



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI VENKATESHWARA UNIVERSITY

NH-24, VENKATESHWARA NAGAR, RAJABPUR, GAJRAULA, DISTRICT
AMROHA
244236
www.svu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Venkateshwara University UP, (SVU) was established by Sri Bankey Bihari Educational & Welfare Trust in 2010 through UP Govt Act 26 of 2010, located on a 54-acre campus in Amroha District and recognized by the UGC u/s 22(1) of the UGC Act 1956.

Shri Venkateshwara University, UP (SVU) is the only Higher Education Institute (HEI) of Amroha District and SVU is situated in the rural area of the district where literacy rate is less than 20%. The land was deserted with no water and electricity and shadow area of communication. The vision of the University synchronies with upliftment of surroundings

SVU is a multi-disciplinary, student-centric, research-focused university offering a full range of academic programs at the undergraduate, postgraduate and doctoral level. SVU's multi-disciplinary curriculum provides students a strong foundation in disciplines in Humanities and Social Sciences, Applied Science, Nursing, Technology and Engineering studies, Commerce and Management, while enabling them to gain PO of program of their choosing. SVU develops the knowledge, skills and attitudes of the students which is required to succeed in the careers. The programs at SVU bear the distinctive stamp of inter-disciplinary and creative expressions by the faculty and students.

The meticulously maintained grounds, playing fields, sports amenities and impressive buildings reveal the university's passion for excellence in all that it does. SVU has the best of facilities, equipment including laboratories, video conference facilities, virtual learning facilities and fully equipped conference rooms. All these facilities are designed to extract the best and most creative qualities from the students.

SVU is committed to nurture an inclusive environment to serve diverse needs of surrounding Villagers and its progress in standard of life, improve literacy, skill them to rehabilitate from main occupation of manual scavengers. SVU is committed to continuous quality enhancement in innovative system of education.

Vision

- To be a global center of academic excellence with the state-of-art facilities and the best educational resources for imparting innovative knowledge and learning environment and resources
- To be an accredited center of high standard research by identifying and nurturing and talents for knowledge generation and balancing personal and professional excellence.

Shri Venkateshwara University UP (SVU) strives to work discovering answers to the problems that confound around us and to help transform the society so that it ranks among the best in the world. This vision is our road map for the future as we deliver on our promises to our students, our staff and our society. The plan is built on our values of caring about the caliber and capability of the students. The students get benefit as individuals and we benefit as a community when their university education has prepared them well for a technologically sophisticated knowledge economy in which they are encouraged to be creative and effective problem-solvers. Those benefits are intensified when they draw from the well of decent social values.

SVU is concerned for improving surrounding society and enhancing the human condition will be expressed in as a host of other issues that demand our attention and our capacity for generating solutions.

SVU's role as an innovator and as a bridge to start-ups campus. The plan is built on our values of caring about the caliber and aptitude of our graduates. They benefit as individuals and we benefit as a community when their university education has prepared them well for a technologically sophisticated knowledge economy in which they are encouraged to be creative and effective problem-solvers. Those benefits are intensified when they draw from the well of decent social values.

Mission

Knowledge dissemination for achievements in the international arena and facilitating the integration of multidisciplinary approaches for enrichment and quality enhancement.

- Development of professionalism among students for a global vision and managerial leadership.
- To carry forward the mission of generating quality manpower resources for addressing the emerging demands of our country

Mission is accomplished through promotional activities were organized to educate the youths about importance of Education.

Welfare measures like free lunch and free-ships / half free-ships.

Organize sports events between sub division / Tehsil to have involvement.

These measures helped SVU to dissipate the honesty of vision and mission and won the confidence of the locals.

SVU has formulated Institute social responsibility to rehabilitate manual scavengers (as this location has maximum person working as normal scavenger) into skilled workers like Welding Technology, Tailoring Skill etc. through NGO support.

SVU's commitment to the socially disadvantaged and our determination to give everyone the chance to shine is captured by our Access programme, the biggest of its kind in Ireland. SVU is responsible to the coming generations is realised in the massive investment we have made in creating Ireland's first Faculty of Education. Our graduate teachers will be world-class and their pupils will receive the gift of a wonderful life-enhancing education, the single most important basic investment any society can make. Our concern for improving surrounding society and enhancing the human condition will be expressed in the many ways that ISR handles a host of other issues that demand our attention and our capacity for generating solutions. Our belief in this

University's role as an innovator and as a bridge to enterprise and business is expressed in the remarkable campus phenomenon.

SVU look forward to seeing it unfold and to marveling at the momentum it will generate, the talent it will harness, the discoveries it will reveal and the transformation it will effect – a university at its absolute best.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Being the lone HEI of the district Amroha, 100% administrative support from District administration.
- Being a rural remote area there is no interference from political or any such agencies
- Located beside NH 24 make this University easily connected with Delhi NCR and major Cities like Lucknow, Agra, Meerut and Moradabad.
- Public transport is readily available to staff and students.
- At SVU, teaching remains the central function and student learning is the overriding goal. This goal will be achieved through valuing and supporting innovation in teaching and promoting faculty contributions to the national dialogue on teaching and learning. SVU will create an environment that promotes engaged, active learning with the ultimate goal of preparing students to be leaders and thinkers in the nation.
- Spacious and well-built infrastructure.
- Industrial belt of Gajraula and mutual support.
- Separate residential facility for Boys, girls and staff.
- Wi-Fi enabled campus with round the clock power back up.
- Heavily built boundary wall adds to safety of in-mates.
- In-house Hospital

Institutional Weakness

- Geographical disadvantage to get experienced faculties and difficulty is sustenance.
- Lack of sponsored scholarship for research
- Economically poor population
- Population strength of Backward Caste is more and Scheduled Tribe is negligible
- Basic standard of students is below average
- Lacking Self-motivation of student to go outside for jobs
- Lack of job opportunities in the near vicinity
- Air pollution due to gas emission out of Chemical Industry of Gajraula
- Support from Alumni is less

Institutional Opportunity

- UGC's policy of mutual support by other developed Universities is helping this University as SVU has signed MoU with two Universities in the recent past

- Monopoly of being lone HEI of the District.
- Greater publicity being beside National Highway.
- Good reputation for giving free Medical service to Population around.
- Disciplinary students
- Better chances of BVoc, Skill trainings

Institutional Challenge

- Promote International tie-up for Student and faculty exchange programs
- Funding for research activities.
- Realization of launching an educational satellite
- More effort required for Communication and Personality development
- Research Guides
- International seminar
- Job fair
- 3G/4G/5G connectivity
- Poor attendance during harvest season

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The holistic development of students is one of the major strength of the University. The University has a well defined objectives and learning outcomes aligned with mission and objectives. The programmes are relevant to local/regional/national and global developments.

Regular review and updating of curriculum is done keeping pace with development in the field of study and meets the requirement of academia, industry professionals and society. New courses are introduced as per stakeholders' feedback. Students are provided with flexible Choice Based Credit System(CBCS) having access to excellent curricular and co-curricular opportunities for enhancing their knowledge, skill employability and entrepreneurial acumen. Courses relevant to Gender sensitivity, Professional ethics, Human values and Community Outreach are integrated in all programmes. Environment and sustainability course is compulsory in UG programmes. Value addition courses like Behavioural Science, Communication Skills are imparted for holistic development of students. Research based courses inculcate research bent of mind in students resulting into research publications, innovations and patents

The University has MOU with various skill development institutions to offer skill based courses to enhance student's employability. In order to provide practical orientation and application of theoretical knowledge in practice University facilitates the students to undergo internship projects; field works and registered with Internshala.

Teaching-learning and Evaluation

The student community of the University comprises from diverse geographical regions / ethnicity, language diversity and provides adequate support to cater to their varied learning needs. The state of art infrastructure, research focus, innovative programme and quality of teaching-learning and industry linkage indicates the popularity of the University and demand of its courses.

In order to enhance the inner potential of the students the University conducts proficiency assessments and offers bridge courses, remedial courses, guided self-study courses to support slow learners.

Student centric learning environment provides appropriate pedagogy for participative and experiential learning. Faculty members are encouraged to use ICT to make teaching effective. ICT is integrated in teaching learning process in order to make students understand the subject properly and for more knowledge sharing. Mentoring system encourages Guru-Chela concept of system.

Coduct of examination result is strictly as per academic calendar and student grievances are addressed timely and result is declared within 10 days of completion of exam. So that student and teachers can avail earn breaks.

PO, PSO & CO for every course are designed as per the expected levels of understanding.

In order to sharpen the professional acumen, the University encourages faculty members to attend workshops and conferences by providing financial assistance and duty leave. Good management policies and academic environment resulted into high retention ratio.

Fair practices and transparency are maintained in the examination and evaluation processes.

Due to continuous efforts taken by the faculty community and students, most of the students complete their courses in the stipulated time.

Research, Innovations and Extension

Shri Venkateshwara University has formulated Policies for most of kee activities.

University has specialized Research Cell headed by Director, Joint Director and Dy. Registrar Research, Development and Planning to cater the needs of researchers and facilitate dissemination of information related to research.

Seed money is provided to young faculty enabling them to formulate research proposal for funding.

University has established Innovation and Entrepreneurship Development Cell to promote, support innovation, Incubators and students to start their own venture.

A dedicated IPR cell is in the planned to be established to help faculty for patent filing and commercialization.

University promotes faculty engagement in authoring books, publications, newsletters, organizing seminars, conferences, workshops, consultancy and training.

University has a policy Guideline for Plagiarism prevention.

Through its NSS unit and professional society chapters, the University promotes various community engagement activities as per ISR calendar.

University conducts number of extension programmes like Blood donation camps, Programmes on Swachha Bharat, Health checkups, arranging field training programmes for farmers, conduct environmental awareness workshops, teaching underprivileged working with NGOs etc. These activities lead to the creation of students awareness of social problems to improve communication skills. Team work and to grow students as socially responsible human beings.

Infrastructure and Learning Resources

The SVU provides adequate infrastructure facilities which are meeting not only the norms of regulating bodies but also satisfies functional needs. Mostly classrooms and laboratories are equipped with multimedia teaching aids. Laboratory equipments are as per the syllabus requirement.

Library having rich books and journal collection fulfils the academic resources needs of the students as well as faculty members. Library orientation programmes and other schemes have resulted into good library usage.

Learning Resources like e-Journals, e-books, Shodh Ganga, database like E-Pathasala, e-Granthalaya are available in library for use of faculty and students and can be accessed remotely. Scholars as well as faculty members are encouraged to use e-resources, National Digital Library (NDL) and other resources for academic and professional development.

Budget for infrastructure, library and other learning resources is earmarked annually based on the recommendations of respective committees constituted for the purpose.

Faculty members are encouraged to develop e-content for LMS, e-content etc which are developed and available to students

University has signed MOU with Spoken Tutorial of IIT- Bombay for various online courses for the students on MOOC mode.

University maintains adequate student computer ratio with over required hardware and software and internet facility with proper bandwidth for internet connection.

All other supporting facilities such as hostel, playground, gymnasium and dispensary are available in the campus.

University has substantial infrastructure for sports and other extra-curricular activities including basketball, cricket, volleyball, football. Badminton and yoga. All these campus facilities are maintained through full time staff members.

Feedback of stakeholders is sought regularly about infrastructure and learning resources for ensuring their satisfaction. Accordingly, continuous review of infrastructure and learning resources is carried out by respective committees and the recommendation are integrated in the Annual Planning for upgrading,

maintaining and utilizing physical, academic and support facilities.

Student Support and Progression

University provides a number of mechanisms for student support and mentoring. Regular interaction between students and the Heads, faculty mentors help to identify and understand students issues. Students organize various co-curricular and extra-curricular activities under the guidance of faculty mentors.

University conducts soft skill development, career counseling and personal enhancement sessions for the students by inviting experts. Student participation is encouraged in co-curricular and extra-curricular activities by providing required support.

Training and Placement Cell provides pre-placement guidance to the students for placement activities. The cell coordinates internship and placement activities.

The University provide students support for industry-academic linkage and help students undertaking industry linked projects as part of curriculum like Summer Internship Training, Dissertation etc.

University awards students scholarships annually to economically weaker in academics /non-academic activities. Students are informed and assistance is provided through scholarship cell about various government scholarships.

Weak students are supported through bridge courses, remedial coaching and mentoring.

Grievance Redressal Committee of the University addresses the grievances of students both in person and through online suggestion/complaint system in order to resolve the students problems at faster speed.

Student progression information is collected from students. Information regarding higher studies, placement and going for family business or starting their own venture is collected.

Governance, Leadership and Management

Shri Venkateshwara University follows participating management policy at all levels of its operations and execution. As per provision of University Act, Statutes and Rules, University ensure administrative and academic development and its decision making process through dialogue system for its functioning and improvement.

The University has a perspective plan for development; identification of the gaps for improvement on academic and administrative excellence can be achieved by following best practices in order to achieve the defined objectives.

As part of e-governance, University has automated all processes by developing own software.

Regular meetings of the Boards/Committees/IQAC are conducted and Minutes are circulated for information of all.

Professional development programmes for teaching and non-teaching staff are organized at University domain and institution level based on the training need analysis.

University adopts a well structured Performance Appraisal System for teaching and non-teaching staff as per policy.

The feedback system (Regular Feedback from Stakeholders, Alumni Members, Staff and Student), Academic Audit, regular meetings of the VC and the other authorities with the departments and interaction with heads of the departments. HOD/Deans of the department monitor the system of each department regularly.

Institutional Values and Best Practices

The SVU has taken conscious efforts to create awareness amongst its members about energy conservation and renewable energy usage among students. Solar panels are used in the hostel campuses.

The University follows many best practices for students and staff. Some of the examples include – employability enhancement programme and soft skill development programme for students at no cost, Scholarships to the students, assistance for placement. Paid study leave to faculty for attending FDPs, incentive for quality publications and for funded research projects, fee concession for the wards of 3rd, 4th class employees. Most popular ones are 'Child Care Unit' and women empowerment through 'Marshall Arts Coaching'.

University strives to create a healthy eco-system where equal opportunities of learning and education is provided to all irrespective of gender. Special care and initiatives for the safety and security of female students is maintained. The University has an Anti-Sexual Harrassment Cell to take care of any issues pertaining to female students.

The University has planted good number of Trees in order to maintain greenery in the campus and control pollution.

The Plantation programmes are conducted in the campus and celebration of World Plantation Day in the campus for making awareness amongst the faculty and students on by Inviting Forest Officials from Government of UP benefitted all.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|---|
| Name | SHRI VENKATESHWARA UNIVERSITY |
| Address | NH-24, Venkateshwara Nagar, Rajabpur, Gajraula, District Amroha |
| City | Gajraula |
| State | Uttar pradesh |
| Pin | 244236 |
| Website | www.svu.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|------------------|-------------------------|------------|--------------|----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | VD Abraham | 05922-258329 | 8192997478 | 05922-258303 | registrar@svu.edu.in |
| IQAC Coordinator | Sarbananda Sahoo | 05922-258325 | 8093108350 | 05922-258302 | sns_sahoo@yahoo.com |

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

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

| Establishment Details | |
|--|------------|
| Establishment Date of the University | 12-10-2010 |
| Status Prior to Establishment, If applicable | Other |
| Establishment Date | 01-01-1970 |
| Any Other, Please Specify | Fresh |

| Recognition Details | | |
|--|-------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 26-05-2011 | 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 | NH-24, Venkateshwara Nagar, Rajapur, Gajraula, District Amroha | Rural | 54 | 59046 | Ph.D, PG, UG, Diploma, Certificate | | |

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 | | | | | | |
|---|--|----------|-----|--|-----|--|--|
| <table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>BCI</td> <td>101838_2022_8_1531304995.pdf</td> </tr> <tr> <td>INC</td> <td>101838_2022_7_1535718066.pdf</td> </tr> </tbody> </table> | SRA program | Document | BCI | 101838_2022_8_1531304995.pdf | INC | 101838_2022_7_1535718066.pdf | |
| SRA program | Document | | | | | | |
| BCI | 101838_2022_8_1531304995.pdf | | | | | | |
| INC | 101838_2022_7_1535718066.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 | 18 | | | | 36 | | | | 108 | | | |
| Recruited | 12 | 2 | 0 | 14 | 8 | 3 | 0 | 11 | 63 | 38 | 0 | 101 |
| Yet to Recruit | 4 | | | | 25 | | | | 7 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 180 |
| Recruited | 80 | 35 | 0 | 115 |
| Yet to Recruit | | | | 65 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 76 |
| Recruited | 43 | 5 | 0 | 48 |
| Yet to Recruit | | | | 28 |
| On Contract | 0 | 0 | 0 | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 12 | 2 | 0 | 13 | 4 | 0 | 0 | 0 | 0 | 31 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 38 | 0 | 101 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 | 0 | 0 | 0 | 0 |
| Visiting Professor | 0 | 0 | 0 | 0 |

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|--------------|-------------------------------|--------------------------|--|
| 1 | MBA | UNESCO CHAIR | UNITED NATION |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|--|----------------------------|--------------|------------------|-------|
| UG | Male | 510 | 19 | 0 | 0 | 529 |
| | Female | 135 | 3 | 0 | 0 | 138 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 386 | 9 | 0 | 0 | 395 |
| | Female | 109 | 4 | 0 | 0 | 113 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 11 | 17 | 0 | 0 | 28 |
| | Female | 13 | 19 | 0 | 0 | 32 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 6 | 0 | 0 | 0 | 6 |
| | Female | 64 | 1 | 0 | 0 | 65 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 40 | 0 | 0 | 0 | 40 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

Details of UGC Human Resource Development Centre, If applicable

| | |
|--|------------|
| Year of Establishment | 01-01-1970 |
| 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 |
|--|----------------------|
| School Of Commerce And Management | No File Found |
| School Of Engineering And Technology | No File Found |
| School Of Humanities And Social Sciences | No File Found |
| School Of Law And Jurisprudence | No File Found |
| School Of Nursing | No File Found |

NAAC

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 51 | 44 | 43 | 43 | 41 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Number of departments offering academic programmes

Response: 05

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 2123 | 1521 | 1642 | 1885 | 1505 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 400 | 374 | 445 | 353 | 239 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1382 | 1087 | 1191 | 1208 | 1054 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1 | 1 | 1 | 1 | 1 |

3.3 Teachers

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 890 | 631 | 625 | 625 | 585 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 124 | 84 | 79 | 62 | 42 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 164 | 89 | 83 | 66 | 42 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

3.4 Institution

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

years

| | | | | |
|---|---------|---------|-------------------------------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1368 | 685 | 705 | 734 | 485 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

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

| | | | | |
|---|---------|---------|-------------------------------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1008 | 765 | 630 | 554 | 455 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Total number of classrooms and seminar halls

Response: 70

Total number of computers in the campus for academic purpose

Response: 240

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 3107.53 | 2219.85 | 3221.44 | 2252.01 | 1258.39 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Response:

Shri Ventakeshwara University, UP is located in the rural and remote area and the students are mostly from locals. The SVU has been established with the core principle to “Serve the Unprivileged” and gives freedom to the entire faculty fraternity to teach the course in an innovative way to achieve the excellence. Keeping the local, regional, national, global market in mind the University is emphasizing on designing and developing the curriculum in such a way that it meets the current and future requirement of the local market.

The major review of the curriculum takes place every two years and minor changes can take place as and when required by the industry and even by the regulatory authorities. Industry people participate in the seminars, workshops, conferences. A feedback from the industry about the relevance, up-gradation in the curriculum; thereafter the up-gradations are done in the programmes/courses through the Course Curriculum Review Committee (CCRC). The Committee defines the objectives of the programme, structure the programme in semester-wise, learning outcomes, assessment plan, competencies requires by the industry/ professionals and career/job opportunities. The recommendations of the Committee are forwarded to Board of Studies along with the programme structure which includes programme objectives and outcomes, assessment plan etc. and then put up for final approval of the Academic Council.

The major review has taken place in 2017 by adopting Choice Base Credit System (CBCS) in almost all the programmes offered by the University. It is unique model framework where programme offers ample choices to students in each semester. The courses are grouped in each semester in such a way that the relevance of the programme in maintained till the ends and create opportunities for enhancing their knowledge, skill, employability and entrepreneurial acumen.

The CCRC consists of 10 faculty members, takes feedback from Internal and External subject experts and all course faculty. It define/review the course objectives, contents, learning outcomes and assessment tools and put up the recommendations to the BoS and then to Academic Council.

File Description

Document

Any additional information

[View Document](#)

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

Response: 74.29

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

Response: 26

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

Response: 35

| File Description | Document |
|--|-------------------------------|
| Details of program syllabus revision in last 5 years | View Document |

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 61.22

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 450 | 426 | 420 | 411 | 322 |

| File Description | Document |
|---|-------------------------------|
| Program/ Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any | View Document |
| Average percentage of courses having focus on employability/ entrepreneurship | View Document |

1.2 Academic Flexibility

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

Response: 26.06

1.2.1.1 How many new courses are introduced within the last five years

Response: 258

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

Response: 990

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

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 60.78

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

Response: 31

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

1.3 Curriculum Enrichment

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

Response:

Response:

SVU incorporates different programmes which inculcates the social and ethical values, human values, gender sensitization, environment and sustainability etc. for the holistic development of the students.

The courses cover theoretical and analytical understanding about gender as a social construction and various approaches to work towards gender equity 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 field work, gender sensitization activities under Human Values celebrations, seminars, conferences, guest lectures, events such as gender talk in collaboration with NGOs, street plays etc.

The University is offering a course titled “Human Values and Professional Ethics” to all the engineering and management students. The Human Values and Professional Ethics activities range from working, organizing blood donation camps, health check-up camps, public health, hygiene and health workshops, etc. Student and faculty are actively engaged in various programmes of on social relevant themes. The University has adopted 5 villages (Jagua, Nipaniyan, Jhanakpuri, Shehwazpur, Bhagadpur) of in and around area to develop villages through workshops on social issues, gender issues through ISR policy. All the activities of human values are monitored by faculty in-charge. Students have been engaged in planning

and conducting programmes on health, cleanliness, women empowerment, yoga, gender issues, environment, child health, etc.

In order to ensure professional ethics and code of conduct, University encourages innovativeness in all research material/ assignment originating from students and faculty. Guest lectures by role models to inculcate social, moral and ethical values in the students are organized.

Environment studies course (course Code-MEE-101 for B.Tech etc) to all 1st year students of UG programmes of 2 credits. World Yoga Day, Vishwa Hindi Diwas, Engineers Day , Vishwakarma Puja Day, Nightingale Day, Environment Day, Earth Day, Water Day are celebrated every year, where students actively participate.

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

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

Response: 0

1.3.2.1 How many new value-added courses are added within the last 5 years

| File Description | Document |
|--|-------------------------------|
| List of value added courses | View Document |
| Brochure or any other document relating to value added courses | View Document |

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 22.34

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 505 | 430 | 385 | 320 | 289 |

| | |
|--|-------------------------------|
| 1.3.4 Percentage of students undertaking field projects / internships | |
| Response: 10.55 | |
| 1.3.4.1 Number of students undertaking field projects or internships | |
| Response: 224 | |
| File Description | Document |
| List of programs and number of students undertaking field projects / internships | View Document |

1.4 Feedback System

| |
|---|
| <p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</p> <p>A. Any 4 of above</p> <p>B. Any 3 of above</p> <p>C. Any 2 of above</p> <p>D. Any 1 of above</p> <p>Response: B. Any 3 of above</p> |
| <p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: B. Feedback collected, analysed and action has been taken</p> |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 5.72

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 102 | 41 | 24 | 86 | 227 |

File Description

List of students (other states and countries)

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 0.89

2.1.2.1 Number of seats available year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1360 | 870 | 810 | 830 | 540 |

File Description

Demand Ratio (Average of Last five years)

Document

[View Document](#)

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

Response: 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Shri Venkateshwara University has the learning levels of the students through Faculty members of respective subjects and find talents and are send for training at cache of excellence . Designate them as preceptors to guide the juniors, Involve them in skilled activities including conference presentations and paper publications, Involve them in co-curricular activities and Promote extra-curricular activities etc.

University organise remedial class on all saturdays to support advanced and slow learners, such as:

Proficiency test is conducted for all the students after the admission, prior to the commencement of the course before fresher's day programm to assess the learning levels of the students.

Bridge course - Bridge course is conducted for all freshers. The purpose is to bring them at pe college level education. Some of the bridge courses are Physics, Chemistry, Math for Engineering students, Quantitative techniques and Accounts for Management students, English is offered as bridge courses for all the students.

Remedial Courses - University also offers remedial courses on all saturday for week and slow learners. Additional assignments are given to them to strengthen their concepts and understanding in a course. Faculty mentors and programme leaders regularly review academic progress and counsel students to improve performance and ensure academic growth. Special measures are taken to support advanced as well as slow learners, such as:

Slow Learners - Adequate Support is provided to slow learners to overcome academic difficulties by: Organizing Extra Classes on saturdays. Giving practice assignments Organizing combined Self Study Courses classes providing extra reading material to improve basic understanding of subject engaging in social activities/class activities/institution activities to develop social skills.

Advanced learners - In order to support the fast learners, it is ensured that: They are given additional/challenging assignments/ project work They are encouraged to participate in various symposiums like quiz, poster presentation, conferences, inter institution competition etc. They are also given opportunities to do mini-project work or to earn extra credits upto 15% by choosing interdisciplinary or intra disciplinary elective courses or Outdoor Activity Based Courses as per their area of interest. They are given opportunities to involve themselves in writing research papers through

2.2.2 Student - Full time teacher ratio**Response:** 17.12**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.09**2.2.3.1 Number of differently abled students on rolls****Response:** 2

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any other document submitted by the Institution to a Government agency giving this 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:**

The university ensures that students are actively involved in the learning process; it improves their knowledge acquired in the classroom sessions and inculcates the habit of lifelong learning. Presentation, preparing research papers, seminars and e-learning strengthens teaching and problem based learning. Course wise how curriculum is implemented in terms of classroom teaching exercises and case discussions to enhance the learning experiences.

- Shri Venkateshwara University has various methods of experiential and participatory learning are adopted to ensure that students are active participants than remaining passive listeners in the teaching-learning process.
- **The participatory learning activities** adopted by the faculty that develop an application based outlook of student are:
 - Group discussions
 - Project Work
 - Presentations
 - Papers / Seminar
 - Home Assignments
 - Minor Project/ Dissertation/Summer Internship Projects
 - Self-Study
 - Industry internship
 - Field work
- University gives high importance to holistic development of students beyond classroom through co-curricular, extra-curricular and field based activities. In order to pursue the interest in their area of

specialization, students 'clubs & committees are functional. Some of the committees are Cultural Club, Sports Club, Cafeteria and Mess Club, Alumni Committee, Debate Club, Entrepreneurship Development Club, Placement committee, . ICT Club, Literacy Club, Nature & Forestry Club, Media Club, Robotics Club, Skill Development Club, Social Service Club, Campus Beautician & Environmental Club, Library Club, Student Support Services Club and Civil Services Aspirants Club.

- Students' participate in sports competitions to exhibit talent in variety of games to foster spirit of togetherness and leadership, and are played as per sports policy.
- Students are encouraged to participate in inter-university competitions, technical competitions, sports competitions, corporate competitions
- Outdoor Activities Based Courses are offered to develop human values and leadership qualities among students such as:
 - Human Values and Community Outreach
 - Entrepreneurship Awareness Camps
- Basic skills course in sports
- Yoga classes for mental and physical wellbeing.
- Human Values Celebration during the year - Students organize activities like blood donation camp, visit to old age homes, orphanages etc. to inculcate values, ethics and social responsibility
- Shri Venkateshwara University organized festivals in every year comprises of multifarious events and activities to develop skills such as
- **Imbibe University Graduate Attributes** which focus on discipline knowledge, IT literacy, entrepreneurial abilities, Research & Enquiry, values & ethics, sense of responsibility & discipline, understanding of socio economic environment and effective communication.
- **Skill Enhancement Courses** - To support students' personal and professional development, University also offers Skill enhancement courses specific to the discipline of study.
- Guest lecture, seminars, conferences, industry visits and many such activities are organized to enhance students' learning experience by providing industry orientation
- Riding Academy facilitate to contributing in overall personality development of students, who have got prestigious awards in various completion and in life.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 124

| File Description | Document |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | View Document |

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 0

2.3.3.1 Number of mentors

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 91.82

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | View Document |

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 26.67

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 33 | 20 | 20 | 18 | 12 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |

2.4.3 Teaching experience per full time teacher in number of years**Response:** 5.15

2.4.3.1 Total experience of full-time teachers

Response: 639

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, 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 recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 13.41

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 22 | 17 | 08 | 07 | 06 |

| File Description | Document |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | 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 during the last five years

Response: 22

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15 | 25 | 25 | 25 | 20 |

| File Description | Document |
|--|-------------------------------|
| List of programs and date of last semester and date of declaration of result | 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: 0.74

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 11 | 9 | 7 | 8 |

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 0

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination Procedures:

Shri Venkateshwara University has well-established examination system and the same governs the examinations of the University. The various processes related to preparations prior to examinations, conduct of examinations and post conduct of examinations are controlled and monitored by the Examination Department of the University. Following reforms have been taken up in the examination procedures, which have shown positive impact:

(i) Centralized publishing of Examination Schedule: With the introduction of Choice Based Credit System, there was need to shift conduct of examinations. Since courses having common syllabus were integrated under one course code, publishing of centralized examination schedule helped in conduct of

common examination using one question paper for one course code taught across the University.

(ii) Introduction of Model Answer: The procedure for uploading of model answer for each course prepared by the course faculty and verified & uploaded by stream coordinator has been implemented. All faculties who have been assigned evaluation duty for the course then use the model answer. Introduction of model answers has led to standardization in evaluation.

(iii) The procedure of setting of question papers by paper setters has been automated with a view to bring confidentiality and secrecy by eliminating use of hard copies. This change also helped in better compliance with Guidelines for Setting of Question paper by checking coverage of entire syllabus in question papers as per weight-age of the model.

Many processes of examinations have been automated to facilitate all stakeholders.

- **Examination Schedule Regular & Supplementary Examinations** Complete examination schedule is prepared and published on-line for Heads of schools and students. This process has drastically reduced the preparation time of examination schedule, helped avoid clashing of examination dates and led to timely publishing and information about examination schedule to all.
- **Boarder Line Debarred Cases** As per Regulations of the University, students having attendance below 75% in a particular course, submit their request for permission to appear in the examinations. These requests are recommended by Heads of schools for approval of competent authority. Once permitted, this process has made it very convenient for the students to forward their request reduced the processing time and saves paper usage.
- **Automation - Compilation & Declaration of Results** Complete processing of the result has been automated. Advantages are as under:
 - Integration with defined assessment scheme of the respective courses
 - No manual intervention.
 - Fast and error free compilation of results.
 - Accurate marking of Debarred status
 - Accurate generation of Grades.
 - Accurate calculation of SGPA, CGPA and Division.
 - Working efficiency has increased.
 - Minimum usage of stationary.
 - Publishing of results for Heads of Institutions, students and parents

(IV) Back Paper Results All re-appears results are displayed on notice board with date of publishing of the result. Ambiguity in updating of results has been eliminated.

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 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 |

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The SVU offered PO, PSO and Co for all Programmes and displayed on website and communicated to teachers and students. The learning outcomes are clearly defined using blooms taxonomy for all academic programmes and courses of the University. They are instrumental in achieving the mission and objectives of the University. While defining the learning outcomes, following are taken care of:

- The Learning outcomes are measurable and stated using active verbs (Bloom's taxonomy).
- They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies that students are expected to acquire as a result of completing their programme of study.
- The resources (faculty, library, labs, technology etc) and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved.
- The outcomes are assessed and measured to identify the extent to which goals are accomplished. The gaps identified after the analysis are addressed through the properly laid action plan.
- The outcome assessment plan also specifies the performance targets/criteria (measurable objectives) that are used by the domain to determine the extent to which the programme learning outcomes are being achieved. The assessment of student learning outcomes is done by using direct and indirect measurement tools.
- Assessment methodology/tools are decided keeping in mind the parameters/learning outcomes to be measured and the desired emphasis during the delivery of a programme as prescribed in the course curriculum

Mechanism of communication:

- Conducting workshops for developing the Programme Educational Objectives and Learning outcomes at University level.
- Conducting workshop on PLOs and their assessment at the institution level by Institution and programme outcome assessment committee.

- PLO, PO, PSO & COs are also available on website for each academic programme.
- Orientation Programme of students about PEOs, PLOs, Programme structure, Course curriculum, SLOs and assessment plan by HRD cell.
- University official website

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

Response:

The outcomes are defined with the help of blooms taxonomy for all academic programmes and courses, keeping in view the vision, mission, goals and objectives of the University. The learning outcomes are expressed in terms of knowledge, skills, and competencies that students will acquire after completing their programme or course of study. The outcomes are assessed and measured to identify the extent to which goals are accomplished. If any is gap identified then the proper action plan laid down to overcome this problem.

The resources (faculty, library, labs, technology etc) and pedagogy is adopted for effective course delivery and student learning are determined with the learning outcomes to be achieved. The outcomes assessment plan also specifies the performance targets/criteria (measurable objectives) that are used to determine the extent of learning outcomes are being achieved.

The assessment of student learning outcomes is done by using direct and indirect measurement tools. Assessment methodology/tools are decided keeping in mind the parameters/learning outcomes to be measured and the desired emphasis during the delivery of a programme as prescribed in the course curriculum.

The Learning outcomes are measurable and stated using active verbs (Bloom's taxonomy).

2.6.3 Average pass percentage of Students

Response: 0

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

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 400

| File Description | Document |
|---|-------------------------------|
| List of programs and number of students passed and appeared in the final year examination | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.2

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

| 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)

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)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of teachers receiving grant and details of grant received | View Document |

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of teachers and their international fellowship details | View Document |

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

Response: 16

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 01 | 03 | 02 | 10 |

| File Description | Document |
|---|-------------------------------|
| List of research fellows and their fellowship details | View Document |
| Any additional information | View Document |

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Three of the facilities exist

| File Description | Document |
|---|-------------------------------|
| List of facilities provided by the university and their year of establishment | View Document |
| Any additional information | View Document |
| Link to videos and photographs geotagged | View Document |

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 40

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 02

| File Description | Document |
|---|-------------------------------|
| List of departments and award details | View Document |
| e-version of departmental recognition award letters | View Document |

3.2 Resource Mobilization for Research

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

Response: 0

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)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of project and grant details | 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 sources during the last five years**Response:** 426.32

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 422.42 | 0 | 0 | 3.9 | 0 |

File Description**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 year****Response:** 0.4

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

Response: 10

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 124

File Description**Document**

Supporting document from Funding Agency

[View Document](#)

Link for funding agency website

[View Document](#)**3.3 Innovation Ecosystem****3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge****Response:****Research Eco System**

INTRODUCTION

Research and Development is one of the main objectives of Shri Venkateshwara Universities. Creation of knowledge, dissemination and application, experimentation are the tools on the part of research eco system which the SVU provide through the research ecosystem. The research ecosystem must ensure consistency, efficiency and sufficiency in research output. Keeping the above in mind SVU has set up the following ecosystem to improve the research and development activities. The Research and Development initiatives undertaken by the University is for improving quality of scientific research and for its successful application as well as societal impact of education and innovation.

AIM:

- To provide Research Policy for SVU and formulate guidelines to carry out various Research and Development programmes.
- To Consolidate information on faculty Research Projects, funded by any scheme.
- To provide overall guidance to the Dsc, Ph.D/M.Phil programmes and ordinance related to it.
- To administer various grants and fellowships under schemes accepted by SVU.
- To explore funding sources inside India and abroad and establish linkages. .
- To grant academic approval to National and International Conferences by Schools/ Departments.
- To administer fellowships under scheme accepted SVU
- To facilitate activities related to Intellectual Property Rights & Patents

SVU Research System

It comprises of resources available to SVU like finance, governance or administrative human, intellectual and physical capital that acts as inputs to the productivity through research, education, training and socialization generating intellectual and human outputs and the system is as follows

1. Human Capital : Faculty, Researchers, students, administrators, Technicians etc.
2. Governance Capital : Rules, Norms, Policies;
3. Physical Capital: Land, facilities and Equipment;
4. Intellectual Capital : Knowledge, Information, Ideas; and
5. Financial Capital: Research Grant, Funding etc.

University Research Ecosystem (URE) comprises of as a community of researchers which interacts with one another, their environment and other stakeholders interested in their respective areas of research in such a way that knowledge is transferred between them and system-level processes emerge.

The Members of the URC are as follows:

- | | | |
|---|---|------------------|
| 1. Dr. P. Madhusudanan Pillai, Director Research & Planning | - | Chairman |
| 2. Dr. Prabhat Srivastava, Director Academics | - | Member |
| 3. Dr. Sarbananda Sahoo, Dean Management | - | Member |
| 4. Dr. Rahul Shukla, HOD, Pharmacy | - | Member |
| 5. Dr. Vipin Kumar, Assistant Registrar | - | Member |
| 6. Dr. Rajesh Singh, HOD, Applied Science | - | Member |
| 7. Dr. S.K Bhogal, Dean Humanities | - | Member Secretary |

The Research Eco System should be linked with Research Policies of SVU where detailed functioning system is elaborated.

SVU provides the following facilities to the researchers:

- Faculty Members are encouraged for attending Seminars and Conferences with financial support
- University Journal “Venkateshwara International Journal of multidisciplinary Research” published to encourage faculty to publish research articles
- Faculty Members are encouraged for publication of Research Article with incentives for innovative projects
- Award for Best Projects of final years students of Engineering and Management having scalability are encouraged
- IEDC Cell is established for developing innovation and creative spirit among the youngsters
- The faculty members are provided incentives as seed money for conducting research
- Research committee is constituted to vet the viable projects

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Any additional information | View Document |
| link for additional information | View Document |

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 11

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 03 | 02 | 02 | 02 | 02 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during the last 5 years | View Document |

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students

during the last five years**Response:** 7

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 04 | 01 | 01 | 01 | 0 |

| File Description | Document |
|--------------------------------------|-------------------------------|
| List of innovation and award details | View Document |
| e- copies of award letters | View Document |

3.3.4 Number of start-ups incubated on campus during the last five years**Response:** 20

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 06 | 03 | 03 | 02 | 06 |

| File Description | Document |
|---|-------------------------------|
| List of startups details like name of startup, nature, year of commencement etc | View Document |
| e- sanction order of the University for the start ups on campus | View Document |
| Contact details of the promoters for information | View Document |

3.4 Research Publications and Awards**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.4.3 Number of Patents published/awarded during the last five years****Response:** 2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 0 |

File Description**Document**

List of patents and year it was awarded

[View Document](#)

Any additional information

[View Document](#)**3.4.4 Number of Ph.D.s awarded per teacher during the last five years****Response:** 1.12

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 263

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

Response: 234

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.41

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 31 | 0 | 1 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |

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

Response: 0.06

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 the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01 | 03 | 01 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | View Document |

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

Response: 1.08

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

Response: 3

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: No

| File Description | Document |
|--|-------------------------------|
| Soft copy of the Consultancy Policy | View Document |
| URL of the consultancy policy document | View Document |

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of consultants and revenue generated by them | View Document |

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of teacher consultants and revenue generated by them | 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:

Shri Venkateshwara University

Institutional Social Responsibility

Introduction:

Shri Venkateshwara University, UP (SVU) has made fostering social responsibility as integral part of curriculum development. SVU has adopted five surrounding villages for adoption of changes by all the schools of the University for bring about changes of their specialization.

AIM:

To inculcate social help among students and uplift standard of living of surrounding villages.

Responsibilities of various schools :

◦ **School of Nursing (N)**

N1 : Establish free health check up camp once in a semester

N2 : Organize blood donation camp

N3 : Dental check up camp

N4 : Awareness camp for sanitations usage and disposal.

P1 : Awareness camp on `Drug Abuse` & self medication, importance of vaccinations

P2 : Cultivation of medicinal plant

◦ **School of Commerce & Management (M)**

M1 : Base line survey

M2 : Self help group guidance

M3 : Proper marketing advice for agricultural products

◦ **School of Law & Jurisprudence (L)**

L1 : Free women legal cell

L2 : Awareness camp of constitutional rights

L3 : Curb child marriage & child labour

◦ **School of Humanities & Social Sciences (H)**

Awareness camp on;

H1 : Personality development communication & Women Empowerment

H2 : Skill, Leadership development & Career Councelling

A1 : Literacy drive

A2 : Community school adoption

◦ **School of Engineering & Technology (E)**

E1 : Irrigation system & Non-conventional Energy

E2 : Energy audit

E3 : Computer awareness

E4 : Waste management & biogas production

Schedule :

To be organized on Saturday evening by each school as per schedule

| ODD SEMESTER | | | | | | |
|--------------|-------|--------|--------|--------|--------|-----|
| Village | Month | JUL | AUG | SEP | OCT | NOV |
| Bhagarapur | | N1, P1 | N2, P2 | N3, M1 | N4, M2 | M3 |
| Niapania | | E3, E4 | N1, P1 | N2, P2 | N3, M1 | N4 |
| Janakpuri | | E2, A2 | E3, E4 | N1, P1 | N2, P2 | N3 |
| Shehwajpur | | E1, A1 | E2, A2 | E3, E4 | N1, P1 | N2 |
| Jagua | | L3, H2 | E1, A1 | E2, A2 | E3, E4 | N1 |

EVEN SEMESTER

| EVEN SEMESTER | | JAN | FEB | MAR | APR | MAY |
|---------------|-------|--------|--------|--------|--------|--------|
| Village | Month | | | | | |
| Bhagarpur | | L2, H1 | L3, H2 | E1, A1 | E2, A2 | E3, A3 |
| Niapania | | M3, L1 | L2, H1 | L3, H2 | E1, A1 | E2, A2 |
| Janakpuri | | N4, M2 | M3, L1 | L2, H1 | L3, H2 | E1, A1 |
| Shehwajpur | | N3, M1 | N4, M2 | M3, L1 | L2, H1 | L3, H2 |
| Jagua | | N2, P2 | N3, M1 | N4, M2 | M3, L1 | L2, H1 |

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| link for additional information | View Document |

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 5

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | View Document |
| e-copy of the award letters | View Document |

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 19

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 4 | 3 | 3 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | View Document |

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 11.76

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 258 | 290 | 136 | 143 | 176 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt. or NGO etc. | View Document |

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 1.4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 05 | 02 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | View Document |
| Copies of collaboration | View Document |

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 229

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 48 | 48 | 46 | 43 | 44 |

| File Description | Document |
|---|-------------------------------|
| Details of linkages with institutions/industries for internship | View Document |

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 6

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 04 | 02 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View Document |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | 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:

‘Shri Venkateshwara University’, UP (SVU), is promoting higher education with giving equal access to professional, interested in transformation as into a vibrant and inclusive society through knowledge generation and dissemination.

The SVU campus has healthy environment of learning and teaching with ICT facilities, library support ect. The campus has adequate resources like library, laboratory, classrooms; workshop etc. The university has out sourced transport facility and in-house 300 bedded hospital. Two auditorium hall has 300 seats each equipped with ICT facilities. The Open Air Quadrilateral has a stage to conduct centralized functions.

Emerging trends and need for replacement /up-gradation/addition of the existing infrastructure is carried out based on the recommendation of BoS members. All Schools are functionally subdivided into departments and organized as per ‘Standing Order Procedure’.

- Out sourced with “McGovern Education Group”, to conduct certificate courses, after university hour.
- Mentors are required to conduct parents - teachers meeting once in a semester.

Academic Infrastructure

Adequate state-of-art infrastructure is the strength of SVU. The paperless office communication is done through internet and ERP system. Technically strong campus of SVU provides modern learning facility and required resources.

Computing Facilities

The Campus is abreast with latest technology of computer network with high speed backbone and security. The campus is Wi-Fi enabled and hot spots at various places..

Library Facilities

The centralized library and departmental library are adequately stocked. Library has two computer labs with professional software. E-learning facilities likee contents are provided. A student gets a chance to explore the open world and learn new things in institution.

The academic library have seen as the 'heart of the university' serving the academic community of its parent institution, Understanding and discovering new things of life “The library is the temple of learning & innovative ideas.”

The resources of library will remain specialized to meet the needs of specific communities of learners,

digital libraries will allow teachers and students to take advantage of e resources for materials and to communicate with people outside the formal learning environment. In order to get the benefit of digital library the faculties are also registered on ‘The National Digital Library (NDL)’.

“The library of University campus is a place that is a repository of information and gives every citizen equal access to it, that includes health information and mental health information. The University is engaged with several Inter-Institutional Collaborations such as **Rana University , Afganistan, AKGCEN Skill Foundation, International Organization & Educational Development, UNESCO CHAIR, Indus International University , INDIA, ICAR- Indian Institution Maize Research , Ludhiana, MCGovern Education Group , USA.**

| S. No. | Descriptions | University Campus |
|--------|--|-------------------|
| 1 | Academic Blocks | 03 |
| 2 | Class Rooms | 65 |
| 3 | Tutorial Rooms | 05 |
| 4 | Laboratories | 02 |
| 5 | Research Labs | 02 |
| 6 | Computers Labs | 03 |
| 7 | Central Library | 01 |
| 8 | Departmental Library | 01 |
| 9 | Seminar Halls | 06 |
| 10 | Training Hall | 01 |
| 11 | Auditorium | 01 |
| 12 | Multipurpose Hall | 01 |
| 13 | Moot Court | 01 |
| 14 | Admission Hall | 01 |
| 15 | Lounge | 01 |
| 16 | Students Common Room | 03 |
| 18 | Guest House | 01 |
| 19 | Hostel | 02 |
| 20 | Faculty accommodation | 01 |
| 21 | Transport (Buses) | 02 |
| 22 | Medical Transport facility (Ambulance) | 02 |

| | | |
|---------------------------------|---------------|-------------------------------|
| 23 | Canteen/Mess | 02 |
| 24 | Health Centre | 01 |
| File Description | | Document |
| Any additional information | | View Document |
| Link for Additional Information | | View Document |

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

Response:

Shri Venkateshwara University has adequate Sports and Games facilities to cater to the Physical development of the students via indoor and outdoor games as (Cricket, Football, Badminton, Chess, Carrom). The playground also furnished with the essential requirements of games, equipped with lighting etc. Several competitions also are organized in campus in order to encourage the students and to achieve their goals. "Sports are a preserver of health" It is our constant endeavor of the university to see the students grow intellectually and physically via curriculam activities and sports activities, **"The world can be transform by sports. Sports not only inspire the people to live together, but also arise a ray of hope of optimism , assist in breaking down negative thoughts and racial barriers"**.

On 5th June "International Yoga day" celebrates annually in university, in order to get peace and for physically, mentally, spiritually and to overcome from the stressful life. Yoga is an indispensable part of life for getting peace, for the accomplishment of work peace and free mind is essential. Yoga assists in controlling human mind, body and soul. Yoga assists in managing stress and anxiety and keeps the body physically and mentally relaxing, enhancing flexibility and body tone.

Facilities for sports:

The university provides the facilities to the students pertaining to sports:-

1. The University playground which has been used by the university since 2010 has an approximate area of nine acres and on an average 100-150 students use it daily.
2. The institution has sports room and store room in order to keep the sports equipments and refreshment.
3. Separate uniforms for different faculty players are provided for interfaculty events.
4. Winners are felicitated with mementos/ cash awards.
5. Annual budget of the university for annual sports meets is Rs 6 lakhs (approx.)

NSS/ NCC

1-The National Service (NSS), a Voluntary and value based student youth Programme one of the major youth scheme conducted in the university for developing the personality and character of the student youth through voluntary community service.

2-N.S.S. motto to create nexus “Campus and Social Community” “knowledge and Action with integrity”..

3 - Following programmes were organized in the university campus in the NSS Camp:-

- Tree Plantation
- Literacy Programmes
- Blood Donation Camp
- Swachch Bharat Abhiyan
- Independence Day
- Gandhi Jayanti
- Republic Day
- Enviromental Day & Enviroment Awareness Programme
- Women’s Day
- Jan-Dhan Yojna
- Beti Bachao Abhiyan

Facilities for Cultural Activities:

The Cultural Activities are organized in Shri Venkateshwara University, in order to prepare students for real life and strengthening their personal skills. The Cultural activities prepare the students to aware about real life and enhancing their personal and manual skills and to show their multifarious hidden talents.

Various Cultural programmes are being organized in SVU:-

- a- Independence Day
- b- Gandhi Jayanti
- c- Sports Day Cultural Prog. (Opening & Closing Cerermony)
- d- Annual Day
- e- Republic Day
- f- Basant Panchmi Festival
- g- Holi, Diwali Festival
- h- Teej Festival
- i- Hindi Day

Such Cultural activities hold the community together and shape its identity by disseminating knowledge, norms, and practices.

| | |
|---------------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| link for additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 21.43

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 15

| | |
|--|-------------------------------|
| File Description | Document |
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| Any additional information | View Document |

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Response: Yes

The University has central library and departmental libraries. There is an Open Access Catalogue for students and staff. The reading room is well furnished to accommodate students at a time and provides academic environment for study. Exclusive reference section is available in the library. A visitor's book is maintained for students and staff. New arrivals of books and journals are displayed on separate section/stands and racks. Each student gets security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. Visitors are also required to sign noting the time of entry and exit. CCTV cameras are installed in the library for strict surveillance. The library of SVU is a place where student gets a chance to explore the open world and learn new things and new ideas in institution. Understanding and discovering new things of life with a theoretical support gives them a good feeling and they will start feeling the purpose of their life.

The central Library of SVU serves three roles in learning-:

The library of SVU provides a physical place for teachers and learners to meet outside the structure of the classroom, thus allowing people with different perspectives. Digital libraries extend such interdisciplinary by making diverse information resources available beyond the physical space shared by groups of learners. Digital library is one of the best platforms to bringing together people with formal, informal, and professional learning missions.

The library is created to provide free access to the world's knowledge provides classic nonfiction books, a wide range of periodicals, reference books, and audio and modern technologies they are changing how students and teachers are pursue personal learning missions, "The library of University campus is a place that is a repository of information"

The resources of library will remain specialized to meet the needs of specific communities of learners; digital libraries will allow teachers and students to take advantage of e resources facility for materials and to communicate with people outside the formal learning environment. In order to get the benefit of digital library the faculties are also registered on NDL. 'The National Digital Library' seems to be one big disaster because through digital library the problems pertaining to the searching of books in the catalogue and list of books come to end.

The Integrated Library Management System (ILMS): a core component in the fusion of e-learning and e-knowledge E-learning is not just about Learning Content Management Systems (LCMS); e-knowledge is not just about corporate systems or portals; and an Integrated Library Management System (ILMS or ILS) is not just about the Library's online catalogue, e-knowledge as including "the fusion of e-learning and knowledge management to support the pervasive utilization of knowledge".

| File Description | Document |
|---------------------------------|-------------------------------|
| link for additional information | View Document |

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

Response:

The University has a dedicated and responsible maintenance department for carrying out the duties of Estate Office and is responsible for overseeing the maintenance of buildings, class rooms, laboratories, hostels, cafeterias, sports facilities, utilities, lawns etc. A maintenance department oversees the maintenance and keeps up of the physical infrastructure, facilities, green areas etc. The Maintenance Department is responsible for the proper operation of all campus buildings of university and their mechanical subsystems.

Maintenance of infrastructure facilities, services and equipment's is done as per following details:

- The infrastructure of the campus is maintained by the maintenance department at campus.
- The University has “**power management department**” to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like Generator Sets, General Lighting, Power Distribution System etc. are undertaken as per their preventive maintenance schedules.
- The maintenance of equipments for water pumping plants, sewage, etc. are undertaken as per their preventive maintenance schedules in the campus of the university

Maintenance of Services: The University provides various services / facilities to the students, faculty and staff and are maintained by respective service providers as per contract:

- Cafeterias facilities
- Banking / ATMs facilities & services
- Laundry services
- Gaming Arcadia facilities
- Central Store facilities

Maintenance of Equipments-

The SVU has a dedicated cell to look after the repair, maintenance and keep up of labs of all teaching and research. Further, major laboratory equipments for their regular preventive and corrective maintenance.

Campus Surveillance Cameras, CCTVs, other security equipments are maintained through IT department by the equipment providers Teaching aids such as LCD Projectors, PA Systems, Laptops, Desktops, Printers, Wi-Fi etc. are maintained by IT department. Fire Fighting equipments, are maintained by Fire & Safety Department. The respective departments conduct a periodic audit to ensure timely corrective action for proper functioning of the various equipments & gadgets.

1. The maintenance department is headed by the Registrar who in turn monitors the work of the Supervisor. The Supervisor is accountable to the Registrar and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc. Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure, as to provide a congenial learning environment in the campus of the university. The Green Cover of the campus is well maintained by gardener for the proper maintaining of the plants.
1. Lab assistants under the supervision of the System administrator maintain the efficiency of the

university computers and accessories.

1. The campus maintenance is monitored through surveillance Cameras. CCTV proves to be fruitful to prevent, reduce crime and ensure accountability and safety in the campus of the university. **“CCTV Protects Everyone”**.

1. Every department maintains a stock register for the available equipment.

1. Proper inspection is done and verification of stock takes place at the end of every year.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| link for additional information | View Document |

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | View Document |
| Any additional information | View Document |

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 21.77

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR

in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 66.02 | 13.65 | 3.17 | 8.95 | 17.05 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | View Document |

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 12.11

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

Response: 272

4.2.7 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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: None of the above

| File Description | Document |
|---|-------------------------------|
| Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) | View Document |
| Give links or upload document of e-content developed | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

4.3.1. Institution frequently updates its IT facilities including Wi-Fi:

The University provides a long range of IT facilities to help students and faculty with their studies. This includes extensive computer provision, LAN, wireless Internet, Online Library and dedicated staff giving all the support needed for the students. The University sets aside about 2% of its budget towards the maintenance of IT Infrastructure and its access.

Wi-Fi Campus

The University has various Centers of Excellence and the whole campus is Wi-Fi enabled. University allows students and staff to connect with 24X7 Wi-Fi facility of 1 Gbps. The University campus is networked by LAN and the hostels, Staff residence, and the central library are provided with Wi-Fi facility. Also, the Wi-Fi access points are updated constantly during regular intervals as and when required.

Computers

The university has fully loaded Computer Labs. There are around 400 computers across the University for Students to use in classrooms, computer labs, Learning Centers and Social Learning Spaces - each with access to the standard Microsoft software, open source software and all with Internet access. The computers, Server, Networks are updated constantly during regular intervals as and when required.

| Systems with individual Configurations | Numbers |
|---|---------|
| Desktop (Intel i3 2nd Gen,4 GB RAM and 500 GB HDD) ,WITH 15.4 / 17 Inch LCD | 100 |
| Desktop (Intel Core 2 Duo,4 GB RAM and 500 GB HDD) ,WITH 15.4 / 17 Inch LCD | 40 |
| Desktop (Intel Dual Core,2 GB RAM and 250 GB HDD) ,WITH 15.4 / 17 Inch LCD | 40 |
| N Computing L250 Based PC WITH 15.4 / 17 Inch LCD | 60 |

- The university provides internet facility to staff members at the respective Departments in order to access the required study material from available e-resources and present them as part of their teaching process.
- The Principal's Office, Administrative Office, Examination Section, Training and Placement Cell

and Senior Faculty member cabins are provided with internet facility.

- Dedicated computing facilities
- Internet in All Computer Labs
- Internet in Residential area
- Wi-Fi in All Hostels
- Paid Printing
- LCD Projectors

Proprietary software:

University having a large amount of learning software. University promoting open source software for his student.

| Software Name | Software Name |
|---------------------------|-----------------------------------|
| Microsoft windows 7/8.1 | JAVA |
| Ubuntu | Libre Office |
| Autocad 2015/2016 | PHP MySQL |
| Microsoft office Standard | Microsoft SQL Server 2014 Express |
| C/C++,Python | Visual Studio 2012 Express |
| Q-Cad | Scilab |
| Blender | Mat lab |
| Perl | Math |

Description of IT facilities updating is as follows

| Upgradation | Year |
|--|----------|
| End-User UPS changed (500VA Offline) | 2018 |
| IP Surveillance Up-gradation | 2017 |
| LAN shift 100 Mbps to 1 Gbps | 2016 |
| Up-gradation of Projector with individual PA system for seminar rooms | 2015 |
| Bandwidth up-gradation from 100 Mpbs to 1 Gbps | 2017 |
| UPGRADE Software | Every ye |
| User end Desktop Upgrade(RAM Update) | 2017 |
| Upgrade Data Backup System NAS Implementation | 2018 |
| New Rack Server Implementation | 2018 |
| Software Up-gradation of Library Automation System(from e-Granthalaya to Koha) | 2018 |

| File Description | Document |
|---------------------------------|-------------------------------|
| link for additional information | View Document |

4.3.2 Student - Computer ratio

Response: 8.85

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?1 GBPS**

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: <50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

| File Description | Document |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | View Document |
| Any additional information | View Document |
| Link to photographs | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18.88 | 169.90 | 20.32 | 15.56 | 5.32 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | 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:

The University has a dedicated and responsible maintenance department for carrying out the duties of Estate Office and is responsible for overseeing the maintenance of buildings, class rooms, laboratories, hostels, cafeterias, sports facilities, utilities, lawns etc. A maintenance department oversees the maintenance and keeps up of the physical infrastructure, facilities, green areas etc. The Maintenance Department is responsible for the proper operation of all campus buildings of university and their mechanical subsystems.

Maintenance of infrastructure facilities, services and equipment's is done as per following details:

- The infrastructure of the campus are maintained by the maintenance department at campus.
- The University has “**power management department**” to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like Generator Sets, General Lighting, Power Distribution System etc. are undertaken as per their preventive maintenance schedules.
- The maintenance of equipments for water pumping plants, sewage, etc. are undertaken as per their preventive maintenance schedules in the campus of the university

Maintenance of Services: The University provides various services / facilities to the students, faculty and staff and are maintained by respective service providers as per contract:

- Cafeterias facilities
- Banking / ATMs facilities & services
- Laundry services
- Gaming Arcadia facilities
- Central Store facilities

Maintenance of Equipments-

The SVU has a dedicated cell to look after the repair, maintenance and keep up of labs of all teaching and research. Further, major laboratory equipments for their regular preventive and corrective maintenance.

Campus Surveillance Cameras, CCTVs, other security equipments are maintained through IT department by the equipment providers Teaching aids such as LCD Projectors, PA Systems, Laptops, Desktops, Printers, Wi-Fi etc. are maintained by IT department. Fire Fighting equipments, are maintained by Fire & Safety Department. The respective departments conduct a periodic audit to ensure timely corrective action for proper functioning of the various equipments & gadgets.

1. The maintenance department is headed by the Registrar who in turn monitors the work of the Supervisor. The Supervisor is accountable to the Registrar and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc. Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure, as to provide a congenial learning environment in the campus of the university. The Green Cover of the campus is well maintained by

gardener for the proper maintaining of the plants.

1. Lab assistants under the supervision of the System administrator maintain the efficiency of the university computers and accessories.
1. The campus maintenance is monitored through surveillance Cameras. CCTV prove to be fruitful to prevent,reduce crime and ensure accountability and safety in the campus of the university. **“CCTV Protects Everyone”**.
1. Every department maintains a stock register for the available equipment.
1. Proper inspection is done and verification of stock takes place at the end of every year.

| File Description | Document |
|---------------------------------|-------------------------------|
| link for additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 28.54

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 696 | 526 | 608 | 394 | 262 |

| File Description | Document |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships | View Document |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | View Document |

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 6.61

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 198 | 92 | 67 | 76 | 144 |

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 3 or less of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 5.57

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 91 | 120 | 115 | 95 | 55 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:**Response:**

Shri Venkateshwara University,U.P, has inculcated an educational vision which is able to provide the global society with education that meets current needs and that can respond efficiently to contemporary demands and challenges, which are characterized by globalization, interdependency, and multiculturalism. Specific initiatives to encourage international students are made by our university under the International Student Cell.

SVU has done MoU with International organization for Educational Development, IOED to initiate collaboration with International organization. SVU has signed MoU with MacGovrn Educational Group, USA to initiate;

- Student Exchange Programme
- Faculty Exchange Programme
- Twining /Transfer Technology I
- Twining /Transfer Technology II
- Dual Degree Programme
- Certificate Programmes
- Blended Learning Programme
- Joint Research Programme
- Pre-Medical Programme

Similar MoU has been done with Rana University, Afghanistan and Indus International University,Hiachal Pradesh.The main objectives of these collaborations encompass the exchange of Scientific Research and knowledge sharing, long term faculty and student exchange, holding of joint academic events such as seminars / workshops and conferences, etc.

International students' Cell (ISC) is formed is Shri Venkateshwara University U.P. to facilitate the following

- Foreign help students to take admission in Shri Venkateshwara University
- Develop international collaborations with foreign universities.
- Orientation program to teach Indian language to foreign
- Organize students & faculty exchange program.
- Coach Indian students to take admission in foreign universities

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

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

| | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

| | | | | |
|--|---------|-------------------------------|---------|---------|
| 5.2.1 Average percentage of placement of outgoing students during the last five years | | | | |
| Response: 18.63 | | | | |
| 5.2.1.1 Number of outgoing students placed year-wise during the last five years | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 65 | 57 | 50 | 60 | 75 |
| File Description | | Document | | |
| Details of student placement during the last five years | | View Document | | |

| | |
|--|-------------------------------|
| 5.2.2 Percentage of student progression to higher education (previous graduating batch) | |
| Response: 7.5 | |
| 5.2.2.1 Number of outgoing students progressing to higher education | |
| Response: 30 | |
| File Description | Document |
| Details of student progression to higher education | View Document |

| | |
|---|--|
| 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations) | |
| Response: 0 | |
| 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0 | 1 | 0 | 2 | 4 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years | View Document |

5.3 Student Participation and Activities

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |

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

Response:

Introduction

Shri Venkateswara University, UP promotes students development through governance participation. Hence student parliament is constituted as 'SVU- Student Council'. Students who have excelled in academic and co-curricular activities are to be made Class Prefects.

Constitution

1. Faculties in charge of classes to select the Topper of the class as Prefect 1
2. Head of the Departments organize election in all classes to elect Prefect 2
3. All the Prefects becomes the Member of the Student Council, and they will elect the following;

1. General Secretary from PG students
2. Secretary (Sports)
3. Secretary (Cultural)
4. Secretary (Women empowerment)

Duties

1. Ensure proper discipline in their respective classes
2. Inform Faculty in charge /HoD if the teacher has not turned up.
3. Assist in submission of Assignments in due time.
4. Organise Club functions and all centralized activities.
5. Inspire and motivate maximum student participation in Annual activities.
6. Give proper feedback to higher authorities to incorporate improvements.

Oath Ceremony

Every year the Oath ceremony can be organized on Vishwakarma Puja Day. All the Election to be completed well in advance

Responsibility

Dean Students' Welfare will be responsible for smooth conduct of election

| | |
|----------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |

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

Response: 5.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 6 | 6 | 5 | 4 |

| | |
|--|-------------------------------|
| File Description | Document |
| Number of sports and cultural activities / competitions organised per year | 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 non financial means during the last five years

Response:

The enthusiasm and willingness of several individuals who are willing to take on the organizational initiative and sustain it, This student Alumni is the annual flagship event of Shri Venkateshwara University Alumni Association (SVUAA), conducted in the month of June 2018. SVUAA motives of bringing student and alumni together, the event is scheduled to set off on 30 June 2018.

The university's alumni are its lasting legacy and strongest voice. Finding new ways to build an engaged membership base is an integral task of the Association. Anyone who has completed one academic year as a student at Shri Venkateshwara University is eligible for membership.

Engagement and Services: Developing an active and engaged alumni network empowers both the Institute and its graduates. Whether our alumni are interacting with the Institute or its student body, attending events, working with the Institute on various eminent projects or serving as volunteers, their contributions make a difference to University. The Alumni Association continues to seek innovative ways to serve alumni by providing social, educational, and professional opportunities that appeal to our broad constituency.

- **Life-long Learning:** Enjoy lectures, discussion sessions, on-campus conferences, conducted by

eminent alumni and current and emeriti faculty, such CEP (Continuing Education Program)

- **Student-Alumni Contact:** Support current students Shri Venkateshwara University through different mentoring opportunities either by being a part of on-campus lectures or through an in-person or online commitment; provide internships; recruit fresh graduates; present career programs etc.
- **Events and Reunions:** Student Alumni Association helps student to take part in Cultural and sports activities in the University
- Be a part of events at University , The Association organises and facilitates a host of events every year at University This includes the Alumni Day which is held on every year, the Silver Jubilee Class Reunion and various other reunions. In addition, there are picnics outings events, and, sports meetings of various special interest groups within the alumni in University.
- **Geographic Alumni Chapters:** Activities of the Association are not just limited to the campus, and there are thriving city chapters that organize events all over the local areas and can provide you with opportunities to renew old friendships and start new ones.

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

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

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

| File Description | Document |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | View Document |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | View Document |

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

Response:

Shri Venkateshwara University, U.P. (SVU) is one of its kinds, situated at a remote and rural place in terms of education. This rural area reflects the backward India. More than the surrounding of Backward Caste people who are economically weak, the youth are in no mood of putting any effort to study in higher education. Actually district Amroha have large number of scavengers and the central as well as state government has rolled out many schemes to uplift them. Shri Venkateshwara University is also helping the national goal “to reach the unreached” and to give a hand to lift the needy. The university has struggled to establish in this location where basic necessity of water, electricity and connectivity were poor. Trust has established a 300 bedded hospital with specialised doctor to treat the villagers at minimal cost including medicine and food and then introduced the need of hygiene, knowledge and skills to improve standard of living. The rural areas like Amroha devoid of knowledge resources and good education system and this is the only University of Amroha District and no hospitals in this area around of 40 Kilometers radius. The charitable service of Shri Bankey Bihari Educational and welfare trust that has sponsored the University is praise worthy.

The Trust believes and practices that the faculty are the pillar of a strong Education System, hence entrusted the University in the hands of renowned professional from Pan-India. The University has chosen multi-faced prongs in educating through skill developing techniques, through Centre of excellence of proximity and through local Industries association. Research activities were initially limited to the faculty to resolve local problems including the uncontrolled air pollution by the nearby Chemical Industries. The University continuously provides quality education to its students through dynamic research, training and mentorship, special effort to bring-up slow learners. The University has moved ahead on interdisciplinary, collaborative and community based research. The University intends to build a learning environment where students be trained to create ethical values and develop technology for better service of society. The University churns out raw youths into citizens of value to the society.

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

6.1.2 The institution practices decentralization and participative management

Response:

Response:

Every faculty are given degree of freedom in methodology of teaching and encourage to practice student centric teaching by being by the side of the student rather than facing them from the front dais. Similarly, mentors, HoDs and Deans of the Schools are solely responsible for progressive teaching and assessing the effectiveness of teaching. Regular feedbacks from students are taken by Academic section and IQAC.

National level activities starting from Marketing, Faculty recruitment, Seminars, workshops are conceived at departmental level and approved at School level. The university is always open to discussion with teaching and non- teaching staff for the improvement of effectiveness and efficiency of the university process. All university activities initiatives & decisions making are through collective effort of Deans, HoDs and faculty members at every level of decision making.

The culture of participative management is promoted by the University from all the schools. The University has a well laid down structure supported by qualified and competent teams. The administrative and academic responsibilities are decentralized to provide effective educational leadership for effective implementation & monitoring of various policies, regulations & guidelines at various levels.

Case: Curriculum/ Programme Review Process:

The process of curriculum / programme review was formulated by subject matter experts who have demonstrated experience in developing or implementing educational processes.

- Constitution of Course Review Committee for the review and development of programmes and courses respectively.
- Constitution of Board of Studies
- Put up all the course curriculum and programme structures are approved by Academic Council through Academic office.
- Uploading of Scheme and Syllabus of all programme online on University website.

Case: Annual budget; Proposal, Approval and Allocation:

There are various budgetary requirements at the university level. These include career development center, examination cell, research and development, teaching-learning process as well as technical practice and administrative processes, infrastructure development and other financial matters.

All HoDs have to submit carefully processed budget proposal for every academic year with monthly break up to the accounts department. After discussion the essential requirements proposed to fulfill the needs of the department including the budget required for student development activities like guest lectures, seminars, workshops and conferences etc.

The lab requirements including purchase of consumables, new equipment, repairs and maintenances, service, training and up gradation.

Dean/principal of Schools consolidates all the budget proposals received from the department and organizes a meeting to eliminate redundancy. All proposed budget of all departments is forwarded for the Finance Committee's approval.

Through effective decentralization, the institution practices successful delegation and enhances the productivity of the university. Through participative management, each person in-charge handles the assigned responsibility and tasks.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The University have following Strategic Plans for its vision and mission acquisition.

| S.NO. | STRATEGY | FUNDS EARMARKED | KEY RESPONSIBLE AUTHORITY |
|-------|---|-----------------|---|
| 1 | Academic Excellence <ul style="list-style-type: none"> • Establish faculty centre • Develop multi-dimensional approach for teaching evaluation. • Mutual exchange of faculty at other universities. | 5 Lacs | Shri Bankey Bihari Education Trust, Director/Dean Academics, H.R. Head, BOS, Hods, Executive Council. |
| 2 | Excellence in Scholarship <ul style="list-style-type: none"> • Organize a variety of forums to support faculty scholarly skills and activities • Promote discussion of achieving balance among the components of the faculty role. • Conduct | 3.5 Lacs | Director/Dean Academics, BOS, Hods, Head Marketing, H.R. Head, |

| | | | |
|---|--|----------|---|
| | <ul style="list-style-type: none"> workshops • Create opportunities for collaborations in research and creative activities and collaborative projects. • Foster the scholarly activities of students. | | |
| 3 | <p>Making a Difference in the Nation – Local, State, National and Global</p> <ul style="list-style-type: none"> • Enriching Individual Lives by education for the betterment of society. • Adoption of five villages around SVU to incorporate Smart Village concept. • Develop and implement Public Policy and civic culture | 8 Lacs | Executive Council And Directors, Head Marketing. |
| 4 | <p>Reflection of Image of SVU</p> <ul style="list-style-type: none"> • Implement welfare activities through NSS UG courses to undergraduate courses. • Develop new non-credit courses like public speaking, Technical paper publication etc • Increase support faculty research and non-instructional assignments. | 5 Lacs | Shri Bankey Bihari Education Trust, Director/Dean Academics, Head Marketing And Team, Executive Council |
| 5 | <p>Making a difference</p> | 2.5 Lacs | Director/Dean Academics, |

| | | | | |
|---|--|-----------|--------|---|
| | through Lectures | Dialogue/ | | Head Marketing, BOS, Hods, Executive Council |
| | <ul style="list-style-type: none"> • Develop public affairs events and forums, speakers' series, and academic and policy conferences. • Promote and facilitate faculty presentations and service activities to community, business, professional, and advocacy groups. • Contribute to and develop community organizations through Institutional social responsibility (ISR). • Create women legal aid cell as per state policy under the school of law and jurisprudence. • Increase SVU support of the Center for Entrepreneurship. | | | |
| 6 | Strengthen Culture | Campus | 3 Lacs | S.V.U. Managemernt, Director/Dean Academics, Head Marketing, Hods, Executive Council, Sports Incharge, Hostel Manager, Hostel Wardens And Catering Manager. |

| | | | |
|---|--|----------|---|
| | <p>level orientation to the SVU Strategic Plan within three months of its approval.</p> <ul style="list-style-type: none"> • Create an internal communications plan • Expand the Office of Web Services to align its staff and technical resources. • Create and sustain both short- and long-term marketing | | |
| 7 | <p>Build Community & Enhance the Physical Environment</p> <ul style="list-style-type: none"> • Develop a list and description of “SVU Traditions.” • Relationships with alumni will be strengthened • Re-establish community-oriented Continuing Education opportunities • Launch a “Civility Campaign” • Designate responsibility for all campus signage. • Create a plan for more inside and outside gathering spaces • Design and build “stow and go” spaces | 5 Lacs | S.V.U. Management, Executive Council, Marketing Head. |
| 8 | Promote Environmental Sustainability | 2.0 Lacs | Registrar, S.V.U. Management, Executive Council. |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Expand, implement, and maintain an effective recycling of e-waste. • Design and remodeling of existing buildings complying with Leadership in Energy and Environmental Design (LEED) standards. • Raise campus awareness in green & clean environment. | |
| File Description | Document | |
| Any additional information | View Document | |
| Strategic Plan and deployment documents on the website | View Document | |
| Link for Additional Information | View Document | |

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

- 1.The University has a clearly defined organizational hierarchy and structure to support decision making processes that are clear and consistent with its purposes and supports, effective decision making. In term of section of the Shri Venkateshwara University Act, 2010 the authorities of the University shall be the Court, the Executive Council (AC), the Academic Council, the Board of Studies (BoS), the Finance Committee and such other committees as may be declared by the statute to be authorities of the University. The power and function of the authorities are provided in the Act/Statutes and in the Ordinance, Rules and Regulations, framed by the Academic Council/Executive Council from time to time.
- 2.The Act and the statutes of the University provide for various Statutory Authorities of the University to provide policy framework and direction for the functioning of the University and for fulfillment of its objectives: External members are part of various Councils, Committees and Courts for enhancing the broader base and bringing transparency and fairness in the system.
- 3.In addition to the above, each institution has a number of students and faculty committees/ Clubs for decentralized management of activities/ affairs for better functioning and effective learning of

the students.

4. The roles and responsibilities of various bodies are well defined in order to ensure role clarity and accountability.

5. Service Rules, Academic Freedom Policy, Promotion Policies, Employee Satisfaction, Welfare Schemes and Grievance Redressal Mechanism are in place. The University has well-structured system for professional development of the faculty and staff.

- H.R. policy is well equipped with descriptive service regulation, appointment procedures, recruitment and promotional processes along with definitions and code of conduct. It includes dos and don'ts for various judiciary and non judiciary conduct within or beyond the service area and time.
- It also includes major and minor misconducts.
- SVU recruitment and appointment process is clearly mentioned for teaching and non teaching recruitments.

1. The Grievances of the faculty and staff are redressed timely to keep their motivation all time for their performance efficiency and satisfaction.

- Complaints encouraged resolving concerns or problems directly with the department or person concerned through discussion or counseling.
- Grievances of the faculty or staff shall be resolved by the reporting authority as far as possible.
- Grievance redressal mechanism has various level apex is appellate authority.
- Grievances are submitted in writing with full materialistic facts stating the grievance to the HoD. HoD checks after checking its intensity raise a note sheet for AR (acad) who will then verify the roll no. and related information. And put the matter within the cell. Then through discussion or counseling it is resolved.

1. Besides the Executive Council and Academic Council, the University bodies are constituted which evaluate monitor and recommend in respect of various matters related to Review, Design and Evaluation of Course Curriculum; Education Effectiveness; Research; Examination and Evaluation etc. for Educational Effectiveness.

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

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development

2. Administration

3. Finance and Accounts

4. Student Admission and Support

5. Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 1 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP Document | View Document |
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | View Document |

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Response:

The various committees effectively work at SVU, at all the levels. University has the following bodies/cells/committees which are active and enthusiastic for all activities, and they meet regularly to consider the various agenda/points/issues. Their details are as follows:-

| Statutory Body/Committee | Major Function | Periodicity of the Meeting | Custodian MOM |
|--------------------------|---|----------------------------|---------------------------|
| Executive Committee | <ul style="list-style-type: none"> Regulate administrative structure of SVU and frame regulations guidelines for effective management. | Two meetings/ year | Registrar |
| Academic Council | <ul style="list-style-type: none"> Coordinate and exercise general supervision over the academic policies | Two meetings/ year | Registrar |
| Finance Committee | <ul style="list-style-type: none"> Prepare financial estimate for income and expenditure for the year | Two meetings/ year | Finance Officer |
| Planning Board | <ul style="list-style-type: none"> Prepare perspective plan for development. | Two meetings/ year | Registrar |
| Editorial Board | <ul style="list-style-type: none"> For editing and proof reading of University Journals. | Two meetings/ year | Registrar |
| Admission Committee | <ul style="list-style-type: none"> Prepare the norms governing policy, Guidelines and procedures for admission | one meetings/ year | Asst. Registrar Admission |
| Fee fixation Committee | <ul style="list-style-type: none"> Review, amend reconstruct and fix fees for different facilities/courses/services. | one meetings/ year | Registrar |
| University Research | <ul style="list-style-type: none"> Review and prepare research policy and | Two meetings/ year | Registrar |

| | | | | |
|------------------------------------|--|----------------------|-----------------|----------|
| Committee | review & approve the research program. | | | |
| University Level IQAC | <ul style="list-style-type: none"> • Expedite the accreditation of the university. | Four meetings/ year | Registrar | |
| Research council committee | <ul style="list-style-type: none"> • Organize and promote university level research. | Two meetings/ year | Asst. Registrar | Research |
| Board of Studies | <ul style="list-style-type: none"> • Recommend course studies, appointment of external examiner for various course examinations. • Create, abolish or upgrade teaching posts. | Two meetings/ year | Registrar | |
| Internal Complaint Committee | <ul style="list-style-type: none"> • Combat harassment and violence against women at university. | As and when required | Coordinator | |
| Course Review Committee | <ul style="list-style-type: none"> • Review and develop the course curriculum. | Two meetings/ year | Registrar | |
| Examination Committee | <ul style="list-style-type: none"> • Prepare guideline and process for examination, evaluation and tabulation of marks. | Two meetings/ year | Registrar | |
| Moderation Board (Question Papers) | <ul style="list-style-type: none"> • Review and moderate question papers | Two meetings/ year | Registrar | |
| Result Moderation Committee | <ul style="list-style-type: none"> • Review and moderate details of results before declaration. | Four meetings/ year | Registrar | |
| Placement Committee | <ul style="list-style-type: none"> • Responsible for placements related activities | As and when required | Registrar | |
| Proctorial Board | <ul style="list-style-type: none"> • Monitor various in-disciplinary activities in the University. | As and when required | Registrar | |
| Anti-Ragging Committee | <ul style="list-style-type: none"> • Prohibit and eliminate the scourge of ragging. | As & when required | Registrar | |
| Grievance Redressal Committee | <ul style="list-style-type: none"> • Consider all kinds of grievances of the students and staff member and work out a solution. | As and when required | Registrar | |
| OBC cell | <ul style="list-style-type: none"> • Enlighten, empower, educate and monitor the student and staff of OBC categories. | As and when required | Registrar | |
| Minority Cell | <ul style="list-style-type: none"> • Prevent discrimination against minorities in the university. | As and when required | Registrar | |
| Discipline Committee | <ul style="list-style-type: none"> • Maintain discipline, among the students, teaching and non teaching staff. And protect the safety/ security and well being of the university campus. | As and when required | Registrar | |
| Fire Safety | <ul style="list-style-type: none"> • Examine the status of the fire safety system installed in the University building, annually organize fire safety practice drill so that fire safety system functionalize properly. | As and when required | Registrar | |
| SC/ST welfare committees | <ul style="list-style-type: none"> • Prevent caste based discrimination in the university. | As and when required | Registrar | |

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

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Response:

1. Welfare measures provided by university for teaching and non-teaching staff:
 - Various leaves available teaching and non-teaching staff are vacation leave, casual leave, Earned Leaves, medical leave and University also provides maternity leave the female staff according to the norms.
 - University does believe in equality and provide equal opportunity/support non-teaching staff to, get enroll themselves for different courses/training programs to enhance their skills and knowledge, to update themselves according to demand.
 - Transport facility for staff.
 - 400 bedded hospital facility available in campus.
 - The University provides university uniform to non-teaching staff (Security Personal and peons).
 - Part time education
 - Food arrangement at subsidized rates for non teaching and supporting staffs.
 - University provides opportunities to all employees to associate with state, national and international professional bodies.
 - Group insurance scheme for teaching and non-teaching staff.
 - Gift for marriage and new born baby
 - Fees installments scheme for wards of staff.
 - Fee concession for the wards of staff members who secured admission in any institutions of Venkateshwara Group.
 - Faculty members are promoted for self development programs and higher education.
 - Employee Provident Fund as university associated with ESIC for teaching and non-teaching staff.
 - In order to have a better command on their respective subjects, the university invites corporate persons, professionals and market resource persons such as researchers, industrialists, and academicians to have interaction with the faculty. Such people will share their knowledge on basis of that staff to upgrade his/her knowledge accordingly.
 - Develop administrative skills, university avail employees to attend corporate training program inside/outside university.
 - University also appreciates and support employees conduct training programs and arrange industrial visits
 - Accommodation and recreational facility for staff.
 - University encourages teaching, non-teaching staff to participate in workshops, conferences, FDPs & talent club activities for their continuous developments.
 - University provides PDPs to our faculties to upgrade their teaching skills, methodology and personality.
 - University always welcomes new ideas from the experienced faculty about lecture delivery, laboratory work, and seminars/workshops, provide guidelines to the new family members.

- University has given opportunities staff conduct/attend webinars of various technical and professional national and international societies and university like IEEE, IETE, etc for learn/share knowledge about recent/current changes, developments in different sectors.
- University motivates staff to have good relationship with other universities/ industries and to participate in various programs for which undertaken MOUs.

1. The following incentives help in improving the working ambience and academic acumen of the faculty:

- Faculty Performance Incentive
- Subsidy on housing loan interest
- Lapps
- Incentive of Rs. 500 for publication of papers,
- 70% of cost on earning external funded projects as incentives.
- Rs 30,000 for guiding research
- Seed money for organizing conferences
- Seed money for a prospective project
- Appreciation/citation for a worthy innovative idea
- Incentive for obtaining a patent is also proposed.

All the staff are availing the above listed benefits.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | View Document |

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of professional development / administrative training programs organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 87.18

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 115 | 72 | 68 | 59 | 32 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers attending professional development programs during the last five years | View Document |

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

Employees are the fundamental parts of any organization. S.V.U. respects and acknowledges the contribution of all its members and rewards them duly.

- Any employee of the institution is evaluated in two broad categories. These two categories are

functional and behavioral.

- Under the first category, an employee is scrutinized based on their teaching skills. They are given ratings based on their effectiveness in delivering the task that they are employed for. They are also examined for their enhancing personality. A good employee is the one who enhances their work quality with their tremendous talent and never-ending effort. This enhancement improves their quality of work. The experience in the industry along with the duration of their association with the university is taken into account. The overall capability of an employee to do their job effectively while also enriching the academic experience of the students is examined and rated.
- The second category consists of an employee's behavior. Under this category, an employee's demeanor is evaluated. An employee's behavior becomes very important along with their qualification and effectiveness. Therefore, their behavior is monitored and examined duly. An employee's punctuality, grooming, language, obedience and dedication are among many other parameters under which they are evaluated.

There are three stages of rating that are taken into consideration.

- **Self appraisal:** They rate themselves based on a self- evaluation in the above given categories. In the functional category they turn in a rating whereas in the behavioral category they submit a description. This is received by the respective HoD or the reporting officer who conducts his/her evaluation and grades employee's self- evaluation report and submit.
- The institutional rating is the deciding factor of an employee's appraisal. Along with this, an employee's contribution towards the institution is also taken into consideration.
- All faculties are personally interviewed by Vice Chancellor and appraised for their strength and guided for betterment.

University H.R. Policy quotes:-

Annual appraisal for the purpose of annual review of the performance of the employees/ confirmation/grant of annual increment/ promotions.

For non-teaching staff this appraisal consists of:

- Self appraisal of the employee.
- Appraisal by the immediate authority (with the feedback session with the subordinate)

For teaching staff:

- Self appraisal received by HoD/immediate senior then by service review official.
- Peer-to-peer appraisal, to judge interpersonal relationship and spirit-de-corps.
- Student feedback to check the effectiveness of teaching.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly**Response:**

- SVU has a very discrete Finance policy which suggest

(i) The trust follows the mercantile system of accounting and recognizes income and expenditure on an accrual basis except in case of significant uncertainties.

(ii) Financial Statements are based on historical cost. These costs are not adjusted to reflect the impact of changing value in the purchasing power of money.

(iii) The preparation of financial statements in conformity with generally accepted accounting principles requires Management to make estimates and assumptions that affect the reported amounts of assets, liabilities, revenue and expenses and disclosure of contingent liabilities as on the date of financial statements. The estimates and assumptions used in the accompanying financial statements are based upon Management's evaluation of the relevant facts and circumstances as of the date of the financial statements. Actual results could differ from those estimates. Any revision to accounting estimates is recognized prospectively in current and future periods. SVU has a mechanism for external audit which is an ongoing continuous process to verify and certify the entire Income and Expenditure and the Capital Expenditure of the University each year. Qualified external resources have been appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year on quarterly basis. The institutional accounts are audited regularly by statutory audits.

- SVU accounts audited regularly by chartered accountant and all audit report are placed before the management. Compliances are well taken care.
- So far there have been no major findings / objections. Minor errors or omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The university regularly follows external financial audit system. The university is having external control system as well as statutory audit as per the provision of Income Tax Act-1956. Audit report of last five years can be seen as annexure.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | View Document |

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

Response:

Response:

The University is sponsored by Shri Bankey Bihari Educational and Welfare Trust-a not for profit educational trust.

As a self-financed University, the resource mobilization is mainly through fee deposits. Other sources of financial revenue include:

1. Training & Consultancy
2. Participation fee in various conferences, seminars organized by the University.
3. Sponsorships for various events, conferences, seminars, etc.
4. Hospital

Under section 20 (d) and 24 (2) of the SBBEWT Act the Finance Committee is the principal financial body of the University. The Finance Committee is constituted and functions as prescribed in article 6 of Statues of university.

SVU finance policy suggest Receivables under financing activity as:

- (i) Receivables under financing activity represent Tuition Fee & outstanding at the close of the year.
- (ii) The trust assesses all receivables for their recoverability and accordingly makes provisions for non-performing assets and delinquent assets not yet NPAs as considered necessary including by accelerating provision to an early stage based on past experience, emerging trends and estimates which is disclosed under ""Short-term provisions"" in the financial statements. However, the trust ensures that the said provisions are not lower than the provisions stipulated in the applicable Regulations/Guidelines

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Response:

- IQAC constituted in the Shri Venkateshwara University in 2017 under the Chairmanship of the Vice Chancellor for Performance evaluation, assessment and accreditation and quality up-gradation of University and the constitution is as follows:

- | | |
|---|----------------|
| • Prof. VD Abraham, Vice Chancellor | Chairman |
| • Dr. M. Pillai, Registrar | Member |
| • Dr. Dr. Mohit Sharma, Dy. Controller of Examination | Member |
| • Dr. Rajesh, Dean, Student Welfare | Member |
| • Dr. S. Bhogal, Dy. Dean Academics | Member |
| • Dr. Vipin, Dy. Registrar, R&P Cell | Member |
| • Dr. Rahul Shukla, Dean, School of Pharmaceutical Sciences | Member |
| • Dr. Vivek Sachan, Dean, School of Engineering & Technology | Member |
| • Dr. Neetu Singh, HOD, School Of Library Sciences | Member |
| • Dr. C. P. Kushwaha, School of Applied Science | Member |
| • Ms. Bindu Gupta, Assisstant Professor, School Of Law And Jurisprudence | Member |
| • Mrs. Varsha Gupta, Assisstant Professor, School of Engineering & Technology | Member |
| • Ms. Khushboo Agrawal, School of Applied Science | Member |
| • Dr. Prabhat Srivastava, OSD to Chairman | Member |
| • Mr. Anuj Kumar, Student School of Engineering & Technology | Student Member |
| • Km. Neera Yadav, Student, School Of Nursing | Student Member |
| • Ms. Kehksha | Alumni Member |
| • Mr. Suraj Singh, Member from society. | Local Member |
| • Mr. Sanjay Srivastava, Founder Feerit Healthcare, Lucknow. | Member |
| • Dr. S. Sahoo, Dean, Coordinator IQAC-SVU | Coordinator |

Responsibilities

- Vice Chancellor, functions as nodal agency of the institution for quality related issues.
- The prime task of the IQAC is initiate measures leading to quality sustenance and quality enhancement in the overall performance of university.
- IQAC Promote and maintain the academic quality among all the stake holders of the university through seminars, workshops and meetings.
- Evolve mechanisms record and monitor the healthy practices adopted by the various wings of the institution.
- Actually IQAC ensure up gradation of clarity and focus in smooth functioning towards quality

enhancement.

- Ensure up-liftment and integration among the various activities of the university and channelize good practices in the university.
- Since starting, in early stages of development of S.V.U. quality is the priority and every aspect of it monitoring, control and up gradation is kept on top priority.
- Although the IQA cell doesn't exist on paper but the quality check and assurance measures were taken regularly at various institutional levels.
- Departmental quality audit is among the regular feature since long.
- Purposely established in 2017 on papers for the accreditation and further sustainment.
- Involved in various departmental, institutional and university levels for academic research, training quality maintenance, sustenance, monitor, upgrade and audit quality.
- Formed is at nascent stage and trying to black and white every possible aspect of quality audits of various departments and schools of the university.
- IQAC not only responsible for progressive performance of academics but also for, administrative and financial tasks and its quality which is to be needed.

Activities

| Date | Name of quality initiative by IQAC | |
|------------|--|--|
| 9/12/2017 | Constitution of IQAC in SVU | |
| 11/12/2017 | Awareness Program | |
| 14/12/2017 | Review Meeting | |
| 22/1/2018 | Formation of Sub-Committees Criteria wise | |
| 30/01/2018 | Core Committee Meeting | |
| | Introduction of Feed Back System | |
| | Introduction of Academic Audit | |
| 25/04/2018 | Establishment of Human Resource Development Centre | |
| 28/04/2018 | Establishment of Innovation, Entrepreneurship Development Centre | |
| 12/4/2018 | Reconstitution of Sub Committees | |

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC enables the institution focus on the vision and mission of SVU. IQAC standardized all reporting form and made policies for smooth functioning of all the departments and schools.

Reviewing of the quality policy is done once in every semester. Parameters related to the enhancing of the quality of the institution like workshops, conferences, FDPs, paper publications, research projects, innovations in teaching and more are monitored and guided by IQAC.

1. IQAC stress on quality assurance in learning teaching process
2. The IQAC concentrates on a number of key projects as below:
 - Awareness programmes on quality improvement
 - Constitution of various committees for quality assurance
 - Introduction of CBCS entirety in all PG Courses
 - Carrying out Academic and administrative Audit
 - Introduction of student feedback system
 - Reconstitution and activation of various committees of the University
 - Introduction of special classes for slow learners
 - Time time review of academic activities of different Schools

The audit is done and evaluation report prepared upon that audit.

The internal audit form has the following particulars:

1. Academic Programmes conducted at School
2. Status of Faculty (student faculty ratio)
3. Quality of the Faculty
4. Funded Projects / Patents / Products
5. Impact Factor Score
6. Institutional support for Faculty Development
7. Quality of the Students
8. University's End Term Evaluation
9. Status of Library
10. Status of Laboratories
11. Status of Computer Labs
12. Co-curricular Activities conducted by the School
13. Publications in our University Journals
14. Students' Personality Development related activities
15. Placement Activities
16. Other facilities available in the School

The internal audit form is then evaluated and record is maintained by IQAC. After discussion in the IQAC meeting.

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7 | 3 | 0 | 0 | 0 |

| | |
|--|-------------------------------|
| File Description | Document |
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |
| IQAC link | View Document |

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Details of Quality assurance initiatives of the institution | View Document |

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

First Cycle

SVU has adopted an effective internal and external quality enhancement mechanism. The Internal academic and administrative processes are monitored continuously and are audited periodically through a robust three tier audit system. The University also undergoes internal quality audits of its processes by way of external audits, accreditations and inspections by legally constituted controlling bodies. The reports of these bodies form an input for the Internal Quality Assurance processes thus may results in improvement.

There is no incremental improvements which can be counted under this header as it is constituted and functionalized in current year i.e. 2018 but before IQAC SVU check and plan Quality assurance which helps in improvement in following ways during the preceding five years :-

- Development of an online self-assessment tool based on NAAC criteria. So that self-assessment is conducted every semester.
- Automation of examination paper setting and moderation process.
- A Department of Research Planning been established.

The University has implemented three tier audit system to ensure the effective efficient functioning of processes and continuous improvement. This is done at following three stages:

- Institutional Self Audit by IQAC.
 - Internal audit by QAE, through team of IQAC members from other institutions.
 - External Audit by an Independent Agency.
 - Complaint Management and Redressal: A well-defined online grievance redressal mechanism has been developed.
1. The IQAC ensures that there is availability of faculty and other resources throughout the academic years through annual planning process.
 2. Alumni Participation: Increased interaction with alumni by making an alumni cell. And closed alumni groups.
 3. Organizing alumni meets. Inviting them as guest speakers.
 4. The University has increased its research profile and has created Directories of Research in every Domain promote the research culture among faculties.
 5. Centralize the academic administration all faculties of studies/domains are headed by Deans who are responsible for the administration of their domain university.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 12

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 2 | 2 | 2 |

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

Response:

Shri Venkateshwara University Regulation and Policy guidelines for admission, recruitment, administrative function and academic administrative activities safeguard the interests of the students, faculty and staff members without any differentiation to their gender. As a matter of fact true spirit of education is being practiced in the University. There is no discrimination against caste, creed, religion and gender including third gender. The University provides safety, security & counseling facilities to both male and female students /staff through its well defined Equity, Diversity & Non-discriminatory policy guidelines. The life skills education training to the students, faculty & staff has developed a conducive professional relationship. All new faculty members undergo an induction programme to understand the needs, concerns and characteristics of diversified people including women in the campus.

SVU has a strong 'Mentorship Program' where the teachers are allotted particular students for care, concern and mentoring the students.

There are separate hostels with caring and responsive wardens with appropriate security arrangements for boys and girls, There are rest room facility for boys and girls in all the campuses.

Gender equity initiatives like Empowerment of girls and women; sensitizing the plight of widows of farmers, who ended their lives owing to debt.

The University has the credit of creating gender sensitive environment. The academic ambience of the University promotes sensitivity and respect for each other. All programmes offered by the University are common to all- irrespective of genders without any bias or reservation. In addition workshop /training programmes are conducted on legal rights, protection from domestic/social violence, and gender sensitivity to all the students of the University.

The University has established a Complaint Committee & Sexual Harassment Cell to address the issues related to sexual harassment and other problems. As one of the strategic intent, the University nurtures an environment of safety, trust & mutual respect to embed equality & diversity and ensures that the implementation of the strategic plans are fair and inclusive.

SVU has a strong 'Mentorship Program' where the teachers are allotted particular students for care, concern and mentoring the students.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 125

| File Description | Document |
|--|-------------------------------|
| Details of power requirement of the university met by renewable energy sources | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 15

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 60000

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 400000

| File Description | Document |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | View Document |

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:**Response:**

Shri Venkateshwara University has green and environmental sustainability policy and very low impact on the environment as the University is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that less natural resources are consumed.

The university has segregated waste into three parts:

Solid Waste: The waste is generated by all sorts of routine activities carried out in the University that includes paper, plastics, glass, metals, foods, etc. The waste is segregated at each level and source. The administrative supervisor in each block ensures that the waste in each floor is collected at designated time intervals. The block safai workers in each floor collect, clean, segregate and compile the waste in the dustbins (Green and Blue) provided at each floor. The floor dustbins are emptied in containers/dustbins provided for each block and is taken to the dumping yard provided by the University.

Liquid Waste: Shri Venkateshwara University has well constructed drainage system connecting with closed water tank and tank is cleaning on regularly. The biodegradable waste generated in campus such as canteen waste, leaves and wet waste collected in bins is centrally collected and dumped in compost pits out side of campus and used as gardening purposes. Waste water is reused for gardening purposes and ground water is recharged using water recharge pits

E-Waste Management

E-waste generated by electronics equipments such as floppy, memory chips, motherboard discs, cartridges, Radio,TV, Phones, Printers, Fax and Photocopy machines are recycled properly and replaced buying a new machine buyback option is taken for technology upgradation. The e-waste generated from hardware which cannot be reused or recycled is being disposed off through vendors.

The University actively participated in Swachh Bharat Abhiyan and Unnat Bharat Abhiyan to create awareness and consciousness amongst students.

The University also has included Environmental Study in all courses as per UGC and and other regulatory

authorities and organizes Environment Day. The University organizes plantation and environmental awareness programs regularly to preserve traditional medicine and has established botanical garden with medicinal plants and promotes environmental awareness.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Response:

Rainwater Harvesting facility consists of an elaborate network of rainwater harvesting wells spread all over the campus.

- Numbers of wells: 5
- No. of bores: 10
- Capacity of each well: 25000 Litres

Water Conservation Measures: The SVU campus is zero water discharge campus, which means that no water is discharged outside the campus and all the water is reuse for horticultural activities and flushing the toilets etc.

University strives towards developing water conservation and water efficiency through following strategies:

- Promote water efficiency practices to all the University's stakeholders.
- Monitor and minimize the University's water consumption.
- Plants indigenous flora to reduce water usage.
- Promotes planting indigenous trees in and around the University to reduce water usage.
- Regularly reviews opportunities to install alternative water systems on campus wherever feasible.
- Sustain implementation of innovative water-efficient technologies such as rainwater harvesting, reuse of water etc.

Campus also maintains efforts of students, faculty and staff to implement sustainable water consumption system through the above mentioned interventions. Self introspection session to analyze environmentally unethical practices

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Response:

The University is aware of its environment conservation responsibilities and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized through:

Aspect Impact Analysis: The University has carried out detailed studies of environmental aspects; both at the level of University and Institution. Based on these studies, significant impact areas have been identified such as paper usage, use of plastic and polythene, Transport, DG set, etc. Based on the analysis, Operating Control Procedures (OCP) like **reuse, reduce and recycle** are devised, monitored and implemented.

In order to support Prime Minister's initiative "AAO CYCLE CHALAYEIN" and promote "Green Campus" the University promotes to use of bicycle in the Campus. Faculty and students use bicycles to move from one place to another in the campus.

Students participate in campaigns like "Adopt Tree "," Plantation Drive "," and awareness against deforestation", "conserve native species of plants and trees". The campus has green landscaping of plants and trees which covers most of the area, having varieties of plants and trees which includes Ashok, Gulmohar, Kadam, Maulsary, Neem, Eruka Palm, Shesum, etc. The entire open areas have been kept green through heavy foliage of grass, seasonal flowers, and trees are maintained by horticulture department of the University. University has pedestrian friendly roads in all the campuses.

Public Transport: SVU is has own Hostel for boys and girls separately also SVU offers residential accommodation to faculty at subsidized rates. The major student population is avails public transport or car pools. There are few students who cycle to University. Faculty/staff members stay on campus or prefer to opt for car pools. Therefore, the carbon footprint of the entire University is relatively less.

Pedestrian Friendly Roads: The University campus has been designed with the concept of open spaces including roads, jogging trails, and lawns and use these venues actively for gatherings, ceremonies and recreation. There is a clear pedestrian connection through all campus roads and a system for a safe, mixed traffic system has been created by marking preferred cycling routes and adequate parking facilities.

Paperless Office: A culture of reuse and recycling has been actively advocated throughout the campus. Several initiatives have been implemented to significantly limit paper traffic such as cashless transactions, multi user printer at central administrative locations of the University office, circulation of documents and notifications through Google Docs.

Water Conservation Measures. The SVU campus is a zero water discharge campus, which means that no

water is discharged outside the campus and all the water is treated and recycled for reuse for horticultural activities and flushing the toilets etc.

Environment Studies (EVS) is compulsory in first year of all UG programmes. Environment awareness is also a part of Human Values and Community Outreach courses

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.02

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1.89 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | View Document |

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above**Response:** D. At least 2 of the above

| File Description | Document |
|---|-------------------------------|
| Resources available in the institution for Divyangjan | View Document |

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | View Document |

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 18

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 3 | 3 | 3 |

7.1.12**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.13 Display of core values in the institution and on its website

Response: Yes

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: No

| File Description | Document |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | View Document |

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 20

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 07 | 06 | 05 | 01 | 01 |

| File Description | Document |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | View Document |

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Response:

Shri Venkateshwara University organizes various national festivals and birth/death anniversaries. Some are as under:

1. Various festivals are celebrated in all the campuses of the University such as Lohri, Pongal, Eid, Holi, Diwali, dsahara etc
2. International Youth Day (IYD): Every year students organize and participate in IYD, an awareness day designated by the United Nations. The purpose of the day is to bring attention to set of cultural and legal issues surrounding youth. Students organize and participate in activities based on the such type of fest .
3. Students organize and participate in competitions, cultural events and Institutional fests through various Institutional activities.
4. University celebrates important days such as Independence Day; Republic day with patriotic fervour to make the dream of a new tomorrow comes true. Theme based activities and events are organized to celebrate World Physiotherapy Day, International Youth Day, Engineers Day, Hindi Diwas etc.
5. International Women's Day is celebrated to highlight the achievements of women. The day also marks a call to action for accelerating gender equality.
6. Teachers Day is celebrated to mark birth anniversary in of Dr Sarvepalli Radhakrishnan. To mark assassination of Gandhiji on Martyrs day 30 January a two-minute silence in memory of Indian martyrs is observed throughout the University at 10 AM.
7. The waves of industrialization and urbanization have visibly proven injurious to the ecological balance in terms of the mounting paucity of water and oxygen. To apprise students, faculty and staff of ways and means of sustaining ecological balance Environment Day, Earth Day, World Water Day ,National Science Day, Forensic Science Day, Ozone Day are celebrated every year

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Response:

To ensure good governance, transparency and accountability, the vision, mission and goals are clearly defined at all levels. The functioning of the university involves stakeholders and beneficiaries.

Transparency in evaluation process

1. Familiarization of various stakeholders about the examination regulations through faculty development programs (FDP), orientation programs for students.
2. Defined assessment/examination scheme based on L/T/P/MT/ET structure, weightage of Continuous Assessment (CA) and End Semester Examination (ESE) of the respective course available on notice board as well as website of the university at the beginning of semester.
3. The evaluated class tests, answer sheets, assignments and projects are shared with the students and feedback is given by the faculty for further improvement of student's performance.

Transparency in Admission process:

1. Fully automated Admission Process.
2. Admissions are on entrance and merit based.
3. Transparency maintained with respect to the fees structure.
4. Campus tours are organized for Parents/ Guardian who accompany applicants for selection process
5. Random allocation of applicants is made for various interview boards during selection process.
6. Withdrawal and refund policies are strictly followed as per UGC norms.
7. SVU does not entertain any agents/ consultants it deals directly with students.

SVU took inputs regularly from faculty and staff through monthly meetings of the faculty for continuous improvement in the system. Further, SVU planned to develop an online system² to foster transparency by inviting innovative ideas / suggestions for improvement in various functions such as Admission, Academics, Examination, Procurement, HR, Industry Interaction, Finance, Administration, Maintenance, etc. Periodic review meetings at various levels (Deans / HoDs) are conducted to ensure transparency, accountability and corrective measures: Monthly Faculty Meeting, Finance Committee meeting, Half yearly and Annual IQAC meeting, Monthly Research Review Meeting, Monthly Class Representatives (CRs) Meeting and Departmental Research Committee (RAC).

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:****SVU: Best Practice Policy****Child care Unit****Introduction**

Shri Venkateshwara University UP (SVU) committed and striving to provide safe, protective and conducive environment to Children of serving women employees. Many couples are staying within the campus and some bring Children along. The institutionalization of children when necessary should be in the best interest of children, and aimed at educating, rehabilitating and preparing children for their re-integration into the society upon release. All measures shall be taken to ensure that the child is safe and is

not subjected to any harm, abuse or maltreatment while in contact with the care and protection system, and thereafter. It also mandates that the state shall not use restrictive measures in the name of safety of the child.

All resources are to be mobilized including those of family and community, for promoting the well-being, facilitating development of identity and providing an inclusive and enabling environment, to reduce vulnerabilities of children and the need for intervention under this Act. The term positive measures include the ?avenues for health, education, relationships, livelihoods, leisure, creativity and play?. The Principle wants to achieve the objective of facilitation in establishing the personal identity of the child and to enable the child to equip himself to achieve the developments in all the processes relating to the individual growth.

Equality and Non-discrimination

There shall be no discrimination against a child on any grounds including sex, caste, ethnicity, place of birth, disability, health, status, race, religion, cultural practices, work, activity or behaviour of the child in conflict with law or that of his parents or guardians, or the civil and political status of the child. This principle also includes that equality of access, opportunity and treatment shall be provided to every child.

Policy

SVU ensures that professionals who work with children are required to be motivated that their policies and practices reflect their responsibility towards children. A child protection policy which drives its source from State policy provides guidelines for organizations and their staff to create safe environments for children. It is a tool that protects both children and staff by clearly defining what action is required in order to keep children safe, and ensuring a consistency of behavior so that all staff follow the same process.

Don'ts for Staff

- Kiss, hug, fondle, rub or touch a child in an inappropriate or culturally insensitive way.
- Sleep alone with any child.
- Use corporal punishment or tolerate corporal punishment by the staff.
- Act in any manner that puts children at risk.
- Turn out a child from the residential home/facility.
- Use language that will mentally or emotionally abuse the child.
- Never threaten a child.
- Never use abusive language.
- Never tease/ mock a child or call out nicknames.
- Act in any way that intends to embarrass, shame, humiliate or degrade a child.
- Show discrimination of race, culture, age, gender, disability, religion, sexuality, or any other status.
- Develop a sexual relation with a child.
- Give cash or any kind of gifts directly to children.
- Do things of a personal nature that a child could do for him/herself, including dressing, bathing and grooming.
- Initiate physical contact unless initiated by the child (e.g.: holding hands).
- Suggest inappropriate behaviour or relations of any kind.
- Allow children to engage in sexually provocative games with each other.
- Stand aside when they see inappropriate actions inflicted by children on other children because it is

frequent and commonplace.

- Take children to the residence of any staff member/ superintendent for the night.
- Engage children in personal work or employ children at work or at home.
- Use his/her position for his/her own benefit or for the benefit of family or friends.
- Work under the influence of intoxicating substances such as alcohol or any other substances that significantly impair ability to do the job assigned.
- Take any photograph that would or could potentially violate the child's dignity, or privacy in any way.

Complaint & Redressal Mechanism

Every institution shall have systems of ensuring that there is no abuse, neglect and maltreatment and this shall include the staff being aware of what constitutes abuse, neglect and maltreatment as well as early indicators of abuse, neglect and maltreatment and how to respond to these.

Conclusion

Children possess knowledge and opinions about their lives and experiences that may differ from those ascribed to them by adults. However, on too many occasions they are not consulted. Adults often assume that they know what children are thinking and feeling and so do not ask for their input when making decisions about matters that concern them. Adults need to listen to children in order to claim to speak on their behalf. If not, the decisions they make for children may have negative rather than positive consequences. When participation is done properly and children are effectively engaged, they develop new skills, increase their confidence and knowledge and see that their views are valued and respected. Adults learn both as individuals and in organizations that working in collaboration with children brings a fresh perspective to their work as well as greater credibility and potentially, better outcomes.

SVU: Best Practice Policy-2

Girls' Martial Unit

Introduction

Shri Venkateshwara University UP (SVU) encourages Girls to participate and learn self Defense. The obvious and most important reason for a girl to get involved in the martial arts is the capacity for self-defense that she will develop. In today's increasingly violent world, crime can strike anywhere. Women are often times the target of sex crimes and, not knowing how to defend them-selves; it can scar a young girl for her entire life. Being able to know how to defend her-self is an invaluable tool as she grows up, taking her skills with her to college, and it gives not only her but also her parents a feeling that at least their daughter is safe.

Objective

- The martial arts give girls the means by which to develop high self-esteem and self-confidence.
- The martial arts give girls the means by which to develop high self-esteem and self-confidence. In the martial arts, everyone is valued as an individual for not only their actions but also their personality. As girls grow into their pre-teen and teenage years, there's a multitude of issues that come with that development. Girls growing into their bodies are subject to female bullying, clique

contests and the like and so many begin to feel worthless or confused and may even venture into esteem-based diseases such as bulimia and anorexia.

- The martial arts promote students by belt rank with achievement, and as girls watch themselves become promoted and valued for their rank, their self-esteem and self-confidence rises, making them less vulnerable to peer attacks.
- The martial arts help girls achieve balance in their lives. Instead of becoming nasty and gossip queens to hide their issues or their frustrations about themselves or others
- The martial arts schools offer a safe place to exert frustrations on punching bags and give students a cathartic and physical release of negative emotions. Conversely, such exercise increases endorphins and puts girls in a more positive mood about themselves and others.
- The martial arts help girls to focus on what's important in their lives.

Conduct

The classes are conducted on last Saturday of the month and it is out-sourced from Volunteering organization and contribution of Rajendra's Academy Moradabad.

Conclusion

The agreement with Rajendra's Academy was done to inculcate interest in Girls', so that regular classes can start. The trial was very successful and maximum Nursing student have taken keen Interest, hence the responsibility of regular conduct lies with School of Nursing.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

DISTINCTIVENESS OF SVU

Shri Venkateshwara University, UP (SVU) is the only Higher Education Institute (HEI) of Amroha District and SVU is situated in the rural area of the district where literacy rate is less than 20%. The land was deserted with no water and electricity and shadow area of communication. The vision of the University synchronies with upliftment of surroundings.

Measures adopted by SVU to be distinctive

- Attracted the patients, provided free transportation, free medical support including free consultation, free medicine and free food for admitted patients.
- Provided jobs for local people in the area of skill and daily wages for unskilled person.
- Awareness campaign & its various faculties routinely conduct these programs at camps or in the departments with these following activities:-
 - World TB day; World Asthma Day; World No Tobacco Day; World Health day; World Heart day; World Mental – Health day; COPD day; Deep Vein Thrombosis awareness

program; Women's Day and health; World Breast Feeding day; Nutrition week; Children's Day and health; noise awareness; AIDS awareness program; Eye donation and Optometry Day (OCULUS); Dengue Awareness; Cancer Awareness; Health education on 'environment and health'; Pulse Polio, Oral Hygiene Day; World Kidney Day; Health & Sanitation Camp; Free Eye-Check up; Interactive solution for day to day problem; Career counselling lecturers; Aim setting courses

- Promotional activities were organized to educate the youths about importance of Education.
- Welfare measures like free lunch and freeships / half freeships.
- Organize sports events between sub division / Tehsil to have involvement.

These measures helped SVU to dissipate the honesty of vision and mission and won the confidence of the locals.

SVU has formulated Institute social responsibility to rehabilitate manual scavengers (as this location has maximum person working as normal scavenger) into skilled workers like Welding Technology, Tailoring Skill etc through NGO support.

5. CONCLUSION

Additional Information :

SVU looks forward to create an environment that promotes engaged, active learning with the ultimate goal of preparing students to be leaders and thinkers for the society.

- Establish a Teaching Academy as a vehicle for faculty who are recognized by their peers as outstanding teachers to provide guidance to newer faculty.
- Generate a fund for teaching innovation that promotes active, engaged learning.
- Use a portion of online course fees for curriculum development.
- Strengthen learning support services such as the Center for Teaching and Learning and the Office of Technology-Enhanced Learning (OTEL).

Plan in progress to create knowledge bases and communication mechanisms focusing on teaching and learning and to harness Outcome at each level like CO, PO and PSO should be made the objectives of the School and of the Schools' form the University in a bottom to top approach.

Project is progress to strengthen the Information Technology back born with SAP technology so as to integrate all functions of the University.

Faculty exchange program with other universities where SVU has done MoU is under progress. SVU promote and support faculty involvement in organizations that focus on improvement of teaching and to seek "Making the Virtual Classroom a Reality" (MVCR) certification from OTEL; provide appropriate recognition and rewards.

Create an identity that is clear to all SVU faculty, staff, students, alumni, and to the external community. SVU will have comprehensive, ongoing orientation and internal communication procedures in place to keep everyone informed and involved in implementing the SVU brand and vision.

- SVU will complete its branding process and include its message continuously in the orientation and communications plans.
- A mandatory orientation program will be approved for all new SVU staff.
- Promote Intranet.

SVU must be a place where there is an expectation of extraordinary customer service for students, faculty, staff, alumni, and visitors.

- SVU will launch a campus-wide Customer Service Program. Special emphasis will be placed on the business services that benefit students, staff, faculty, and visitors.

Concluding Remarks :

SVU with its location in the rural area has a special emphasis on public affairs, citizen engagement, and effecting societal change. The goal echoes and updates those traditions. Making a Difference in the Nation is

conceptualized as a series of activities related to reflection, dialogue, and action on public policy and civic culture, resulting in engagement with the nation outside of the university.

All the Schools will participate as per the Intuitional Social Responsibility schedule and calendar and NSS is a part.

Each individual and discipline provides a unique contribution: education, business, professional programs, natural sciences, social sciences, and humanities. In other words, making a Difference in the Nation is a shared responsibility. The challenge is to build on our traditions of engagement in ways that resonate with and reinforce what we are becoming while retaining the strengths and the values that have served the university so well.

The adoption of five villages around SVU is to incorporate Smart Village concept. One of the signature qualities of SVU graduates will be an ability to engage the society in which the distance between rural and urban communities grows continuously closer. SVU will meet the second part of the challenge of engagement by continuing and expanding our commitment to making a difference in the Society through a broad range of activities that result in reflection, dialogue, and action on public policy and civic culture.

- **Public Policy** – How a society responds to issues such as access to higher education, content of the high school curriculum, gender or racial tolerance, care of the elderly, environmental responsibility, political corruption, or transparency and access to the financial transactions of corporations is shaped by the formulation of public policies and the implementation of those policies.
- **Civic Culture** – The responses of society to issues such as these also shape civic culture in terms of the attitudes, opinions, and beliefs of citizens about issues and the impact of social institutions on the behavior of individuals. Civic culture exists at the intersection of the social, economic, governmental, religious, and private spheres of society

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1.3 | <p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development 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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>450</td> <td>426</td> <td>420</td> <td>411</td> <td>332</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>450</td> <td>426</td> <td>420</td> <td>411</td> <td>322</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 450 | 426 | 420 | 411 | 332 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 450 | 426 | 420 | 411 | 322 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 450 | 426 | 420 | 411 | 332 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 450 | 426 | 420 | 411 | 322 | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 305 Answer after DVV Verification: 258</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 990 Answer after DVV Verification: 990</p> <p>Remark : Revised as per supporting excel in SSR</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 29 Answer after DVV Verification: 31</p> | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. How many new value-added courses are added within the last 5 years Answer before DVV Verification : 15 Answer after DVV Verification: 0</p> <p>Remark : HEI has to provide, not any other agency and it is also a proposal.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.3.4 | <p>Percentage of students undertaking field projects / internships</p> <p>1.3.4.1. Number of students undertaking field projects or internships</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification : 650

Answer after DVV Verification: 224

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

Answer before DVV Verification : A. Any 4 of above

Answer After DVV Verification: B. Any 3 of above

Remark : Revised as per documents produced

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

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Revised as per supporting document

2.1.1 Average percentage of students from other States and Countries during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 127 | 86 | 24 | 41 | 102 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 102 | 41 | 24 | 86 | 227 |

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 108 | 104 | 45 | 40 | 131 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : As per clarification and no support of Copy of letter issued by state govt. or and Central Government Indicating the reserved categories, reserved seats are not taken into account

| 2.2.3 | <p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 5 Answer after DVV Verification: 2</p> | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2.3.3 | <p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 124 Answer after DVV Verification: 0</p> <p>Remark : No appropriate supporting document</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 869 1046 1003"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>25</td> <td>33</td> <td>30</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1081 1046 1216"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>20</td> <td>20</td> <td>18</td> <td>12</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 38 | 25 | 33 | 30 | 23 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 33 | 20 | 20 | 18 | 12 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 38 | 25 | 33 | 30 | 23 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 33 | 20 | 20 | 18 | 12 | | | | | | | | | | | | | | | | | |
| 2.5.1 | <p>Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years</p> <p>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:</p> <table border="1" data-bbox="306 1494 1046 1628"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>5</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1706 1046 1841"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>25</td> <td>25</td> <td>25</td> <td>20</td> </tr> </tbody> </table> <p>Remark : Revised based on average days as per supporting excel</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 6 | 5 | 5 | 2 | 3 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 15 | 25 | 25 | 25 | 20 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 6 | 5 | 5 | 2 | 3 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 15 | 25 | 25 | 25 | 20 | | | | | | | | | | | | | | | | | |
| 2.6.3 | <p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification : 389

Answer after DVV Verification: 0

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

Answer before DVV Verification : 400

Answer after DVV Verification: 400

Remark : Supporting document not relevant

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Answer before DVV Verification : Any four facilities exist

Answer After DVV Verification: Three of the facilities exist

Remark : Excluded Animal House/Green House /Museum

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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 0 |

3.4.5 Number of research papers per teacher 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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 172 | 170 | 261 | 289 | 231 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|---|---|---|---|
| 31 | 0 | 1 | 0 | 0 |
|----|---|---|---|---|

Remark : The links in the attached document does not show any journal. Error information occurs. corrected based on the links pasted in the response of the HEI

3.4.6

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 01 | 01 | 01 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01 | 03 | 01 | 0 | 0 |

3.5.1

Institution has a policy on consultancy including revenue sharing between the institution and the individual

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : no link to the web and no minutes found, but a policy copy made and uploaded

3.6.3

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 380 | 464 | 390 | 242 | 253 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 4 | 3 | 3 |

4.1.4

Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|----------|---------|---------|---------|---------|
| 11.01000 | 0.2 | 01 | 10 | 55 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : The numbers are not matching with the supporting documents

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11.87 | 7.17 | 8.50 | 1.94 | 5.288 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 66.02 | 13.65 | 3.17 | 8.95 | 17.05 |

Remark : Revised as per revised document

4.2.5 Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Not many books available

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : 250 MBPS-500 MBPS

Answer After DVV Verification: <50 MBPS

Remark : Revised based on clarification and supporting document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Answer before DVV Verification : Yes

Answer After DVV Verification: No
Remark : Supporting photo not relevant

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7.23 | 5.26 | 4.81 | 5.06 | 4.88 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18.88 | 169.90 | 20.32 | 15.56 | 5.32 |

Remark : Revised as per attached document

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 696 | 526 | 608 | 394 | 262 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 696 | 526 | 608 | 394 | 262 |

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

Answer before DVV Verification : 7 or more of the above

Answer After DVV Verification: 3 or less of the above
 Remark : Circular provided non reliable without any list of students attended and detailed report

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 1 | 3 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 2 | 4 |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 1 | 3 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Supporting Document pertains to 3.1.4. Supporting documents for this particular Metric not uploaded

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Answer before DVV Verification : All 5 of the above

Answer After DVV Verification: Any 1 of the above

Remark : links are not submitted, no ERP software document

| 6.3.2 | <p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>3</td> <td>4</td> <td>7</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : No policy document, letter of assistance and relevant budget extract</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 8 | 3 | 4 | 7 | 4 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | 0 |
|---------|---|---------|---------|---------|---------|---------|---|----|---|------|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 8 | 3 | 4 | 7 | 4 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 6.3.3 | <p>Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> <td>5</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Supporting Document pertains to student placement</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 3 | 5 | 5 | 3 | 3 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 3 | 5 | 5 | 3 | 3 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 6.4.2 | <p>Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>26</td> <td>0</td> <td>0.29</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2013 1046 2092"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 26 | 0 | 0.29 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 26 | 0 | 0.29 | 0 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

Remark : No clarity on the expenditure incurred as per the Metric Requirement. No letter of grants, No specific budget extract

| 7.1.9 | <p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : B. At least 6 of the above Answer After DVV Verification: D. At least 2 of the above Remark : Revised as per photographs provided</p> | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 7.1.10 | <p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Events claimed do not pertain to this metric</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 4 | 6 | 3 | 3 | 3 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 4 | 6 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 7.1.11 | <p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1839 1046 1973"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 4 | 6 | 3 | 3 | 3 | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 4 | 6 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 4 | 5 | 3 | 3 | 3 |

Remark : None of the supporting documents are duly authorised by senior authority

| | |
|--------|---|
| 7.1.13 | <p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p> |
| 7.1.14 | <p>The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : No event circular is undersigned by any authority</p> |
| 7.1.15 | <p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|
| 1.2 | <p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>400</td> <td>374</td> <td>415</td> <td>353</td> <td>230</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>400</td> <td>374</td> <td>445</td> <td>353</td> <td>239</td> </tr> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 400 | 374 | 415 | 353 | 230 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 400 | 374 | 445 | 353 | 239 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 400 | 374 | 415 | 353 | 230 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 400 | 374 | 445 | 353 | 239 | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>1009</td> <td>764</td> <td>630</td> <td>554</td> <td>455</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>1008</td> <td>765</td> <td>630</td> <td>554</td> <td>455</td> </tr> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1009 | 764 | 630 | 554 | 455 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1008 | 765 | 630 | 554 | 455 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 1009 | 764 | 630 | 554 | 455 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 1008 | 765 | 630 | 554 | 455 | | | | | | | | | | | | | | | | | |

NAAC