analyze problems and to encourage students to regularly attend classes. Proper notes and e-learning materials are provided on E-Mail groups and official WhatsApp groups so that students can access them for their learning. Special programs like remedial classes are conducted to clarify doubts and to re-explain the topics according to the understanding of students by using various means like audio-visual aids etc.

Similarly, advanced learners are also identified through their performance in examinations and their interaction in classroom activities. Their understanding and speaking abilities help to recognize their skills and thus Invertis University emphasize their progress and advanced learning measures. University promotes its all-round development and personal growth. A healthy environment is established so as to create a balance amongst the different levels of students. Career counseling sessions are provided to students regarding various fields. Apart from his professional Communication Department is established by the University to ensure additional learning of various skills to meet the demands of the current scenario with career perspectives. Advanced learners are given advanced level training by proficient trainers in order to develop and groom the personality of students. This helps in focussing on points other than just academic growth. The purpose of the assessment of students by the university is to engage the campus in the community collectively in an organized and continuing process to create and promote shared learning goals so as to enhance learning.

File Description	Document
Upload Any additional information	View Document

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

Response: 30:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

University provides a learning environment that nurtures exploration and critical thinking. This presents new opportunities for the University to strengthen courses, enhance the role in shaping education, and improve the quality of education. University uses student learning-centric methods like experiential learning, participative learning, and problem-solving methodologies that are used for enhancing learning experiences amongst teachers and students. Experiential learning considers the individual learning process in which a group of students is allotted to a faculty member who looks after them and nurtures them with his/her experience.

In order to facilitate experiential learning, classes of small groups are run throughout the semester so as to mold the prospects of the students and create the teaching-learning process a success. Participative learning is also adopted by the University to particularly focus on the learning of students. Various activities are organized from time to time and the students are motivated to participate in such activities. This helps in making their learning active and not dull. It strives to involve students in the learning process directly and creates a healthy interactive environment.

Group discussions, role play, educational tours, and excursion tours are organized for the benefit of students as these activities ensure learning through experience and practice. Invertis University is best known for its cultural fests and events that explore and showcase the talents of the students. The events like quiz mania, puzzles, talent hunt, etc. are a form of participatory learning. These events help students to take part and thereby increase their confidence as well as their knowledge.

Apart from these learning-centric methods, problem-solving methodologies are also used to enhance learning amongst students. Invertis University also provides collaborative learning that involves groups of students working together to solve a problem, complete a task that creates a framework and meaning to the discourse. Like group discussions, a group of three or four students is allotted a particular topic of the subject and they are given a specific period of time to analyze the concept and to discuss and at last present in the classroom. Both positive and negative feedback is collected from the students and staff. This ensures interactive and active learning.

Problem-solving methodologies are taught to students so that they are able to learn without any obstacle. First and foremost, the students are taught to identify and define the problem and frame its scope and significance. Special guidance from the faculty members is given to the students so that they can evaluate the necessary and efficient solutions to the problems. The problem-solving techniques focus on students' reflection and reasoning to construct their own learning. Time to time seminars are also organized so as to ensure proper working of the teaching-learning process. Weekly tests are also conducted to monitor the performance of the students. Thus these learning-centric methods of learning help to emphasize giving adequate attention to each student and to make sure learning through various designed structures. These methodologies have proved to be a beneficial and facilitated success in the teaching-learning process.

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

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

Response:

ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICT is also a transformational tool that, when used appropriately, can promote the shift to a learner-centered environment. It allows access to a wide range of information in various formats, and interactive whiteboards (IWBs) have become essential tools in the classroom. Computers, software, cameras, and a range of ICT devices can all make teaching more effective and more fun for the students.

Using computers and the Internet makes the learning process more interesting and diverse and leads to an increase in cognitive activities. Many different kinds of internet resources enrich the teacher and student's activities. New subject's programs will facilitate communication and information processing skills development.

ICT helps to facilitate the transaction between producers and users by keeping the students updated and enhancing teacher's capacity and ability fostering a live contact between the teacher and the student through e-mail, chalk session, e-learning, web-based learning including the Internet, Intranet, Extranet, CD-ROM, TV audio, etc.

List of ICT tools for teaching and learning: Tech devices for teachers and students ICT devices that can be used in teaching and learning. ICT devices that are used in teaching and learning are divided into hardware, software, and network devices. Tech Tools are suitable for students and teachers. **General ICT tools for teaching and learning are:-**

Desktops and laptops

Projectors

Digital cameras

Printers

Photocopiers

Tablets

Pen Drive

Ipods

Ipads

Web boards

Scanners

Microphones

Interactive whiteboard

DVDs and CDs

Flash discs

Video Games

Special Need Education (SNE) ICT tools for teaching and learning. Teachers dealing with the SNE will require special ICT tools like; -

Text magnifier

Keyboard for Cerebral Palaicy

Braille

Typing aids

Large prints

Audiobooks

ICT has played an important role for every student in their education, the purpose of ICT for students is to enable them to acquire the skills that are needed for the future higher studies or the digital world, which helps them to easily get a job. It provides wider knowledge and can help in gaining and accessing information. ICT has become an integral part of everyday life for so many people. ICT may also be a significant motivational factor in students' learning and can support students' engagement with collaborative learning.

NAAC

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

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

Response: 53:1

2.3.3.1 **Number of mentors**

Response: 101

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

2.4 Teacher Profile and Quality

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

Response: 40.5

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

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

Response: 20.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	41	33	25	24

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

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

Response: 4.26

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

Response: 759

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

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

Response: 0

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

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

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

2.5 Evaluation Process and Reforms

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

Response: 50.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	40	45	60	62

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

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

Response: 1.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
65	143	50	33	33

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

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

Response:

Positive impact on Examination procedures

- Course wise moderation of result is done to maintain a level of uniformity in performance.
- The final year results are declared first to ensure that the students do not miss any opportunity in their professional careers.
- Apart from the regular examinations, special examinations for all year students with back papers are conducted immediately after the declaration of the results which helps the students to clear their backlogs without losing a year.
- University conducts two carry - over examination (odd and even) and special carry - over examination for students to clear their backlogs without losing a year.
- Students can view their result on one view Result panel provided at their ERP portal.

Positive impact on IT integration

- ERP system ensures a centralized functioning of the overall examination process (entry of marks for internal and external evaluations, attendance, Result Process and Publish, etc.)
- ERP system is in place to help the students/ parents/ teachers to check the progress of the student on a regular basis.

Continuous internal assessment

- The continuous internal assessment system is conducted either through class tests, presentations, and assignments, non-formal assessment based on observation of individual student's participation in group work, classroom learning, and initiatives. This assessment gives enough scope to the students to improve their performance and analyze their progress on a time to time basis.

The mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

- The internal marks are based on the unit test, teacher assessment, and attendance percentage.
- The answer scripts of examinations are shown to the students after the unit test to bring out the discrepancies, if any, to the notice of the teacher concerned, and the necessary corrections are carried out.
- The students are made aware of the evaluation procedures including revaluation and challenge evaluation, examination pattern of college, and the university, well in advance through circulars as well as the information printed in the college calendar.

The mechanism to deal with examination related grievances is transparent, time-bound, and efficient

Response:

- On Induction Day, the first-year students are made aware of the evaluation processes.
- The university allows 70% marks for the end semester exams and 30% internal marks.
- The class teachers carefully monitor the regularity of attendance and the performance of the students in internal evaluation tests and end semester examinations.

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

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

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

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

2.6 Student Performance and Learning Outcomes

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

Response:

Program Educational Objectives(PEOs), Program Outcomes (POs), Program Specific Outcomes (PSO/s), and Course Outcomes (COs) were framed in consultation with all of its stakeholders - students, faculty, alumni, and industries. These Characteristics are the essence of the Outcome-Based Education (OBE) system, adopted by most premier establishments of upper learning. In Invertis University, programs are designed in a manner that the Program's Educational Objectives (PEOs) are met after a few years of the completion of the program. The intent behind the induction of POs, PSOs, and COs in the course delivery system is to prepare the scholars to fulfill the expectation of the society and trade at giant. The learning outcomes measure clearly outlined Educational Bloom's taxonomy for all educational programs and courses of the University. They are instrumental in achieving the mission and vision of the University; whereas for shaping the training outcomes, the following measures are taken care of:

• Learning outcomes are measurable and stated using active verbs.

• Declarative sentences clearly describe the data, skills, and competencies that students are expected to accumulate.

• Resources (faculty, library, labs, technology, etc.) and pedagogy to be adopted for effective course delivery and student learning.

• The outcomes are assessed and measured to identify the extent to that goals/targets are accomplished.

• Gaps are known once the analyses are self-addressed through the properly arranged actions.

• The outcomes assessment arranges additionally specifies the performance targets/criteria (measurable objectives) that are utilized by the domain to figure out the extent to that the program learning outcomes are being attained.

In the delivery methods, make certain that COs are attained effectively. At the end of the semester, student feedback on COs of the course delivered is taken by the teacher involved. This acts as a key input for finalizing/revitalizing the course/program or if there is a demand to introduce a new course.

Communication Mechanism

PEOs, POs, PSOs, and COs have been displayed on the portal of the University and at all prominent locations of the departments e.g. classrooms, laboratories, lobbies, near notice boards, departmental offices, etc. All faculties, students, and concerned staff have been explained about these parameters through presentations, deliberations & discussions at the departmental level. In the departmental lesson plan presentation on teaching-learning pedagogy PEOs, POs, PSOs, and COs are discussed in detail and ensured to be implemented. These attributes of the teaching-learning process have been made a mandatory part of the course file of each faculty.

Students Performances and Learning Outcomes:

- Program outcomes are assessed using direct and indirect methods to identify educational and operational gaps to propose an action plan for further integration in strategic planning.
- More than 90 percent of students get their degrees within the normal duration of the program.
- More than 70 percent of outgoing students get placed

Almost 20 percent of outgoing students go for higher studies.

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

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

Response:

Invertis University adopts the organized and systematic methods of assessment for the attainment of program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) to strengthen

the teaching-learning method. The assessment takes place as follows:

The Course-level Assessment includes:

Course level assessment includes the direct and indirect methods for the calculation of CO attainment. The direct technique includes the Continual Assessment with weightage half-hour around relying upon course objectives, learning outcomes, and pedagogy. Numerous parts like Assignment, Class Test, Quiz laboratory, and Mid-Term examination for continual assessment square measure outlined and use final Term Examination with the weightage from around relying upon the course varieties are used. The indirect technique of CO attainment includes the mensuration of the course attainment though' the course exit survey conducted at the end of the semester.

The Program-level assessment includes:

Assessment of Program Learning Outcomes through direct and indirect ways of assessment methodology/tools like comprehensive examination, rubrics, surveys, etc. square measure set keeping in mind the parameters/learning outcomes to be measured and thus the required stress throughout the delivery of a program as prescribed among the course syllabus the exit survey provides indirect assessment technique for PO, PSO, and CO Attainment.

Employer Survey

Alumni Survey

The University has Program Outcome, Program Specific Outcome, and CO attainment Assessment Committee to assess the program outcome and program-specific outcome well-grooved with the next members –

• Administrator – Head of the Committee

• Dean educational Affairs

• Heads of Departments

The objective of this committee is to review and assess the attainment of the POs and PSOs and COs across the program. It ensures the understanding of academic and operational objectives and thus the outcomes enhance program effectiveness and therefore the continuous improvement of student learning. The reports of the Assessment Committee is placed among the educational Council of the University, for its suggestions and approval. Once approved by the Academic Council, the same is submitted to the Executive Council for its final approval.

File Description	Document
Paste link for Additional Information	View Document

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

Response: 71.36

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

Response: 710

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

Response: 995

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.42

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research Promotion Policy

The University has a University Research Degree Committee (URDC) that facilitates and monitors research activities.

R&D activities are divided into five categories:

1. Academic Research
2. Sponsored Research
3. Extension and Extramural
4. Excellence Centre
5. Doctoral Research Policy

Each research area is monitored by the Research Monitoring Committee (RMC) headed by a Dean who reports the progress and prospects to Chairman, URDC (Vice-Chancellor). The URDC takes all strategic decisions, corrective actions, preparing, updating policies as per the UGC norms.

I. **ACADEMIC RESEARCH POLICY:**

1. Faculty of each department shall conduct research in focused areas of research identified by the central government in addition to research areas preferred by the faculty.
2. Faculty publication in either WEB of science or SCOPUS indexed journals are appreciated with appropriate incentives.
3. All publications and research papers of faculty have to go through a plagiarism-check.
4. As per the UGC approved API norms the university has fixed the number of research papers to be published by faculty of different cadres.
5. Term papers of UG and PG projects shall be research-focused. Every project shall lead to at least one research publication in a refereed journal.
6. Faculties are given the option to pursue research work leading to a Ph.D. degree from reputed institutions, those who are not having a Doctorate degree.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0	00	0

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

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

Response: 0.62

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

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

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

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

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	0	1	1	0

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

3.1.5 Institution has the following facilities to support research

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

Response: C. 2 of the above

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

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other

recognitions by national and international agencies (Data for the latest completed academic year)

Response: 0

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

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

3.2 Resource Mobilization for Research

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

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	0	0	0	0

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

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

Response: 73.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
14.17	34.80	0	0	24.25

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 0.04

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

Response: 3

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

Response: 424

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Innovation Ecosystem

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

Response:

Departments are having a separate R&D cell. The R&D cell comprises faculty members from various departments of the University. This committee oversees the smooth and efficient coordination of research and development activities in the University, thus fostering overall growth. A senior faculty heads this cell in the capacity of Dean (R&D), with the Vice-Chancellor presiding over. For promoting An Entrepreneurial Mindset, the institution has an entrepreneurship development cell, that encourages forging a relationship between the industry and the institution. The individual department interacts with the industry to ascertain its needs to fill the gaps in the curriculum. The gaps are filled by arranging workshops addressed by industry personals. Industry institution relationship works in the following areas: Industrial visits for students and faculties, Field and site visits of students, Consultancy, and sponsored projects. Faculty members regularly interact with the industry to understand functional challenges through applied research or student projects. Project conceived by the students is used as a case study in the industry.

Expert lectures by industry personals for students. Conducting joint technical programs & events with industry:

Activities Envisaged

1. To provide common facilities to incubate viz. office support, equipment support, and technology support.
2. To give Training, counsel, guide, and mentor for setting up of the enterprise
3. To support and promote rural entrepreneurship in the region through training, demonstration, and dissemination of technologies and opportunities to the grass root people.
4. To assist in setting up technology exhibitions, awareness camps, and product development plans.
5. To provide support in documentation, publication, and patenting of innovations.
6. To facilitate and provide the tools for technology development and implementation in the labs.
7. The incubation center conducts entrepreneurship programs such as workshops, Seminars on entrepreneurship development.
8. To provide training by experts for marketing the products developed.
9. To provide information about the financial Institutions for the establishment and running of the industry.

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

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

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	01	02	01	00

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

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

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

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

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

Response: 1

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

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

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

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

Response: 0.72

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

Response: 21

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

Response: 29

File Description	Document
Institutional data in prescribed format	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
35	26	25	13	3

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	5	4	03

File Description	Document
Institutional data in prescribed format	View Document

3.4.7 E-content is developed by teachers :

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

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

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

Response: 4.72

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

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

Response: 9.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

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

Response:

Consultancy is a well recognized and is an effective way for Universities to disseminate knowledge and make an early and direct impact on society. However, the balance between consultancy and the traditional roles of the academic staff needs to be managed and the interests of the University must be protected. This Policy provides provisions for conducting consultancy to ensure that consultancies undertaken by staff are consistent with the University's strategic and operational objectives and the costs are sustainable.

University is committed to making its expertise available through service to the industry, commerce, government, professions, arts, and other educational and research organizations.

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

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

Response: 4.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.5	1	0	3.1

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

3.6 Extension Activities

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

Response:

Invertis University advances the ordinary commitment of personnel, understudies, and staff with neighborhood community for their all-encompassing turn of events and supported network improvement through different exercises. Consistently, the program is sorted out under which understudies and staff take part wilfully in community-based practices with the area.

Different awareness programs, workshops, crusades, and roadshows with topics like neatness, green environment, and plantation, traffic rule awareness, demonetization, and digital payment, and strengthening of young ladies; and help corrosive assault survivors are sorted out.

Invertis University sorted out constant voluntary exercises by students to keep up neatness in and around the Campus, make mindfulness about the role of the clean condition in human wellbeing and contributed to the National “SWACHH BHARAT ABHIYAN”

- More than 5 Blood Donation camps have been organized.
- Organized awareness campaign of the Legal Rights of citizens.
- Awareness of Oral Health (Aim to Terminate Tobacco and Cancer).
- Health Check-up Camp
- Priority card (Medical card) distribution
- Traffic rules awareness campaigns
- Distribution of food, grains, and fruits
- Organized awareness campaign on Voters day
- Distribution of books and other study material to poor students in school, colleges, etc

- Awareness Program on Health and hygiene
- Organized lectures on Gender equity and justice
- Awareness Camp on side effects of Mobile Radiation
- Celebrate Republic and Independence day in full swing to make the people understand the contribution of our freedom fighters and builders of modern India.
- Organize cultural program and sports with other organizations to create a healthy environment
- Organized 6 Days workshop on self-defense techniques for girls
- Plantation on the birthday of all employees individually
- Mask making competition in order to make people aware of the Covi-19 pandemic
- Distributed more than 10000 clothes to the economically challenged people through the project of “Wall of Humanity”
- Visit villages and check that children are going to the schools regularly or not if they don’t organize the facilities for the same.
- Farmer Training on sustainable agricultural practices.
- Training of Rural Women Impact & Sensitization: Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, etc.

The activities conducted lead imbibing the values of social responsibility such as:

1. To help people in need and distress
2. To understand and share the need for underprivileged children
3. To promote cleanliness in all span of life and common places, slum areas.
4. To acquire social values and a deep interest in environmental-related issues.

Learning outcomes of the activity:

1. Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
2. Build up relations and tie-up with organizations / NGOs to carry forward humanitarian work in the future.
3. Develop a passion and brotherhood towards the community, affected people/animals, and destitute.
4. Develop skill and aptitude for problem-solving.
5. The skills developed include social skills communication skills, management skills, leadership skills, analytical skills, perceptual skills, etc.

File Description	Document
Paste link for additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government

/Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

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

Response: 2

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

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

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

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

Response: 0.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	61	36	0

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

3.7 Collaboration

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

Response: 0.8

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

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

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

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

Response: 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	4	4	1

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

All the departments are being supported with various infrastructural scaffolds.

University possesses equipment, apparatus, books, teaching aids, furniture and fixtures, ICT facilities, and other consumables. Further, infrastructural enhancements are also done through various other financial resources in the form of UGC grants, Research Projects, etc. The details of the available infrastructural resources are

1. Classrooms: The University has 139 classrooms out of which most are having ACs with proper sitting capacity and electrification. Whiteboards are available in all the classrooms along with the projector.

2. Laboratories: There are well equipped UG and PG Laboratories.

3. Computer Labs: The University has 13 Computer Labs having 741 computers. All of which have Internet facilities.

4. Mathematical computation lab: There is one Mathematical computation lab with 60 computers. MATHEMATICA software is used for calculation and analysis.

5. Language lab: University has two language labs with 120 computers, Fixed LCD along with audio-video facilities and microphones. ODELL software is used for learning the language.

6. Research Laboratories: The University has developed a number of research laboratories over the years with the assistance of government funding agencies such as DST, DBT, SERB, etc. and industries in addition to the University funding, i.e Fire testing, Composite testing, Advanced computational, Advanced project Development, Advanced construction materials laboratory.

7. Library facility: University has central as well as departmental libraries. The central library is equipped with the latest software.

8. University Radio: The students of the University are benefitted by “University Radio” run by the students of Journalism and Mass Communication.

Other Infrastructure Resources are

A. Seminar halls - Two seminar halls with the latest multimedia.

B. Auditorium- One big auditorium having a high-quality video & audio system with 1200 students seating capacities

Digital Display Board & LCD, Overhead and slide projectors, Statistical software, Color printers-06, Photocopy machines- 6, Free Wi-Fi facility, Educational CD's, Availability of Teaching Aids in the Department of Education, the University campus has a Wi-Fi facility with a speed of 1.2 GBPS (1GBPS of MTNL and 200 MBPS of Airtel).

File Description	Document
Paste link for additional information	View Document

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

Response:

The University, with its compulsory Core Courses and the continuous evaluation scheme, integrates sports and other extra-curricular activities as essential components. This is done not only for participation but also for the assessment of students. It has adequate facilities for sports, games, and cultural activities. The total area of sports and game fields is 11.92 acres. Invertis University has two large playgrounds with provision for multiple games, such as Athletics, Cricket, Football, Hockey, Volleyball, Basketball, and Kho-kho. Indoor and outdoor badminton courts and gymnasium are available.

University has well-equipped assembly halls for organizing annual functions and cultural events. Major cultural events are organized at the majestic university Auditorium. Facilities for outdoor and indoor sports and games that include badminton, volleyball, basketball, carom, table tennis and chess, gymnasium, and cultural activities also exist in the Girls and Boys Hostels.

Intra-faculty and inter-faculty games and sports competitions are organized regularly every year for students. Students are specially trained for participation in Zonal and Inter-Zonal National Youth Festivals competitions organized by the Association of Indian Universities, the National Youth Parliament Competition, and other cultural and sports events outside the campus, as University is a member of AIU.

Invertis University has excelled at these events by winning prizes and awards in individual and group events. Some of the faculty members serve as instructors and mentors.

Special classes on self-defense are organized specially for female students. National Independence Day and Republic Day are celebrated in the University by unfurling the national flag followed by a guard of honor of the Chief Guest by students, students present a cultural program in National and International Conferences organized by the University.

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

Sr. No.	Facilities	Sr. No.	Facilities	Sr. No.	Facilities
1	Administration office	10	Music room-	19	Auditorium/Seminar/ Conference Room
2	Girl’s Common Room	11	Yoga Room	20	Fire Extinguisher
3	Boy’s Common Room	12	Gymnasium	21	Sport complex
4	Sick Room	13	Guesthouse	22	Hostel
5	Placement Cell	14	24 hrs Security available	23	Lift/ramp & Stair facility
6	Petrol Pump	15	Mess	24	ATM service
7	Reading room	16	Transportation	25	Purified Drinking Water
8	Centralized Library	17	Cafeteria	26	Power System
9	Reprography facility	18	Solar Plant	27	Gardening services

NAAC

The Overall ambiance and general campus facilities are sufficient to meet the needs of students and staff; there are residential quarters for officers and supporting staff of Invertis University. Chancellor, Vice-chancellor, Finance Officer, and other specialist officers stay on the campus. The campus is full of greenery and well served with connecting roads. Invertis University has its own transport facility for the benefit of its student and staff for commutation between the city and the campus. The campus is also well connected from the city through various routes, the good transport system is available. There is a primary well-equipped health center. Guesthouses, separate sports complex well-equipped laboratories, and Canteen & Mess Facilities. There are more than 1000 trees and medicinal plants. The Atmosphere of the

campus is environment friendly. The ambiance has a positive impact on the teaching-learning process and students, staff, and visitors enjoy the natural ambiance on the campus. The main campus also has PNB ATM service, a cafeteria, Girls common room, boys common room, sick room, music room, yoga room, gymnasium facilities are also available. Not only students and staff enjoy the ambiance but also visitors from all over the country are attracted. There are various other services like cleaning services, purified drinking water, solar plant, reprography facilities, sewage treatment, rainwater harvesting, and gardening services are available as overall ambiance. At Invertis University whenever guests and VIP guest visit to the campus new plants will be planted. To maintain the greenery many initiatives are undertaken by the university to make the campus eco friendly. This includes energy conservation such as the use of solar plants, fire hydrant systems, and waste management. The University has a sports complex, hostel facilities, transportation facilities, auditorium, seminar hall, and conference rooms.

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

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

Response:

An Integrated Library Management System:- It is a computer-based system used to manage internal and external resources including tangible assets, financial resources, materials, and human resources. It

performs library automation and collection development tasks broken down into different modules that are focused on simplifying tasks such as acquisition, cataloging, and circulation commonly done in the library. It is built on a centralized database and normally utilizes a common computing platform and consolidates all library operations into a uniform and enterprise-wide system.

The following are the Integrated Library Management System that is used for library services.

Institute of Electrical and Electronics Engineers (IEEE)-The Institute of Electrical and Electronics Engineers is a professional association for electronic engineering and electrical engineering (and associated disciplines) with its corporate office in New York City and its operations center in Piscataway, New Jersey. It was formed in 1963 from the amalgamation of the American Institute of Electrical Engineers and the Institute of Radio Engineers. Due to its expansion of scope into so many related fields, it is simply referred to by the letters I-E-E-E (pronounced I-triple-E), except on legal business documents. As of 2018, it is the world's largest association of technical professionals with more than 423,000 members in over 160 countries around the world. Its objectives are the educational and technical advancement of electrical and electronic engineering, telecommunications, computer engineering, and allied disciplines.

EBSCO Information Service:- EBSCO offers library resources to customers in the academic, medical library, public library, law, corporate, and government markets. Its products include EBSCONET, a complete e-resource management system, and EBSCO *host*, which supplies a fee-based online research service with 375 full-text databases, a collection of 600,000-plus eBooks, subject indexes, point-of-care medical references, and an array of historical digital archives. In 2010, EBSCO introduced its *EBSCO Discovery Service* (EDS) to institutions, which allows searches of a portfolio of journals and magazines.

Library Automation Software (ALICE For Window):- it is used for collecting, processing, storage, retrieval, dissemination, and transmission of information to the users such as a list of books in a different approach like author, title, subject, etc. It provides the OPAC module for searching the books in the library. It is useful in library housework such as Acquisition, Circulation, Avoiding duplication of work, Accessioning, and Cataloging. Its inquiry module users can search in all library stock with their needed approach such as Author, Title, Subject, Publishers, accession number of the documents, and the topic of the document also. Through its reservation option, a user can reserve the issued document.

DELNET - We have DELNET software which is easy to work with and comprises various modules.

So we can easily find out the document location or availability of the document in the library. Its membership option to know full details of users such as users belong to which course or department, their membership date, their loan history how many times uses library documents, etc. we can produce a bibliography of the documents if required by the users or particular department.

File Description	Document
Paste link for additional information	View Document

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

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 10.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
11.8	12.5	11.1	7.4	10.4

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response: 5.05

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

Response: 280

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

4.3 IT Infrastructure

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

Response: 68.35

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

Response: 95

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response:

In its Endeavour to provide all faculty, students, and staff with a modern, fully networked computing and IT environment for academic use. The IT Committee in its meeting has decided on the IT infrastructure usage Policy. Users of computing, networking, and IT facilities are expected to abide by the following rules, which are intended to preserve the utility and flexibility of the system, protect the privacy and work of students and faculty, and preserve our right to access the international networks to which the system is connected. In case of complaints, appropriate action to be taken will be decided and taken by the person-in-charge of the facility in consultation with the Dean and Dean Students Welfare as appropriate.

1. Faculty, staff, and students with authorized accounts may use the computing and IT facilities for academic purposes, official Institute business, and for personal purposes so long as such as it does not violate any law, Institute policy, or IT act of the Government of India.

2**.** Users are expected to respect the privacy of other users and they must not allow any other person to use their password or share their account.

3. Users should exercise care while entering their passwords at other non-trusted sites and should not be misled by purported emails from admin or other ID's.

4. Any attempt to circumvent system security, guess others' passwords, or in any way gain unauthorized access to local or network resources is forbidden. Users may not use another person's computing account, attempt to forge an accounting identity or use a false account.

5. Transferring copyrighted materials to or from the IT systems without the consent of the owner is a violation of international law. In addition, the use of the internet for commercial gain or profit is not allowed from an educational site.

6. Downloading and installing new software has to be done with the explicit consent of the respective facility in-charges. Installation of unlicensed software on IT facilities, or on individual machines connected to the IT network, is strictly prohibited.

7. To the extent possible, users are expected to use only their official email addresses provided by Invertis University.

8. It is forbidden to use electronic mail and other network communication facilities to harass, offend, or annoy other users of the network, including impeding their computing systems, software, or data.

9. Shared email accounts for any purpose whatsoever are not allowed. Any special accounts, if need to be set up for conferences and other valid reasons as determined by the institute authorities.

10. To the extent possible, users are expected to connect only to the official IT WiFi network.

11. Users are expected to take proper care of equipment and are expected to report any malfunction to the staff on duty or to the in-charge of the facility.

12. Violations of the policy will be treated as academic misconduct, misdemeanor, or indiscipline as appropriate.

13. The policy may change as and when it is considered appropriate.

File Description	Document
Paste link for additional information	View Document

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

Response: 7:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

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

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**

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

Response: D. 1 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 6.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
295.6	158.8	142.2	154.6	79.8

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response:

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

The maintenance and cleaning of the classrooms and furniture are done with the efforts of the

housekeeping staff and in the majority of 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 maintains 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.

Laboratory:

The university has got laboratories for Physics, Chemistry, Electrical & Electronics, Biotech, Pharmacy, Computer programming, Agriculture, Mechanical, and Communication. Equipments are purchased from a company of good repute. The instruments are properly maintained and periodically serviced by the technicians from the same office in the case, any defect in the equipment. They are immediately replaced/rectified with the permission of the Vice-Chancellor if they can't be repaired.

Library:

The college owns two big libraries which have got a vast reading hall. They facilitate, book reading hall and a separate sections to operate reading and borrowing books. A Software system is installed which continuously maintains the infrastructure in the library. Further, an MOU is signed with a Fire & Safety license that periodically lists the library and fills the gas extinguisher equipment.

Classrooms:

The university possesses spacious centralized AC classrooms that have sufficient fans and tube lights and desks. All the facilities are properly maintained, in case of repair or damage to the goods, carpenters and electricians carry out the maintenance.

Sports complex:

The sports complex functions in a separate room. The management has appointed a person to look after the sports activities. The college has a large ground which has a separate field for Cricket, Kabbadi, Volleyball, Kho-Kho, and other sports activities

An exclusive officer is appointed for overseeing the maintenance of Buildings, Classrooms, Laboratories, and the entire campus. The Vice-Chancellor constitutes a committee with a convener and members at the end of each semester that takes stock of the maintenance of the infrastructure of the campus.

File Description	Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 34.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
2484	2316	1799	1608	451

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

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

Response: 14.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
859	800	696	636	524

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

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

Response: A. All of the above

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

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

Response: B. 3 of the above

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

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

Response: 25.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
09	11	04	04	03

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg:**

IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
21	27	25	24	28

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

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

Response: 12.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
122	124	70	60	196

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

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

Response: 13.47

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

Response: 134

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	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: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

The Student Council consists of CRs, a presidential team of the Abhiruchi club, CRC & Discipline Coordinators. The purpose of the Student Council is to imbibe the Vision, Mission, and Core Values of the University.

It enhances the overall experience at University by promoting the general welfare, creating new programs and initiatives to provide opportunities for growth, communicating with the University Administration and Faculty.

CRC coordinators help to assess and improve the potential for Student Placements, Industrial visits & Internships.

Discipline coordinators of the University and hostel assist the Proctorial team for the anti-ragging campaign and also identify and suggest methods of improving discipline.

Class representatives coordinate day to day academic activities, and communicate the information between students and teaching faculty, in conducting special events.

"**Abhiruchi" (The Hobby Club)** provides an appropriate platform to strive the excellence and reveal the true personality of leadership.

"Abhiruchi" (The hobby Club) channelizes each and every talent of the student to unleash the energy present in them.

Panache – (The Arts Club): Panache gives emphasis on artistic visions, painting, modeling, sculpture making origami, and welcomes beliefs in color. Panache is committed to providing a platform to explore new ideas in a creative way of colors, which inspires the students to work with confidence and motivate others through their artistic vision.

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. The mission of this Club is to give students an opportunity to familiarize themselves with art and culture.

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. I-tech is constantly working to make the students more technically sound and efficient by organizing different workshops and seminars on various topics; they provide a platform for students to showcase their technical skills.

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. Stride Club aims at offering an opportunity to participate in a broad variety of sports and recreational activities.

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 club organizes, plan, implement design management games which are the major parts of events at our University.

The Responsible Invertian Club" (The Social Club):.This club is a modern combination of several types of activities and reflects today's more eclectic and varied segments of our society. The objectives of this club are centered on the activities related to the poor & needy sections of our society and work to improve their socio-economic status.

File Description	Document
Link for additional information	View Document

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

Response: 5

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise**

during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	4	5	6

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

5.4 Alumni Engagement

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

Response:

Alumni are the asset of the University. They help their Intuition in various ways. In our University, Alumni's helped us in various areas-

1. **Placements**-Our Alumni help us by sharing various opportunities in their working areas. They stay in contact with our CRC department and inform the CRC head in case of opportunities arises in their companies. This is one of the most precious supports they do and help their juniors to grasp an opportunity to show their caliber.

2. **Alumni meet**- Every year in the Annual Fest "Invertia" of Invertis University, we organize an Alumni Meet for students who have passed in the previous years. In this Alumni meet pass out Students Interacts with the freshers as well as the senior students and share their experiences of working in different sectors, this also helps students to understand what is needed when a student moves out of the University with the aim to prove himself. Suggestions and ideas of alumni directly help students to understand the flow of society and to enrich themselves to fit in that.

3. **Guest Lectures**-Time to time each department organizes interactive sessions of their alumni who have achieved their targets and they talk upon the topics, best of their knowledge in which they deliver their experiences of working and defaults made by them. This helps students to brush their knowledge. Students become more familiar while moving to achieve their targets.

File Description	Document
Link for additional information	View Document

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

Response: D. 5 Lakhs - 20 Lakhs

File Description	Document
Link for any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

To groom professionals of caliber and competence who will bring about a qualitative change to the society through their contributions.

Mission

To provide quality education for all deserving students sans caste, creed gender or money, and present a real projection of education as a guiding torch for the development of human society.

The Philosophy

Invertis is dedicated to upholding the following objectives :

- To develop conceptual and analytical skills in all functional areas of Management, Information Technology, and Engineering.
- To encourage understanding of the strategic perception of the fast-changing global business scenario.
- To develop the ability to understand and apply a multi-dimensional approach to achieve the overall mission of the organization.
- To develop the ability of self-assessment and motivate others in achieving organizational objectives.
- To develop skills in problem identification and analysis.
- To impart ethical and moral values for social well-being.
- To prepare students for their career with leadership, and innovation in the field of Management, and Engineering.
- To expand the base of engineering education through research and by developing technology to serve the needs of society.
- To benefit the public through service to the industry, government, and the engineering profession.

To impart advanced technical knowledge to uplift society in general and rural masses in particular, by retaining their cultural identity.

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

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

Response:

The institute practices decentralization and participative management in all the areas of its functioning. It is evident by the various committees and bodies of the University. The induction of every new course or program or signing of MOU is also done through participative management. Following is an example of decentralization and participative management.

After few informal discussions, a meeting was held on 2nd June 2016 with Vice-Chancellor of University and BSE Vice President Mr. Pulock Bhattacharji to start B.Com (H) in the Financial Market in collaboration with BSE, Mumbai at Invertis University, Bareilly. Mr. Pulock Bhattacharji visited campus to have meetings with all stakeholders & officers of the university to discuss the curriculum and teaching methodology. Finally, the University and BSE Institute Limited agreed to run the course under the BBA & B.Com department of Invertis University. The course got approved by the departmental committee of management, BOS, and Academic Council and the program started in July 2017.

It was decided that the admission into the program will be on the basis of class twelve performance (minimum 50%), and a personal interview of the candidate.

B.Com (H) in the Financial Market is a professional course preparing students mainly for the stock exchange operations. A total 35 number of subjects decided in the course among them 17 subjects will be taught by Invertis University and 18 subjects will be taught by BSE Institute Ltd. Also, it was decided that BSE Institute Ltd. will arrange training and placement for the students.

The B.Com (H) in the Financial Market introduced in response to a need for in-depth study and analysis in the areas of equity and mutual funds as well as their transaction in the stock exchange. This course is designed for students who are enthusiastic to learn stock analysis and stock transactions as well as portfolio analysis and it aims to provide them a platform where they can explore their hidden latent talents in order to meet global needs.

Apart from gaining in-depth academic and practical knowledge and hands-on experience needed to pursue a successful career in their chosen profession, students will be equipped to make a smooth transition from the classroom to the stock market by acquiring skills and certifications that are valued by employers and hence will be industry-ready. They will develop strong teamwork, critical thinking, and creative problem-solving skills.

Some of the added advantages of studying these programs at Invertis University, Bareilly are:

- Training in the industry on stockbroking and Mutual Fund Trading Company
- Opportunities for acquiring Certifications from BSE Institute Ltd as well as SEBI
- Soft Skills and Life Skills Training
- Applications of Spreadsheet packages for stock markets

An MOU was signed on 24th June 2017 between Invertis University and BSE Institute Ltd. The MOU set in motion our plan to offer a B Com (H) course in the Financial Market in collaboration with BSE Institute

Ltd.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Invertis University since its inception has been keen on evolving best practices for strategic planning. It aimed to develop as the best University in North India. To achieve this it has developed a partnership with premier Universities/ Institutions for enhancing & benchmarking its strategy of Teaching & Learning, Innovation, and Research.

To strategize the planning and development, it constituted the “Planning Board” as incorporated in the statutes of the University. Since the start, it believed that “To sustain and surpass the expectations of a University aspiring for highest standards, continuous planning for the future is required. We need to prepare ourselves for continuous advancements in Technology that take place around us and holistic all-round development of students". The “Planning Board” meets once every year to reflect upon the last year's progress, and develop a plan for the coming year.

In the board meeting held on April 09, 2015, various discussions took place regarding maintaining a clean and green campus, fixing the retirement age for teaching and non-teaching employees of the university, requirement of additional classrooms and hostels, and the start of new courses.

One of the courses that were proposed to start was Integrated Bachelor of Education (B.A./B.Sc. B.Ed.) from the next session i.e. 2016-17. This resolution was agreed upon and accepted by all the members of the board. The course started in the said session. Later another course B.El.Ed. was added. These courses are running very well with a combined strength of about 380 students in all years. This is one of the many examples of devising and implementing a strategic plan.

File Description	Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

Invertis University, Bareilly is one of the most reputed and leading Universities of North India. The University was established in the year 2010 through an Act issued by the State Government and approved by University Grant Commission.

The University is run by a non-profit organization; Uttaranchal Welfare Society. The various bodies looking after the functioning of the University are Executive Council, Court and Academic Council along with Planning Board, Admission Committee, Finance Committee, Board of Studies, Faculty Board, Proctorial Board, etc.

As per the Act, Statutes, and Ordinance of the University, all the committees mainly comprise of faculty/teachers and students so that their experiences, views, and suggestions are incorporated in the meetings of various committees.

At the very ground level, each and every class is headed by a teacher called a Class Incharge, who is responsible for all issues of his/her class and reports to his/her HOD. HOD's solve the problem at their end (if any), else he/she discusses the unsolved issue with their Academic Dean. All the Deans along with their HOD's periodically meet with the Vice-Chancellor and Chancellor to discuss the progress and issues of their department.

Similarly, each department constitutes a Departmental Committee of teachers to assist the HOD of the Department in discharging his/her duties. As per the Statutes of the University, the Departmental Committee consists of all the permanent teachers of the Department, and the Committee is Chaired by the HOD. Board of Studies is also headed by the HOD and consists of all the Professors of the Department(s), two Associate/Assistant Professors by rotation, and one Professor from other departments. Faculty Board consists of all the HODs and Professors of the Departments and the Dean is the Chairman of the Faculty Board. All decisions of BOS are placed before the Faculty Board for approval before being sent to higher authorities.

The suggestion and approval process clearly shows the involvement of faculty in the decision-making process of the University.

Not only at the ground level, but also at the higher level, faculty are always involved in the decision-making process. The Court of the University includes all the Deans, Directors, three teachers as well as one student from each Institution. The Academic Council includes all the HODs of the Departments, all the Professors as well as one Associate and one Assistant Professor from each department.

The constitution of all the above committees clearly indicates the role of teachers in the decision-making process.

Besides, the above-mentioned bodies and committees, the Proctorial Board is headed by a Chief Proctor. The members of the committee are mostly teachers who maintain the disciplinary issues among students and suggest measures to improve the overall discipline of the University.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

A faculty member shall be eligible for increment(s) on an annual basis subject to the satisfactory work done by him/ her. The performance of the faculty member is assessed at periodical intervals in relation to his/her teaching, research, conduct, integrity, and other parameters through a performance appraisal report. Whenever the University advertises the vacancies, existing teachers are welcome to apply for higher posts and appear for interviews. The teachers receiving PDFs or getting an offer to work at some Center of Excellence are given academic leaves. The institute has a performance appraisal system wherein a candidate applies for promotion/increment and recommendations are given by competent/reporting authorities. This report is finally put up with the management for a final decision.

A faculty member receives annual increment subject to the satisfactory work done by him.

Outstation faculty members are provided accommodation in the faculty quarter as per the availability.

University has provisions for academic leave, medical leave, and maternity leave in addition to summer

and winter leaves.

OTHER FRINGE BENEFITS FOR ALL EMPLOYEES

1. Employees working in the University will get a tuition fee waiver for their children, provided they have completed five years of service and their children qualify in the open competition for admission in Management, Engineering, and other courses, University may decide.
2. Employees completing long and satisfactory service with Invertis University are suitably rewarded. At present, employees completing 7 years of service are rewarded with a gift of sizable household item/cash as the case may be.

File Description	Document
Any additional information	View Document

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

Response: 10.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	14	20	19	12

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

Other Upload Files	
1	View Document

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

Response: 7.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	9	10	3

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

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

Response: 5.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
36	2	4	4	3

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Funds are being mobilized for development in the following manner-

1. Loans from the members of the promoter society.
2. Term loans from commercial banks.
3. Fee collection.

The funds required for infrastructure development are mobilised by way of term loans from the Commercial banks. The loans are repaid in annual installments. The borrowing is kept limited to the extent of debt servicing capacity as per the terms and conditions of the banks. Funds for the above purpose are also provided by the members of the society by way of unsecured non-interest bearing loans in case of need.

Funds mobilized through fee collection are used for day-to-day routine expenses of the university and repayment of the interest and annual installments of the loans.

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document

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

Response: 13.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
4.8	0	4.5	2.28	2.13

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The university has appointed chartered accountant M/S SudhirMehrotra and Associates,179/23, Chaubeyji Ji Ki Gali, Station Road, Bareilly as an external audit agency are regularly auditing the accounts every year. The auditors' team visits the accounting office twice in a year for midterm and final audits in the months of December and June respectively. The auditors also brief the Chancellor, Vice-Chancellor, Treasurer, and the Finance Officer before finalizing their report. The same chartered accountant has also been nominated as a member of the finance committee of our university. His presence provides accounting and tax-related knowledge to the members.

The university is in the developmental stage. All the high-value projects/ expenses are being reviewed/checked by the highest officials like Chancellor, Vice-Chancellor, and Treasurer of the university. The need for a detailed continuous internal audit process has not been felt keeping in view low turnover and cost for hiring a chartered accountant for the purpose. The Academic Administrative Committee (AAA) performs an annual check of income-expenditure of the accounts.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

IQAC has facilitated the institutionalization of the following two practices:

1.**Standard Operating Procedures for administrative processes**

Standard Operating Procedures of the following administrative processes of Invertis University were carried out to achieve efficiency, quality output, and uniformity of performance-

1. Human Resource
2. Training & Placement
3. Examination
4. CRC (Corporate Resource Centre)

The objectives of this initiative are:

1. Mapping critical administrative and operational processes to develop a shared understanding of the processes
2. Helping stakeholders involved in the process to see other people's roles
3. Identifying areas for improvement
4. Increase the accuracy and efficiency of any process

Departmental Vision, Mission, and Action Plan

Departmental Vision, Mission, and Action Plan of all the departments of Invertis University are documented and recorded to ensure that overall University strategy is cascaded into plans of action across departments. The vision and mission of the Department are derived from close introspection and successive meetings in the Department with various stakeholders.

The objectives of the Department are established from the vision, mission statements, and feedback/ suggestions from stakeholders including Faculty, Students Parents, Alumni, Board of Studies, and Industry Experts. These objectives are analyzed and evaluated each year with a view to ensuring the quality enhancement of the Department. The factors which contribute to the achievement of Department objectives are:

1. Curriculum: An innovative curriculum with depth of subject matter and breadth of related interdisciplinary subjects is developed with the aspirations and interests of the student at the center.
2. Tests, quiz and mid-end semester examination: The distribution of marks in tests, quiz and mid-end semester examination gives the faculty a close understanding of the assimilation of the teaching-learning process and subject matters by students
3. Assignments/tutorials: Assignments and tutorials are given in each course to cover the complexities of the subject matter.
4. Laboratories/practical: The inclusion of laboratories/practical along with theory subject is to provide insights to students through the application of theory into practice and further develop the observational and investigative skills of students.
5. Seminar: Paper presentation in seminar helps in imparting broad knowledge of research topics and the relevance of their application in real-world scenarios.
6. Industry training: Industry training is compulsory in the curriculum to imbibe and comprehend the technical changes in the industry.
7. Project: The objective of project work is to provide an opportunity to the student to develop personally and professionally by arranging and performing a project of his/her own choice; establish levels of knowledge, or skills, behavior, values, beliefs about a specific topic and; learn the importance of planning and time management in carrying out the project required timelines for report submission and presentation.
8. Invited talks: Experts/Professionals are invited from different industries, organizations, and institutions to deliver recent innovations and practices in concerned areas.
9. Student feedback: The online feedback from students as well as feedback communicated directly to

teachers helps in reviewing areas of strength/weakness and development for the Department.

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

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

Response: C. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document

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

Response:

Following are the incremental improvements made in the preceding five years with regard to quality:

Student and Faculty Exchange Program:

Student Faculty exchange Program - International exposure and Culture learning

To facilitate students and faculties from overseas Universities and Invertis University visit each other campuses for exchanging academic excellence and have enriching experience from each other's cultural heritage.

Invertis University has established a mutually beneficial relationship with Livingstone College Salisbury, North Carolina by developing academic and cultural interexchange in teaching, research, and other activities. Many programs and activities like an exchange of faculty, exchange of student, joint conferences, academic meetings, joint research activities, and exchange of academic materials have taken place.

The practice of student exchange program starts from the written examination are consist of aptitude tests

and GDPI at Invertis University and shortlisted students are assisted with all the academic necessities at Livingstone College Salisbury, North Carolina for one semester. One faculty member from Invertis University also accompanies the students under the student's exchange program

The success of this program lies within the unfiltered and authentic experiences of one's own culture melding and adjusting with others. The partnership between international universities has broadened the mindset of students while giving them the opportunity to learn and enhance their capabilities at a global level.

Research:

Continuous efforts are made to improve the Research climate in the University through awareness building sessions on quality publications, use of software for detecting plagiarism, conducting an internal audit on research climate in the University, organizing workshops on Research Methodology, promoting Collaborative research with premier research institutions.

As a result of these efforts, one of the faculty members of the university received the GET Cofund Marie Sklodowska-Curie from University De Alcala, Madrid Spain grant. He also received funding from DST for a project Improving Fire Safety of Structures Through the Development of Fire Retardant Laminated Glass Glazing with a cumulative grant of approx. 80 lacs. He has also received Postdoc Fellowship at Technion Israel Institute of Technology, Israel in 2019.

The department of Biotechnology has also received funding for two projects.

Not only faculty members but our students also do standard publication as an outcome of their project work.

We also publish the following three journals:

1. https://www.indianjournals.com/ijor.aspx?target=ijor:ijst1&type=home
2. https://www.indianjournals.com/ijor.aspx?target=ijor:ijre&type=home
3. https://www.indianjournals.com/ijor.aspx?target=ijor:ijm6&type=home

Adoption of NPTEL courses for various programs of the University:

To supplement the learning and enhancing the quality of programs, the IQAC suggested integrating NPTEL programs in teaching-learning.

One faculty, Mr. Sohail Qureshi, Assistant Professor was identified as in charge of this program.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

a. Safety and Security

University is committed to the promotion and practices of the ideals of social and natural justice, human dignity, and rights of all human beings. Therefore, it realizes the significance and needs for having a Gender Harmony and Anti Sexual Harassment Policy and establishment of the committees for safety and security whose foremost role and responsibility is to create an atmosphere free from any sexual discrimination and sexual harassment.

University takes care of safety and security not only for the persons associated with the University but also try to influence the people of the nearby areas. A woman Grievance Cell for redressal of grievances has been constituted to maintain the safety and security of girls and women at the University.

Any student, staff, or worker can complain to the women's grievance cell in case of harassment or sexual abuse. The members of the Cell will look into the issues, gather the evidence, and take the necessary action against the guilty. The cell also takes precautionary measures to avoid any kind of harassment to females on the campus and stays vigilant all the time.

This cell is meant for maintaining the records of grievances, actions taken thereon, and settlement of grievances. The cell is headed by the Associate Dean student Welfare, four lady faculty members, and girl hostel wardens.

The special tab named complaint is introduced in an ERP system that is accessible to all users, where students or staff can submit grievances. Students or staff members are free to write applications, emails, or messages to Cell in case of any harassment. Any grievance found is scrutinized and actions are immediately taken by the Cell. In case of emergency, the head of Grievance calls a meeting along with the proctorial board and addresses the problems immediately. The members of the Proctorial Board also look after safety and security. To uphold women’s rights to create a healthy and secure environment, the University organized various seminars/workshops.

Like the "Women Health and Hygiene ” seminar by inviting Dr.Archana Agarwal, from Clara Swain Mission Hospital, Bareilly on 25/04/19 for female faculty and staff members of the University.

b) Counseling

Though University has the policy to do the counseling at various levels including Class In charges, engaging professional counselors, etc. and has taken special care for counseling in gender equality and gender harmony. It takes a pro-active role in creating a social, physical, and psychological environment and awareness. Counseling is provided to encourage the students for early reporting of any bad experience regarding sexual harassment or gender conflict.

c) Common Room

To keep the privacy as well as to eliminate unwanted incidents, University maintains separate common rooms for boys and girls. These common rooms are used by faculty members and students for socializing relaxation. In hostels, girls' common room and boys common is designed with new Equipment to promote collaborative learning among students. These common rooms also serve as recreational areas for the students.

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

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	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:

Invertis University Bareilly is committed to “zero waste” and reducing the poor impact on the environment through its philosophy of “reduce-reuse-recycle”. A prudent budgeting approach is adopted in what we

purchase as a first step towards reducing waste. Over the years, the University's recycling scheme has included office stationery, electronics goods, laboratory material, and furniture.

- Solid waste: The entire plantation of the campus is organically nurtured from the Solid Waste Management produced from the biowaste from the Invertis University campus. Manure is produced at the campus from the biowaste matter of the University as organic nutrients for the plantations with the firm endeavor of promoting recycling of waste and dissemination of the practice of organic farming. The eco-friendly waste management system involves a magnetic flux created with a controlled oxygen presence which ensures the complete combustion of waste decomposing municipal solid waste material. During the destruction process, there is no odor, flies, or leaching of contaminants.

- Liquid waste: The University adheres to a strict protocol of liquid waste disposal in its laboratories. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The liquid waste is segregated into organic and inorganic waste. Inorganic waste such as concentrated acidic or alkaline solutions is neutralized before disposal. Sodium bicarbonate or Calcium oxide (lime) is used for the neutralization process so that the neutralized liquid contains no harmful substance. The organic waste yield of the University is limited to date and therefore treated with cow dung for decomposition due to the action of micro-organisms.
- E-waste: The University has optimized its inventory of all computers through reassembling, modification, and up-gradation by the University's own team of IT Administrators, faculty members, and students of Computer Science Engineering and Information Technology. This has been a critical endeavor towards E-waste management ensuring that no discarded computers or printers are lying idle in the office premises. Flip flops, memory chips, motherboard, compact discs, cartridges, etc generated by electronic equipment such as Computers, Radio, TV, Phones, Printers, Fax and Photocopy machines are recycled properly. Instead of buying a new machine buyback option is taken for technology up-gradation. The e-waste generated from hardware that cannot be reused or recycled is disposed off.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

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

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

University takes initiatives to increase and diversifies the professional development opportunities and training for staff, faculty, trustees, and administrators for the development of greater awareness and skill in order to cultivate an inclusive campus climate.

Working towards a diverse and inclusive campus community is a central part of Invertis University Curriculum. The following section describes some of the successes and efforts that have been initiated at Invertis University that reflects our commitment to continued progress. Working together towards greater inclusion is a generative and constantly-evolving process rather than a goal to reach and our efforts must be on-going.

- Diversity and Inclusion Education Curricular have been established to encourage faculty to infuse diversity.
- The Academic Council of the University now includes diversity as a permanent, standing agenda item for all of its meetings.
- Faculty groups have been meeting in a cross-college effort as part of the Diversity Infusion Project to enhance their curriculum in areas of diversity and inclusion since inception.
- Recruitment: The Admission Cell has added a question related to diversity and inclusion in the student application process.
- An on-going partnership with an external consultant will train a pool of faculty members to lead dialogues with their peers about diversifying faculty searches.
- Created a new scholarship program matching grants made by community-based organizations for incoming students.
- Cross-Cultural Engagement worked collaboratively with student clubs under the Umbrella of Abhiruchi (Hobby Club).
- International Student Pre-Orientation began in 2015. To create perfect global harmony and tolerance, University runs student exchange programs with different Universities worldwide.
- We are increasing University campus resources to support the students who may be struggling financially.
- Areas, photographs, and depictions of open passageways have been added to the intelligent grounds maps for smooth induction.
- Separate working space for Faculty & Staff members have been allocated in order to assist with a noise-free environment.
- Student Counselling Services in the Dean Student welfare office has offered a new counseling group for students for acquainting them to a new culture of the University
- Weekly emails focused on diversity and inclusions have started to go out to all students, staff, and

faculty at Invertis University.

- A floating holiday list for Invertis employees has been established to provide flexibility for employee holiday observances.
- Human Resources incorporated information on the importance of diversity to the overall performance in both management and staff Performance Appraisal training.
- University has begun to provide speakers for its Educational Programming series around diversity and inclusion.
- University Technical Team has created online mediums like the ERP system and Invertis Meet Portal to benefit a wide range of students irrespective of caste, culture, and tradition.
- The aspirations, excitement, creativity, investment, research, recommendations, and passion of so many people propose significant structural, academic, and service-centered changes related to a strong commitment to diversity and inclusion at Invertis University.

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

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

Response:

Invertis University adheres in sensitizing the students towards Environment, Gender, Human Rights, and Social Justice by adopting several formal and informal modes of communication. We have taken different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties, and Responsibilities of the citizens.

In order to keep in mind, the diversities like the linguistic, regional, communal, and socioeconomic background of staff, students, and society who participate in various activities/programs are organized so as to celebrate the harmony of this collective inclusiveness.

Invertis University organizes national festivals like Independence Day and Republic Day which creates an environment of national integrity by organizing activities highlighting the importance of the Indian Constitution. Independence day is also celebrated every year to highlight the struggle for freedom and the importance of the Indian constitution. All students, teachers, and staff members take part in celebrating national festivals with great zeal and enthusiasm.

These events throw light on narrating the Fundamental Rights, Duties, Values, and Responsibilities of citizens as stated in the Constitution of India. Apart from the events, Invertis University facilitates different learning programs so as to make sure that students get theoretical knowledge as well. History as a separate paper is included to brush up the necessary skills of the students.

Not only the national festivals but Invertis University proudly take initiatives to celebrate religious festivals as well. Holi, Diwali, etc. are celebrated every year so as to promote national integrity and to

appreciate the unification of cultural and religious identities of India.

Our constitution states that every citizen has a right to live in a healthy environment and to ensure this Invertis University is highly committed to providing a healthy environment in the form of a lush green campus with numerous trees that ensures pure air. It creates a healthy living for the students, teachers, and staff working here.

Not only this but an adequate amount of 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.

Invertis University has different clubs so as to ensure proper organization of events and fests. The Responsible Invertian club is one such club that ensures various activities to promote awareness among the students and faculty members regarding moral values and ethics. Blood donation camps, women empowerment, and self-defense programs are few such activities that are regularly conducted so as to ensure and inculcate the values of being a responsible citizen.

The university thus creates an atmosphere of camaraderie and composite culture for the effective integration of students coming from diverse regional and social backgrounds.

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

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

Response: A. All of the above

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

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

Response:

Invertis University is committed to promoting ethics and values amongst students and faculty to encourage the same, University organizes National festivals as well as Anniversaries of great Indian Personalities which includes,

1. Teachers day (5th Sept) As the birthday of a great teacher Dr. Sarvapalli Radhakrishanna
2. Engineers day (15th Sept) The Birth anniversary of Sir M. Visvesvaraya the great Engineer of the country.
3. World Pharmacy Day (25th Sept)
4. International Women's Day (8th March)
5. International Yoga Day (21st June)
6. Independence day(15th August)
7. Republic day(26thJan)
8. World environment day(5th June)
9. Kannaddarajotsva day(1stNov)
10. NSS day(24thSept)
11. Science Day(28 Feb)

Birth and Death of anniversary of great personalities:

1. Mahatma Gandhi (2 Oct)
2. Dr. B. R. Ambekar (14 April)
3. Kanakas Jayanti(3rdDec)
4. Maharshi Valmiki Jayanti (24 Oct)
5. Sadbhavana Diwas (20th August)

Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities are sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices a pluralist approach towards all religious functions and encourages the students and faculty to showcase the same. Every year University organizes the national festivals and birth/death anniversaries of great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in particular.

1. **26th January Republic Day** - Republic Day is celebrated every year on January 26 to commemorate the adoption of our constitution. Various formal events including flag-hoisting and

march-past are organized on this day, which is followed by a “constitution awareness program” in which students and staff members are made aware of their duties towards our nation and rights to them by our constitution.

2. **15th August Independence Day** - It is celebrated every year on August 15, and is a grand event marked with the flag hoisting by the Chief Guest and well-practiced march-past by many teams of Invertis University. Cultural activities related to the independence movement are exhibited.
3. **5th September (Dr. Sarvpalli Radha Krishnan Birth Anniversary)** - On 5th September, we celebrate Dr. Radhakrishnan’s birthday as Teacher’s Day with great fervor. The students organize a program for the teachers.
4. **2nd October Mahatma Gandhi Birth Anniversary** - A standout amongst the most mainstream events in India and one of the three national occasions, Gandhi Jayanti is celebrated in our University on 2nd October to stamp the birth commemoration of Mahatma Gandhi. The day is announced as a national occasion and all workplaces are cleaned on this celebration. The standards of truth, peacefulness, and trustworthiness are recalled and generally plugged among the students of the institute.
5. **31st October Ekata Divas(Birth Anniversary of Sardar Patel) -** It is celebrated as National Unity Day.
6. **15th September Engineers day (Birth Anniversary of Sir Visvesvaraya)** - We celebrate this day on 15th September regularly as an exceptional tribute to the best Indian Engineer Bharat Ratna awardee Mokshagundam Visvesvaraya.

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

7.2 Best Practices

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

Response:

1. Student-Faculty Exchange Program:

OBJECTIVES OF THE PRACTICE: International exposure and Culture learning. The students and faculty from overseas universities and Invertis University visit each other's campuses for exchanging academic excellence and to have enriching experience from each other’s cultural heritage inculcating a sense of respect for each other. The students learn to cooperate and collaborate to build a mutual understanding of each other’s way of life rendering to international friendship and benevolence. The program aims to cultivate an international mindset while getting educated globally.

THE CONTEXT:

University established a mutually beneficial relationship with Livingstone College Salisbury, North Carolina, by developing academic and cultural exchange in teaching, research, and other activities. Many programs and activities like an exchange of faculty, exchange of student, joint conferences, academic meetings, joint research activities, and exchange of academic materials are arranged. Exchange students are selected by a special committee at their home institution. They are admitted by the host institution for one or two-semester. The number of students under the exchange program is agreed on in writing by both institutions. University also nominates its faculty member to travel abroad and gain international exposure to teaching and research.

For Teaching Exchange: Each institution nominates one of its professors to participate in teaching and research in the other institution for the mutually agreed period which may be a full semester.and can be changed by the mutual consent of both parties. In general, professors on teaching exchange remain on full salary benefits with their respective institutions. Teaching course loads, working hours and conditions is in accordance with established rules and practices of the host institution, subject to prior negotiation and agreement. The host institution gives access to office space, libraries, accommodation, food, and other needed facilities for professors on a teaching exchange. All international students operate within the existing guidelines and regulations of the host institution and are required to abide by the Immigration Rules. The language proficiency of international students is evaluated and verified by the host institution in advance by appropriate personnel of the sending institution.

International students are required to take courses for credit at the host institution and will issue a transcript and grades for international students under the same rules and regulations as for its own students. The host institution evaluates the equivalency of the courses at the home institution in awarding the grades to the international students.

The equivalency of the courses at home and host institutions is determined by the academic committees of both institutions respectively. International students are expected to adhere to the rules and regulations of the host institution and respect the culture, national traditions, and customs of the host country

EVIDENCE OF SUCCESS:

The success of this program lies within the unfiltered and authentic experiences of your own culture melding and adjusting with each other. The partnership between international universities has broadened the mindset of students while giving them the opportunity to learn and enhance their capability at a global level. In continuation to exchange program University has established a seamless admission process between the two institutions which provides qualified students from Invertis University with a clearly defined option for continuing their education in the Bachelor of Business, Computer Science, and Liberal Arts at the Livingstone College, Salisbury North Carolina, USA. The Livingstone College allows students who complete at least two years of Bachelor's Degree at Invertis University to apply for admission.

Under the exchange program both the institutes in addition to the academic curriculum offer a wide range of sports and recreational facilities to International students. For instance:

1. Orientation Program
2. Cultural Program
3. Sports Events
4. Excursion Trips
5. Co-curricular activities

Through this International students experience the new cultures and traditions of the Host country.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Being a part of exchange program students encounter unfamiliar nuance and need to constantly check their own personal projection of self, they should also be aware of the fact that many others are indeed doing the same when encountering you. Trying to adjust and accurately conveying feelings in a different cultural setup is a great adventure amplified by a language barrier. The initial challenge that every international student has to face is the cultural shock which they have to go through while they adjust their life in a new country. Homesickness is another big challenge that they have to face while residing in a new country. Communication in a new country can be difficult as they face a language barrier, difficulty in understanding an accent, or being too shy to talk. Sometimes students are unable to meet academic expectations of the Host institute as a result they need to do a lot of writing practice.

2. Professional Communication Cell

OBJECTIVES OF THE PRACTICE: Professional Communication cell focuses on effective communication of students, faculty members, and staff of Invertis University. It serves the following objectives:

1. To equip students with Professional Language proficiency
2. To develop verbal, nonverbal and other cognitive abilities
3. To Provide students with cohesive and Integrated Personality development Programs
4. Emphasis on Creative, Academic and Business Writing
5. To provide Training and Development Programs for Career Building

THE CONTEXT: In nearly every aspect of life (both professional and personal), effective communication is crucial to success and happiness. Relationships cannot thrive without open communication, and the same goes for businesses both large and small. Keeping the same in mind Professional Communication implemented a few best practices in University to make sure that it would benefit both, the employer and the employee**.** We have also used social tools within our intranet to reap the benefits of social media within the everyday activity of our University. We allow employees to share their interests with each other to create meaningful, work-related conversations. This is a great way to combine relationship-building with our Universities' goals and philosophies.

THE PRACTICE:

Professional Communication encompasses written, oral, visual, and digital communication within a workplace context. Reading, Writing, Listening, and Speaking carefully are the four most important communication skills for students. This discipline blends together pedagogical principles of rhetoric, technology, software, and learning theory to improve and deliver communication. Professional communication Faculty uses strategies, learning theories, and technologies to help students to communicate effectively in the professional world. The cell ensures student's insight and favorable attitude to the English Language by organizing different activities in classrooms for instance perception test, word association test, PPT presentation, debate, group discussion, role-play .etc.

The Cell organizes various events and sessions for giving Platform to students to enhance their communication skills and developing the moral values and character of the students. The cell conducts

motivational sessions for building positive attitudes and confidence among students. Theatre classes and audiovisuals sessions are conducted by the cell to generate effectiveness in communication. The Cell uses the latest technology like language labs for improving the language proficiency of students through reading, listening, speaking, and recording.

The cell comprises English language trainers, qualified language Faculty, and resource persons from Industry who enable the students to communicate effectively and pragmatically in different situations. Programs under the Professional Communication Cell integrate experiential learning opportunities, where students apply what they learn in the classroom within an organizational setting. The programs are designed to help students develop the creative and technical skills necessary to produce a visual return and oral communication. Through classroom learning and hands-on experience PC cell promotes students to explore various communication methods and media used across a wide range of fields and industries. The cell also identifies training agencies and arrange quality training programs for aptitude and soft skills improvement of students. It monitors the effectiveness of training programs and takes remedial actions wherever needed. PC Cell bridged the gap between corporate and university by equipping students with a necessary skill set to easily adapt to the corporate culture and excel in the career.

EVIDENCE OF SUCCESS:

PC cell creates awareness amongst students, faculty members, and staff about the importance of communication skills and dynamic personality by providing guidance and motivation through various activities. The cell has launched remedial courses for language underprivileged students to improve their command in the English language. Not only the students but also the faculty members and staff are benefitted by the workshops and training sessions conducted by the professional communication cell. The cell provides students with a cohesive and integrated personality development program for inculcating soft skills, enhancing self-esteem, and improving the overall personality of them.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

The cell requires professional trainers and qualified faculty members to enhance the communication skills of students. The challenge is targeting the whole University as the audience. The ratio of students and teachers needs to be compatible. Online sessions and video sessions require an uninterrupted network from both student’s and teacher’s end. The cell works on need and demand that comes from various departments which also requires promotional activities. At the initial stage students from different backgrounds and different cultures sometimes feel difficulty in various activities proposed by the Cell.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Student-Faculty Foreign exchange program

Under this program students and faculties from overseas Universities and Invertis University visit each other campuses to exchange academic excellence and have enriching experience from each other's cultural heritage.

Invertis University is dedicated to higher learning to evolve and grow. We are being considered to be a center of learning par excellence. Faculty-Student exchange programs with foreign Universities facilitate international exposure to the students of both universities. Collaboration with Institutes of repute and foreign Universities for student-faculty exchange programs pay way to increase University visibility at the national & international levels. We also focus on the International Research Collaboration, Student Internship program at a foreign Universities developing a skill center for Vocational/Advanced skill/Research centers of excellence. Challenges and opportunities by keeping pace with technological advancement. Attract eminent researchers & academicians on campus.

The University describes the efforts made by Invertis to supplement the curriculum to ensure that the academic programs, goals, and objectives are integrated., various value-added/enrichment programs offered to ensure the holistic development of students. We have students from diverse religious and socio-economic backgrounds living in harmony in the University environment.

We have Established a seamless admission process between the two institutions, which provides promising students from Invertis University with a clearly defined option for continuing their education in the Bachelor of Business, Computer Science, and Liberal Arts at the Livingstone College, Salisbury, North Carolina, USA. The Livingstone College allows students who complete at least two years of the Bachelor's Degree at Invertis University to apply to be admitted into the Livingstone College's Faculty of Bachelor Degrees.

International students from Livingstone College, Salisbury, North Carolina are visiting our University under the student-faculty exchange program.

Our University has been running this program since 2015. In the year 2015 four students and one faculty from Livingstone College, Salisbury, NC visited our University and had a wonderful stay and academic experience from our campus.

This year (2019) two students from the USA have participated in our exchange program at Invertis University for one semester in our BBA and B.Tech Courses. We already have two students from the USA as our students of MBA.

Our exchange program has given International exposure to our students and it has contributed a lot in understanding different cultures. Our International students are coming from a different culture and they need proper care and facilities, to which they can carry beautiful memories from InvertisUniversity, Bareilly

For the comfortable stay of International students at Invertis University, In addition to their academics curriculum, We are offering the following facilities:

A. Transportation facility of foreign students:

1. On arrival and Departure: Arrangements for pick up and drop from Indra Gandhi airport Delhi to Invertis University campus.
2. Local Outings: As our International students are unaware of the local language and Indian culture, they cannot travel alone. They can speak only English. We allocate one college conveyance with the driver and one coordinator (who can speak both English and Hindi) for their local outings.

B. Housing facility and other accommodations:

AC and Hygienic accommodation: For Five international Students we have 3 spacious rooms (1 for girls and 2 for boys), provided with; Beds, a mattress, a study table, a chair, and a cupboard for each student. There is uninterrupted electricity, heated water facility, water cooler with aqua guard filters, common telephone, common TV room, common reading room, Wi-Fi facility, etc. All air-conditioned rooms have attached bathrooms.

1. Fooding: Our International Students are very particular about their meals so the food of their choice is served. Generally, they eat Non-vegetarian food so they are served very hygienic food cooked in a separate kitchen. One cook is employed for their service. The kitchen is well equipped with Refrigerator, Micro Wave, Cooking gas, and Utensils. There is a proper water supply.
2. Academic tours and Excursion Trips: Our International students are coming to experience Indian Culture and traditions. To enrich their experience, they visit different places in India. We arrange short trips for them, for example:
3. Nanital,
4. Agra- Taj Mahal
5. Jaipur
6. New Delhi
7. Amritsar- Golden temple

Budget: Rs 1,50,000 for all trips (5 students + Faculty coordinator)

1. Security Feature: Although Invertis University is a secured campus, yet we need proper security and safety arrangements for Our International students. Complete safety and security are ensured by the Supervisors, Wardens, Proctoral board, and the Security Staff (in and on the Campus).
2. Miscellaneous Facility: Health Check-ups, laundry, 3-4 Dinners and Lunch, movies

Daily need things. Budget approx. Rs50,000 per month. Bills will be provided for their expenditure.

1. Welcome and Recreation Facility: Invertis University offers a wide range of sports and recreational facilities to International students.

2. Orientation Program for them

3. Cultural Program

4. Sport Events

5. Sessions by faculty Members

6. Introduction with Abhiruchi team members.

File Description	Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

University comprises of eminent academicians and teaching the students in synchronization with industrial needs to be driven by the spirit of groundbreaking research and entrepreneurship. We instill in each student qualities of mind and character necessary for good citizenship and eminent leadership. We are highly committed to put our students first and work responsibly with honesty, transparency, and integrity to influence, inspire, and nurture the talent of our students, and the members of faculty and staff. We encourage creative ability and research temperament and providing knowledge-based technological services for industry, society, and synergize the teaching-learning process through active interaction with industry and academia whilst embracing modern technological changes.

Invertis University also rated with AAA by National Education magazine career360, Education Hub, and has national and international journals, magazines, and also facilities to browse hundreds of journals through internet subscriptions. We have a membership in DelNet, INDEST & EBSCO.

The university provides a magnificent and comprehensive range of facilities within the university campus, separately for boys and girls. We strive to make the transition as smooth as possible by providing comfortable, safe, and homely set-up within the campus. All the rooms have been designed to provide adequate moving space with ample air and light. The university has a wide range of accommodation options and most students find that these options suit their needs. Rooms ranging from Standard Rooms to Apartments and students can opt for a room as per their convenience.

Invertis University visualizes centralized computing facility, campus-wide networking, and information technology as a means to enrich the educational experience and invigorate emerging areas of scholarly research and education. Three well-furnished Conference Halls provide a platform to hold managerial and academic meetings.

The world-class auditorium has seen and heard scores of eminent speakers, performers, and singers, who acknowledge its grandeur. University believes in providing the best college experience to the students. With state of the art facilities and upgraded infrastructure, The technologically upgraded classrooms facilitate teaching through advanced tools and techniques. The university has centrally air-conditioned classrooms with Wi-Fi enabled projectors, tutorial rooms, multiple libraries, seminar rooms, and fully-equipped auditoriums.

Concluding Remarks :

Invertis University is the result of fastidious planning and is resolved to give quality training to its students pursuing various programs. It seeks to create alumni of universal notoriety by giving great training and worldwide introduction to students. The University is focused on the most elevated levels of greatness and

quality confirmation in all frameworks and procedures, scholastic and non-scholarly. The greatness in scholastics, exploration, and administration, is the benchmark of Invertis University. There is a consistent accentuation on the comprehensive improvement of students through the correct mix of scholastic, social, sports, and other augmentation exercises.

The University through different activities persistently endeavors to make its alumni employable and capable. With the best in class framework, Industry situated educational plans, and exceptionally experienced faculties, students are supported for self-propelled experiential learning by taking up Industrial preparing and ventures, live issues of industry and society, specialized/non-specialized rivalries. Students exchange program with Livingstone College Salisbury, NC, USA adds another measurement to the entire learning condition. Notwithstanding incredible grounds arrangements, students are empowered and encouraged for their beginning up thoughts and business enterprise adventures.

The University's quality viewpoint reaches out to guaranteeing and improving the nature of students through the enhanced educational programs by giving information, shrewdness, and character to the students.

Invertis University is focused on country building and seeks to participate in the general advancement of students through hypothetical, experiential learning encounters, giving chances to research, development, and business, in this manner adding to the development of country and society.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.2</td><td>Percentage of Programmes where syllabus revision was carried out during the last five years.

1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years
Answer before DVV Verification : 52
Answer after DVV Verification: 39
1.1.2.2. Number of all Programmes offered by the institution during the last five years.
Answer before DVV Verification : 62
Answer after DVV Verification: 64

Remark : As per the Extended profile 1.1 The HEI has added B.COM. (Hon) Financial Market, MJMC, M.Sc(Microbiology) BSc (Hon) (Agri) in 2017-18.</td></tr>
<tr><td>1.1.3</td><td>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years
Answer before DVV Verification:
<table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>899</td><td>897</td><td>849</td><td>763</td><td>704</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>212</td><td>212</td><td>207</td><td>196</td><td>196</td></tr></table>
Remark : As per the HEI statement in the response dialogue box and the data provided during clarification.</td></tr>
<tr><td>1.2.1</td><td>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

1.2.1.1. How many new courses were introduced within the last five years.
Answer before DVV Verification : 401
Answer after DVV Verification: 484
1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.
Answer before DVV Verification : 1771
Answer after DVV Verification: 2786</td></tr>
<tr><td>1.3.2</td><td>Number of value-added courses for imparting transferable and life skills offered during last</td></tr>
</table>

five years.

1.3.2.1. **How many new value-added courses are added within the last five years.**
Answer before DVV Verification : 42
Answer after DVV Verification: 27

Remark : The HEI has arbitrarily provided the number of courses. HEI has included capability enhancement, skill development and remedial courses as value-added courses for imparting transferable and life skills.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2904	1073	1043	599	238

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2126	827	663	213	136

Remark : As per the HEI data. The HEI has arbitrarily provided the number of courses. HEI has included capability enhancement, skill development and remedial courses as value-added courses for imparting transferable and life skills. Number of value-added courses for imparting transferable and life skills offered during last five years only considered.

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

1.3.4.1. **Number of students undertaking field projects or research projects or internships.**
Answer before DVV Verification : 890
Answer after DVV Verification: 761

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3934	3524	3754	3094	2944

Answer After DVV Verification :

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

	3514	3104	3334	2674	2494

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

(Excluding Supernumerary Seats)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
568	417	660	514	601

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
495	359	524	373	392

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. The HEI has not provided copy of the govt letter of reservation.

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

2.3.3.1. **Number of mentors**

Answer before DVV Verification : 173

Answer after DVV Verification: 101

Remark : As per the attached data there are 115 mentors out of which atleast 14 names of the faculty are counted more than once. As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
56	51	33	25	24

Answer After DVV Verification :

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

45	41	33	25	24

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. The HEI has provided only 04 PhD certificate copies out of 05 hence by the pro rata the number is 80% of the claimed values.

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

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

Answer before DVV Verification : 778

Answer after DVV Verification: 759

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	1	3	1	6

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
40	34	45	60	50

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
45	40	45	60	62

2.5.2 **Average percentage of student complaints/grievances about evaluation against total number 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:

2019-20	2018-19	2017-18	2016-17	2015-16
65	286	99	65	66

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
65	143	50	33	33

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

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

Answer before DVV Verification : 842

Answer after DVV Verification: 710

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

Answer before DVV Verification : 1230

Answer after DVV Verification: 995

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	0	1.55	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0	00	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. The documents are not in support of the HEI claim and not as per DVV remarks or the SoP.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	0	1	1

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	0	1	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	0	1	1	0

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

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

Answer before DVV Verification : A. 4 or more of the above
Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification : 1
Answer after DVV Verification: 0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	62.04	0	0	24.25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14.17	34.80	0	0	24.25

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 3

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

Answer before DVV Verification : 178

Answer after DVV Verification: 424

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	8	4	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	01	02	01	00

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

3.3.3.1. **Total number of awards / recognitions received for *research* / innovations won by**

institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

1.Commendation and monetary incentive at a University function

2.Commendation and medal at a University function

3. Certificate of honor

4.Announcement in the Newsletter / website

Answer before DVV Verification : B.. 3 of the above
Answer After DVV Verification: D. 1 of the above

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	5	0	0	1

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 21 3.4.4.2. **Number of teachers recognized as guides during the last five years**

Answer before DVV Verification : 29
Answer after DVV Verification: 29

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
167	128	124	73	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
35	26	25	13	3

Remark : The HEI did not provide ugc website link. The HEI was requested to provide functional link specific to the actual article in the relevant section on the UGC portal. It was brought out that Publications which did not reflect the University name under the author affiliation cannot be considered. As per the attached data. Only ugc-care, Scopus and Sicience-Direct links and in group II Web of science, Scopus(SCI & SCIE) have been considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
34	17	15	11	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	5	4	03

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

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

Answer before DVV Verification : D. Any 2 of the above
Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	11	1	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	6	3	3	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
220	1262	2446	1581	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	61	36	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
169.06	59.19	45.80	743.44	126.16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. As per the attached statement the HEI has claimed Depreciation as the Expenditure for infrastructure augmentation.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13.272	13.00435	11.96551	7.77801	11.14532

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11.8	12.5	11.1	7.4	10.4

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. The HEI has presented bills for magazines and periodicals. Magazines are not Journals.

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

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

Answer before DVV Verification : 1280

Answer after DVV Verification: 280

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

year)

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

Answer before DVV Verification : 117

Answer after DVV Verification: 95

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. As per the stock register and issue. Projector in server rooms/ conference hall game lab, hospital are not in class rooms.

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. A Sony handicam, projector and computer system considered as Lecture Capturing System(LCS).

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
504.27	490.95	357.59	387.01	444.19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
295.6	158.8	142.2	154.6	79.8

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

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

categories).

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2484	2316	1799	1608	451

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2484	2316	1799	1608	451

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
859	1029	911	1226	1124

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
859	800	696	636	524

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

1. Soft skills

2. Language and communication skills

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

4. Awareness of trends in technology

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

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	7	6	4	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
09	11	04	04	03

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	27	25	24	28

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
21	27	25	24	28

Remark : As per the result cards attached with the response. The year of appearing in the exam is considered and not the date of the result.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
122	148	74	60	243

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
122	124	70	60	196

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

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

Answer before DVV Verification : 151

Answer after DVV Verification: 134

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	1	1	1	1

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	13	7	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	4	5	6

5.4.2	**Alumni contribution during the last five years (INR in Lakhs)** Answer before DVV Verification : D. 5 Lakhs - 20 Lakhs Answer After DVV Verification: D. 5 Lakhs - 20 Lakhs
6.3.2	**Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification: 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 35 | 18 | 36 | 32 | 14 Answer After DVV Verification : 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 24 | 14 | 20 | 19 | 12 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.
6.3.3	**Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years** Answer before DVV Verification: 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 63 | 10 | 15 | 16 | 8 Answer After DVV Verification : 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 9 | 6 | 9 | 10 | 3
6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
40	3	13	13	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
36	2	4	4	3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.13	0	4.5	2.28	2.13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4.8	0	4.5	2.28	2.13

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.

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

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

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

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

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: C. 3 of the above

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 all of the above Answer After DVV Verification: D.1 of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.
7.1.6	**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. HEI has carried out Energy Audit and Green Audit internally not by any agency. However, one may be considered as they have Environment audit carried out by ISO certified test agency. The HEI beyond the campus activities are not related to environment.
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Disabled-friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. Special wash room and Ramp considered.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
62	63	62	58	52

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
64	64	63	59	52

1.2 **Number of departments offering academic programmes**

Answer before DVV Verification : 15

Answer after DVV Verification : 15

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5370	5080	5867	4248	4319

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5370	5080	5867	4248	4534

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1556	842	951	928	1376

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
995	840	821	787	1156

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5337	4989	4533	3939	4534

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5337	5021	4533	4088	4534

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
65	286	99	65	60

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
65	286	99	65	66

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
444	433	401	373	357

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
444	433	401	373	357

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2841	2888	3481	2022	2026

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2567	2623	3096	1810	1721

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1920	1752	1702	1497	1407

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1740	1537	1650	1324	1235

4.3 **Total number of classrooms and seminar halls**

	Answer before DVV Verification : 141 Answer after DVV Verification : 139
4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 741 Answer after DVV Verification : 625
4.5	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** Answer before DVV Verification: 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 2552.23315 | 2827.80306 | 2643.52451 | 2897.55067 | 2794.42246 Answer After DVV Verification: 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 2552.233 | 2827.803 | 2643.524 | 2897.550 | 2794.422

NAAC