



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**JAGAN NATH UNIVERSITY**

**NH-12 CHAKSU BYPASS, TONK ROAD, JAIPUR  
303901**

**<https://www.jagannathuniversity.org/>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2021**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Jagan Nath University, Jaipur has been established by an Act of the Rajasthan State Legislature (Act No. 19 of 2008) on April 16, 2008. The University has been approved under section 2(f) by the UGC Act, 1956 w.e.f. 04-08-2009, accredited by NAAC (1st Cycle) in 2015 and is also member of the Association of Indian Universities (AIU). The main campus of the University is situated at Chaksu, at the outskirts of Jaipur city and the second campus, as approved in the Act, is located at Sitapura, Jaipur. Both these campuses are well connected by air, rail and road transport.

The University has developed a robust infrastructure consisting of teaching blocks, administrative block, central library, well equipped labs, hostels, IT infrastructure, skill development centre, incubation centre, staff quarters, auditorium, canteen, play grounds, gymnasium, farm research centre, poly house, medical facility and others.

The University is offering UG and PG programs in the areas of Engineering & Technology, Architecture, Management, Law, Agriculture, Physical Sciences, Pharmacy, Physiotherapy and Education. The Ph.D. programs are offered in select disciplines. The outcome based curriculum for the programs are updated.

The University has taken a number of initiatives to promote quality education in the present globally competitive environment. The CBCS system has been operational since 2015, and effective teaching-learning process, industry exposure, skill education integration in curriculum design, holistic education approach, research and project based learnings, outcome based assessments, etc. are the main features of academic system of this University.

During its short existence, the University has had many accomplishments to its credit towards achieving its goals for quality education, research and community engagement. The UGC approval under section 12(B) is in process.

The academic system of the University is comprehensive, dynamic and vibrant incorporating the latest policy framework of the UGC and Ministry of Education, supported by state-of-the-art infrastructure and extensive use of ICT resources for achieving objectives of quality education, employability, creativity, innovations and human values among learners to produce good citizenship and skilled manpower. The University aspires to be a centre of excellence for higher education in modern context in the years to come.

### **Vision**

To develop the University as a Centre of Excellence for higher education and research committed towards quality education, skill development, industry integration and holistic eco-system for global competencies among youth and sustainable development of the Nation.

### **Mission**

The University aspires to achieve its vision by:

- Innovative, job-oriented and professional academic programs for capacity building in view of the emerging trends of the economy.
- Enable students equipped with knowledge and competences to perform successfully in modern organizations in India and abroad.
- Training students in generic and life skills in addition to core discipline subjects to enhance employability in job market and for entrepreneurship.
- Engaging students and faculty in research, extension services, consultancy, community development projects, curricular and extra-curricular activities for holistic education.
- Promoting use of digital technologies and self-learning resources like MOOCs, Coursera, Virtual Labs, Online Resources, Self-Learning, etc. for enriching information and knowledge.
- Inculcating a culture of excellence among students and faculty.
- Developing a sense of ownership and pride among employees to achieve organizational targets as well as their personal goals.
- Developing curriculum, training and internship programs to enhance global competencies of absolvents.
- Blending skill, entrepreneurship and capacity building for sustainable development coherent with environmental and economic sustainability.

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

### Institutional Strength

- Impressive physical infrastructure and academic ambience.
- State-of-the-art labs and class rooms for effective teaching learning process.
- Outcome based curricula and assessment system implemented.
- Effective use of ICT for online/offline classes.
- Integration of skill and entrepreneurship education in curriculum framework.
- Facilitating environment for research, innovations and extension activities supported by Institutional Innovation Centre.
- Technology driven agri-research farm having poly-house, vermicompost, medicinal garden including olive plantation, sprinkle and drip irrigation, modern farm machinery, etc. are in place.
- Student centric environment with grievances redressal mechanism, mentoring, career guidance and counseling, training and placement, etc. functional.
- Environment protection initiatives including renewable energy, rain water harvesting, sewage and effluent treatment plant, and waste management system, exist.
- Proactive management and efficient governance system.
- Harmonious relations among all stakeholders.

### Institutional Weakness

- Sponsored research projects from Government agencies.
- Enrolment of international students.
- More funds mobilization from external sources.
- Further promotion of consultancy among faculty.
- More senior faculty in some of the disciplines.

## **Institutional Opportunity**

- Networking with academic and research institutions.
- Extended global interface and attracting foreign students.
- Sponsored research and consultancy projects.
- Augmentation of incubation and startups for entrepreneurship.
- Implementation of New Education Policy, 2020.

## **Institutional Challenge**

- Attracting and retaining quality faculty.
- Attracting quality students with diversified background.
- Attaining and retaining competitive advantage in fast changing scenario.
- Mobilizing funds from external sources.
- Keeping abreast with the changing demand of industry.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

All programs offered by the University have been designed and developed keeping in view the vision, mission and objectives of the university. Programs curricula are as per CBCS framework covering core, ability enhancement, skill enhancement and elective courses. Outcome based curriculum and assessment framework is in place.

Curriculum review and syllabi updating is done regularly to match with the professional requirements and environmental changes in industry and society. New courses are introduced from time to time on the basis of structured feedback taken from various stakeholders.

Academic flexibility is ensured through an extensive range of elective course offerings. Course pedagogy is designed to develop academic acumen, enhance employability and set the candidates on the path of self discovery and lifelong learning. Value added courses of varying duration including MOOCs are offered over and the above the curriculum for career development and future aspirations of the students.

Formal internship programs and industrial visits are incorporated in the formal program structure to expose students apply theoretical knowledge in real life scenario.

University offers skill based programs in collaboration NSDC, RSDC and logistic skill council. Further, “Coursera Campus”, SWAYAM local chapter facilities are available for students for value added and skill courses as per choice.

Assessment process and stakeholders’ feedback serve as an input for continuous improvement in curriculum. Structured feedback from industry and alumni are used at the time of syllabi revision.

### **Teaching-learning and Evaluation**

The University offers admissions in various programs on merit in entrance test and/or qualifying examination as per the policy and directions of regulatory authorities.

State and Central Government directives are strictly adhered to for reservation of seats for various reserved categories. The UGC guidelines are followed for admission and conduct of the Ph.D. program.

Academic calendar is finalized at the start of the session and circulated in advance among all concerned and uploaded on website for reference of students and faculty.

Dedicated tutorial sessions are organized to provide students for remedial coaching. A conducive learning environment is ensured through participative and experiential learning methods.

Use of ICT enabled pedagogy is encouraged to make teaching learning process effective and for engaging the students. Institutional LMS is used for enhancing the experience of blended learning.

Faculty mentors are assigned to each student right at the time of admission. This system is designed such that as to handhold the student in their academic endeavors and solves their career related queries.

The University has a robust examination system. Examination schedule is finalized in advance and strictly adhered to. The University has external examination system. Regular evaluation of assignments, projects, mid-term tests are as per the examination calendar. Declaration of examination results is as the calendar and student grievances are addressed timely.

Teaching learning process is highly effective and systemic ensuring regular conduct of classes and attainment of outcomes of the learning process as evident from results and students' satisfaction feedback reports. Student satisfaction survey regarding teaching learning process is undertaken regularly.

The University and faculty members have won awards for their exemplary work related to the academic domain.

### **Research, Innovations and Extension**

The University research activities are governed by the Research Promotion Policy, which is frequently updated and published at university website. The policy is implemented through the related committees and the Research Board.

The University has created an enabling environment to foster research culture and the required infrastructure, and support system for research is in place. Seed money is provided to young faculty enabling them to initiate research activities and formulate research proposals for funding.

A dedicated IPR Cell has been established to help faculty for patent filing and commercialization.

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

The University follows the UGC guidelines for plagiarism prevention and using "*Urkund plagiarism software*" for plagiarism check.

The University has conducted a number of extension programs like blood donation, health checkups, arranging field training program for farmers, conduct of environmental awareness workshops, teaching underprivileged, working with NGOs and so on.

The University has established Unnat Bharat Abhiyan (UBA) Cell as per the Government policy under which five villages have been adopted with the objective of bringing transformational change for their sustainable development. Students are encouraged to participate in extension activities like blood donation camps, medical camps, Swachh Bharat internship, tree plantation drives and community outreach initiatives in these villages.

Faculty members are encouraged to carry out research in their areas of expertise and get their work published in journals of repute. The University has come up with its own research journal namely “Jagan Nath University Research Journal”. Total numbers of 133 research scholars are registered at present for Ph.D. program in various disciplines.

The University has signed MoUs with various industrial and professional organizations to promote industry integration, for skill education and for quality internships/placements. These include MoUs with INFLIBNET, Wadhvani Foundations, Rajasthan Defense Academy, Narayana Multispecialty Hospital, Institute of Clinical Research India, Logistics Sector Skill Council, National Stock Exchange, Trinity Western University (TWU) Langley, BC, Canada, IBM India Private Ltd., National Institute of Plant Breeding and Acclimatization, Radzikow, Poland, Future Sharp Skill Limited, Yuva Health Care Pvt. Ltd. and others.

### **Infrastructure and Learning Resources**

The University has modern academic and physical infrastructure, including ICT enabled classrooms, seminar halls, fully equipped laboratories, computer labs, library and other support facilities.

Large open lawns, sports grounds, agri-research farm, hostels, staff quarters, yoga center, gymnasium and an auditorium are available in the campus to ensure all round development of staff and students. There is a dedicated placement cell to assist the students in their career plans.

The University library is partially automated with LIBMAN software which is used for maintenance of records. The library houses sufficient number of books of all disciplines, special reports and large number of e-journals and e-book are available. The University library has membership of National Digital Library. Library is regularly accessed by students, scholars and teachers for referring to books, journals and report compilations. The library also has subscription of “*e-shodhsindhu and shodh ganga*”

Faculty is encouraged to develop e-content for institutional LMS, MOOCs and is made available to students as e-content on university website.

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 recommendations are integrated in the annual planning for upgrading, maintaining and utilizing physical, academic and support facilities.

The University media centre is well equipped with audio-video recording, editing and screening. LED projector and HD facilities are used for making of short films, recording of lectures and screening of videos/media.

Adequate student computer ratio is maintained and a dedicated leased line of 1GBPS is available for internet connection. Fully Wi-Fi enabled campus ensures all time internet connectivity.

IT infrastructure maintenance is done regularly by the system administrator whereas physical infrastructure and campus ambience is looked after by the maintenance department.

### **Student Support and Progression**

The University has various merit based, merit-cum-means based scholarships for meritorious and needy students. The University has been supporting meritorious female students belonging to BPL category through its "*Balika Siksha Sambal Yojna*".

Student support mechanism in the form of mentor-mentee system has been established in the University. Students are assigned faculty mentors right at the time of admission. Faculty mentors provide guidance and care to students on academic matters and to foster a close and constructive professional relationship between students and their Alma matter. All teachers are academic advisers to all students. Each mentor is assigned responsibility to assist, guide, listen and solve problems of a small group of students.

The University has well established student support system for financial assistance, capability enhancement/development, progression, alumni engagement, etc.

Student grievances are addressed at various levels both in person and through online suggestion/complaint system with multiple level escalation matrixes helping in resolving the students' issues at faster speed. The University has a fully functional grievance redressal mechanism.

A dedicated career guidance and placement cell helps and guides students in making career related decisions. The cell also maintains strong relationship with industry and support students for appearing in competitive exams.

Progression of students for higher education, placement, going for family business and for starting their own venture is analyzed annually by the placement cell and department placement coordinators. Domain area wise capacity development and skill enhancement sessions are conducted by respective departments for students of UG and PG programs.

Students are active members of cultural and sports committee at university level and are encouraged to participate in intra and inter-institutional sports competitions and cultural activities. The University has an active Student Council.

The University has a zero tolerance policy towards ragging and sexual harassment. Organization wide awareness regarding the same is ensured and is publicized on university website.

The University Alumni Association is a registered body. Strong relation is maintained with the alumni through regular alumni meets. University regularly engages with its alumni through alumni meets, IQAC meetings, alumni mentors/career counseling of students, and curriculum review committee meetings.

### **Governance, Leadership and Management**

The University has very experienced and competent administrators to provide direction, transparent governance and effective leadership at all levels. A clearly stated vision and mission statements core values and quality policy provide a clear guiding pathway. Decentralized and participative management are practiced at all levels.

Well documented Strategic Plan aligned with University's Vision and Mission is in place and available at the University website. The Departments of admissions, HR, finance and general administration of the university are provided freedom to perform in a professional way. Alignment of their functions with the university vision, mission statement and strategic plan is ensured.

The University hierarchical structure helps in sustaining institutional capacity and educational effectiveness through involvement of stakeholders in institutional bodies, Committees/ Boards at various levels.

The Meetings of various committees are conducted and minutes of the meeting are properly documented, maintained and communicated.

The service rules, employee welfare schemes, promotion systems are well defined. Fee concession for employees' children education and maternity leave for staff are provided.

The compliance of academic and administrative procedures and their continual improvement is ensured through systematic academic audit by the IQAC and external experts. IQAC has both internal and external members to review the academic and support systems.

### **Institutional Values and Best Practices**

The University has a strong commitment towards value-based quality education. University is sensitive to gender equity and extends equal opportunity to both boys and girls. Gender sensitization programs are organized regularly. Safety and security, common room and counseling facilities are provided to females.

The University has eco-friendly Green and Clean campus and necessary budget for green initiatives/activities is allocated annually. Energy conservation through the use of alternate energy sources like solar energy, rainwater harvesting, and waste water management are installed.

University has strong commitment towards differently abled people and provides facilities like ramps, special washrooms, reserved space in library and teaching blocks.

University's core values are available on website and lay special emphasis on ethics, values and community engagement.

All important days of national and international importance as well as national festivals are celebrated; activities to promote universal values are conducted collectively by staff and students of the University. Birth and death anniversaries of great personalities are also celebrated by staff and students.

The University maintains complete transparency through involvement of all stakeholders in financial, academic, administrative and auxiliary functions.

Two best-practices worth mentioning are '**Natural Resources and Waste Management Contributing to Environment Sustainability**' and '**Innovations, Entrepreneurship and Start-ups Practices**'. Both these



practices are unique and have a great positive impact in their respective areas and overall functioning of the University.

The University distinctiveness may be described as the '**Quality Assuring Teaching and Learning Processes**, which is robust and ensured through a well designed process for conduct of classes as per the time table, maintenance of proper records by the faculty, administrative systems for controls while maintaining transparency and accountability in the process.

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## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	JAGAN NATH UNIVERSITY
Address	NH-12 Chaksu Bypass, Tonk Road, Jaipur
City	Jaipur
State	Rajasthan
Pin	303901
Website	<a href="https://www.jagannathuniversity.org/">https://www.jagannathuniversity.org/</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	H. L. Verma	0141-3020502	9896272466	0141-3020538	vc@jagannathuniversity.org
IQAC / CIQA coordinator	Vaishali Sharma	0141-3020506	9983911122	-	iqac@jagannathuniversity.org

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-04-2008
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	22-10-2012	<a href="#">View Document</a>
12B of UGC		

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

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<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	NH-12 Chaksu Bypass, Tonk Road, Jaipur	Rural	86.87	49836.74	BPT,BEd.,BSc(PC M),BSc(Agriculture),BALB(BA and BBA LLB),BBA,B.Arch,BCA,B.Tech(EE),B.Tech(ME),B.Tech(CE),B.Tech(CSE),M.Tech(CSE),M.Tech(EE),M.Tech(ME),M.Tech(CE),MPT,LLM,MBA,PhD(Law),PhD(Management),PhD(EE),PhD(ME),PhD(CE),PhD(CSE)		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
NCTE	<a href="#">107332_5873_4_1617520165.pdf</a>	
PCI	<a href="#">107332_5873_6_1620035240.pdf</a>	
BCI	<a href="#">107332_5873_8_1616575045.PDF</a>	
COA	<a href="#">107332_5873_18_1616575094.PDF</a>	

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	26				16				93			
Recruited	18	8	0	26	6	4	0	10	57	34	0	91
Yet to Recruit	0				6				2			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				65
Recruited	56	6	0	62
Yet to Recruit				3
On Contract	80	7	0	87

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				24
Recruited	20	2	0	22
Yet to Recruit				2
On Contract	0	0	0	0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	14	8	0	4	1	0	1	4	0	32
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	4	0	0	2	3	0	55	30	0	94
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

#### **Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	4	0	0	4
Adjunct Professor	4	0	0	4
Visiting Professor	22	2	0	24

#### **Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Department of Law	Dr. B.R. Ambedkar Chair	Jagan Nath University
2	Department of Engineering and Technology	Sir M. Visvesvaraya	Jagan Nath University

**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	787	279	0	12	1078
	Female	161	83	0	0	244
	Others	0	0	0	0	0
PG	Male	88	58	0	0	146
	Female	38	20	0	0	58
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	13	20	0	0	33
	Female	29	71	0	0	100
	Others	0	0	0	0	0
Diploma	Male	227	340	0	29	596
	Female	27	41	0	0	68
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	40	7	0	0	47
Female	14	9	0	0	23
Others	0	0	0	0	0

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

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

### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.35	<a href="#">NAAC Peer Team Report.pdf</a>
Cycle 2	Accreditation	A	3.01	

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Agriculture	<a href="#">View Document</a>
Department Of Architecture	<a href="#">View Document</a>
Department Of Education	<a href="#">View Document</a>
Department Of Engineering And Technology	<a href="#">View Document</a>
Department Of Law	<a href="#">View Document</a>
Department Of Management	<a href="#">View Document</a>
Department Of Pharmacy	<a href="#">View Document</a>
Department Of Physical Sciences	<a href="#">View Document</a>
Department Of Physiotherapy	<a href="#">View Document</a>

# Extended Profile

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## 1 Program

### 1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	21	20	18	18

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.2

#### Number of departments offering academic programmes

Response: 9

## 2 Students

### 2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1729	2223	1976	2029	2127

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
705	883	519	514	665

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
1420	1942	1729	1687	1897
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	46	78	53	178

## 3 Teachers

### 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
927	945	906	899	891
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
127	122	113	116	122
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
135	131	117	120	130

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
727	967	829	746	839

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
420	562	474	420	444

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 4.3

#### Total number of classrooms and seminar halls

Response: 75

### 4.4

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

Response: 560

## 4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1008.14	923.85	698.38	615.16	795.46

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## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

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

**Response:**

Jagan Nath University has a well defined policy framework for curriculum design and development to achieve academic excellence. As per the framework, curriculum are reviewed regularly based on the local, regional, national, global needs and aligned with the vision and mission of the university. University has developed learning outcomes based curriculum framework for all UG and PG programs offered by various departments.

Curriculum review process in the University makes reference to various State Government, national and international reports like- Rajasthan Govt. Vision document 2022, Change for Responsible Development Strategy for New India, NITI Aayog Report, Transforming our World-the Agenda for Sustainable Development, United Nations, New Education Policy-2020, etc. in addition to regular feedback from various stakeholders.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) have been framed by the subject experts of respective departments and approved by the respective BoSs and the Academic Council. For all the programs offered outcome based curriculum are in place.

The BoS for each department is constituted as per the provisions given in University statutes which comprises of 5 members including one external expert.

Meetings of the BoSs are held twice in an academic session. Review of various programs/courses is done by BoS taking into consideration the suggestions received from its members, structured feedback from various stakeholders, recent trends and demands of the industry / market, the requirements of relevant SRAs, and other related bodies. While finalizing course curriculum the local, national, regional and global development needs are taken into consideration and the same are reflected in the COs, PSOs and POs.

Majority of programs offered in the University fall in the category of technical and professional courses and have focus on enhancement of skills for employability and entrepreneurship.

The University has introduced CBCS in the year 2015, which focuses on enhancing the innovative skills and talent among students to make them ready for industry jobs in addition to allowing flexibility in the choice of courses and credits. The students can develop their area of interest by choosing the course/s as per their choice from inter/ intra disciplines. MOOCs are also a part of academic flexibility in which credits earned are reflected in their consolidated marksheet.

Various methods of course delivery are used as part of pedagogy for enhancing understanding and to achieve the learning goals, which include classroom contact sessions, blended learning using ICT tools,

seminars and workshops, project work, internship, assignments, case studies, field visits, etc.

From the academic session 2020-21, the University has implemented the credit transfer policy for the MOOCs, ANANDAM and UBA courses/activities to enrich the academic flexibility and social connectivity. University has incorporated Jeevan Kaushal courses including Communication skills, Professional skills, Leadership and Management skills and Universal human values as per the UGC quality mandate in the syllabi. The university has already adopted and implemented UGC-Quality Mandate for the all round development of the students. For implementation of liberal education concept Faculty of Liberal Arts and Humanities has been made functional.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

**Response:** 100

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

Response: 19

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

Response: 19

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 64.9

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise



during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
589	598	631	582	564

<b>File Description</b>	<b>Document</b>
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 14.91

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

**Response:** 768

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

**Response:** 5152

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 95

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

Response: 19	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

The University has a well designed the course curriculum development process which helps integrate crosscutting issues relevant to human values, professional ethics, gender sensitivity and environment sustainability into the curriculum. These values are embedded in the curriculum so as to inculcate these values among learners and are reflected in POs in various program structures.

**Human Values and Professional Ethics:** Human values, ethics, moral integrity, social commitment and spiritual orientation are accomplished through various means like inviting eminent and renowned personalities for delivering lectures on the subject, and by incorporating relevant courses in the curriculum. Specific courses which fall in this category are Corporate Governance & Social Responsibility in MBA, Design for Disabled in B. Arch., Human Values and Ethics in B.Sc. (Ag), Indian Ethos and Business Ethics in MBA, and Cyber Ethics and Crime in BCA. Human Rights is a part of the syllabi in various programs. Further, the University has adopted 05 villages under UBA Scheme where students participate in various activities to serve the under-privileged. Blood donation and health checkup camps are organized by the students. All research papers first undergo for originality test using URKUND Plagiarism Software and then sent for publication to ensure ethics in research. The University offered hostels to State Government during COVID pandemic.

**Gender Sensitivity:** Gender equality and gender justice are important part of our focus to make the students aware about the concept and application of gender roles in different social constructs. Gender related courses like Socio-Legal Dimensions of Gender in BA-LL.B., Rural Sociology and Educational Psychology in B.Sc. (Ag), Sociology in B. Arch., Gender School and Society in B.Ed., etc. are part of curriculum. Various activities like field work, community outreach, poster making, debate, plays, seminars, guest lectures are organized to inculcate gender sensitivity among students. Moreover, Women Development Cell with gender sensitization objectives has been established to deal with the gender sensitive issues and to instill the values of gender equity among the students. The WDC has organized various activities towards achieving its goals. International Women's Day is celebrated every year on March 8.

**Environment and Sustainability:** Plantation, organic farming, water harvesting and recycling system, cleanliness, solar plant for conservation of energy are in place. To sensitize students about the environment, a compulsory course on environment studies is part of curriculum in UG programs as per the

UGC guidelines. Activities like seminars, workshops, guest lectures, industry and field excursions on environmental issues are organized for the students. Environment Day, Plantation Day, etc. are celebrated annually. All programs focus on sustainability and ensure that the students gain the knowledge, skills and values to promote the ways that contribute sustainable patterns of living.

For the enrichment of the curriculum, the University has introduced value added courses in different disciplines for imparting transferable and life skills among the students. Field projects and internship are also the integral part of the curriculum in various programs.

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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 97

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

Response: 97

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 48.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
1699	2147	377	291	280

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

**Response:** 35.92

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

Response: 621

<b>File Description</b>	<b>Document</b>
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

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

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

<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

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

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

<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 0.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
853	1130	959	850	923

#### File Description

#### Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

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

**Response:** 55.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
220	253	240	286	266

#### File Description

#### Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

### 2.2 Catering to Student Diversity

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

**Response:**

The University has the well defined process to assesses the learning levels of students after admission with the objective of identifying variability of learners' level in terms of their knowledge, readiness and the efforts required to bring them at par for achievement in domain specific knowledge and other skills required.

Induction-cum-orientation programs are organized for the newly enrolled students in every academic session for seven days as per the UGC Quality Mandate, before the commencement of teaching classes. In this program, teachers interact with the students to ascertain their background, subject stream, medium of education, aptitude, aspiration, area of interest, learning needs, skills, etc.

Also, each faculty member identifies the slow, average and advance learners by interacting with the students during class hours. Mentors assigned to the students also identify the pace of learning of their respective mentees. A systematic evaluation process is used to assess the learning levels of the students which consist of written examination, individual/group presentation, project, practical examination, written assignment, class tests, etc.

In order to motivate both slow and advanced learners, students are given training on various activities including communication skills, personality development, time management and motivational sessions. Workshops, tutorials and exclusive interaction with faculty members are organized at all levels. Guest lectures by the eminent persons both from corporate and academia are organized from time to time to update the students with global scenario. Also industrial visits, E-Cell activities, inter-university competitions, webinars, yoga classes for mental and physical well being help enhance a progressive teaching and learning experience.

**Special programs that are undertaken to support slow and advanced learners include:****For Slow Learners -**

- Organizing tutorial classes within the time table for subjects in which they face difficulty.
- Separate remedial classes are scheduled for students not able to cope up within the class.
- University encourages peer/group learning by motivating advanced learners to help slow learners.
- Departments ensure learning through quizzes, classroom discussions, and class tests.
- Students as mentee are allotted to a teacher mentor who helps them by counseling and providing solutions for their problems.
- Extra handouts are provided by teachers to improve the basic understanding of the course with difficulty.

**For Advance Learners –**

- These students are encouraged and provided opportunities for additional projects and practical assignments to further enhance their skill sets.
- They are encouraged to enroll for MOOCs and Coursera courses for added learning in intra/inter disciplinary areas.
- They are provided opportunities for participating in symposiums, seminars, workshops, and conferences which give them exposure and self-reflect in the learning curve.
- Students along with their mentors also indulge in research based activities i.e., writing papers,

helping in projects, etc.

- These students are provided opportunity to organize co-curricular activities to bring in fresh perspective and help peers take advantage of their knowledge and skills which enhances their leadership skills. The Student Council gives them opportunity to participate in organizing various activities.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 13.61

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:**

A higher education institution cannot achieve its objectives effectively without having a student centric approach in teaching learning processes. The University has devised various methods of experiential, learning participative learning and problem solving methodologies for enhancing student learning experiences across all disciplines. The curriculum is designed in such a way that it includes both classroom and beyond classroom learning through participative approach for the all-round development of the students.

#### I. Experiential Learning Activities

**Projects** – Project work is an essential and integral element of each program. It is mandatory for students to undergo internships in each program and advanced learners can take up other minor projects in addition to their internships during their studies.

**Industrial Visits** – In every department faculty coordinator along with Training and Placement Cell organizes Industrial Visits that not only give them first-hand experience of processes and work culture but also help them understand the applications of the concepts studied.

**Field Visit** – In some programs like Agriculture, Architecture and Education there are field visits and educational trips that are organized by the faculty as an essential part of curriculum.

**Expert Lectures** – All the departments regularly organize expert lectures by inviting eminent persons both from industry and academia. These lectures help students’ know the latest advancements in their respective domain and get an insight into industrial development and requirements as well which subsequently helps them to prepare for the industry ready.

**Case Study Analysis and Discussion** – The students gain skills in critical thinking, communication, team cohesiveness and learning with such activities. The faculty uses case studies as a part of pedagogy in various programs.

**Group Learning** – Group Learning allows the slow learners to develop problem solving, interpersonal, presentational skills and communication skills to confirm quality in learning. Under group learning, group of students comprising fast, average and slow learners are divided into small groups depending upon the class size to undertake various activities.

## II. Participative Learning Activities

- All departments organize domain specific activities in every month so called, Activity of the month which is mandatory for all the students to participate.
- In some programs faculty supports their lectures with role plays for a better understanding of concepts.
- Tutorial classes help improve the problem solving skills and classes for slow learners are also organized separately.
- Mentorship/ Teacher-guardian relationship is strong that encourages students to participate in both co-curricular and extra-curricular activities.
- Students under the supervision of faculty organize Group Discussions, Extempore lectures and Seminars where they explore the topic in detail and share their learning with the whole class.
- Presentations including power point presentations, poster presentations, etc. are organized by and for students on relevant topics for added advantage and learning.

## III. Problem Solving Methodologies

- Case studies are an important component of many programs, which enhances the analytical skills of students.
- Free internet access through Wi-Fi in the library as well as the campus, promotes the habit of self-learning and discussion.
- Students are encouraged to present the concepts studied and inferences made on the basis of the same.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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



**Response:**

Information and Communication Technologies (ICT) has invaded and transformed many aspects of our lives to the extent that we live in an environment that is dominated by technology which itself is consumer driven. COVID-19 has trained all of us in the extensive use of ICT enabled tools for effective teaching and learning processes.

The University has 30 classrooms and 40 labs are ICT enabled with projectors installed and the campus is enabled with high speed Wi-Fi connections of 1GBPS link from NKN. The faculty members are using the following ICT enabled tools. Primarily, ICT enabled tools are used in following 3 areas:

1. Teaching Learning Process
2. Library Resources
3. Examinations

**1. Teaching Learning Process**

Various ICT enabled devices e.g; Desktops, Laptops, Digital Cameras, Printers, Photocopiers, Tablets, Pen Drive, Smart Boards, LED Interactive Panel, Microphones, Flash Disc, Scanner, Instant Messaging, GPS, Television, Notebooks and Hard Disks are the general ICT tools used in teaching learning process.

- Google classroom, Zoom and Google meet are used as on line platform to share various study materials including PPTs
- Various E-conferences, seminars, webinars and E-quiz organized through these mediums.
- Media lab facility is used to create video lectures
- Lab manuals are mailed to students well in advance through experiments which are performed.
- Online study materials are designed to help students in addition to the text books.
- Integrated ERP & LMS is in place.
- Also students are motivated to undertake MOOCs for additional knowledge / certificates.

**2. Library Resources**

- Library offers a wide range of e-resources through I-Scholar, DELNET, INFLIBNET for all faculty and students.
- Students are motivated to visit various free websites for e-contents e.g. e-PG Pathshala, Virtual Labs, NDL, etc.
- For promoting research work, all the research scholars and the faculty are motivated to visit Shodhganga, e-ShodhShuddhi, Vidwan, etc.
- Recently, the University has subscribed to UGC Consortium i.e; J-Gate which enables access to various e-learning materials i.e; e-books, e-journals, video lectures, old thesis etc. for our staff and students. Also, we have implemented web opec in library which enables all the staff and students to browse the available books in the library in any time and any where mode.

**3. Examination Process**

- Students are issued with the admit cards on submission of No-Dues certificate through examination portal.
- The examination are conducted either through online/offline/hybrid mode as per direction of UGC/State Government/Regulatory Bodies from time to time
- During the Covid-19, all the examinations were conducted through a 3rd party robust platforms which allows both image and video proctoring which maintains complete integrity/senility of the examination system
- Up to certain extent the result processing is also automated through Ms-Excel.
- Since the University is following CBCS system since 2015-16, all the results are processed automatically to grading system
- All the result are then declared on the examination portal for the benefits of all the stake holders

Grievances related to the evaluation are taken from the students in the form of Re-evaluation/Re-checking through on-line mode.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

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

**Response:** 19.87

#### 2.3.3.1 Number of mentors

Response: 87

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

## 2.4 Teacher Profile and Quality

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

**Response:** 94.86

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 21.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	23	21	23	30

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

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

Response: 3.02

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

Response: 384

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State,

**National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 15.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	2	3	2	1

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms**

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

**Response:** 25.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
26.13	24.01	25.88	27.39	25.82

<b>File Description</b>	<b>Document</b>
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	46	82	53	178

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

The Examination Schedule is prepared as per the Academic Calendar before the commencement of each semester and the same is uploaded on website of the University for the information and necessary action by both students and faculty members. Then the panel of paper setters are invited from the Dean/HoDs concerned and one examiner is finally selected by the Vice-Chancellor for paper setting, who generally evaluates the answer sheets also. As per the Regulations internal-external examiner ratio is 50:50, but, the University normally prefers to have external paper setters. There is a provision for moderation of question papers by the subject experts whose names are recommended by the Dean/HoD. An undertaking on non-disclosure proforma is also obtained from the paper setter and moderator. The date-sheets are uploaded on University Website about 20 days prior to the commencement of the examinations.

All the students who are having backlogs and those eligible to appear in end terms examinations are required to fill up the form and pay the requisite amount on-line for appearing in the examinations. They subsequently are required to register themselves on-line in the University Examination Portal for getting their Admit Cards.

The COE issues guidelines for the faculty/invigilators/ Centre Superintendent with instructions to use the pre-printed attendance sheet and submit the correct status of Absent/Debarred/UFM cases to be marked by the invigilator during conduct of the examinations.

The seating plan of the the students are displayed one hour prior to the commencement of the examination on a day-to-day basis. The Flying Squad headed by a senior faculty is constituted to maintain absolute discipline and restrict the UMCs during the examination.

The sealed question papers as per seating plans are sent to Examination Control Rooms, fifteen minutes prior to commencement of examination. Answer sheets are sent to the Examiners who have set the respective question paper and requested to submit the evaluated answer sheets to the Examination Cell within the stipulated period. The results are prepared on semi automated mode. The results are published

on University Website for the information of all the stakeholders. Results are analyzed to assess the performance of students. Thus, the University maintains complete transparency at every step of the examination process and most of the processes are IT integrated.

### Integration of Examination Processes

Almost all the processes of examinations are automated including the filling up the forms, registration process, obtaining the Hall Tickets, etc. All the information relating to examination in the form of various notices, etc. are uploaded on the website. All the results are processed automatically and then published on the website to maintain absolute transparency. The University believes in prompt redressal of the grievances of students pertaining to the Examinations through on-line mode (<https://www.jagannathuniversity.org/examination-grievance.php>), in order to maintain transparency, time-bound and efficient outcomes. Normally, examination related grievances are get redressed maximum within 24-48 hours.

File Description	Document
Year wise number of applications, students and revaluation cases	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

All the programs of the University are clearly defined in terms of Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs) and Graduate attributes. The Board of Studies is the statutory authority to finalize course curriculum and this body proposes syllabi taking into account the stakeholders' feedback i.e. Teaching Faculty, Subject Experts, Industrial Experts, Alumni, Parents and Student Representatives and thereafter formulates the course objectives, program specific objectives and program objectives adhering to the vision and mission of the University. The BoSs take utmost care to finalize the program specific outcomes and also look into the course objectives of each course and verifies it with the program outcomes. Then Academic Council exercises its powers to scrutinize and finalize the Program Objectives, Program Specific Objectives and Course Objectives of all the programs in the University.

The Course outcomes facilitate to have clear understanding about the course expectations and also support the process of learning. The COs present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further, the outcomes help understand the various cross cutting issues pertaining to gender, environment, values and professional ethics

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 program 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 a properly laid action plan. The outcomes assessment plan also specifies the performance targets/criteria (measurable objectives) that are used by the domain to determine the extent to which the program learning outcomes are being achieved. The assessment of student learning outcomes is done by using a direct and indirect measurement tools. Thus, the University takes utmost care to develop and disseminate the learning outcomes and ensures the accomplishments of the same.

**Mechanisms of publicizing outcome based curriculum are:**

- The program objectives, program specific objectives, course objectives and graduate attributes are made available to all the students through orientation booklet which are given to them at the time of admission.
- The program objectives, program specific objectives and course objectives are also available on the University website.
- The students are continuously insisted on the objectives during the class conduct hours and during all the academic activities of the University by the respective faculty members.
- COs, PSOs and POs are stated in the program structure and are available on the website.

The University has adopted outcome based education process w.e.f. the session 2019-20 and course curriculum of all the programs offered got approved from statutory bodies accordingly which are widely publicized through website and other documents.

<b>File Description</b>	<b>Document</b>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

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

#### **Response:**

The attainment of COs can be achieved by writing PSOs and POs for each program. This process starts from the first semester and continues until the final semester for each program. These course outcomes are designed by the respective faculty members with the help of action verbs of learning levels suggested by Bloom Taxonomy. A correlation is then established between COs and POs to meet the requirements of innovation, social contribution, skill development, and to inculcate appropriate value systems and internationalization among students. This is followed by preparing a mapping matrix for each course in the program including the elective subjects. These writing course outcomes along with their mapping with POs are reviewed by Board of Studies and Academic Council of the university before finalization.

The evaluation process for the students in different courses is followed according to the examination rules and regulations of the University. As per the UGC Quality Mandate, all the Syllabi in the University have been updated in light of LOCF and subsequently approved by Board of Studies and Academic Council in 2019-20, and the evaluation of outcomes have been started in Session 2020-21.

#### **The Course-level Assessment process**

The assessment of course level includes the methods which can be direct or indirect for the calculation of COs attainment. The Direct Method includes continuous internal assessment with a relative weightage of 30 percent and semester end-examination with a 70 percent weightage. Various components for continuous assessment are Mid Term Examination, Class Test(s)/Assignment(s) and Class Performance/Attendance. The indirect methods includes the participation of the learner in presentations, group discussions, case studies, experiments, role-plays, simulations, demonstration, laboratory work, seminar, workshop, project, games, debate, quiz, regular assignments and viva-voce. These methods which vary according to the type and nature of the course can be suitably used to assess the qualitative performance and analytical capabilities of learners or students.

#### **The Program-level Assessment Process**

The assessment of Program-level Learning Outcomes includes both quantitative and qualitative methods such as feedback from all stockholders which include student feedback, industry placement and feedback, student opting for higher studies and entrepreneurial ventures.

In the student feedback system a survey is conducted at the end of every semester in which the questions are asked about their learning experience and attainments.



In the industry placements and feedbacks, the data is collected, continuously monitored and reports are then presented to the academic council of the university from time to time.

Students opting for higher studies are one of the key indicators of the attainments of the program outcomes.

Entrepreneurial ventures are another indicator of the program outcomes that indicates attainment of program outcome.

Since this LOCF syllabus has been implemented w.e.f. 2020-21, the actual attainment of COs are being obtained. Further, the Psos and POs will be assessed after completion of the program. The University has put all the framework and processes in place for implementation of assessment of attainments of outcome based education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

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

**Response:** 72.06

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

Response: 508

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

Response: 705

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Link fo any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response: 3.6**

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

Research based education delivery is an integral part of the University academic system. The University has developed and maintained a conducive environment to enable research and innovation through active engagement of students and faculty members. The office of Dean, Research has been established to streamline the promotion of research activities, indentifying thrust areas and to plan short and long term strategies for accomplishment of the research goals.

The University has a well defined research policy that covers policies on Research Promotions, Seed Money, Ph.D. Regulations, Research Fellowship, Collaboration, Outreach Projects, Chairs, Special Fellowship, Research at UG & PG levels.

PhD. Program is run strictly as per the UGC PhD Regulations, 2016. All the candidates are required to complete Pre PhD course work. The candidates are registered for PhD under the regular faculty members of the university. Candidates are required to submit six monthly progress report. On qualifying Pre PhD Presentation and having research publication in the UGC-CARE indexed journals, a candidate is permitted to submit the thesis. These are evaluated by external examiners. All the theses are uploaded to Shodhganga within 30 days of award of the degree.

The University has a well equipped Central Library with large collection of books journals, research data base and open access software. The Library is having a collection of more than 40,000 text and reference books, is fully Wi-Fi enabled and has a well-established online library with 10 networked PC connected with LAN. The Library is well equipped with modern facilities and resources. The Library has more than 1500 e journals and e books from Delnet and online databases. Beside, the University Library has membership of UGC consortium, professional and educational groups like E –Shodhsindhu, Shodhganga, Inflibnet, Delnet, Manupatra, i-scholar, J-Gate, etc.

The library provides access to the National digital Library of India (NDL India), which is a pilot project to develop a framework of virtual repository of learning resources with a single –window search facility.

The University has the subscription of a plagiarism check software URKUND which is available to students and staff at free of cost.

Multi disciplinary academic collaborations and research oriented networking activities are encouraged by the University. Eminent subject experts, seasoned industry experts and practitioners are regularly invited. The University has also signed MoU's with Inflibnet in this regard. All the students, faculty members are motivated to do the research. There is large number of research publications of students and faculty members in reputed journals.

University is also publishing a research journal named Jagan Nath University Research Journal (JURJ) having ISSN No. 2582-6263.

The research facilities are regularly maintained and updated. There are provisions of funds and budget for updation and enhancement for the research facilities. The research promotion policy has been uploaded at the university's website and is updated time to time.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

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

**Response:** 5.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
10.528	10.88	1.79	2.08	0

File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.17

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

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

**Response: 1**

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link of videos and geotagged photographs	<a href="#">View Document</a>

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

**Response:** 11.11

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

Response: 1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

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

**Response:** 50.27

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

2019-20	2018-19	2017-18	2016-17	2015-16
33.773	14	2.5	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.12	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0.42

#### 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 year-wise during the last five years..

Response: 120

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste Link for the funding agency website	<a href="#">View Document</a>

### 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 based academic excellence is an integral part of the vision statement of JaganNath University. The University has developed and maintained a conducive ecosystem to enable Research and Innovations through active engagement of students and faculty members.

Multi-disciplinary academic collaborations and research oriented networking activities are encouraged in the university. Eminent subject experts, seasoned industry experts and dynamic domain experts and practitioners are regularly invited. The University has also signed MoUs with academic institutions for promotion of research and innovations.

The University Institutional Innovation Cell promotes and facilitates innovations and start ups. It was set up under the MHRD plan and since its inception it has been organizing various activities for the development and transfer of technology and inculcating and nurturing the spirit of entrepreneurship amongst the students. The IIC cell at the University was set up in 2018, under the plan of MHRD to promote entrepreneurship in India. It became the centre of student activity within six months and its star rating went up from 1 star to 3 stars within 6 months of setting up.

Students participated in various national level activities like Proof of Idea Contest, Prototype Contest and have made the University proud by clearing the preliminary screening round and moving on to the mentoring phase.

IIC cell at the University provides students with an enabling environment for innovation, idea generation, and manifestation of the idea into an economically viable venture. It is supported by a wide network of industrialists, venture capitalists, technical specialists from across the country. IIC cell has a well planned course of action in place to help students contribute in Nation building through their innovation.

Excellent research infrastructure has been created for faculty and students, which includes a Design and Prototyping Laboratory along with a well-equipped digital library. Extramural and intramural funding is provided to high quality research programs. A compiled database of the entire infrastructure is available on the University website, accessible to all the faculties and research scholars for optimal utilization.

The University has established an Incubation Centre with focus on food processing and Agro-based



products to cater UNO's sustainable development goals. Since the University is located in a rural area, the farmers from the nearby villages are largely benefited by the incubation centre activities.

At the University dynamic and vibrant young faculty as well as research experts at senior level are actively engaged, to mentor and channelize talented students and young scientists towards research and innovation. Faculty members are encouraged to stay updated on their domain specific knowledge through various PDPs, academic domain trainings, conferences, seminars and lecture series. Faculty members are granted leave and provided financial support to attend similar activities outside the University, in India and abroad. Further, fee concession is provided to faculties, employees and JRFs/SRFs/Research Associates to encourage them to pursue Ph.D programs.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 68

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	17	13	10	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 12

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	3	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

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

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

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** B.. 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 1.59

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

Response: 118

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

Response: 74

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

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

Response: 5.17

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

2019-20	2018-19	2017-18	2016-17	2015-16
140	108	119	148	105

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	42	20	16	24

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 5.29**

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 13**

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **3.5 Consultancy**

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

**Response:**

Jagan Nath University is committed to promote consultancy and assisting faculty with external engagements to facilitate transfer of knowledge and technology for positive economic and social impacts. There may be multiple external engagements in various forms, the university consultancy policy specifies all of them with the standard operating procedures. The University encourages and promotes faculty to take on consultancy assignments in addition to teaching and research work, which will add significant value not only to University's profile but will also help to build a mechanism for continued engagements with industry and the community at large. With national, global, regional, and local perspectives in mind, the emphasis is on creating a conducive environment for mutually beneficial opportunities for collaborative research, consultancy services, and knowledge generation that help improve the quality of life.

Every department has identified their thrust areas in which the faculty members are pursuing their research. These areas further become the consultancy areas for the departments. The University promotes consultancy culture through :

- Identification of major thrust areas for consultancy within the domains of study in the respective departments.
- Formulation and implementation of Consultancy Policy.
- Nurturing innovative ideas , merged with business acumen to drive the economic engine locally and globally.
- Nurturing the expertise and experience of faculties by involving them in “real world” practical problems, thus elevating their teaching and research.

- Identification of training needs of faculties to build up the consultancy culture.
- Setting up Research Board at the university level, for managing industrial collaboration and formal agreements and further, leveraging on consultancy work.
- Developing linkages with national and international institutions for attracting consultancy.
- Motivating faculty for applying for active involvement in consultancy assignments.
- Establishing consultancy/research-based faculty appraisal policy.
- Organizing conferences, workshops, seminars and other research/consultancy oriented events.
- Defining standard operating procedures for departmental consultancy, training need identification, deputation and feedback.
- Providing incentives, awards for excellent performance in research related activities such as fetching research grants, having consultancy projects, generating IPR, publishing high quality journal / conference publications, etc
- Encouraging the faculties by providing all necessary support in terms of access to university resources such as infrastructure, flexibility in timings other than the lectures to make the delivery efficient and effective.

The University recognizes and rewards faculty members and students who are involved in obtaining sponsorship and consultancy projects, which motivates faculty members to generate revenue. Our faculty generated 14.42 lakhs of revenue in the last academic year (2019-20) and 27.64 lakhs of revenue in the previous four years for the university through consultancy projects and training to various industries.

#### **Distribution of Consultancy Fee :**

Faculty Consultant & Team : 70% of the total consultancy fee receipts.

Jagan Nath University : 30% of the total consultancy fee receipts.

<b>File Description</b>	<b>Document</b>
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste URL of the consultancy policy document	<a href="#">View Document</a>

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

**Response:** 28.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
15.25	8.22	2	3	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:

The University commitment to community engagement is reflected in the strategic plan, policies and procedures at all levels.

University has organized various activities under Unnat Bharat Abhiyan (UBA) Cell.

- **Unnat Bharat Abhiyan (UBA) Cell**

The University has adopted 5 nearby villages (Mahachandpura, Swami Ka Bas, Rampura, Girdharilalpur, Tigariya) under Unnat Bharat Abhiyan with the purpose of bringing transformational change for sustainable growth.

UBA Cell has undertaken the following activities in these villages:

1. Survey of adopted 5 villages and analyzed findings with Gram Panchayats and Sarpanches for identification of their challenges and issues.
2. Jal Saksharta Abhiyaan, Education Awareness Rally, Legal Aid Awareness Camp, Organic farming Workshop, Plantation of trees in villages, etc. in the adopted five villages
3. 'Swachta hi Seva' and "Plastic-free-village" campaign– Collection of all plastic waste and distribution of 500 cloth bags in villages.
4. COVID awareness Survey along with the Distribution of mask and sanitizer in the adopted villages.

- **Medical and Blood Donation Camp**

1500 students have been sensitized towards health issues & importance of blood donation through events like dental care, eye check-up, health check up, organ donation, nutrition awareness in association with Narayana Hospital, EHCC Hospital, Anand Eye Hospital & Research Centre, Santokba Durlabhji Blood Bank.

- **Swachh Bharat Internship**

107 students participated in Swachh Bharat Internship, organized by Ministry of Education, Government of India and three students won cash prizes and certificates for their internship. These students were awarded a cash prize of Rs. 30,000, 20,000 and 10,000 respectively along with the certificate.

- **Initiatives for Sensitization towards gender parity and establishing an equitable society.**

Legal aid camp and awareness on legal rights for women in nearby villages were organized to make students aware about issues related to gender parity.

- **Initiatives for environment conservation**

Students and staff actively participate in plantation activities, rain water harvesting and water conservation in local neighborhood .

- **“DAAN UTSAV”**

To instill the “Joy of Giving” among Students, Faculties and other staff, every year in the month of October starting from 2nd October, “DAAN UTSAV” a drive for donation of Books/ Stationary items is conducted and donated in local schools and libraries in the nearby villages.

- **Vittiya Saksharta Abhiyaan (Visaka)**

In 2017 “**Digital India: Awareness Program on Cashless India**” students visited local villages to aware people about cashless applications like PAYTM, BHIM APP, USSD, NEFT, IMPS, RTGS, E-BANKING and MMID. 55 trained Student Volunteers provided training to 377 households and 382 establishments for cashless transactions in the local neighborhood.

**We sensitize students to develop social values, broaden their responsibilities, and increase their knowledge of societal issues and problems by involving them with community members. Through extension and outreach activities students develop skills and aptitude for critical thinking, problem solving and acquires leadership, communication, and analytical skills. Students gain an understanding of social justice, value, responsibility, and sustainability.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>



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

**Response: 5**

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 72**

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	31	10	6	7

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 76.49**

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

2019-20	2018-19	2017-18	2016-17	2015-16
1432	1742	1690	1261	1565

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.7 Collaboration

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

**Response:** 209.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
612	92	135	98	112

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 23

**3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship,**

**on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	7	3	3

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

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

**Response:**

Jagan Nath University has a legacy of excellence in higher education and is known for imparting quality education with state-of-the-art modern teaching-learning facilities in accordance with curriculum requirements and statutory body regulations. Since its inception, the University has kept pace with the increasing demand for teaching and learning resources on its campuses. In the last few years, the university has increased its intake by adding new programs as well as desired infrastructure in the form of well-equipped ICT enabled classrooms, hostels, library, laboratories, IT resources, staff residences, auditorium, seminar halls, play grounds, lawns and other learning resources.

#### **Classrooms**

The University has a total number of 73 classrooms comprising big and small classrooms, 94 laboratories, 46 staff rooms, 3 departmental libraries, a central library, moot court, 2 seminar halls, 2 conference halls, 2 auditoriums and an administrative block. The classrooms are well-equipped and well-ventilated. In addition to the conventional talk and chalk method, the University has always, encouraged the use of ICT to support the teaching and learning. Most of the every faculty member uses ICT-based teaching and learning methods, such as LMS, Smart Boards, and LCD Projects etc. to provide intensive teaching-learning, presentations, group discussions, etc.

#### **Library**

The University has a central library as well as three departmental libraries which are Wi-Fi enabled. Students at the University can also use the digital library, which has networked PCs linked to a LAN and allows users to access electronic resources. The Central Library has modern facilities and a diverse collection of resources, including CD-ROMs, online databases, books, e-journals, thesis, and reports. Students are encouraged to make the best use of E-learning resources. A separate section with computers allows users to access the e-library. Furthermore, students are encouraged to participate in MOOCs in order to develop inter/intra domain specific knowledge.

#### **Laboratories**

The University has 94 well-equipped labs with world-class facilities. The institution has all the laboratory facilities required for automation.

The University established a poly-house for practical training, as well as tractor and other agricultural machinery and farm implements, so that students of B.Sc. (Ag) may acquire technical farming practices efficiently. The University also has more than 15-hectare of agriculture farm where students get hands-on experience.

#### **Computing equipment**

Adequate infrastructure for computing and Internet is available to meet the requirements of existing programs. Researchers also have access to many online publications through the UGC-INFLIBNET Consortium, DELNET and J-gate. More than 500 nodes with over 1 GBPS leased line connectivity, UPS backup, and a full Wi-Fi campus are available.

In addition to teaching and learning facilities, the campus has other facilities which include different faculty rooms, washrooms, R.O. drinking water supply, 24x7 medical services, ATM services, guest house facility and CCTV. The campus has 24 hour electric supply with 100 percent power back up facilities. About 45 percent of the area in the university campus is developed as gardens. It is a lush green campus with a large number of trees and ornamental plants

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

Jagan Nath University believes that in addition to the course curriculum sports, games, and cultural activities should be a part of the educational system. The University lays emphasis on extracurricular activities to boost students' confidence and feed their physical and mental fitness.

The University has ample number of facilities for cultural activities, games, sports, yoga and gym for the students. Over the years, the university has built a plethora of facilities for students to choose from and participate in a variety of sports events. Physical education coaches oversee team sports, field and track events, indoor games, and yoga and gymnasium upkeep.

**Cultural Activities**

The university's cultural activities provide a platform for the students to come together and explore their individual and group talents and resources. Every year for a week, the University celebrates SPANDAN – an intra-university sports and cultural fest in which students participate in various games such as cricket, football, table tennis, badminton, and basket-ball, as well as many cultural events such as dancing, singing and so on.

**Games (Indoor and Outdoor)**

The University believes that, physical activities, in addition to academics, play an important role in the students' overall development. The institution has created appropriate infrastructural facilities for sports with the goal of developing this culture.

Physical activities have remained an important element of the University's curriculum framework in all

programs and the sports facilities have changed and improved throughout the time. Outdoor games like Cricket, Gully cricket, Football, Volleyball, Basket Ball, Badminton, Kho-Kho, Kabaddi Gymnastics, and Athletics and indoor games like Table Tennis, Caroms' and chess are the sports supported by the infrastructure. At this time, there are sufficient and diverse facilities available to support different intramural and extramural activities.

### **Auditorium**

The University has two auditoriums.

1. Auditorium (Ravindra Nath Tagore Sabhagaar) , located in Main campus with a capacity of 500.
2. Second auditorium, located in Sitapura campus with a capacity of 300.

Both the auditoriums are fully air-conditioned which are technologically enabled for conducting discussions, seminars, concerts, theatrical and cultural acts, and various events. Every year, in Ravindra Nath Tagore auditorium, the University hosts SPANDAN which is a five-day cultural event.

### **Yoga Centers**

The Chaksu campus has a big yoga hall, where students and staff participate in regular yoga sessions in the morning. Every year, the University holds an International Yoga day, in which students and staff members participate enthusiastically. At International Yoga Day, University invites a professional yoga trainer to participate in a Yoga day function.

### **Gymnasium**

Treadmills, Magnetic Rower, Rotary Torso, Bicycle-Ergo-Meter, Upright Bike, Spin Bike, Abs Costar, Cross-fit Rig, and many more equipments are available for boys and girls individually in a modern fitness center at Chaksu campus. A single slot in the gym may accommodate up to 30 students. Another gym is located in Sitapura campus.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.1.3 Availability of general campus facilities and overall ambience**

##### **Response:**

Jagan Nath University offers its students the modern infrastructure facilities and exemplary ambience for their overall development. The University provides a green, pollution-free campus, safe and secure ambience. The University ambience provides a wide range of resources for the mind, body, and soul, as

well as the freedom for students to explore them in their own unique way. A perfect balance of academic excellence, personal and professional development, and entertainment make studying at the University a memorable experience.

## **Campus facilities**

The University offers a wide range of facilities including theatre-style lecture halls, modern labs, conference rooms, seminar halls, a high-tech library, clean and airy student residences, a mess serving wholesome meals, and indoor and outdoor sport facilities including a gymnasium with the latest equipments for both boys and girls separately. The University provides a noise and pollution-free campus resulting in a suitable environment for teaching and learning. The classrooms are wide, well-designed, and have outstanding architectural characteristics, including adequate ventilation and amenities such as fans, lighting, benches, seats, and a chalkboard. There are additional labs, art and craft studios media lab Auditorium, Seminar Hall, and other amenities. Wi-Fi is available throughout the campus, providing high-speed internet access. Apart from the concrete structures, the campus is lush green with trees, plants, and flowers, creating a lovely natural setting for studying and resting.

### **Hostel facilities**

The Chaksu campus has four boy's hostels, with a total capacity of 514, one of which is dedicated to foreign students, and one girls' hostel with a capacity of 72. Sitapura campus has two boys' hostel with a capacity of 230 and one girls' hostel with a capacity of 22. All of the hostels feature all the essential facilities such as internet access via Wi-Fi hotspot, reading rooms with magazines, television, and R.O. water facility, which creates a wonderful atmosphere. The hostels are equipped with generators to provide 24 hours electric supply. A round the clock security is enforced for constant vigilance and surveillance.

### **Cafeteria**

A well-furnished cafeteria is located in the heart of the campus. It provides all type of nutritious and hygienic eatables and beverages to cater the multi ethnic tastes of students, staff and visitors. The campus also has other facilities including ATM, 24x7 security services and CCTV cameras,

### **Green Practices**

The University has a strong commitment to "Go Green" initiatives. The university campus has a Rooftop Solar Power Plant with a capacity of 200 KW, a 100 KLD Sewerage treatment plant, water harvesting system. The campus also has a pond; water gathered in the pond is used for agriculture poly house. The filtered water is used for gardening in the campus.

Countless plants have been planted across the campus. The campus is surrounded by lush green fields and wide pathways on both sides of the large roads and hedges all around, meeting all of the criteria for being a green campus

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 6.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
127.25	53.14	12.9	47.92	20.6

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

Jagan Nath University has the best library, which allows students to immerse themselves in the world of knowledge. The Central Library, which was established in 2008, is conveniently located in the heart of the university and is open to all visitors. The Library is approximately 8000 square feet in size, with a pleasant atmosphere that combines technology and natural beauty. It has a seating capacity of approximately 250 students. It works from 9:00 a.m. to 8:00 p.m. The library has a sufficient number of sign boards, exhibits, and guides for the convenience of its users. The library's collection of books and journals has open access to all students, teachers, and staff. In addition, there is one central library at Sitapura campus as well.

#### Library Collection (Print + e resource)

The Central Library's mission is to meet the intellectual and informational needs of the University



Community by providing information services and access to full-text digital and printed resources. The University Library is more like an integrated knowledge resource center, with over 40,000 books in total; periodicals, text, reference volumes, national and international journals.

The library is Wi-Fi enabled and is well-established digital library with ten PCs connected to a LAN, which allows users to access thousands of electronic resources. The Central Library has modern facilities and resources, such as CD-ROMs, online databases, books, e-journals, theses, and reports. DELNET provides the library with over 1500 e-journals and e-books and has other online databases also. The library provides free downloads and printouts facilities also. Apart from the university, the library is a member of a number of the UGC consortium, professional and educational organizations, including e-Shodhsindhu, Shodhganga, INFLIBNET, DELNET, Manupatra, i-scholar, and J-gate. The National Digital Library of India (NDL) is a pilot project to establish a framework of virtual repository of learning resources with a single-window search function at the University Library. NDL facility is created to assist students in preparing for entrance and competitive examinations, to allow individuals to learn about and prepare for the best practices from around the world, and to allow scholars to do interconnected research from different sources.

The library's distinctive feature is its suggestions/complaints system, which allows users to report their problems/complaints to librarian. The University library has all the features of a digital library providing online access to students and faculty.

#### **Library Automation software (Libman)**

Libman is used to gather, process, store, retrieve, disseminate, and transmit information to users, such as the list of books organized by author name, title, subject, and so on. It has an OPAC module that allows to search for books in the library. It is used in library for acquisition, circulation, avoiding duplication of work, accessioning and cataloging processes. Its inquiry module allows users to search all library stock using their preferred approach, such as author name, title, subject, publisher, and document accession number. Its reservation feature allows users to reserve issued materials.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 20.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
6.73	20.98	30.2	13.73	29.18

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 7.54

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

Response: 140

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

**Response:** 33.33

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

Response: 25

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

Intranet and Internet services have now become essential elements in educational and research institutions. Considering the plethora of changes occurring in the world of information technology, Jagan Nath University has always been at the frontlines of updating and refurbishing its IT facilities in terms of providing modern classrooms, high-speed internet, upgraded software, and the installation of advanced tools. The University ICT policy exists to maintain, safeguard, and assure the legal and proper usage of the university's information technology infrastructure. Data, information systems, computer equipment, and network devices are among the information assets covered by the policy.

Each campus has ICT enabled class rooms with interactive board, LCD Projectors, Wi-Fi facility, Webcam; Laptop etc. for effective implementation of ICT enabled Teaching-Learning processes.

Individual teacher have been provided with PCs having high-speed internet connection for lecture preparation, research, and online access to e-journals and e-libraries. Microsoft's Campus Agreement, which promotes technical education by giving access to Microsoft tools for learning, teaching, and research, is used by the university.

The University has appropriate IT infrastructure, including Wi-Fi, which is backed up by a high-speed Internet connection with 1 GBPS bandwidth throughout the whole campus. In the university campus and hostels, students can use their mobile phones, tablets and computers to access the internet. Every year, the University upgrades and expands its IT infrastructure. For the campus surveillance we are using HD CCTV cameras. For improved performance, a high-level software-based firewall and anti-virus software have been deployed. University Network and System Administrators identify hacking assaults on the University network or systems using a smart Wi-Fi controller-based system and proxy server.

The University has established seventeen computer laboratories with the most up-to-date technology and equipment. ICT is available in all classrooms and laboratories. Around 560 computers are available to students. The University features a number of computer centers with high-end computers, as well as internet access and printing facility. The institution is completely Wi-Fi equipped, and the university's Internet bandwidth has been 1GBPS from its establishment. Wi-Fi network access is provided throughout

the academic and administrative areas, open areas as well as the library, faculty cabins, and hostels. Scanning and photocopying services are offered at the library and other areas in the campus. High-end core routers, switches, and servers are available at the institution. The University offers network connected storage for high-quality services and for ease of Management.

Jagan Nath University has deployed modern technologies such as a centralized ERP system with integrated LMS software. The university maintains the IT assets, such as computers and their peripherals, on a regular basis. When necessary, the University updates the computers and their accessories through in-house technical assistants.

Proper budgetary provisions of these are made in central budget at the beginning of the technical year. Accordingly the extension and maintenance of IT infrastructure is done strictly in accordance with the budgetary provision.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 3.09

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** A. ?1 GBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 4.3.5 Institution has the following Facilities for e-content development

##### 1. Media centre

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links of photographs	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 89.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
876.82	739.12	634.08	579.92	745.93

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**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:**

Jagan Nath University is one of India's most prestigious educational institutions. It has devised methods and procedures for the upkeep and use of physical, academic, and support resources such as labs, libraries, sports complexes, computers, and classrooms.

The University ensures that all infrastructural amenities are maintained and upheld on a regular basis through a complaint registration and redress procedure. Both in-house and outsourced professionals who are both skilled and experienced perform the maintenance work. Engineers, technicians, office assistants, lab assistants, wardens, guards, and other administrative employees make the university's campus, library, sports arena, gymnasium, classrooms, laboratories, and ICT infrastructure run well. The University has a separate maintenance department responsible for monitoring the maintenance of the following facilities as mentioned below:

### **1. Infrastructure facilities**

Maintenance of infrastructure facilities like buildings, classrooms, laboratories, hostels, canteen, STP/ETP etc. is maintained by the maintenance department.

### **2. Physical facilities**

Maintenance of physical facilities such as plumbing, carpentry, electric, civil work etc. are maintained by the engineering section. The services provided by the plumbers, carpenters, electricians are available round the clock. The Electrician is mainly responsible for the uninterrupted power supply and maintenance of generators, general lighting, power distribution system, solar panels etc. Seminar halls and Auditoriums are under the preview of the civil engineers and electricians and the cleanliness is maintained by the house keeping department.

### **3. Public health service**

Maintenance of the public health services is assigned to employees, employed through outsourced agency. The key role of the services include, maintenance of public health, sanitation, fitting, water coolers, purifiers, geysers, blockages and leakages, cleaning of overhead roof tank and drains.

### **4. Horticulture facilities**

Maintenance of horticulture facilities includes all types of trees, plants, hedges, flower pots including land scraping works and the job is done through sufficient number of gardeners.

### **5. Security services**

With the help of outsourced guards, security services are maintained by security call of the University. University security officers provide 24x7 duties with security vehicles, cameras and CCTV, regular surveillance is maintained through IT department.

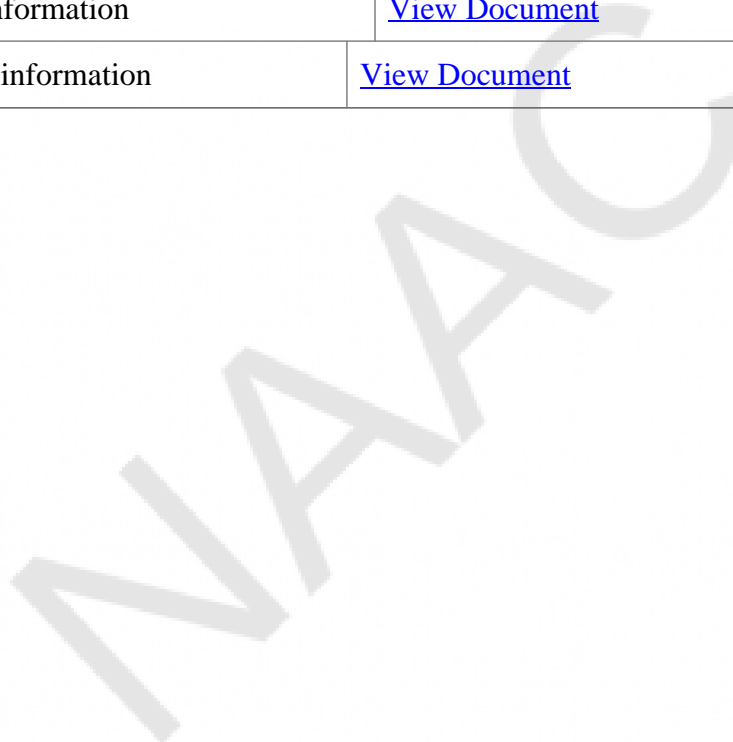
### **6. IT services**

The University has appointed dedicated team of senior Technical Assistants and Computer Network Assistants to provide regular support services relating to computer hardware and software. The University also ensures that the connectivity of Wi-Fi in hostels and departments, wherever required. Teaching Aids such as LED projectors, PA systems, Laptops, Desktops, Printers, Wi-Fi etc. are maintained by IT department. The University is reliable vendors the computer systems and related equipment; biometric attendance system can function smoothly.

## 7. Services provided by the University

Maintenance of Services providing by the University to the faculties, students and staff are maintained by the respective service providers. Teaching Aids such as LED projectors, PA systems, Laptops, Desktops, Printers, Wi-Fi etc. are maintained by its department. Firefighting Equipments is available in every block, classrooms, labs, hostels, offices etc. For frequent movement of faculty and staff for various activities, a fleet of vehicles is maintained by the transportation department of the University.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 28.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
705	701	623	474	330

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

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

**Response:** 12.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
216	327	190	172	332



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 60

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	2	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	2	0	0

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 18.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
106	161	142	94	81

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 8.23

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

Response: 224

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

**Response:** 13

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	1	6

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

Student Council is a platform for students to take on leadership roles, promote the voice of students, solve problems and work for their welfare. Student councils are powerful leadership and learning opportunities. The council serves as the voice for an entire student community and actively works with teachers and advisors to promote a better learning environment by making the functioning and decision-making in various bodies more transparent.

For ensuring continuous participation of students in institutional development, the University follows the Class Representative (CR) system, which empowers students to represent themselves as a leader at grass root level. The system provides for selecting two students from each class to represent students. They participate in meetings and put forward the interests and views of the students at various levels. The CRs are selected by the HoDs based on their academic merit and performance. CR feedback plays a major role to assess teaching, learning and support services provided by the University. Faculty coordinators/Deans/HOD's monitor the functioning and effectiveness of the CR system. The CR system makes the student Council in the University, which is functional since inception.

Student Council (SC) officially represents all the students in the University. It identifies and helps in solving students' problems. It communicates student opinions to the university administration and promote/encourages students' participation in organizing various activities.

The areas where Student Council plays a major role are discipline, hostels, sports activities, cultural activities, extension activities, health and hygiene, academic activities, community services and placement activities. The students from the council are nominated to these committees.

**Selection of University Student Council :** Members of the Students' Council consists of meritorious students from each Department of the University. The nomination to Council is based on their academic background, regular presence in classes, students and faculty interaction and on the basis of their interest in the extra-curricular activities. The Council is generally constituted in the month of September each year. The tenure of student representatives on the Student Council is for one year.

The University has constituted a Students Council Cell (SCC), headed by the DSW, from the session 2019-20. The purpose of the SCC is to serve as a legislative body, framing policies and taking decisions for the benefit of the student community. It serves as a channel through which the student community can voice their opinions and concerns. The SCC continuously strives to identify student-related issues and helps resolve them, thus building a healthy environment in the University. The SCC has framed sports and

cultural policy, which is duly approved by the BoM. Prior to that the sports and cultural activities were organized by the DSW office under general rules.

The SCC proposes various activities to the university administration that help improve sports and cultural performance of student community. The Cell issues its Activity Calendar in the beginning of the academic session.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	1	3	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

The University fosters a strong bond with its Alumni and has taken up various steps to bridge the gap between the alumni and the alma mater. Alumni Cell has been constituted for maintaining complete track of alumni with their required details, inform them about the current changes and achievements of the

University. The Alumni Cell has been active since 2010 and is performing various functions as per the Alumni Policy. The Cell has organized various alumni meets from time to time.

The Alumni has always been supportive and contributed in financial and non-financial forms including campus recruitments. Alumni come to campus as recruiters for their companies and also recommend the University to their employers for campus placements. Various alumni interactive sessions have also been conducted from time to time which provide first hand information to the students about corporate expectations. Alumni has also supported the training and placement department by serving as an expert for conducting viva-voce, mock interviews and group discussions. During various interactive sessions, alumni have highlighted the current employment trends in the market and guided students about the career opportunities in different fields. They have also shared their personal experiences with students. Alumni visit campus at regular intervals to support the existing batch of students in planning and organizing events, extend support and guidance for functioning of various student clubs. The financial contribution is largely in the form of membership fee which every student member pays and has been deposited in a separate bank account of the Association.

To capture the indomitable force of the alumni and to further strengthen the bond, the university has got the Alumni Association registered under the Rajasthan Societies Registration Act, 1958 on 13th February 2020. Till date out of more than 8000 Alumni, the University has enrolled around 5600 Alumni. After the registration of the Alumni Association, the Alumni Cell has organized two virtual Alumni meets: the first meet was on 5th September 2020, which was for the batches passed out from the year 2016-2019, and the second virtual Alumni meet was organized on 6th March 2021, for the batches passed out from the year 2010-2015. Another notable step towards intensifying the bond and to celebrate the success of all alumni, the Alumni Cell has launched University's Alumni Magazine under the name "JU ALMA KONNECT" and its two editions published, The magazine has been prepared with the help of alumni articles, their experience sharing and start-up stories. An Alumni portal has also been launched for enabling regular interaction with the alumni on various issues.

The Alumni Cell of the University is planning, to establish local chapters to connect alumni working in various cities to further strengthen the bond and to rope in alumni for financial/non-financial contributions. The University is also developing modalities of conducting elections for the various statutory positions of the Alumni Association. We have to place on record that, the Society has contributed approx. 40 Lacs to alumni association for further strengthening the association.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** A. ? 100 Lakhs

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

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

**Response:**

The vision and mission statements clearly describe the main features of the education educational philosophy of the University, which are reflected in its academic and administrative governance systems.

Moving forward on the path of progress with its strategic plan, the University is maintaining transparency, accountability and efficiency in various aspects of administration. The core values and quality policy of the University highlight the major focus areas which include quality education, holistic approach, global competencies, technology application, industry integration, skill development, good governance, intellectual capital growth and culture of excellence.

**Culture of Excellence**

For establishing the culture of excellence among students and faculty, the University engages them in intensive teaching-learning and research activities across disciplines by providing congenial, challenging yet supportive environment conducive to their personal growth also.

Further, professional development programs are organized regularly for students, teaching and non-teaching staff for intellectual capital growth.

**Academic and Administrative Governance**

The University endeavours to provide good governance with its trustworthy leadership that focuses on optimal utilization of resources, student centric environment, interdisciplinary and innovative approach, and responsiveness towards society through community outreach and extension services.

The University has a well defined organization structure as per the provisions of the University Act and Statutes for overall academic and administrative effectiveness. The main statutory authorities as per the Act are Board of Management, Academic Council and Finance Committee. The officers of the University include the Chairperson (Chancellor), President (Vice Chancellor), Pro-President (Pro-Vice Chancellor), Registrar, Dean Academic Affairs, Dean of Faculties, HoDs and the Chief Finance and Accounts Officer.

These authorities and officers constitute the core of academic and administrative governance system and they exercise their powers and perform functions as per the Act with the objective of achieving mission and vision of the University. Thus, the philosophy of governance from top to bottom is guided by the vision and mission which is clearly reflected in the academic administration as well as administrative framework as depicted in the organization chart.

**Decision Making Process**

The strategic plan of the University is aligned with the vision and mission of the University. The top



leadership ensures the participation of faculty members in all statutory committees e.g. Academic Council, Departmental Research Committee, Board of studies, etc., who play an important role in implementing the institutional policies and monitoring the same.

All other stakeholders are also involved in various committees, giving them opportunity to participate in decision making as per their unique abilities.

Apart from it, students also do participate in various committees and work closely with the administration. Monthly staff meetings are held to discuss various issues and taking appropriate decisions through participatory approach

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### **Response:**

The University follows decentralization and participatory approach in management which is in conformity with the provisions of the Act and general practices of University administration. The academic administration is governed by the hierarchy of officials consisting of Dean of the Faculties, Head of the Departments (HoDs), Program In-charges and Program Coordinators. Their functions, powers and chain of command are well defined.

Further, the administrative functions are regulated under the overall superintendence and control of the Registrar and separate branches headed by responsible officers (DRs/ARs) delegated with adequate authority to perform their functions.

Various types of committees which are constituted at different levels help promote the participation of various stakeholders in decision making.

As far as academic administration is concerned, the faculty members have full freedom and flexibility to propose changes and improvements in curriculum keeping in view the inputs received from various stakeholders. The stakeholders involved are Faculty members, Students, Industry experts, External subject experts and Alumni.

It is bottom-up approach which starts with faculty proposal, then considered by BoS and finally approved by Academic Council. Decentralization and participatory management process is followed in curriculum review process. The following steps are involved in this process:

- The University firmly believes in improvising its curriculum regularly to ensure employability of the students. The curriculum of all programs is revised every two years by following the

participatory approach.

- In this process, feedback from various stakeholders is the significant input which is collected annually/bi-annually and analyzed by the IQAC, shared with Deans/HoDs of the faculties/departments of the University for further consideration.
- The student feedback is taken on the content, teaching pedagogy, availability of resources and various other parameters at the end of each semester.
- The input sought from industry experts is most significant to develop industry ready professionals which are taken at the time of industry experts visiting the University for guest lectures and placement activities.
- Suggestions are sought from the alumni and parents on regular basis on the teaching pedagogy and curriculum vis-a-vis employability of the students.
- The Board of Studies constituted critically discuss the inputs of various stakeholders, and streamline the curriculum for the forthcoming academic year.
- The course curriculum approved by Board of Studies is ratified by the Academic Council and BoM for implementation.

On administrative aspect, various branches have been established which include Admission, Establishment, Accounting & Finance Section, Examination, Estate Office, IQAC, Student Welfare Office, Research Board, Institution Innovation Cell, Library, Hostels, Sports wing and others. The powers, functions and roles of each of these branches are defined and regulated through duly approved policy documents.

Thus, decentralization and participatory management are the core philosophical tools for ensuring effective leadership in the University.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

The Strategic Plan has been developed taking into consideration the objectives and goals as well as the Vision and Mission of the University. The Strategic Plan ensures that the set targets are achieved through processes comprising of review, evaluation, reporting and, wherever necessary, re-planning.

The objectives of the University aligned with vision and mission as are focused through strategic plan are as under:

- To introduce innovative, job-oriented and professional programs in emerging areas of science and technology allied health sciences and management.
- To make skill development an integral part of education for enhancing employability and entrepreneurship among graduates.
- To encourage the use of digital learning resources along with traditional methods for keeping pace with the changing technological environment.
- To promote research, innovations, extension services, community projects, sports and cultural activities for holistic education.
- To strengthen collaborations with industrial and professional organizations for practical exposure and better placements.
- To create state-of-the-art infrastructural resources and facilities for quality education.
- To establish student centric environment on the campus with gender equity.
- To motivate and orient faculty to strive for and to sustain advanced levels of teaching and research so that the University emerges as an excellent center of learning.
- To establish transparency, accountability, responsiveness, efficiency and effectiveness, etc. in governance practices at all levels.
- To achieve self-sustainability through quantitative and qualitative expansions.

The long term 07 years, medium term 3 years and short term one year plans have been developed by the Institutional Quality Assurance Cell (IQAC) and approved by statutory bodies.

Further, the respective Departments and administrative branches set their targets keeping in view the perspective plan. Thereafter, the proposed plans are placed before the competent authorities i.e. Academic Council, Financial Committee and Board of Management for approval and implementation.

The deployment of strategic plan is systematic and effective taking care of each and every aspect of seven criteria. A detailed report on the deployment of strategic plan has been prepared.

In short term (one year) plan, the University focused on student centric initiatives e.g. establishing Centre for Guidance and Career Counseling, introduced Value Added Courses, established University Innovation Cell (JU-IIC) focusing on innovation and entrepreneurship, established SWAYAM NPTEL local Chapter to promote MOOCs amongst both students and staff.

In medium term plan (three years), the curriculum has been revised as per Outcome Based Education system and implemented. Apart from academics, research based activities were promoted e.g. teachers to take up funded research projects, provide consultancy, apply for patents etc. HRD Centre has been established to dedicatedly carry out developmental activities for both internal and external stakeholders, also University got its Alumni Association registered as per the plan.

Long term plan includes successful attainment of OBE, integrate MOOCs in the curriculum, take CBCS implementation to next level by providing flexibility for interdisciplinary learning and research, promote and nurture start-ups under JU-IIC, focus more on collaborative activities by getting into MoUs for enhanced learning in academics and industry.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

The University has clearly defined organizational structure to ensure good governance and establishment of holistic eco-system. The clearly defined organizational structure supports decision making, sustains institutional capacity and educational effectiveness through involvement of stakeholders in various Committees/Boards. The chain of command is well defined and functions and powers of each body level are defined in the Act, Statutes Regulations, Policies and Guidelines.

The Act and Statutes of the University provide for various statutory authorities with a policy framework and directions for the functioning of the University and fulfilment of its objectives. The following are the officers of the University as per the Act:

- (i) the Chairperson (Chancellor);
- (ii) the President (Vice Chancellor);
- (iii) the Pro-President (Pro Vice-Chancellor);
- (iv) the Proctor;
- (v) the Deans of Faculties;
- (vi) the Registrar;
- (vii) the Chief Finance and Accounts Officer; and
- (viii) Other officers as declared by the Statutes.

- The Chairperson of the University provides leadership and guidance to all the officials of the university without any day to day interference. The Chairperson presides over the meetings of Board of Management.
- The decisions taken by BoM are implemented by the President.
- The President is the principal executive and academic officer of the University who exercises general supervision and control over the affairs of the University including its academic programmes, research, faculty, staff, students, business and external affairs, giving effect to the decisions of all authorities of the University.

- The President is further assisted by officers including Pro-President, Registrar, Dean Academics, Dean Research, Director IQAC, Dean Student welfare, Controller of Examination, Chief Librarian, Dean Alumni, Proctor and others.
- The Pro President assists the President in matters specified by the President from time to time.
- The Registrar is the Operational Head of University administration, and is assisted by other functionaries such as Deputy Registrars, Assistant Registrars and Section Officers;
- On academic matters the President is assisted by Dean Academic Affairs, Deans of Faculties, HODs and Coordinators. The matters related to academics are decided by the Academic Council.
- Deans / HoDs of Faculties/Departments submit proposals to the Academic Planning and Monitoring Committee for planning of new programs, curricula, and other academically important matters which after the deliberations is sent to Academic Council for approval. The Departments have the autonomy to decide matters related to teaching learning methodology, project proposals, other research activities by placing it before the Departmental Committees represented by the respective teachers of Departments. External members are part of various Committees for enhancing the base and bringing transparency and fairness in the system.
- University has well defined Service Rules, Promotion Policies and Grievance Redressal Mechanisms.
- The University Selection Committees for making appointments of teaching and non-teaching staff is constituted as per the Act and Statutes.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Institution Implements e-governance covering following areas of operation

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

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

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

## 6.3 Faculty Empowerment Strategies

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

#### Response:

The University has devised the self-assessment cum performance appraisal system for both teaching and non-teaching staff. The performance appraisal process for teachers starts after completion of one year of service.

The teaching staff performance criteria include –

- Participation in national/international conferences, seminars, workshops
- Publication of Quality research papers in recognized Journals
- Books (Authored/Edited)
- Involvement in minor/major research projects and consultancy projects
- Progression through PhD and other relevant courses
- Courses development experience
- Student thesis/project supervision (Completed/ongoing)
- Involvement in extension activities

At the end of every session, each faculty is required to submit his/her appraisal report to the concerned HoD. The Head/Dean then verifies the appraisal report on the basis of his/her yearly achievements, discipline, quality, etc. and then submit it to the President. Besides this the assessment of the teachers also comes through the feedback forms filled by the students, which indicate the quality of teaching skills and knowledge of a teacher. All the students from each and every class are expected to do so for all the teachers concerned with their classes.

The performance appraisal of non – teaching staff is equally important for efficient functioning of the University. For non-teaching employees, a separate proforma is used. Hence, the university has a well-established promotion policy.

The University has a welfare mechanism in place for both teaching and non-teaching staff. The University is committed to provide a stable and healthy environment and equal opportunity for learning and growth. The various staff welfare schemes are as follows:

#### Leaves and Travel Allowance

- Academic Leave
- Maternity Leave
- Study Leave - An employee is given study leave up to 2 years during the whole tenure of service.
- Sabbatical Leave – An employee is given sabbatical leave for maximum 1 year.
- Traveling allowance for participation in Workshop/Conference/FDP etc.

## Medical Facility

- The University has tie up with 3 Multi-specialty hospitals in Jaipur to provide medical facility on concessional rate to staff members along with their family members and relatives.
- Free Medical facility available for staff on campus.
- Free Medical Camps for all employees are organized on time to time basis.
- 24 hours Ambulance

## General Well being

- ESI and Employees Provident Fund are provided to the eligible teaching and non-teaching staff from the date of joining as per PF & ESI rules.
- Provide healthy and recreational environment through Yoga practice and gym facility to the staff.
- Motivational lecture series organized for mental wellbeing of staff.

## Others

- Additional increments are given to teaching staff on award of their PhD degree.
- Induction programme is conducted for the newly joined teaching and non-teaching staff.
- Training programs are conducted for both teaching and non-teaching staff as and when required to improve their desired skills.
- Staff picnic organized once in a year.
- Free Wi-Fi in campus available.
- ATM facility
- Free accommodation for staff.
- Free Transportation facility
- Pollution free sprawling campus

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **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: 15.51**

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	22	20	10	28

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**Other Upload Files**

1 [View Document](#)

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

**Response: 12.6**

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	13	12	17

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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



**Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 10.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	1	8	10	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The resource mobilization policy of the University is forward looking and guided by the emerging trends in education sector. The education sector is going through drastic changes in terms of flexibility, multidisciplinary nature and funding pattern of HEIs. Traditionally, the self-financing institutions largely depended upon tuition fee as a source of fund, but in future they need to explore other sources like consultancy, sponsored research projects, alumni contributions, industry funding, government sponsored activities, etc.

To ensure the financial sustainability, the University has a well-defined resource mobilization policy supported by a sound financial management system. The policy focuses on achieving the financial goals of the institution effectively while ensuring proper accountability and transparency.

At present the main sources for funds are:

- Academic fee
- Hostel Fee

- Transport Fee
- Sponsored research projects and consultancy
- Participation fee in various conferences, seminars organized by the University
- Sponsored seminars/workshops /conferences
- Endowment Fund/University Development Fund

The Finance Committee is the principal body to take care of financial management matters, subject to the provisions of the Act, Statutes and policy. The Finance Committee constitution and its functions are defined in section 6 (1) of the Statues of the University.

The main applications of the funds in the University includes salary, development and maintenance of infrastructure, academic expenses and other operational expenses. There is a purchase committee to effect all type of purchases. The requirements of the various departments are submitted to the central purchase committee after getting approval from the competent authority. The central purchase committee examines its relevance, usefulness and ensures the optimal utilization of funds before implementation. For the purpose of purchase, competitive bidding and tendering process is followed to ensure optimum use of funds. Budget is also utilized to meet day to day operational and administrative expenses and maintenance of fixed assets.

The Accounts Officer and the Registrar exercise general supervision over the financial matters of the University for optimal utilization of resources and overall financial discretions.

Fee is the major source of revenue at present. Funds are also raised through bank loan, interest on deposits, contributions by sponsoring body, industry and funded research projects. General Fund is utilized for meeting all the expenses, recurring or non-recurring, in connection with the affairs of the University.

The University follows full transparency in use of funds. All financial transactions are subject to internal audit check. External audit is done at the end of the financial year. Salary is paid through bank on 7th day of each month.

Optimum utilization of funds is further ensured for:

- Adequate funds are allocated for effective teaching-learning practices that include Orientation Programs, Workshops, Inter-disciplinary activities, training programs, refresher courses, etc.
- Adequate budget is allocated to meet day to day operational and administrative expenses and maintenance of fixed assets.
- Enhancement of library facilities is important and accordingly requisite funds are provided every year.
- Adequate funds are utilized for development and maintenance of infrastructure of the University.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 20

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

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

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 9.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.73	3.25	1.71	1.17	1.36

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### **Response:**

The University budget is prepared at the start of the financial year. The accounting processes are transparent, tally based and regularly audited by internal and external auditors.

The expenditures are made in economical and transparent manner in conformity with the policies and procedures described in the rules. The Finance Policy defines in detail the financial processes which are religiously followed. The income and expenditure is subjected to regular audit. Balance Sheet and Income and Expenditure Account complies with the relevant accounting standards as are prescribed by the Government of India.

The University has established a mechanism for internal as well as external audit.

- (1) The annual accounts including balance sheet of the University are prepared under the directions of the President and are audited once in every year by the auditors appointed by the University for this purpose.
- (2) A copy of the annual accounts together with the audit report is submitted to the Board of Management.
- (3) A copy of the annual accounts and audit report along with the observations of the Board of Management is submitted to the Sponsoring Body.
- (4) Copies of annual accounts and balance sheet prepared under sub- section (1) are also presented to the State Government. The advice of the State Government, if any, arising out of the accounts and audit report of the University is placed before the Board of Management. The Board of Management issues such directions, as it may deem fit and compliance shall be reported to the State Government.

**Internal audit** is done on monthly basis by an independent and qualified auditor. All financial transaction, books of accounts are subjected to audit by independent third party auditor. Internal audit team checks all the transactions against the set procedures and guidelines taking care of the requirements specified and laid out by the rules. Any discrepancy, if found, is immediately brought to the notice of appropriate authority. The internal auditor submits the monthly audit report to the head of the institution.

**External Audit** process is carried out annually for each financial year as a statutory requirement and mandatory obligation. External audit is conducted by an independent, qualified third party auditor which is carried at the end of financial year, the report of which is submitted to the President. External auditors discuss observations and findings with the Accounts team on a regular basis to seek additional information and explanations to satisfy themselves on the financial statements. The Auditors periodically discuss the audit progress with the Chief Finance Officer to address bottlenecks, if any. Audit adjustments, as advised by the auditors are passed in the books of accounts to the satisfaction of the auditors.

Hence, the University accounts are audited regularly by both internal and external statutory audits. Transparency, accountability, accuracy, fairness, proper internal check system, use of technology in maintenance of accounts, etc. are the important features of accounting system in the University.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

### Response:

The IQAC has been established in the University in December 2015 immediately after the first cycle of accreditation and it has been instrumental in institutionalizing quality assurance strategies and processes at all levels. The IQAC has been constituted as per the guidelines prescribed by NAAC and its meetings are held regularly and AQAR submitted annually. Quality assurance strategies and action plans are finalized and subsequently reviewed by the IQAC in its meetings. The quality improvement strategies adopted by the IQAC focuses on-

- Promotion of quality culture in terms of quality initiatives, quality sustenance and quality enhancement as reflected in vision, operations and processes.
- Undertaking quality related teaching, research, extension, consultancy, training programs and other initiatives.
- Taking initiatives for promotion and integration of five core values of NAAC into the academic system towards capacity building among the youth.

IQAC plans and implements quality improvement strategies for enhancing the quality of teaching, learning, research innovations and extension activities. IQAC considers stakeholders' feedback and AQAR analysis for identification of areas to reinforce and strengthen in the next academic session. Activities focused on holistic education are mapped in the Academic Calendar. To develop the University as per the strategic plan, IQAC has taken the following initiatives-

- Initiating Outcome based Education Curriculum
- Establishment of Career Guidance and Counseling Cell
- Establishment of Institution Innovation Cell
- Registration of Alumni Association
- Establishment of HRD Centre
- Systematizing the processes for curriculum review and updation
- Introduction of new programs as per market requirements
- Initiatives towards implementation of NEP-2020

The IQAC at the commencement of every academic session ensures that academic plan of all the departments are aligned with the University Academic Plan. The curriculum is revised in every two years ensuring the inclusion of the latest trends and developments in their respective domain.

The University reviews the teaching-learning process and methodologies of operation in the following

manner –

- Submission of Weekly Class Conduction report mentioning number of classes taken for each course.
- Further the monthly compiled report also mentions student attendance in every course.
- The learning process is reviewed periodically and is modified as per the changing needs.

Apart from this, teachers are encouraged to use student centric pedagogical tools. Local chapter for SWAYAM is established in the university which has helped integrate MOOCs in the curriculum. The students were initially encouraged to enroll in MOOCs and now it has been made integral part of the curriculum in which they can earn credits through certification of MOOCs.

Thus, IQAC has significantly contributed towards institutionalizing the quality assurance processes by continuously reviewing teaching-learning, organization structuring, operations, learning outcomes, and outreach programs.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Paste web link of Annual reports of University	<a href="#">View Document</a>

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

**Response:**

The specific recommendations made by Peer Team in first cycle of accreditation and action taken point wise are as follows –

S.No.	Recommendations	Action Taken
1	Strategic plan for institution development for next 10 years may be designed keeping in view competitive environment	Strategic plan of the University both covering short term (1 year), medium term (3 years) and long term (7 years) is in place and being implemented.
2	IQAC may be established for quality enhancement	IQAC of the University was established on Dec 16, 2015 right after 1st cycle of accreditation
3	Placement/Guidance cell may be strengthened for campus placement and students guidance.	Centre for Guidance and Career Counselling has been established for guiding students in matters related to career options and progression, provide training on soft skills and personality development.
4	Consultancy policy may be activated fully.	Consultancy policy of the University is in place and implemented with teachers taking up consultancy projects
5	Efforts can be made to establish NCC/NSS units in the university	NSS unit has been established in June, 2017 and functional
6	Technology business incubation center may be established to promote entrepreneurship	IIC has been established in Nov. 2018 with an aim of promoting the spirit of entrepreneurship in students
7	New degree/diploma courses in different disciplines needs to be introduced.	Various new programs/diploma have been started which include: <ul style="list-style-type: none"> <li>• BPT</li> <li>• MPT</li> <li>• B.Ed.</li> <li>• B.Sc. (PCM)</li> <li>• Diploma in Pharmacy</li> </ul> Skill based Vocational programs in different domains
8	Faculty may be motivated to submit research projects to different funding agencies	Faculty members from different departments have been engaged in sponsored projects in their respective domain areas.

Further, the University has made the following incremental improvements towards enhancement of quality

- Curriculum review and updation carried out focused on Outcome Based Education.
- Strengthened 360-degree feedback mechanism involving all stakeholders.
- Implementation of ICT-enabled teaching-learning process.
  
- Introduced generic and program specific Value added courses.
- Industry collaborations.
- Extended use of ICT.
- Mentor-Mentee system implemented.
- Research policy is upgraded
- Faculty is engaged in sponsored research projects and consultancy.
- Faculty participation in FDPs, refresher courses and seminars/workshops/conferences.
- Launched JURJ which is published bi-annually with ISSN No.
- Five villages adopted under UBA scheme.
  
- Membership of INFLIBNET database e-shodhsindhu.
- Digitalized library facility.
- New hostel building for International students.
- Merit scholarships/freeship to eligible students.
- University Alumni Association registered.
- Alumni Newsletter Alma-Konnect launched.
  
- Perspective plan developed and being implemented.

Measures of conservation of environment and preservation of natural resources including Solar Plant and Waste Management.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

Jagan Nath University strongly believes in the concept of gender equality and non-discrimination. The University has a Gender Equity, Sensitivity and Inclusivity Policy as well as Gender Sensitization Plan in existence and is deployed to sensitize the staff and students towards gender equity concerns. Gender equity is a social construct comprising boys, girls, transgender and differently abled persons. The aim is to ensure respectful and dignified behavior, equal opportunities, rights to avail these opportunities and the freedom to exercise these rights.

The various measures initiated for the promotion of gender equity are:

- The Women Development Cell, Internal Complaints Committee, Grievance Redressal Cell, Equal Opportunity Cell, SC/ST cell, Anti-ragging Cell and Proctorial Board of the university are part of the robust mechanism we have set to ensure the ideals of social and natural justice, equity, human dignity, and an environment of non-discrimination and harmony.
- The Women Development Cell (WDC) has been working towards better academic and professional performance of girl candidates. Activities related to contemporary gender related issues are organized. The WDC organizes various activities like poster competition, debate, talks and panel discussion are organized with active involvement of students focusing on gender awareness and women empowerment.
- Special measures have been taken by the university to ensure to safety and security of female students and staff. The campus has proper boundary wall and tight round-the-clock security guards deployed at all blocks, entrances and strategic points. Guards are stationed at entry and exit points of hostels. There are strict rules relating to timing of entry and exit entry hostels. Entire campus and entrance is under CCTV surveillance. Vigilance is maintained at a central monitoring facility. The girl student hostels have been upgraded with extra security features including CCTV cameras in the lounges and corridor. Separate mess facility has also been made operational for making their stay comfortable.
- Entry into the campus is restricted. After official hours only authorized personnel are allowed after thorough verification.
- Separate gym facility and common room is available for male and female students. Ragging is strictly prohibited in the campus round the clock vigilance is done by the anti-ragging committee.
- Regular meetings of WDC are conducted to plan and execute gender sensitization plan. Gender Sensitization and gender parity awareness is included either in curriculum framework or has a co-curricular focus in all program offerings of the University.

The University is a strong advocator of girl-education. There is a policy for BPL category give students of Rajasthan Domicile for free education to five students under “Balika Shiksha Sambal Yojna”. Further, every girl student is allowed 10 percent extra fee concession over and above the merit scholarships. Female students are encouraged to participate in regular cultural activities, events, sports, NSS activities, debates, celebrations, performing arts, etc.

Counseling is provided by University teacher counselors to students creating an enabling environment of mutual trust and faith.

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

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

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

**Response:** B. 3 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:**

The University has a well defined policy on environment consciousness and sustainability. The policy covers water conservation, energy conservation, use of alternate energy, waste management, transportation and recycling practices. The University has constituted committee to monitor the implementation of the policy. A brief description of various initiatives taken is given below :

#### (i) Solid Waste management

Waste generated from various sources include paper, glass, plastic, etc. Block-wise housekeeping staff for each floor collects waste in dustbins provided at each floor. Floor dustbins are emptied and waste is collected at one place and sorted.

Bio degradable waste from hostels mess kitchen and gardens is collected for vermin-composting to be turned into manure for fields managed by the Department of Agriculture, of the University.

#### **(ii) Liquid Waste Management**

All drainage and rain water is arranged to flow through channels attached with chambers and the water is collected into a rain water harvesting tank which recharges the sub-soil aquifer through Steen funnel. It systemizes liquid waste handling methods.

University has a centralized sewage treatment plant and treated water is used for gardening purpose and cisterns.

Wash basin water is sent to the rain water harvesting tank after treatment and other surface water is collected through perforated covers to collect surface rain water in water harvesting tank.

#### **(iii) E-waste management**

The University has optimized its inventory of all computers through reassembling, modification, and resource sharing. There has been a critical endeavor towards e-waste management ensuring that no discarded computers or printers are lying idle in university premise.

Instead of buying a new machine, buyback option is taken for technology up-gradation. E-waste generated from hardware is recycled as far as possible. Utmost care is taken that E-waste is not generated at the first place. University has been following the policy that most computers, laptops and other electronic goods are procured in buy-back mode and as a result the old machines are invariably taken back by the vendor leaving no e-waste.

#### **(iv) Waste Recycling System**

The University has tied-up with vendor to dispose off paper waste, which is further recycled to produce fresh paper and file covers.

#### **(v) Bio-Medical Waste**

The medical waste like used cotton, etc. from the University dispensary are put in secure land fill within the University premises. It is produced in very small quantity and properly managed.

#### **(vi) Hazardous Chemicals and Radio Active Waste**

There is no production of hazardous chemicals and radioactive waste in the University. However, the chemistry lab waste which is in small quantity, is collected in one container and sent to the vendor for final disposal.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

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

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

<b>File Description</b>	<b>Document</b>
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

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

- 1. Green audit**
- 2. Energy audit**

- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

The world is experiencing rapid change in cultural, political, economic and social sectors due to globalization of economies. In such situation the education sector has a major role to play in promoting social cohesion, principle of unity in diversity and peaceful coexistence.

Jagan Nath University affirms complete allegiance to the principles of equity and non-discrimination as is enshrined in the preamble of the Constitution of India. All national festivals are celebrated with vigor and

whole hearted spirit.

The University provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the university to promote harmony towards each other. National and international events, patriotic events, religious festivals, all such activities are celebrated across our university with a great zeal and enthusiasm by reflecting unity and brotherhood. Festivals like Mahashivratri, Holi, Ram Navami, Mahavir Jayanti, Idul Fitr, Idul Zuha, Janmashtmi, Moharram, Navratra, Dussehra, Deepavali, Guru Nanak Jayanti and Christmas are celebrated on the campus.

There are different grievance redressal cells in the university like Student grievance redressal cell, Women grievance redressal cell, etc. which deal with grievances without considering anyone's racial or cultural background.

The University also has an "Equal Opportunity cell", Minority Cell and SC/ST/OBC cell for addressing national concerns of access, equality, while ensuring the standard of quality and relevance of education by implementing policies of the Government of India and promoting several schemes and programs for the disadvantaged groups that would help in eliminating social disparities. University has code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by every one of them irrespective of their cultural, regional, linguistic, communal socio-economic and other diversities.

An environment of sensitivity and harmony is ensured for all students and staff. A live example of the same is that the university has the provision for arranging vehicle for staff and students for commuting to the nearby mosque for offering Friday afternoon (Jumma) prayers.

Every year all departments of the university celebrate Fresher's Day. The main motive of this initiative is to make the new students feel welcome in a friendly atmosphere; instill confidence among them and to encourage their creativity. It also helps junior and seniors establish a friendly bond. It is the day where seniors and juniors jointly celebrate being part of the university.

The aim of such programs is to encourage dialogue between students of different cultures, beliefs and religions. Such life experiences based education can make an important and meaningful contribution to sustainable and tolerant societies.

Infrastructural support to improve access to blocks by persons with disability is ensured through wide cemented walkways, ramps and railings.

<b>File Description</b>	<b>Document</b>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

The University organizes various activities to sensitize the students and staff members towards their constitutional obligations. Various activities like Teachers day, Constitution day, National integration day, Republic day, Independence day, Gandhi Jayanti, etc. are observed. It helps in preparing the students of the university towards being responsible and model citizens of the country.

Constitution Day: Constitution Day is celebrated on 26th November every year. The program initiates with Preamble reading of the constitution followed by lectures on responsibility towards constitutional values, rights, duties and responsibilities of citizens. Students are encouraged to participate in activities like essay competition on the related themes like 'Economic Thoughts of Dr. B. R. Ambedkar'.

Celebration of National Days: Patriotism is inherited inside every human being and so are the various ways of reflecting it throughout the globe and we at Jagan Nath University do reflect the same by celebrating our Independence Day by paying tribute to the Martyrs and the same way Republic Day is celebrated with great enthusiasm.

Every year Institute celebrates Republic Day and Independence Day on January 26, and August 15 respectively with a spirit of promoting spirit of patriotism and upholding the unity of India. The celebration is attended by Students, Teaching and Non-teaching Staff, Invitees, and guests. Flag hosting with National anthem and oath of national integrity followed by distribution of sweets is the regular decorum of the program.

Gandhi Jayanti celebrations: As a token of respect towards our Father of Nation, Shri. Mohan Das Karamchand Gandhi, a great freedom fighter, a greatest leader, a symbol of Non Violence is remembered on his day on 2nd October and is celebrated as Gandhi Jayanti. This day is celebrated with an aim to make the student community aware about the Gandhian values of non-violence and truthfulness. Many activities and programs have been organized from time to time during this period. Swachhta Pakhwada , Observation of International Non - Violence Day, etc. were at few of the activities conducted in which the students, staff and parents participated and were reminded of the ideals and principles of the Father of the Nation.

As a part of 150th Birth Anniversary of Mahatma Gandhi a campaign was taken in the campus on single use plastic ban awareness was taken up by students and staff of the academy. The aim of the campaign was to create awareness among the residents of the campus not to use the plastic items which are used one time and also aims to achieve the vision of a clean India.

Courses on Environmental science, ethics and human values are part of curricular framework, especially in undergraduate programs. It is to make the students aware on the need for preservation of the ecosystem and environment. Students are also sensitized towards adapting green practices, conservation of natural resources, and use of alternative source of energy and renewable energy by organizing various types of activities.

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and**

other staff and conducts periodic programmes in this regard.

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

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

India is a land of diverse cultures. Rich tradition of our country, culture, national and international events, patriotic events, religious festivals, all such activities are celebrated in the university with a great zeal and enthusiasm.

Jagan Nath University provides quality holistic education and ensures inculcation of human values like patriotism, fraternity, care for nature and environment, social consciousness, gender sensitization and many more. To inculcate human quality several initiatives have been taken right from inclusion of these values in curriculum framework to engage students in national and international commemorative festivities and pan-academic activities.

The University strives to imbibe feeling of nation pride among students through organizing birth and death anniversaries of national figures like Mahatma Gandhi, Rabindra Nath Tagore, Bhagat Singh, commemorating important dates like Independence Day, Republic Day, Law Day, Woman's Day, Constitution Day, Hindi Diwas and many more.

Each of these events is celebrated with full enthusiasm by students and faculty members within the campus. Saraswati Puja, Basant Panchami, etc. are also celebrated by students and faculty members to seek the blessings of goddess Saraswati.

International yoga day is also celebrated in the university which shows participation of students and faculty members. Yoga Gurus highlight the importance of yoga to keep fit and healthy. Regular yoga classes are also held in the morning to imbibe healthy practices in students and faculty members.



A very significant practice towards promoting the values and contributions of Indian eminent personalities is that all the buildings in the University have been named after one great personality like Dr. Rajendra Prasad, *Aryabhata*, Dr. C.V. Raman, etc. Further, the details of their life history and contributions have been uploaded on the University website.

Jagan Nath University is committed to promote ethics and moral values amongst students and faculty. To encourage the same the University organizes National festivals as well as Anniversaries for the great Indian personalities which include - Teachers day (5th Sept.), Engineers day (15th Sept), International Women's day (8th March), International Yoga day (21st June), Independence day (15th August), Republic day (26th Jan.), World Environment day (5th June) and NSS day (24th Sept.) Birth and Death of anniversary of great personalities: Mahatma Gandhi (2 Oct.), Dr. B. R. Ambedkar (14 April), Sadbhavana Diwas (20th August). The University issues Academic Calender at the beginning of the session which reflects the national and international commemorative days, events and festivals. Various activities are organized by the relevant authorities as per the schedule given in the calendar.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best Practice - 1**

### 1. Title of the Practice

**Natural Resources and Waste Management Contributing to Environment Sustainability**

### 2. Objectives of the Practice

The objectives of this initiative are:

- To promote optimum utilization of natural and renewable resources.
- To reduce the destruction of natural areas and damage to the surroundings.
- To maintain green ambience at the campus.
- To encourage healthy and eco-friendly environment in and around the university.

- To develop and demonstrate a working model of sustainable resource management

### 3. The Context

Earlier higher education institutions were supposed to contribute to knowledge, enhance perceptions and impart skills for individual survival and growth. The issue of environmental sustainability was not a high priority area in academic institutions. For academic institutions, the Stockholm Declaration of 1972 addressed the issue of Sustainability in Higher Education (SHE). The declaration focused on finding ways in which universities, their leaders, teachers, researchers, and students could engage their resources in responding to the challenges of balancing between the human quest for economic and technological development with environmental preservation.

This idea sprang further during from the post Green Revolution scenario in agriculture. The Green Revolution focused on productivity escalation in agriculture through the use of high throughput technology and attained success in it. India and other Asian countries not only became self sufficient in food grains but came to a position of becoming exporters. Similar models were copied for milk production and other entities of edibles, which gave rise to emergence of a new paradigm of Rainbow Revolution. All these revolutions happened in sixties and in a period of about a decade thereafter it started to appear apparent that a sole priority of productivity enhancement may not be appropriate in long run and humanity may suffer in terms of sustainability of the targets achieved and more importantly a serious imbalance in environmental harmony leading to severe health hazards to human and animal population, loss of biodiversity, soil erosion, pollution and fast depletion of non renewable natural resources. Consequently, the mankind saw an emergence of new paradigm of Sustainability and Ever Green Revolution within a decade of the Green and other color Revolutions. The Stockholm Declaration of 1972 was an outcome of this new paradigm shift.

The University takes pride in the fact that it promotes the concept of environmental sustainability. The main areas of focus are setting up infrastructure for natural resources, energy conservation and renewable energy, waste management, water usage, transportation, and environmental education.

One of the major challenges faced during implementation of these initiatives was huge capital investment connected with implementing energy saving and waste reducing measures.

### 4. The Practice

Jagan Nath University has undertaken various initiatives to set up an Eco-Friendly and green campus conservation of biodiversity, in its endeavor for conservation of healthy ecosystems. The University has embarked on a plantation drive spread over 50 acres of its main campus. The major initiatives taken in this regard include:

1. **Setting-up the infrastructure:** University campus is situated amid sylvan green and arboreal landscape. The classrooms, administrative office, library, etc. are designed in such a way that optimal use of natural daylight is ensured. The rooms and corridors are well ventilated. Green spaces between blocks keep the ambience pleasant and the temperature is cool in summer and pleasantly warm in winters. In rainy season, the campus is a visual treat to watch. The campus has green landscaping of plants which covers around 30% of the area, having varieties of plants which

includes Ashok, Semal, Ritha, Neem, Cassia, Nerium, and Ficus, etc. Variegated cropping of more than 2000 plants has also been established as university farmland. In Department of Agriculture a poly house, small herbal garden are also maintained. Students also participate in campaigns like "Plantation Drive" in and around the campus.

2. **Energy conservation and renewable energy:** Classrooms, administrative rooms, library, etc. are designed to use natural light to the maximum with minimal use of electricity in artificial lighting. The University has roof-top solar panel installations at different buildings with an installed capacity of 200 KW. A solar heater 8000 ltr capacity is also installed.

(iii) **Water management and rain water harvesting:** The University has invested resources to ensure rain water management. Surface water, all drainage and rain water is collected through perforated covers and is arranged to flow through channels attached with chambers and waste water is collected into a rain water harvesting tank which recharges the sub-soil aquifer through steel funnel.

University has a central sewage plant with sewage treatment capacity of 100 kld. The treated water is used for gardening and horticulture.

(iv) **Solid Waste management:** Waste disposal has emerged into an industry and is more than just removing waste. Organic waste generated at the university is collected to create compost at 5 vermin compost pits at the campus. Composts are being utilized for plantation and poly house.

(v) **Environmental awareness and education:** Compulsory courses on Environment Consciousness and Community engagement are offered for all UG programs. The University has introduced compulsory courses of 2 credits on Environment sustainability and community engagement through State Government sponsored program "Anandam" in all undergraduate and post graduate programmes.

## 5. Evidence of Success

Success in the creation of an Eco-Friendly University Campus can be seen through the following activities:

We have a tree plantation of over 2000 varieties of medicinal, ornamental, and drought resistant plants and drought resistant trees.

Due to the use of alternate sources of energy we have been able to cut down on our power expenses substantially.

Other green campus initiatives are: University rules restrict the entry of automobiles in campus. A bicycle stand is maintained at the entrance where bicycles are available for commuting in the campus. Pedestrian friendly pathways connect all blocks of the university.

## 6. Problems Encountered and Resources Required

While the opportunities to explore eco-friendly possibilities are evident, actions devoted to conservation for a green campus are expensive particularly during summer when temperature goes very high in Rajasthan.

## **7. Notes**

At the outset, it is the conviction and dedication of Jagan Nath University to the cause of eco-sustainability, which is a driving force to plan and implement with a positive will to invest resources in the environment building ventures. Fortunately the basic plan of construction of all the buildings of teaching blocks, offices, hostels, roads and walk ways are such that they support the plantation drive, waste and sewage disposal, rain water harvesting and natural resource management. With the establishment of Department of Agriculture eco-friendly structures have been added to the existing beauty of the campus. These include a poly-house, water storage tanks and crop cultivation fields. Along with education of mechanical farming students are taught courses on organic farming, water management, ecological balance, and Integrated Crop Management.

The student activities like NSS is linked to plantation drives and cleaning ventures. During organization of cultural events like SPANDAN, youth festival and Agri-fests also invariably promote the message of environmental protection and pollution free premise. The rain water harvesting, poly house, pressurized irrigation systems and aqua culture pond are unique examples of Jagan Nath University for natural resources and waste management initiatives. Without using a euphemistic rhetoric, the university is the forerunner in implantation of eco-friendly and sustainable infrastructure. Hence, Jagan Nath University experience of contributing to environment sustainability through natural resources and waste management sets an example for other institutions to follow.

## **Best Practice - 2**

### **1. Title of the Practice**

#### **Innovation, Entrepreneurship and Start-up Practices**

### **2. Objectives of the Practice**

The Jagan Nath Innovation & Incubation Centre (JIIC) was established in 2017 and is committed to promote the ideas centering on technological innovation from students, research scholars, teachers, and from the members of the local community towards achieving the varied needs and having marketable potentials. The Jagan Nath Innovation & Incubation Centre (JIIC) is having an expert team from various disciplines which evaluates the innovative ideas or concepts on the basis of originality and its possibilities of realization into a product, process or services which must have a significant impact on the quality of life of the society and industry. It was started as an Entrepreneurship Development Cell (EDC) in 2015, which was working towards developing the ideas of students to successful commercial products. Later, in 2017, JIIC was established to promote innovations and entrepreneurship practices in the campus. JIIC is guiding the different student clubs and act as a catalyst to foster entrepreneurial climate and work as an interface between University & Government schemes for incubation and start-ups.

### **3. The Context**

In the current scenario, special focus is on developing an ecosystem for innovation and incubation practices

in HEIs. Government of India has also emphasized through various schemes to promote the same. In the same context, many initiatives have been taken by university which focuses on the 17 sustainable development goals and women entrepreneurship. These include a dedicated Institution Innovation Cell (IIC) established under the aegis of MoE's Innovation Council, Govt. of India, working since 2018.

In November 2018, Ministry of Education (MoE), Govt. of India, has established 'MoE's Innovation Cell (MIC)' to systematically foster the culture of Innovation amongst all Higher Education Institutions (HEIs). The primary mandate of MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes. MIC has envisioned encouraging creation of 'Institution's Innovation Council (IICs)' across selected HEIs.

#### **4. The Practice**

Being set-up in a rural town of Chaksu (30Kms from Jaipur), where population is deprived of technology and fund support, we believe it becomes our duty as an institute of higher education to highlight the issues being faced by allied business verticals. It is our social responsibility to come up with innovative solutions to such resource deprived areas for the betterment of the society.

#### **Establishment of Institution Innovation Council (IIC) Cell**

The IIC Cell is working through multitudinous modes leading to an innovation promotion eco-system in the campus. Along with the various activities organized by the cell, the University has its own Innovation and Startup Policy based on the recommendation of National Innovation and Startup Policy (NISIP).

#### **Functions of IIC Cell**

- Promote innovation in the Institution through multitudinous modes leading to an innovation promotion eco-system in the campus.
- To conduct various innovation and entrepreneurship-related activities prescribed by Central MIC in time bounded fashion.
- Identify and reward innovations and share success stories.
- Organize periodic workshops / seminars / interactions with entrepreneurs, investors, professionals and create a mentor pool for student innovators.
- Network with peers and national entrepreneurship development organizations.
- Create an Institution's Innovation portal to highlight innovative projects carried out by institution's faculty and students.
- Organize hackathons, idea competition, mini-challenges, etc. with the involvement of industries.

#### **5. Evidence of Success**

- Since its inception in 2018, IIC cell organized a number of activities related to innovation and entrepreneurship development. For its outstanding efforts, the then MHRD's Innovation Cell awarded University with 3Stars Rating and our IIC was one of the best performing institutes of North Western region.

- Our students have participated in ‘Proof of Idea Contest’ organized by then MHRD and AICTE in 2018 and were shortlisted for mentoring session in EDII, Ahmedabad.
- Two student startups were successfully assisted by the UIIC.
- The University has also participated in Atal Ranking of Institutes on Innovation Achievements (ARIIA), 2020.
- Our 4 faculty members has attended the **IIC Innovation Ambassador Training Series Program** organized by Institution Innovation Council of MHRD’s Innovation Cell, AICTE held at Lovely Professional University, Jalandhar on 16-17 January 2020 in four Categories viz. Design Thinking, Entrepreneurship Development, Intellectual Property Rights and Incubation Development.
- As part of Innovation Ambassador Duties, our Innovation Ambassador conducts regular mentoring and clinics to promote innovations in society and nearby institutes.
- Recently, our Innovation Ambassador was selected as a mentor for participants of National Innovation Contest, 2020.
- Our Students, staff and faculty have regularly attended the Leadership Talks, seminars, workshops and events organized by AICTE and MoE Innovation Cell.
- The University has dedicated Innovation and Startup Policy for both Students and Faculty to promote the Innovation culture in the campus.
- UIIC has a dedicated area of about 8000 square feet and is working to support budding innovators in terms of Infrastructural facilities, Mentoring support, well equipped Laboratories which include Design & Prototype development Lab and providing funding opportunities for them.

## **6. Problems Encountered and Resources Required**

- The diversity in students’ background and upbringing i.e. lack in the art of effective articulation, introversion, indifferent attitude, etc., which is an essential requirement for a successful entrepreneur
- Sustained motivation of students and faculty is always a challenge.
- Improving the awareness among students to select innovation and startups as a career.
- Students are always scared about the Start-up failures.
- Innovators are more concerned about the disclosure of their ideas and sometimes not share it with the institution.

## **7. Any other information**

The objective of JIIC is to help entrepreneurs to create and expand their businesses, not to give handouts. We aim to discipline and guide business start-ups with high growth potential until their ventures are stable and growing. In doing this, we seek to spread entrepreneurial ecosystem with start-ups that create and sustain high-value employment opportunities in agriculture, Medical, Management, Engineering and Technology, Energy, Architecture and related sectors; create and disseminate innovative technologies and business models; recognize and cater to underserved areas; and help fill in missing links in the value chain with profitable business models. Realizing the importance of mentors for our program we have reached out to the experienced players in the ecosystem to engage with the start-ups incubated through JIIC.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

#### Title : Quality Assuring Teaching and Learning Processes

Teaching and Learning in higher education has a direct bearing on the type of graduates that are produced by a University. Quality assurance becomes an integral measure for ensuring that quality standards are maintained and implemented. Any higher education system becomes a waste if produces graduates with less employability. Thus, graduate employability is the critical factor of quality education in the present scenario, as it helps promote capacity building for contributing to economic growth and development. It is with this background that Jagan Nath University has evolved quality assuring teaching and learning processes that ensure matching of graduates knowledge, skills and values, with job market expectations.

HEIs are responsible for human resource development in the country by imparting to students skills that enable them to serve the society and economy.

There are four prime purposes of higher education i.e., production of a skilled and qualified human resources, empowering students with research and innovation skills, effective teaching-learning processes, and holistic education. All these four concepts are not mutually exclusive; rather they are integrated and reflect on the overall quality standards in the institution. Teaching and learning process is the central driving force to achieve all these purposes.

Jagan Nath University is model of quality assuring teaching-learning processes and may be described under four heads i.e. **Curriculum Development, Curriculum Delivery and Monitoring, Evaluation System and Feedback System.**

#### I. Curriculum Development

The most important measure contributing to quality in teaching and learning process is that curricula have both fitness of purpose and fitness for purpose. The University follows the processes for curriculum development, wherein the faculty members on the basis of stakeholders' feedback analysis prepare agenda for revision of courses, which is considered by the Board of Studies and Academic Council for approval. It is relevant to mention here that all the courses are regularly updated and are as per outcome based education approach..

## II. Curriculum Delivery and Monitoring Process

To ensure the effective delivery of curriculum and monitoring process, the following steps are taken :

1. **Careful planning of various programmes and activities-** At the beginning of each semester the office of the Registrar issues guidelines about the dates of commencement of semester, end of the semester, mid-term and end-semester examinations, holidays, etc. On the basis of which academic calendar is prepared.
2. **Allocation of courses to faculty-** Course allocation is done by the respective HoDs at departmental level. This exercise is done by the end of previous semester in order to enable faculty members to start their preparations for the courses.
3. **Committees for experiential Learning-** These committees include senior faculty members and students also. It helps students to gain experiential learning.
4. **Motivation/control by Senior Management-** Senior Management is also involved in providing guidance and motivation for implementation of the academic plan.
5. **Co-ordination/monitoring/control by Coordinators-** Dedicated and experienced program co-ordinators are appointed for each program for proper implementation of academic plans. Different reports are maintained to map the academic progress and teaching learning process which include:
  1. **Class conduction report-** This report is a record of the course classes that were conducted as per the scheduled timetable. It is compiled and maintained by the program co-ordinators and submitted to administration on a weekly basis.
  2. **Second period attendance report-** This report is compiled and sent daily by program co-ordinators. It includes the number of students present in all classes.
  3. **Class adjustment report-** This report is a record of the classes that had to be substituted / adjusted due to various reasons. It is compiled and maintained by the program co-ordinators and is sent on a weekly basis.
  4. **Class cancellation report-** It is a record of those classes that were cancelled due to the absence of both teacher and/or students. This report is shared by the program co-ordinator on a daily basis.
  5. **Academic progress report-** Academic progress report is about syllabus coverage in each course and whether it is as per the schedule /lesson plan and is shared by the assigned faculty member. It is forwarded on the monthly basis.
  6. **End Semester report-** End semester report is final compilation of all academic, co-curricular, extra- curricular activities, events organised, student participation, etc. It also includes the publication details, research and other achievements of the faculty members.
6. **Preparation of Course Files-** Every faculty prepares the course file, lesson plan and get it approved from the HOD and Dean, Academics before the commencement of the semester. The Course File includes:
  1. Theory Teaching Plan
  2. Lab Plan (if applicable)
  3. COs, POs and PSOs Correlation document
  4. Academic Calendar
  5. Class Time Table
  6. Individual Time Table
  7. Assignments Schedule
  8. Previous question papers
  9. Attendance Record
  10. Assignment/ Tutorial Record



### III. Evaluation

The University has adopted CBCS since 2015. Continuous assessments and end-term assessments carry 30% and 70% weightages respectively. Outcome based assessments are in process. A separate examination calendar is issued and strictly followed. Online portal for student grievances redressal exists and their examination related grievances are resolved promptly. Paper setting for end-term examinations is external. Examination system is transparent, objective and student centric.

### IV. Feedback System

Student feedback on teaching learning process and faculty is regularly collected and analyzed. Further, student satisfaction survey is also conducted at the end of the semester. During the semester CR feedback is also taken fortnightly by the program coordinators. The feedback helps understand the issues and used for future planning after analysis.

These attributes of distinctiveness of the University ensures a well defined systematic processes for conduct of classes, maintenance of records, administrative controls, transparency and accountability in processes, and higher level student satisfaction.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

#### **Core Values**

##### **Quality Education**

Promoting quality education through modern learning technologies and delivery models while pursuing the UGC quality mandate parameters

##### **Holistic Approach**

Holistic education approach commensurate with social, cultural, economic and environmental realities.

##### **Global Competencies**

Preparing students to achieve core competencies to face global challenges successfully.

##### **Technology Applications**

Effective use of ICT and digital learning resources optimally for achieving excellence.

##### **Industry Integration**

Bridging gaps between theory and practice with a focus on skill development and industry integration.

##### **Good Governance**

Following good governance principles being accountable, transparent, responsive, effective and efficient, equitable and inclusive, rule of law, participating and consensus-oriented in the process of making and implementation of decisions.

##### **Intellectual Capital Growth**

Contributing to human resource development and capacity building of individuals to cater to the needs of the economy, society and country leading to development of the nation.

##### **Culture of Excellence**

Promoting culture of excellence among students and faculty in teaching-learning process, research and extension services as drive to develop centres of excellence.

#### **Quality Policy**

Jagan Nath University, Jaipur is committed to impart quality education and strives to be a globally recognized centre of excellence in higher education. It aspires to achieve it by:

1. Ensuring topical and relevant curriculum,
2. Adept delivery mechanism,
3. Relevant research and consultancy,
4. State-of-the-art infrastructural and learning resources,
5. Active involvement of stakeholders and industry experts in decision making,
6. Creation of congenial and conducive student centric work environment, and

An effective governance system.

## **Concluding Remarks :**

Jagan Nath University has been established with a vision to develop it as a centre of excellence for higher education and research. The mission, core values and quality policy of the University have been defined accordingly.

The University is offering UG and PG programs in six disciplines. The academic system is based on four pillars which include effective teaching-learning process, industry integration, skill development and holistic education approach. The University has taken number of initiatives including implementation of CBCS, outcome based curriculum, MoUs with industrial organizations, NSDC project to promote skill education and activation of cells/centres for extension activities and outreach programs. A comprehensive policy framework for all these initiatives has been put in place.

A balanced approach towards NAAC seven criteria form the core of University functioning and activities. The University has initiated implementation processes in each criteria in a systematic and professional way. During its short journey, the University has many accomplishments to its credit for achieving the goals of quality education, research and community engagements.

The course revision, introduction of value added courses, MOOCs, etc. are guided by the outcomes of feedback system and its analysis. Teaching-learning and evaluation system is well structured leading towards quality assurance in the process as claimed in distinctiveness report. Research culture and output is robust as reflected in high h-index and i10 index and total citations of research publications. The infrastructure is regularly updated and maintained. The campus is green and environment friendly providing healthy ecosystem for promotion of creativity, research and innovations as reflected in best practices. Student satisfaction is high and they are involved in decision making processes at various levels. The governance system is well defined and fair. Transparency, accountability and professionalism are the main features of the governance system.

The various institutional values promoted include gender equity, alternate sources of energy, waste management, water conservation, green campus, quality audits, eco-friendly and inclusive environment, sensitization towards constitutional obligations, code of ethics and celebration of national and international commemorative days and events. Two best practices and one distinctiveness have been successfully implemented by the University.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p>1.1.2.1. <b>How many Programmes were revised out of total number of Programmes offered during the last five years</b> Answer before DVV Verification : 25 Answer after DVV Verification: 19</p> <p>1.1.2.2. <b>Number of all Programmes offered by the institution during the last five years.</b> Answer before DVV Verification : 25 Answer after DVV Verification: 19</p> <p>Remark : Values have been changed as per attachment</p>																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>589</td><td>598</td><td>631</td><td>582</td><td>564</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>589</td><td>598</td><td>631</td><td>582</td><td>564</td></tr></tbody></table>	2019-20	2018-19	2017-18	2016-17	2015-16	589	598	631	582	564	2019-20	2018-19	2017-18	2016-17	2015-16	589	598	631	582	564
2019-20	2018-19	2017-18	2016-17	2015-16																	
589	598	631	582	564																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
589	598	631	582	564																	
1.2.1	<p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p>1.2.1.1. <b>How many new courses were introduced within the last five years.</b> Answer before DVV Verification : 771 Answer after DVV Verification: 768</p> <p>1.2.1.2. <b>Number of courses offered by the institution across all programmes during the last five years.</b> Answer before DVV Verification : 5152</p>																				
1.2.2	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p>1.2.2.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b> Answer before DVV Verification : 25 Answer after DVV Verification: 19</p>																				

Remark : Values have been updated after review of Data

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

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

Answer before DVV Verification : 150

Answer after DVV Verification: 97

Remark : DVV has updated the data as per documents provided under HEI clarification response

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1699	2147	377	291	280

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1699	2147	377	291	280

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

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

Answer before DVV Verification : 621

Answer after DVV Verification: 621

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

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

**4) Alumni**

Answer before DVV Verification : A. All 4 of the above

Answer After DVV Verification: A. All 4 of the above

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. <b>Number of mentors</b>          Answer before DVV Verification : 127          Answer after DVV Verification: 87</p>																				
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b>          Answer before DVV Verification : 402.25          Answer after DVV Verification: 384</p>																				
2.5.1	<p><b>Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years</b></p> <p>2.5.1.1. <b>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</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="308 949 1046 1084"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>26.4</td> <td>24.01</td> <td>25.88</td> <td>27.39</td> <td>25.82</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1162 1046 1296"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>26.13</td> <td>24.01</td> <td>25.88</td> <td>27.39</td> <td>25.82</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	26.4	24.01	25.88	27.39	25.82	2019-20	2018-19	2017-18	2016-17	2015-16	26.13	24.01	25.88	27.39	25.82
2019-20	2018-19	2017-18	2016-17	2015-16																	
26.4	24.01	25.88	27.39	25.82																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
26.13	24.01	25.88	27.39	25.82																	
2.5.2	<p><b>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</b></p> <p>2.5.2.1. <b>Number of complaints/grievances about evaluation year wise during the last five years</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="308 1576 1046 1711"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>18</td> <td>46</td> <td>82</td> <td>53</td> <td>178</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1789 1046 1924"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>18</td> <td>46</td> <td>82</td> <td>53</td> <td>178</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	18	46	82	53	178	2019-20	2018-19	2017-18	2016-17	2015-16	18	46	82	53	178
2019-20	2018-19	2017-18	2016-17	2015-16																	
18	46	82	53	178																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
18	46	82	53	178																	
2.5.4	<p><b>Status of automation of Examination division along with approved Examination Manual</b></p> <p>Answer before DVV Verification : Only student registration, Hall ticket issue &amp; Result</p>																				

Processing

Answer After DVV Verification: Only student registration, Hall ticket issue & Result

Processing

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

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

Answer before DVV Verification : 508

Answer after DVV Verification: 508

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

Answer before DVV Verification : 705

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10.528	10.88	1.79	2.08	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10.528	10.88	1.79	2.08	0

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**

5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

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

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

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

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

Answer before DVV Verification : 9

Answer after DVV Verification: 1

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

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

Answer before DVV Verification : 10

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

Answer before DVV Verification : 127

Answer after DVV Verification: 120

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
24	18	13	10	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24	17	13	10	4

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



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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	6	3	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	3	1	1

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

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

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

**3. Certificate of honor**

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

Answer before DVV Verification : B.. 3 of the above

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

Remark : Values have been updated after review of Data

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

--	--	--	--	--

2019-20	2018-19	2017-18	2016-17	2015-16
140	108	119	148	105

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
140	108	119	148	105

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	42	20	16	24

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	42	20	16	24

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

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

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

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15.25	8.22	2	3	0

Answer After DVV Verification :

--	--	--	--	--

2019-20	2018-19	2017-18	2016-17	2015-16
15.25	8.22	2	3	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	28	3	0	0

Answer After DVV Verification :

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

Remark : Values have been updated after review of Data

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	31	10	6	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
18	31	10	6	7

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1432	1695	1168	586	565

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1432	1742	1690	1261	1565

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	19	26	35	34

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
612	92	135	98	112

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	10	5	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	7	3	3

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

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

Answer before DVV Verification:

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

127.25	53.14	12.9	47.92	20.6
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
127.25	53.14	12.9	47.92	20.6

4.2.2

**Institution has access to the following:**

**1. e-journals**

**2. e-ShodhSindhu**

**3. Shodhganga Membership**

**4. e-books**

**5. Databases**

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

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

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

4.2.3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7.78	21.78	31.02	14.11	30.3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6.73	20.98	30.2	13.73	29.18

Remark : Values have been changed after removing expenses incurred on Newspapers, Magazines and Stationery

4.3.1

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

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

Answer before DVV Verification : 42

Answer after DVV Verification: 25

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

Answer before DVV Verification : A. ?1 GBPS

Answer After DVV Verification: A. ?1 GBPS

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
876.82	739.12	634.08	579.92	745.93

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
876.82	739.12	634.08	579.92	745.93

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
705	701	623	474	330

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
705	701	623	474	330

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
216	327	190	172	332

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
216	327	190	172	332

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	3	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	2	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	1	1	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	1	6

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	15	10	12	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	1	3	2

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

Answer before DVV Verification : A. ? 100 Lakhs

Answer After DVV Verification: A. ? 100 Lakhs

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	22	20	10	28

Answer After DVV Verification :

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



13	22	20	10	28
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6.3.3 **Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	8	13	11	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	13	12	17

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
40	1	8	10	5

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

- 1. Academic Administrative Audit (AAA) and follow up action taken**
- 2.Confernces, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4.Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF**

	<p><b>6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above          Answer After DVV Verification: A. Any 5 or more of the above</p>
7.1.2	<p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Biogas plant</li> <li>3. Wheeling to the Grid</li> <li>4. Sensor-based energy conservation</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above          Answer After DVV Verification: B. 3 of the above          Remark : Serial No.1,3 and 5 have been considered</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above          Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Use of Bicycles/ Battery powered vehicles</li> <li>3. Pedestrian Friendly pathways</li> <li>4. Ban on use of Plastic</li> <li>5. landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above          Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions / awards</li> <li>5. Beyond the campus environmental promotion activities</li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above</p>

	Answer After DVV Verification: A. Any 4 or all of the above
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li><b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li><b>Divyangjan friendly washrooms</b></li> <li><b>Signage including tactile path, lights, display boards and signposts</b></li> <li><b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li><b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li><b>The Code of Conduct is displayed on the website</b></li> <li><b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li><b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li><b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>26</td> <td>25</td> <td>23</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>21</td> <td>20</td> <td>18</td> <td>18</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	25	26	25	23	23	2019-20	2018-19	2017-18	2016-17	2015-16	20	21	20	18	18
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25	26	25	23	23																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
20	21	20	18	18																	
2.1	<p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1729</td> <td>2223</td> <td>1976</td> <td>2029</td> <td>2127</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1729	2223	1976	2029	2127	2019-20	2018-19	2017-18	2016-17	2015-16					
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1729	2223	1976	2029	2127																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

1729	2223	1976	2029	2127
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**2.2 Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
602	634	411	400	527

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
705	883	519	514	665

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1420	1942	1729	1687	1897

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1420	1942	1729	1687	1897

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	46	78	53	178

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	46	78	53	178

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1051	1070	1047	1004	980

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
927	945	906	899	891

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
127	122	113	116	122

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
127	122	113	116	122

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
443	588	498	442	480

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
420	562	474	420	444

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 75

Answer after DVV Verification : 75

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

Answer before DVV Verification : 560

Answer after DVV Verification : 560

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1008.14	923.85	698.38	615.16	795.46

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1008.14	923.85	698.38	615.16	795.46