



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **SHRI JAGDISHPRASAD JHABARMAL TIBREWALA UNIVERSITY**

**SHRI JAGDISHPRASAD JHABARMAL TIBREWALA UNIVERSITY JHUNJHUNU  
CHURU ROAD VIDYANAGARI CHUDELA**

**333010**

**[www.jjtu.ac.in](http://www.jjtu.ac.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Founded in 2009 under Section 22 of the UGC Act and Vidhi/2/2009 of the State Legislature of Rajasthan, Shri Jagdish Prasad Jhabarmal Tibrewala University (JJTU) is the brainchild of a well-known public Charitable Educational Trust, Shri Rajasthani Seva Sangh, based in Mumbai. The trustees of Shri Rajasthani Sewa Sangh mostly are from Jhunjhunu and from Shekhawati region of Rajasthan. To eradicate the poverty of rural area of Jhunjhunu district, the trust decided to start a university in deserted remote area to empower the students of this region by equipping them with education to lead a better life. The motive of the trust was to develop the region economically to increase per capita income.

Shri Jagdish Prasad Jhabarmal Tibrewala University acknowledges the importance of tailoring its educational offerings to meet the diverse developmental needs of local, regional, and international contexts. This report explores how University's curriculum development and implementation are finely tuned to address these varied requirements.

The University started various courses to meet the requirement of industry and academia. The courses mostly concentrated for professional where the job opportunities will be increased. The courses such as Pharmacy, B.Ed., B.P. Ed., MBA, LL.B., LL.M., B.Tech., Ph.D. etc. The new courses were announced in the health sector like starting BNYS, BA and MA in Yoga, Defense Education, Physiotherapy and Sports Sciences. The university is subdivided into two plots of thirty acre area adjacent to State Highway opposite each other. The one side plot is of 12 acres comprising administrative block, two academic blocks, central library, Hostels, Guest House, naturopathy health centre, hospital and an auditorium with laboratory block. The other plot is of 18 acres comprising of indoor stadium, open air stadium of international standard to meet the requirements of the physical education and sports sciences. In the same area there is a hostel and the skill centre to meet requirement of skill courses under NEP-2020. The entire campus is fully ICT enabled. Graduates of the University emerge equipped with robust critical thinking and problem-solving abilities. The university is planning to start some new job oriented courses.

### **Vision**

- Becoming a vibrant knowledge hub and a centre of excellence in education and research.
- Bringing about conservation, creation, advancement, and dissemination of knowledge.
- Generating cutting edge technology using research and innovation to make India a developed nation.
- Creating leaders in the all type of education.
- To Create sportsmen who can make country honour by winning Asian and Olympic games
- Imparting defence education to young youth who like to serve the defence services
- Imparting holistic education with skill technology and Indian culture.

The founders of the University held a distinct vision: to enhance knowledge of rural community and to uplift them. Central vision comprises the women empowerment, echoing the slogan "Beti Bachao, Beti Padhao", as a commitment to the society. Furthermore, aspiration of the university is to establish a distinguished research

centre by fostering collaboration with scholars/institutions from home and abroad.

In the line with regional preferences, university aims to enhance offerings in sports sciences and defence studies. Additionally, the founders of the university envisioned equipping all students with an understanding of environmental challenges, including the consequences of exploiting natural resources and industrial carbon emissions. Recognizing the looming threat of water scarcity, we have implemented rainwater harvesting and storage systems on campus.

The university is committed to maintain sustainability as a green campus, featuring solar panels with a capacity of 450KW, producing 7 lakh units annually. Collaborating with organizations like My Green India Society, the university has undertaken extensive tree plantation initiatives, encompassing diverse species for ecological diversity. Furthermore, the university is engaged in community outreach, providing training to villagers in mushroom cultivation, honeybee farming, and the use of organic fertilizers, fostering sustainable livelihoods and environmental awareness.

As Jhunjhunu is the native land of the trustees and hence, they are contributing to the overall development of Jhunjhunu by Charity to the various Institutions like; Gaushalas, Schools, temples, developing and maintaining parks/crossings, construction/maintenance of Police pickets, toiletries to maintain under Swachh Bharat Mission, collaborate and support various activities which are initiated by different Government agencies.

*We are working for the rise and development of the last person of the society.*

## **Mission**

Shri Jagdish Prasad Jhabarmal Tibrewala University strives with a commitment to make higher education available to all deprived society. To create business job opportunities and to excel in research by fulfilling the requirement of the country in different fields of science, technology, management, cultural activities, defence science and all Olympic recognised sports.

As an overarching mission, the university prioritize practical knowledge aligned with the evolving industrial landscape of our nation. To achieve this, the university facilitates internships for the students across various industries, to prepare them for the demands of the sector. Additionally, the university is considering the adoption of the National Education Policy (NEP) 2020, which advocates for a balanced approach of 40% online learning, 40% offline learning, and 20% practical training through industrial exposure. This hands-on experience not only enhances job prospects but also fosters entrepreneurship among the students.

Moreover, the campus boasts ample facilities for research, complemented by collaborations with numerous laboratories nationwide. The interdisciplinary research endeavours to foster innovation and develop indigenous technologies. The university has interactive learning management system to foster global research with the help of number of online portals of international repute. The university is member of various international library management systems.

Alongside cultivating research-oriented minds, we emphasize the cultivation of critical thinking, problem-

solving skills, and efficient management among our students. We aim for them to excel not only in acquiring specific skills but also in participating in various extracurricular activities, including sports. Our university prides itself on the participation of female students in national and international sporting events, reflecting our commitment to holistic development.

Central to our ethos is instilling a holistic approach to development, encompassing an appreciation for India's rich heritage and cultural values. This sentiment is encapsulated in the Sanskrit verse: "सर्वस्य सुखं सर्वस्य सुखं, सर्वस्य सुखं सर्वस्य सुखं, सर्वस्य सुखं सर्वस्य सुखं" symbolizing our aspiration for universal happiness, well-being, and prosperity. This year our country hosted G20 Summit on the theme, "One Earth, One Family, One Future," underscores the university's dedication to global harmony and sustainable progress.

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

### Institutional Strength

#### STRENGTH:

- **Strategic Location Accessibility:**

- The University's location is connected via (i) Railway; the nearest railway station is Jhunjhunu & Churu. (ii) Air: nearest airport is Jaipur 180km from university, (iii) By road from Delhi, Jaipur and other parts of Rajasthan.
- The students/faculties can come from any corner of India.

- **Robust Infrastructure:**

- Shri Jagdish Prasad Jhabarmal Tibrewala University is having state of the art infrastructure.
- Spacious class rooms with good furniture.
- Well-equipped 76 laboratories with the best testing and measuring instruments with required chemicals.
- Computer laboratory with 480 computers having latest hardwares and softwares.
- Daily newspapers in all regional and national languages are subscribed and all can calmly sit and read in the Library room.
- Contractor's teams are available with university for providing uninterrupted power supply, water supply; garden maintenance etc.
- Transport is provided for students and staff.
- ATM counter is placed at the gate of the University.
- 24x7 Wi-Fi green Campus.
- Good recreation space for students.
- Separate common rooms for boys and girls.
- 300 bedded Hospital, Hostel for Girls and Boys, good environment friendly green Garden,
- University is having a well-equipped Auditorium with a seating capacity of 750.

- **Research and Publication Initiatives:**

- We encourage our own teachers for higher studies like Ph.D. by giving them incentives, scholarship and concessions in rules of working hours, allowed them to use the facilities available for research.
- Applications are invited from all over India by giving advertisement in all Indian Newspapers regularly.
- The best publicity of our Ph.D. programme is our Past students.
- Our scholars awarded Ph.D. are placed in various higher positions.
- We organize various National International Seminars, Conferences, workshops regularly & we get participation from all over country as well as outside the country.
- Shri Jagdish Prasad Jhabarmal Tibrewala University has been awarded by CMAI CCI as **Excellent University for Research Programme**. This was recognized by various countries.
- Our Alumni have risen to good heights/positions of Government, Semi government and Corporates. They have become icon/ role model to others.
- Our Alumni have gone various parts of the world and they are contributing to their organisation and Society.

## **Institutional Weakness**

### **Weakness**

- **Limited Land Resources:**

The constraint of 30 acres of land limits expansion possibilities, particularly in fields like agriculture and medical programs, which may hinder the fulfilment of the university's broader mission. Due to shortage of land some new courses like; mining engineering, aeronautical engineering, and agriculture engineering may not possible to implement.

- **Location Challenges for Faculty:**

The university is located in a deserted rural area of Rajathan with very less population. The local area network is semi-literate so admissions of the new students are always a problem. Good faculty avoids joining due to inconveniences in living style in this rural area. The rural location may pose challenges in attracting and retaining faculty due to concerns about settling with their families, potentially impacting academic continuity and institutional growth.

- **Financial Dependency:**

- Shri Jagdish Prasad Jhabarmal Tibrewala University is a self-finance university which does not get any help from the State or the central Government. As a self-financed University, the lack of access to CSR funds and limited government support for research may restrict the university's financial capabilities and hinder research expansion initiatives. For running expenses university is dependent on trustees and donations which remain insufficient for survival. Meanwhile, the faculty members co-operate the university by drawing less salary than government scale.
- Less number of international students.
- High impact factor publications yet to be achieved by the faculty Academic programs, infrastructure and fellowship schemes to attract international students yet to be introduced.
- A few industrial linkages.
- Technology transfer culture at the inception level.

- The university faces always strong power cuts. So, solar power and generator set remain only hope for daily needs.
- Extreme climate is also a big problem in the university. This area has to face 50 degree in summers and almost 0 degree in winters. Due to this range of temperature vegetation and flora affects.
- Students from outskirts or cities avoid to take admissions due to public transportation facilities.

## **Institutional Opportunity**

- **Opportunities**
- **Responsive Management:**

Serene Campus atmosphere. Contribute to a supportive and conducive learning environment. Implementation of suggestions given by students and faculties. **Student-Centric Support:** Enhancing employability skills among the students. Placement cells to be more aggressive. Strengthening alumni networks & regular contact with the Alumni. Providing avenues for career opportunities. Improve industry connections. Achievements of scholars to be given wide publicity to attract admission. **Placement and Alumni Networks:** Launching new courses like AI, Data Science, Drone technology, Cyber security, Sports Science, Medical and Paramedical courses, and courses related to agriculture, Performing arts, Skill development courses etc. MOOCs, Online and Distance Learning courses, off campus Centres to be launched through specific learning management system. Improving quality of education through industry-academia collaborations. Organising National/International academic seminars/conferences/workshops/FDPs under collaboration with apex professional bodies. Raise the standards of sports & give opportunities to the students to shine in National and International sport activities. Increasing number of intellectual property rights and Patents worldwide. Introduction of Skill development courses and value addition courses as per NEP-2020 (UGCF). To promote the students for start-ups and incubation centres. To start the opening there is a provision for providing seed money to the stakeholders. Opening some new ventures of education and research. Various MOU's are signed by other Universities/institutions/industries to be put in Practice to enhance knowledge. To publish some more books/magazines/journals/monographs for enhancement of knowledge. To start some more skill centres for semi-skilled students like; mushroom production, oil extraction, e-vehicles repairing, grass production, pisciculture and seri-culture. The university management is very cooperative and its receptiveness to recommendations and proactive implementation ensures adaptability to changing educational paradigms and opportunities for continuous improvement. Some of the opportunities are given below:

## **Institutional Challenge**

- **Challenges**
- Due to competition with Govt. aided institutions the university faces challenges in attracting and retaining skilled faculty members.
- The university faces problems to attract and retain good faculties because of no good schools, market facility near by vicinity.
- Brilliant students prefer Govt. colleges/Universities because of less fees structure, qualified teachers, good infrastructure etc. and in private universities like us we get average/below average standard students. These students hardly fulfil the demands of the industry but with the efforts of the university we try to bring them in stream line. The university train them by soft skills, communication skills, and

IT skills to enhance their employability and to face interview.

- The university has limited resources of funds for advertisement at the time of admission it results in less enrolment.

- **Financial Sustainability:**

The university's source of income is from the fees and other resources like; donations from trustees. The university is planning through the Research Department by giving consultancy to the industries may set up a cell for the nearby industries-academia collaboration. The university playgrounds will be given on hire to various sports federations that may fetch the good amount. There are few grounds and sports facilities which are only available in the University throughout region made available for other Institutions on hire basis, and it may be the source of earning.

To start new courses for capital formation which are rarely offered by other institutions. These courses like; actuarial science, aeronautical science, space science, agriculture science, medical and paramedical sciences. But due to shortage of land it might not possible. Meanwhile, during initial phase the university was recommended by the DM, Jhunjhunu a land of 120 acres. But in initial phase they allotted 30 acres with the verbal assurance to allot rest 90 acres after a while. If this land is allotted to the university, the above cited courses may be started. Fees from these courses may eradicate the financial crunch.

- Integrating ever evolving technologies in Academic sector which comprises regular training and up gradation to the faculty.
- To enrol international students by fostering internationally recognised courses on technology/management.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- The curriculum is designed as per the guidelines of NEP-2020, with credit transfer requirements, and interdisciplinary study to be implemented in upcoming session. Formation of Academic bank of Credits is on progress.
- The curriculum, for programmes running with the approval of statutory bodies, is organised and followed in accordance with the INC, NCISM, PCI, BCI, UGC, and NCTE norms.
- As per the guidelines of UGC and Directorate of Higher Education, Rajasthan, the University has implemented CBCS pattern at UG level.
- The Outcome Based Education (OBE) framework is incorporated throughout the curriculum. Based on the established Graduate Attributes, all of the programmes have fully defined Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) with mapping as per Blooms Taxonomy using software INPODS, OBE module.
- It is ensured that the curriculum is relevant to the demands of local, regional, national, and international development. These can be seen in the POs, PSOs, and COs of courses of the university's programmes. Industry participation in curriculum creation is evident in the discussions held by the Academic Council and the Board of Studies. Every proposal made by the parties involved is also taken into account.
- It is important to highlight that the Choice Based Credit System (CBCS) has been implemented with strict adherence to the UGC regulations and recommendations since 2022-23 session. The university has

incorporated into the curriculum cross-cutting issues related to gender, environmental sciences, research ethics, human values, and professional ethics.

- The entrepreneurship, skill development, and employment prospects are made the integrated part of the syllabus. Value-added certificate programmes are widely organised to impart professional and life skills, which has helped the majority of students and increased their employability prospects along with NPTEL/SWAYAM certifications. When creating the curriculum, specialization is prioritized, especially in cutting-edge fields that complement Industry4.0 and NEP.
- The feedback from students, stake holders, alumni, employers are taken by IQAC regarding curriculum, teaching and other facilities, analyzed and action taken report prepared.

## **Teaching-learning and Evaluation**

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

The foundation of the Teaching-Learning Evaluation (TLE) process at the University lies in the careful nurturing of faculty members' skills and competencies. Various initiatives, such as Faculty Development Programs (FDPs), orientation programs, and training sessions, are undertaken to ensure their continuous growth. The teacher-to-student ratio is currently maintained at less than 1:11, fostering an environment conducive to effective education.

The University embraces advanced teaching techniques, employing Information and Communications Technology (ICT) tools as a standard procedure. This includes 24x7 Wi-Fi access, enabling students to utilize multiple e-learning resources for blended learning. The campus boasts appreciable diversity, welcoming students from across the country and internationally. T

To enhance academic processes, an Enterprise Resource Planning (ERP) system has been implemented, covering academics, assessment, examination administration, evaluation, and result declaration. The internal/continuous assessment system aligns with the National Education Policy 2020, ensuring transparency. Project-based, internship, and practical courses are continuously assessed, contributing to a holistic learning experience.

Faculty members actively contribute to e-content development through internal and external platforms, including licensed platforms for online access. Evaluation components of the university are as per UGC norms.

Students actively participate in workshops, create real-world projects, write reflective reports on industry visits and internships, and engage in challenges like Smart India Hackathon under Unnat Bharat Abhiyan. The Mentor- Mentee system provides comprehensive academic, administrative, and personal support. The university identifies students based on their learning capabilities, offering tailored support for their success as real-time professionals.

A comprehensive Teaching Learning Evaluation Plan links curricular content and pedagogy to specific learning outcomes, encouraging faculty to explore enhanced student engagement. The efficient ERP package facilitates all examination-related activities, ensuring timely result announcements. The mapping of Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (COs) with the curriculum is done using an outcome-based approach and Bloom's Taxonomy through the software INPODS, OBE module.



## **Research, Innovations and Extension**

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

The JTT University is dedicated to research, with a focus on interdisciplinary and multidisciplinary studies, both within and outside the institution. The JTT University encourages a "seed money" culture, providing intramural research funding to faculty and students. This support enables them to engage in innovative research across various disciplines and seek additional funding from government and non-government organizations. The seed grants are particularly useful for faculty, whether working individually or in teams, to establish the necessary infrastructure for their research projects.

The JTT University has developed specific policies to promote research and consultancy, including the Research Promotional Policy and the Sponsored Research, Academic, and Industry Consultancy Policy. These policies aim to enhance the research output and consultancy.

The JTT University has established a robust innovation ecosystem based on the guidelines of the Ministry of Education, Government of India.

The JTTU has conducted over a hundred extension activities, offering training and empowerment to the nearby rural population. These activities are supported by JTTU NSS, and NCC, addressing local and regional issues. The university's faculty have published numerous Scopus/SCI/UGC CARE research papers, books, and book chapters of national and international repute. More than 11 patents also received.

## **Infrastructure and Learning Resources**

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

The University is dedicated to research, with a focus on interdisciplinary and multidisciplinary studies, both within and outside the institution. The University encourages a "seed money" culture, providing intramural research funding to faculty and students. This support enables them to engage in innovative research across various disciplines and seek additional funding from government and non-government organizations. The seed grants are particularly useful for faculty, whether working individually or in teams, to establish the necessary infrastructure for their research projects. The university took first initiative to write on research and publication ethics as per UGC Curriculum. Which became the compulsory paper of the coursework of the Ph.D./M.Phil programmes.

The Shri Jagdish Prasad Jhabarmal Tibrewala University has developed specific policies to promote research and consultancy, including the Research Promotional Policy and the Sponsored Research, Academic, and Industry Consultancy Policy. These policies aim to enhance the research output and consultancy. The university has published number of IPRs and Patents.

The University has established a robust innovation ecosystem based on the guidelines of the Ministry of Education, Government of India. The university has also established its own incubation center to enhance the

research and development.

- The Shri Jagdish Prasad Jhabarmal Tibrewala University has conducted over a hundred extension activities, offering training and empowerment to the near by rural population. These activities are supported by university NSS and NCC, addressing local and regional issues. The university's faculty has published numerous Scopus/SCI/UGC CARE research papers, books, and book chapters of national and international repute. More than 11 patents also received.
- The University has its own research publication division which publishes five periodic Journals and number of self-learning material on research.
- Shri Jagdish Prasad Jhabarmal Tibrewala University has number of collaborations with research labs and research libraries throughout the globe. The university strives to have collaborations with foreign universities under faculty/students exchange and other research initiatives. The university has admitted the research students from Bhutan, Bangladesh, Tanzania, UAE, Oman, Australia, USA, Norway, Canada, Nepal, Indonesia, Afghanistan, Kenya, South Africa, Nigeria, Mauritius, and many more.

## **Student Support and Progression**

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The Shri Jagdish Prasad Jhabarmal Tibrewala University provides scholarships and freeships to students, adhering to government schemes and university policies. The Training and Placement Cell focuses on forging strong industry connections, significantly increasing campus visits by businesses and multinational corporations for student recruitment. The University regularly organizes skill improvement and capacity-building programs to enhance student abilities.

- To address issues like sexual harassment and ragging, the Shri JJT University has implemented an online grievance redressal system, upholding zero-tolerance policies. The university follows special policies for internal complaint committee and anti-Ragging cell to overcome this type of issues.
- A Student support cell encompasses robust placement and internship opportunities, guidance for higher studies, competitive exams, and entrepreneurship through the incubation center. The university provides scholarships under various categories since the beginning; special fee concession is provided by the Chairperson to the needy students and research scholars.
- Various committees organize annual cultural and technical festivals, events for new students and alumni, and national celebrations like Teachers' Day, Independence Day, and Republic Day. The university has clubs such as the Innovation/Idea/Entrepreneurship Club, University Social Responsibility Club, Techno Club, Cultural Club, and Environment Club.
- Gandhi Study Circle is meant for conservation of ethics and bases of Gandhian thoughts and studies.
- 
- The university has constituted Campus Cleanliness committee and Garden Committee to look after cleanliness and conservation of flora and fauna.

Students are trained to perform mentally and physically challenging tasks through UBA, NSS, and NCC, preparing them to contribute effectively to society. The university operates an active Alumni Association, with an Alumni Coordination Committee that connects alumni through annual meetings, interaction sessions, guest lectures, and curriculum feedback for IQAC. Alumni are involved in guest panels, placements, mentoring, and

academic and administrative activities, also providing funding support to the association.

## **Governance, Leadership and Management**

The University, run by a non-profit society, is led by Shri Rajasthani Seva Sangh a charitable trust, Mumbai. The Chairperson of the university is a visionary, philanthropist and a noted industrialist who tries to connect distinguished educators, professionals, and specialists with the university. The Governing Body, adhering to UGC guidelines and the University's Act/Ordinance/Statutes, is the supreme authority, overseeing various statutory committees such as the Executive Council, Academic Council, Board of Studies, Finance Committee, Planning Board, Admission Committee, Examination Committee, and IQAC.

The President (Vice-Chancellor) serves as the Executive Head, possessing all administrative and academic powers. The university's organizational structure supports decentralized and E-governance in administration and academics. The President (Vice-Chancellor) appoints the Pro President, Registrar (as the legal authorized signatory and custodian of documents), deans (as academic and administrative heads of Institutions), and department heads to assist in academic and administrative tasks. Stakeholders collaboratively develop strategic plans, supervised by the President (Vice-Chancellor), with all statutory bodies' meetings chaired by the President (Vice-Chancellor) at regular intervals.

Faculty empowerment strategies include the use of LMS, allowing faculty to select courses, pedagogical approaches, develop e-content, and deliver instruction. There are annual awards for outstanding teachers and researchers, incentives for research contributions, financial support for attending conferences, workshops, FDPs, and a Career Advancement Scheme for promotions based on UGC guidelines. The university also offers a Faculty Welfare Scheme.

The Account Section is fully automated; overseen by the Chief Finance Officer's team responsible for budgeting, fund mobilization, and utilization. Internal and external audits are regularly conducted by external auditors and assessed by a Chartered Accountant.

- Purchases are managed by the three members Purchase Committee nominated by the Chairperson through a transparent procedure. Resource mobilization primarily relies on student fees, supplemented by sponsored projects, consulting work, training initiatives, and routine audits. In 2014, the Internal Quality Assurance Cell (IQAC) was established to ensure and enhance quality control.
- During last six months the university has focused on sports activities as a result the University won many awards and medals under national and international completions among two Arjuna Awards.

## **Institutional Values and Best Practices**

The Shri Jagdish Prasad Jhabarmal Tibrewala University has utmost dedication towards preserving its Institutional Values and Best Practices. The University has enforced several policies such as Gender Equity Policy, Student Welfare Policy, Divyangjan Policy, Green Campus Policy, and Policy for Parking of Vehicles, Examination Policy etc. for protection of women rights, for providing equal opportunities to all stakeholders, for prevention of discrimination and for conservation of environment for a sustainable tomorrow.

The University has a specified Code of Conduct and professional ethics for Teaching/Non-Teaching and Administrative staff and also for students – Day scholars as well as Hostellers. The Shri Jagdish Prasad Jhabarmal Tibrewala University has Staff welfare policies and HR policies for all employees. Several career

enhancement opportunities are made available to the employees including Career Advancement Scheme for timely promotions. The Shri Jagdish Prasad Jhabarmal Tibrewala University has laid a great amount of thrust towards conservation and maintenance of natural resources such as Water, Soil, Biodiversity (Flora and Fauna) and has almost some part of its land under vegetation and green cover.

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- The University has one of its Best Practice dedicated towards Women Empowerment & Support. Another Best Practice of the University is aimed towards Green Environment: Consciousness & Conservation.
- The Shri Jagdish Prasad Jhabarmal Tibrewala University is also Distinctive in its objective to foster a paradigm of Sports Excellence and Holistic Development for the fulfillment of this goal, the Institution has established – as per the Standard norms of the National & International Sports Grounds and Facilities has been developed and practices being followed.

All these facilities have inculcated a research-oriented ambience in the University. Today the University stands tall among the pioneer Institutions of the Nation in terms of Innovation & Research with several IPR's to its credit. Shri Jagdish Prasad Jhabarmal Tibrewala University aims to preserve our Values and Practices to the standards of international accreditation. The university has taken special care to the code of professional ethics for teaching learning and evaluation process. The quality publications and intellectual property rights are kept in mind by going through plagiarism process.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHRI JAGDISHPRASAD JHABARMAL TIBREWALA UNIVERSITY
Address	Shri Jagdishprasad Jhabarmal Tibrewala University Jhunjhunu Churu Road Vidyanagari Chudela
City	Village Chudela Jhunjhunu
State	Rajasthan
Pin	333010
Website	<a href="http://www.jjtu.ac.in">www.jjtu.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Davinder Singh Dhull	01595-294000	8104883378	-	registrar@jjtu.ac.in
IQAC / CIQA coordinator	Santosh Kumar Yadav	1592-8104883378	9810888853	-	naac@jjtu.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	05-02-2009
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		
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

<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	Shri Jagdishprasad Jhabarmal Tibrewala University Jhunjhunu Churu Road Vidyanagari Chudela	Rural	30	6722115	Sixty		

## **2.2 ACADEMIC INFORMATION**

**Furnish the Details of Colleges of University**

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td><a href="#">103826_13303_4_1705227659.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">103826_13303_6_1705255251.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">103826_13303_8_1703843073.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	NCTE	<a href="#">103826_13303_4_1705227659.pdf</a>	PCI	<a href="#">103826_13303_6_1705255251.pdf</a>	BCI	<a href="#">103826_13303_8_1703843073.pdf</a>	
SRA program	Document								
NCTE	<a href="#">103826_13303_4_1705227659.pdf</a>								
PCI	<a href="#">103826_13303_6_1705255251.pdf</a>								
BCI	<a href="#">103826_13303_8_1703843073.pdf</a>								

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	10				44				120			
Recruited	8	2	0	10	28	16	0	44	69	51	0	120
Yet to Recruit	0				0				0			
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				87
Recruited	81	6	0	87
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				13
Recruited	12	1	0	13
Yet to Recruit				0
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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	0	0	44	0	0	57	35	0	146
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	10	0	22
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	0	0	0	0
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	5	1	0	6
Adjunct Professor	6	16	0	22
Visiting Professor	0	0	0	0

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

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1313	201	0	1	1515
	Female	317	58	0	1	376
	Others	0	0	0	0	0
PG	Male	165	40	0	0	205
	Female	254	51	0	0	305
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	18	7	0	0	25
	Female	37	2	0	0	39
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	3

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	230	14	0	0	244
Female	82	5	0	0	87
Others	0	0	0	0	0

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

Year of Establishment	05-02-2009
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	60
Total Number of Programmes Conducted (last five years)	0

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Doctoral	<a href="#">View Document</a>
Institute Of Allied Health Sciences	<a href="#">View Document</a>
Institute Of Arts	<a href="#">View Document</a>
Institute Of Commerce And Management	<a href="#">View Document</a>
Institute Of Commerce And Management	<a href="#">View Document</a>
Institute Of Computer Science And Information Technology	<a href="#">View Document</a>
Institute Of Education	<a href="#">View Document</a>
Institute Of Engineering	<a href="#">View Document</a>
Institute Of Fine Arts	<a href="#">View Document</a>
Institute Of Home Science	<a href="#">View Document</a>
Institute Of Languages	<a href="#">View Document</a>
Institute Of Law	<a href="#">View Document</a>
Institute Of Pharmacy	<a href="#">View Document</a>
Institute Of Physical Education	<a href="#">View Document</a>
Institute Of Science	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Teachers focus to facilitate interdisciplinary learning of students. All the Programs offered in the SJJT University - jointly organize seminars, workshops that provide opportunity to all the students to participate and learn on areas beyond their major disciplines. Every programme encompasses courses that are multi-disciplinary in nature. For instance, BA has languages such as Hindi and English along with specialized courses such as Economics, History and Psychology. The specialized programmes in Banking and Insurance, Accounting and Finance and Management Studies have multidisciplinary courses such as Business Management in UG &amp;PG, Business Law, Finance and Taxation, Environmental Studies, English and Mathematics, Engineering., Foundation Course at UG programmes is the best example of multidisciplinary and interdisciplinary course that</p>
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	contains the topics of Constitution, Social Responsibility, Ethics, Management and Environment.
2. Academic bank of credits (ABC):	The SJJT University has successfully managed the conducting of examination under the Credit-Based Grading System, an approach that enables assigning grades for each semester and programme. The system accommodates variations in course design, such as a 70/30 (external/internal) system and 100 marks external as allotted by the SJJT University The SJJT University has already started the registration of students for ABC and is focusing on completing it by the academic year 2024-2025 as it would simplify the process of acquiring and representing students' academic achievement, and will provide an integrated repository of earnings earned throughout their academic career.
3. Skill development:	The SJJT University places special emphasis not only on the academic performance but also on enhancing students' skills to suit their interests. Recognizing the importance of quality education, the SJJT University offers vocational education and life skills programmes to the students. Some of them include- Web designing and development, Hardware and Maintenance, Business Ethics, Nursery Teaching, Software Skill Development, English Communication & Personality development, Stock market operations, Patient care Technician and Cyber Security. Every department organizes seminars and workshops for skill development on different topics such as Photography, Film making, Theater Art, VFX, Ethical hacking Trends in AI ML and Big Data Analytics, Cloud Technology and Micro Services and Implementation of Advanced Python libraries. & Sports Activities
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The SJJT University recognizes the importance of integrating Indian knowledge systems into its educational programmes as emphasized in NEP. Respecting regional languages, the SJJT University offers different Under Graduate and Post Graduate programme with a special focus on Hindi for vernacular students. This programme not only enables to preserve local language but also facilitates learning in a language known to the community. In collaboration with Rajasthan Seva Sangh, Seminars were organised for teachers on educational value of

	<p>Sanskrit. Certificates were issued to the participants. Inspired by the positive feedback of the teachers, the SJJT University plans to expand Sanskrit classes to students in the coming years. By including Hindi, and Sanskrit in the curriculum, the college demonstrates its commitment to supporting the linguistic and cultural heritage of India. Hindi and Sanskrit are also celebrated in the SJJT University regularly.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Programme Outcomes and Course Outcomes as described in NEP are taken into consideration sincerely while teaching any topic of courses. The SJJT University invites industry experts to deliver guest lectures, seminars and workshops for students. Students are also taken to industrial visits where they learn by observing which includes locations namely Lokmat Press, Prime focus Studios, Stock exchange and many more. Alumni students who are now thriving in various career fields visit the SJJT University frequently and contribute by organizing educational &amp; extracurricular events for current students. The SJJT University strongly encourages students to network with industry professionals at these events. An outstanding example of the SJJT University commitment to bringing theory and practice together is evident in the Film, T.V. &amp; New Media Production programme. serves as a place for experiential learning to students interested in Photography, Video Recording and Filming. The SJJT University motivates students to participate in research events and provides support. The students have got prizes for the presentation of research papers at the National Conferences and Start Up Centre/ Entrepreneurial Cell that boosts the spirit of innovation and creativity among students. Efforts are taken to conduct activities in relation to various courses that enable students to learn all practically relevant things through its outcome based Education.</p>
<p>6. Distance education/online education:</p>	<p>The SJJT University has developed the Center for Personal Contact Programme (PCP), which facilitates programmes like MSc.IT and B.Sc. IT. This initiative works under the IDOL programme of SJJT University, where the students have access to online lectures for all theoretical and practical aspects. The PCP exemplifies the SJJT University commitment to diversify educational options, ensuring the students to receive education through personalized communication. In conclusion, online</p>

distance learning has been a catalyst for democratizing education, breaking down barriers, and providing a flexible and accessible learning environment.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The ELC was established in 2019 to promote awareness regarding the electoral processes to students, Parents and Local Community.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The ELC is fully and actively functional. According to the requirements, the college has appointed students' coordinator and coordinating faculty members with due representation of all sections. Electoral Literacy Club members: 1) Vice-principal (Chief Coordinator) 2) Asst. Prof. (Faculty coordinator) 3) Manager (Non-teaching staff Coordinator) 4) (Student coordinator) 5) Mr.(Govt. Liaison staff)</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC at the SJJT University has taken wide range of initiatives encouraging students and others' involvement in electoral processes. The initiatives include Voter Registration Drives, National Voters' Day celebration, Participation in Electoral Events, Conducting Seminars, Demonstration of Electronic Voting Machines (EVMs) and conduct of voter-verifiable paper audits. The senior students of Graduation and Post-graduation go to lower classes at First year level and others, and campaign for registration for voting and assist in getting Voter ID cards. National Voters' Day is celebrated on 25th January in the SJJT University to enlighten the students about the importance of voting in elections to get the right representatives. This event also serves as a platform to encourage student participation in the electoral process, contributing to the democratic state of the society. Seminar on voting awareness and ethical polling practices A seminar on Voting Awareness was conducted on 07-12-2023 from 8.00a.m. To 9.00 a.m. at the SJJT University conference room..The speaker – Electrol Officer -who spoke on the importance of registration for voting, voter's card, electoral processes and the necessity of actively involving in the voting process.</p>

	<p>The students and local community were made aware of ethical polling practices. Participation in Electoral Events Assisting district election administration in conducting poll is a regular practice. The SJJT University facilitates the administration in conducting elections by sending staff members on duty for election work for a week time during every election. This ensures a direct involvement of the SJJT University in the broader electoral landscape. Electronic Voting Machines (EVMs) The Electoral officers visit the SJJT University to demonstrate Electronic Voting Machines and conduct voter-verifiable paper audits. This hands-on training addresses students' doubts, and contributes to create a well-informed electorate.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The SJJT University organizes special drives to raise awareness about the democratic rights, need for participation in national governance. The Electoral officers visit the SJJT University to interact with the students and public. The SJJT University provides support for online voter registration, guides the students for the online registration process. Voter Registration Drives is done in a big way at the SJJT University . The ELC motivates students to register to vote and actively support local communities in the registration process. During one such drive conducted in the SJJT University for three days on 05-07-2023, 07-07-2023 &amp; 08-07-2023, officials visited the SJJT University and collected the Election Registration Forms along with the required documents of more than 400 students.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The SJJT University has more than 900 students learning in First year classes of various programmes. The full list of students with Roll Numbers and Mobile Numbers were shared to Electoral office for needed follow-up in addition to what the SJJT University does for Voter ID registration considering their eligibility to vote at 18 years old. The ELC through WhatsApp group inform all students regarding the need for Voter ID Cards and Voter registration. Notices were served to all students irrespective of their levels to approach the ELC to get assistance for Voter registration if they do not have a Voter Card already. In summary, the ELCs' multifaceted approach, encompassing voter registration, education, ethical voting promotion, active participation, and inclusive demonstrations on</p>



electoral processes, creates a robust framework for fostering responsible civic engagement within the SJJT university community.

# Extended Profile

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## 1 Students

### 1.1

**Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1841	1149	1076	920	607
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
526	365	406	233	242
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
173	191	159	141	133
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

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

**Response: 370**

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
2384	1732	1351	1921	1901

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

**Response:**

**Response:**

Developing and implementing Actions were Conduct in our Shri Jagdishprasad Jhabarmal Tibrewala University (SJJTU) by the faculty members to address local, regional, national, and global developmental needs is crucial in ensuring that educational programs are aligned with the demands of the society and the workforce. This alignment is typically reflected in the Programme Outcomes (POs) and Course Outcomes (COs) of the educational programs offered by the university. Let's break down the key concepts:

**Programme Outcomes (POs):**

Programme Outcomes, also known as Program Outcomes or Program Educational Objectives, represent the overarching skills, knowledge, and attitudes that students are expected to possess upon successful completion of an entire educational program (e.g., a degree program or a specific major). These outcomes are generally broad statements and are aligned with the goals and mission of the university. POs typically capture the broader developmental needs of the society, region, nation, and world.

**Example of a Programme Outcome:**

"Upon graduation, students of our SJJTU will demonstrate the ability to apply critical thinking and problem-solving skills to address complex issues in their respective field."

**Course Outcomes (COs):**

Course Outcomes are more specific than Programme Outcomes. We refer to the specific learning objectives and competencies that students are expected to achieve at the end of individual courses within the program. Our University acts on as per the needs of community

Local, Regional, National, or global. This necessitates collaboration with industries, employers, government agencies, and other stakeholders to identify these needs. By understanding and incorporating these needs, SJJTU designs curricula that equip students to tackle real-world challenges and make positive contributions to society and the economy.

**Alignment with Developmental Needs:**

To ensure the relevance of the curricula, educational institutions, including universities, must assess the developmental needs of the local, regional, national, and global communities we are serve. Hence these needs can be identified through collaboration with industries, employers, government agencies, and other stakeholders. By understanding these needs SJJTU university is design curricula that prepare students to address real-world challenges and contribute positively to the society and economy.

**Implementation and Evaluation:**

Implementation and Evaluation: Once the curricula, with appropriate POs and COs, are developed, they are implemented into educational programs. Faculty members deliver the courses, and students engage in the learning experiences. Regular assessments and evaluations gauge the attainment of COs and, consequently, alignment with POs. Feedback from various stakeholders—students, teachers, parents, employers, and alumni—also contributes to evaluating the effectiveness and relevance of the curricula. This process of developing and implementing curricula responsive to developmental needs is iterative, necessitating continuous evaluation and improvement to ensure that educational programs remain adaptive to evolving societal demands and contribute to community betterment across different scales.

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

**1.1.2**

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

**Response:**

**Response:**

Focusing on employability, entrepreneurship, and skill development in the programs offered by our Shri Jagdish Prasad Jhabarmal Tibrewala (SJTT) University is essential to prepare students for success in the job market and to empower them to create their own opportunities. Additionally, keeping the course syllabi up to date with contemporary requirements ensures that students are equipped with the most relevant and current knowledge and skills.

### **Employability:**

Employability refers to the extent to which a graduate possesses the skills, knowledge, and attitudes that make them desirable and competitive in the job market. It encompasses both technical competencies related to a specific field of study and soft skills, such as communication, teamwork, problem-solving, and adaptability. Jagdish Prasad Jhabarmal Tibrewala (SJTT) University that focuses on employability aim to bridge the gap between academic learning and practical application, preparing students to meet the demands of the workforce. To enhance employability, universities may offer internships, co-op programs, industry partnerships, and career development services. They may also integrate practical projects, case studies, and simulations into the curriculum to provide students with hands-on experiences relevant to their future careers.

### **Entrepreneurship:**

Encouraging entrepreneurship means fostering a spirit of innovation, creativity, and risk-taking among students. SJTT University plays a vital role in promoting entrepreneurship by providing aspiring entrepreneurs with the necessary resources, mentorship, and support to develop and launch their business ventures. Entrepreneurship-focused programs often include courses on business planning, finance, marketing, and entrepreneurial strategies. Moreover, our SJTT University might host entrepreneurship events, workshops, and competitions that allow students to showcase their ideas and receive feedback from industry experts and investors. And initiatives help create an entrepreneurial ecosystem within the institution and inspire students to consider entrepreneurship as a viable career path.

### **Skill Development:**

Skill development refers to the process of acquiring and enhancing specific abilities that are valuable in the workplace. A well-rounded education should equip students with a mix of both types of skills, as they are equally crucial in various professional settings. SJTT University may integrate skill development modules into their curriculum or offer separate workshops and training sessions to help students show their abilities. Regular assessments and feedback mechanisms can be employed to track and improve students' skill development progress.

## Syllabi Revision for Contemporary Requirements:

The world is constantly evolving, especially in fields like technology, business, and science. To ensure that our graduates remain relevant and competitive. Hence our SJJT university has periodically update their course syllabi to incorporate the latest industry trends, technological advancements, and best practices. And also our syllabi revision involves reviewing and updating course content, incorporating new case studies, integrating emerging technologies, and considering feedback from industry professionals. It also requires collaboration with employers and industry experts to align educational offerings with current job market demands.

By focusing on employability, entrepreneurship, and skill development, and regularly revising our course syllabi. Also our SJJT University has better equip our students for success in the ever-changing landscape of the professional world and contribute to the overall development of society by producing well-prepared and innovative graduates.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 47.74

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

Response: 992

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

Response: 2078

<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

**Response:**

Integrating cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment & Sustainability, and other value frameworks based on Sustainable Development Goals (SDGs) and National Education Policy (NEP) - 2020 into the curriculum is crucial for developing well-rounded and socially responsible graduates of our Shri Jagdishprasad Jhabarmal Tibrewala University (SJJTU).

**Professional Ethics:** Including Professional Ethics in the curriculum helps our students understand the ethical principles and values relevant to their chosen field of study. It encourages ethical decision-making, integrity, and responsible behaviour in their future professional roles. Case studies, ethical dilemmas, and discussions can be integrated into courses to foster critical thinking and ethical awareness. Also, we conduct Workshops and seminars on ethical practices are also be organized to engage students actively in ethical problem-solving.

**Gender:** Addressing gender issues in the curriculum involves promoting gender equality and challenging gender stereotypes. Our SJJT University can offer courses that examine gender dynamics in various



contexts, such as workplaces, politics, and society. These courses may discuss the importance of inclusivity, gender mainstreaming, and the recognition of diverse gender identities for the students. By fostering an understanding of gender issues, students can become advocates for gender equity and social justice.

**Human Values:** Infusing human values in our curriculum emphasizes the development of empathy, compassion, and respect for others. So that our courses can explore topics related to human rights, social justice, and the well-being of communities. Encouraging volunteerism and community service as part of our educational experience that further instill a sense of responsibility towards society.

**Environment & Sustainability:** Incorporating Environment and Sustainability education prepares our students to be environmentally conscious and contribute to sustainable practices. By the way our courses cover topics like climate change, resource management, renewable energy, and environmental policies. Also, practical our student's projects that address sustainability challenges can be included, enabling students to develop sustainable solutions and apply theoretical knowledge in real-world scenarios.

**Sustainable Development Goals (SDGs):** Sustainable Development Goals provide a global framework to address various social, economic, and environmental challenges. Hence that our SJJT University can align their curriculum with the SDGs to foster a sense of global citizenship and responsibility. Each course we are providing that has linked to one or more SDGs, and our students can be encouraged to work on projects or research that contribute to achieving these goals.

**National Education Policy (NEP):** The NEP 2020 emphasizes multidisciplinary education, critical thinking, and holistic development. Hence our SJJT University can adapt their curriculum to align with the NEP's vision by offering flexible course choices, promoting interdisciplinary learning, and incorporating experiential learning opportunities to our students. NEP also emphasizes the use of technology and innovation in education, which can be integrated into the curriculum to enhance learning experiences.

To effectively integrate these cross-cutting issues, our SJJT university involves faculty members, students, and relevant stakeholders in the curriculum development process. Regular reviews and updates of the curriculum based on feedback and changing social needs are essential to ensure its continued relevance and effectiveness in addressing contemporary challenges.

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

### 1.3.2

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

**Response:** 50

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3.3

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

**Response:** 47.46

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

**Response:** 28

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

Response: 59	
<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>	
<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 72.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
1300	738	651	755	489

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

2022-23	2021-22	2020-21	2019-20	2018-19
1094	521	439	579	236

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 70.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
655	361	316	386	158

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

2022-23	2021-22	2020-21	2019-20	2018-19
883	502	442	513	330

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

**Response:**

**Response:**

Assessing the learning levels of students and organizing special programs to provide differential learning needs is an important aspect of providing inclusive and effective education. This approach recognizes that students have diverse learning styles, strengths, and challenges, and it aims to create an environment where each student can thrive and reach their full potential. Let's explore how this process can be implemented.

**Learning Assessments:** Shri Jagidshprasad Jhabarmal Tibrewala University conducts regular learning assessments to gauge the academic progress and learning levels of students. These assessments can take various forms, such as standardized tests, MCQs, assignments, projects and practical demonstrations. By analysing the results of these assessments, educators can identify students who may require additional support or who would benefit from more challenging opportunities.

**Identifying Differential Learning Needs:** Based on the learning assessments, educators are identify students who may be struggling with certain concepts or skills or those who have advanced beyond their peers. Additionally, they may discover students with specific learning disabilities or special needs that require tailored approaches to support their learning. By recognizing these differential learning needs, the institution can provide personalized interventions.

**Special Programs and Interventions:** After identifying students with differential learning needs, university organizes special programs and interventions to cater to their requirements. For students who need additional support, remedial classes, tutoring sessions, or learning support groups may be offered. These programs aim to reinforce foundational knowledge and skills and help students catch up to their peers.

For advanced learners, enrichment programs, accelerated courses, research opportunities, or mentorship programs can be provided to challenge and engage them further beyond the standard curriculum.

**Individualized Education Plans (IEPs):** In cases where students have specific learning disabilities or exceptional needs, individualized education plans (IEPs) may be developed in collaboration with teachers, parents, and specialized professionals. IEPs outline personalized learning goals, instructional strategies, and support services tailored to the student's unique needs. Regular progress monitoring is crucial to ensure the effectiveness of the IEP and to make any necessary adjustments.

**Differentiated Instruction:** In the regular classroom setting, teachers can implement differentiated instruction techniques to address diverse learning needs. This approach involves adapting teaching methods, materials, and assessment techniques to accommodate various learning styles and abilities. By

varying the content, process, and product, educators can better engage students and create an inclusive learning environment.

**Professional Development for Teachers:** To effectively supply differential learning needs, faculty members may undergo professional development programs to enhance their understanding of diverse learning styles, instructional strategies, and special education techniques.

**Parent Involvement:** Involving parents in the process is essential, as they play a crucial role in supporting their children's learning journey. Regular communication between teachers and parents helps in understanding the unique needs of each student and ensures a collaborative approach in addressing those needs.

By actively assessing learning levels and implementing tailored programs and interventions, the institution fosters an inclusive and supportive learning environment, where all students have the opportunity to succeed and grow academically and personally.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide 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:** 10.64



File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

**Response:**

We are using student-centric methods and integrating technology into the teaching-learning process which can significantly enhance the learning experience. We explore how experiential learning, participative learning, problem-solving methodologies, and ICT-enabled tools contribute to effective education to our Students.

**Experiential Learning:** Experiential learning involves learning through direct experiences and hands-on activities. It moves beyond traditional lectures and encourages our Students to actively engage with the subject matter. This method allows our Students to apply theoretical knowledge in real-world scenarios, fostering a deeper understanding of the concepts. It includes field trips, laboratory experiments, simulations, role-playing, and practical projects.

**Participative Learning:** Participative learning emphasizes active involvement and collaboration among our Students. It encourages our Students to express their opinions, share ideas, and contribute to class discussions. This approach promotes critical thinking, communication skills, and teamwork. Group activities, debates, brainstorming sessions, and peer-to-peer teaching are examples of participative learning methods.

**Problem-Solving Methodologies:** Problem-solving methodologies focus on presenting our Students with real-life problems or challenges that require critical thinking and analytical skills to solve problem. By tackling these problems, our Students develop problem-solving capabilities, creativity, and adaptability.

**ICT-Enabled Tools and Online Resources:** Integrating Information and Communication Technology (ICT) into the teaching-learning process revolutionize education. ICT tools, such as interactive whiteboards, educational apps, and virtual simulations, make lessons more engaging and interactive. Online resources, including educational websites, e-books, and video lectures, provide our Students with a wealth of knowledge beyond traditional textbooks.

### **Benefits of using these methods and tools in education:**

**Active Engagement:** Student-centric methods encourage active participation, making learning more enjoyable and memorable for our students.

**Critical Thinking:** Experiential learning and problem-solving methodologies nurture critical thinking skills, enabling our Students to think analytically and creatively.

**Collaboration:** Participative learning fosters teamwork and communication skills, preparing our Students for real-world collaboration.

**Practical Application:** Experiential learning allows our Students to apply what they have learned to real-life situations, making the knowledge more relevant to them.

**Access to Information:** ICT-enabled tools and online resources provide access to a vast pool of information, enhancing the depth and breadth of learning.

**Flexibility:** Technology allows for flexible learning, enabling our Students to study at their own pace and revisit concepts as needed.

**Personalization:** Student-centric methods and technology integration cater to individual learning styles and preferences, promoting personalized learning experiences to our students.

**Preparation for the Digital Age:** By using technology in education, our Students become familiar with digital tools and gain digital literacy skills essential for success in the modern world.

By combining student-centric methodologies and ICT-enabled tools, Our University will be in position to create dynamic and adaptive learning environments that empower our Students to become active, lifelong learners.

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

### 2.3.2

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

**Response:**

**Response:**

Implementing an effective Mentor-Mentee Scheme is a valuable and proactive approach for addressing both academics and student-psychological issues within an educational institution. Such a scheme create a supportive and nurturing environment for our students, leading to improved academic performance, emotional well-being, and overall our student success. Here's how the institution can adopt and benefit from this approach:

**Guidance and Academic Support:** Mentors provide guidance and academic support to their mentees by helping them with subject-specific challenges, study strategies, and time management. They assist in setting academic goals and monitoring progress, ensuring our students stay on track with their studies.

**Addressing Psychological Issues:** Mentors are trained to recognize signs of psychological distress or

emotional challenges in their mentees. They offer a listening ear and emotional support, and if necessary, refer our students to counselling or other professional services. The mentor-mentee relationship creates a safe space for our students to express their feelings and seek help.

**Building Trust and Communication:** The mentor-mentee relationship fosters trust and open communication. Our students are more likely to share their concerns and seek help when they feel comfortable with their mentors. This relationship helps mentors gain deeper insights into their mentees needs and challenges.

**Emotional and Social Integration:** For new our students, especially those transitioning to university life, mentors help with social integration and ease the adjustment process. They can provide information about campus resources, clubs, and activities, helping mentees feel more connected to the our University community.

**Boosting Confidence and Motivation:** Mentors can offer encouragement, praise achievements, and provide constructive feedback, which helps boost our students' self-confidence and motivation. Positive reinforcement from mentors can inspire mentees to overcome obstacles and reach their full potential.

**Role Models and Career Guidance:** Mentors can serve as positive role models and provide valuable insights into career paths and professional development. They share their own experiences and offer guidance on making informed career decisions.

**Continuous Monitoring and Support:** Mentors engage in regular meetings with their mentees, allowing them to monitor progress and identify any emerging challenges. They can provide ongoing support and follow-up actions to address academic or psychological concerns of our students.

**Professional Development for Mentors:** Our University provide training and support for mentors to enhance their mentoring skills. This may include workshops on active listening, communication, mentoring techniques, and understanding psychological well-being.

**Confidentiality and Privacy:** Maintaining confidentiality is crucial in the mentor-mentee relationship, especially when dealing with psychological issues. Mentors are assuring to our students ethical guidelines and ensure the privacy of their mentee's personal information.

**Evaluation and Improvement:** The effectiveness of the Mentor-Mentee Scheme is regularly evaluate to assess its impact on student outcomes. Feedback from both mentors and mentees used to make necessary improvements and adjustments to the program.

By adopting an effective Mentor-Mentee Scheme, the institution demonstrates its commitment to the overall well-being and academic success of its our students. This approach raises a supportive and caring learning environment, contributing to the personal and academic growth of our students.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
173	191	159	141	133

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.4.2

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

**Response:** 58.65

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

Response: 217

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

## 2.4.3

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

**Response:** 6.58

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

**Response:** 1138

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 last date of declaration of results during the last five years**

**Response:** 17.6

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

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

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.2**

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

**Response:** 0.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	18	5	9

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

2022-23	2021-22	2020-21	2019-20	2018-19
3136	1973	1909	1730	1166

<b>File Description</b>	<b>Document</b>
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

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

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



File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

**Response:**

Having clearly stated learning outcomes (Program and Course outcomes) or graduate attributes is essential for maintaining a focused and outcome-driven educational approach. When integrated into the assessment process and widely publicized, these learning outcomes provide clarity to students, faculty, and stakeholders about the expected knowledge, skills, and competencies that our students should acquire during their educational journey. We explore time to time the benefits and implementation of this approach:

**Clarity of Expectations:** Stated learning outcomes offer a clear understanding of what our students are expected to achieve by the end of their program or course. This clarity helps our students to set their learning goals and motivates them to work towards achieving those outcomes.

**Alignment of Teaching and Assessment:** Learning outcomes guide the design of teaching methods, instructional materials, and assessment strategies. By aligning course content and assessment with the stated outcomes, educators ensure that learning experiences are directly relevant to achieving the desired educational goals.

**Transparency in Evaluation:** Integrating learning outcomes into the assessment process brings transparency to the evaluation system. Our students are aware of the criteria against which they will be assessed, reducing ambiguity, and improving fairness in grading.

**Continuous Improvement:** Assessment data related to the attainment of learning outcomes analyzed to identify areas of strength and weakness in the educational program. This information enables our university to implement necessary improvements and enhancements to the curriculum and teaching methods.

**Quality Assurance:** Evaluating the attainment of learning outcomes serves as a quality assurance measure. It allows our University to monitor the effectiveness of its educational programs and ensure that they meet the expected standards of academic excellence.

**Public Recognition:** Widely publicizing the learning outcomes on our University website and other documents helps prospective students, parents, and other stakeholders understand the educational offerings and the university commitment to student learning and development.

**Accreditation and Recognition:** Having well-defined learning outcomes is often required for program accreditation and recognition by relevant governing bodies. Accreditation agencies use learning outcomes to assess the quality and effectiveness of educational programs.

### **Implementation of the Approach:**

**Developing Learning Outcomes:** Learning outcomes is developed in consultation with faculty, subject matter experts, and stakeholders. They should be specific, measurable, achievable, relevant, and time-bound (SMART).

**Integration into Curriculum and Assessment:** Learning outcomes is integrated into the curriculum design, ensuring that each course contributes to achieving the program outcomes. Assessment methods, such as exams, projects, presentations, and portfolios, are align with the stated outcomes.

**Communication and Publicization:** The learning outcomes are communicated clearly to our students through course syllabi, program handbooks, and the university website. Our students are made aware of the importance of these outcomes in their academic journey.

**Data Collection and Evaluation:** Assessment data related to the attainment of learning outcomes should be collected and analyzed regularly. This data-driven approach helps identify areas for the improvement and informs decisions to enhance the curriculum and teaching practices.

**Continuous Improvement:** Based on the evaluation of learning outcomes, our university has engaged in a continuous improvement process. Feedback from students, faculty, and stakeholders are used to refine the learning outcomes and enhance the educational experience.

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

## 2.6.2

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

**Response:** 95.63

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

**Response:** 503

<b>File Description</b>	<b>Document</b>
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.82</b></p>	
<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

---

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

**Response:**

Having frequently updated research facilities and a well-defined policy for promoting research demonstrates our university commitment to fostering a culture of research excellence and innovation. By making the research policy available on the university website and ensuring its implementation, our University promotes transparency and encourages faculty and our students to engage in meaningful research activities. Here's how such an approach is beneficial to our students:

**Encouraging Research Culture:** Our well-defined research policy sets clear expectations and guidelines for conducting research. This encourages faculty, researchers, and our students to actively participate in research endeavours, leading to the development of a strong research culture within our University.

**Supporting Research Infrastructure:** Frequent updates to research facilities ensure that our researchers have access to state-of-the-art equipment, laboratories, and technology to carry out high-quality research. This support enhances University's capacity to conduct impactful research across various disciplines.

**Promoting Interdisciplinary Research:** Our Research policy encourage and facilitate interdisciplinary collaboration among different departments and research centres. This fosters innovative research that addresses complex real-world problems from multiple perspectives.

**Clear Promotion Criteria:** We are having a well-defined policy for the promotion of research provides clarity on the criteria for faculty and researchers to advance in their careers based on their research contributions. This motivates faculty members to engage in research activities and produce meaningful research outputs.

**Transparency and Accountability:** Our research policy publicly available on the university website, The University demonstrates transparency in its approach to research. This allows stakeholders,

including faculty, our students, and funding agencies, to understand the research priorities and the evaluation criteria for research proposals.

**Encouraging Student Research:** Research policy include provisions for encouraging our student research and providing opportunities for undergraduate and postgraduate our students to participate in research projects. This enriches their learning experience and prepares our students for Research and Innovation.

**Alignment with Funding Agencies:** Our well-defined research policy aligns with the priorities and requirements of funding agencies improve the University's chances of securing external research funding. This, in turn, supports the growth of research activities within our university.

**Monitoring and Evaluation:** Regular updates to the research policy allow our university to adapt to changing research trends and emerging areas of importance. Periodic evaluations of the research policy's implementation help identify areas for improvement and assess its overall impact on research outcomes.

**Recognition and Incentives:** Our research policy include provisions for recognizing and rewarding exceptional research contributions, such as research awards, grants, and fellowships. These incentives further motivate researchers to excel in their work.

To ensure the successful implementation of the research policy, our University provide following :

- Communicate the policy to all stakeholders, including faculty, researchers, and our students.
- Provide resources and support for research activities, including funding opportunities and research mentor ship programs. Encourage collaborations with other university and industry partners to foster impact research outcomes. Periodically review and update the research policy to align with evolving research needs and global trends.
- By having a well-defined and regularly updated research policy, our University creates an environment that values and supports research excellence, leading to significant contributions to knowledge and societal development.

<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>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 30.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.25	36.65	28.6	34.25	32.51

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<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:** 16.49

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

Response: 61	
<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.4

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

**Response:** 71.82

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

Response: 678

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

Response: 944

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

## 3.2 Resource Mobilization for Research

### 3.2.1



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

**Response:** 0

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 0

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

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

## 3.3 Innovation Ecosystem

### 3.3.1

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

**Response:**

**Response:**

Creating an ecosystem for innovations, including the promotion of the Indian Knowledge System (IKS), Intellectual Property Rights (IPR) awareness, establishment of IPR cells, incubation centres, and other initiatives, is instrumental in fostering a culture of creativity, entrepreneurship, and knowledge transfer within University. This ecosystem empowers our students, faculty, and researchers to transform their ideas into practical solutions and contribute to societal and economic growth. The outcomes of these efforts are evident through various achievements and success stories. Here's how such an ecosystem can be beneficial:

**Promotion of Innovation and IKS:** Encouraging innovation and embracing the Indian Knowledge System involves recognizing and appreciating traditional knowledge and practices unique to India. The University organizes workshops, seminars, and events to create awareness about IKS and its relevance in the contemporary world.

**IPR Awareness:** Educating our students and researchers about Intellectual Property Rights is crucial in protecting their inventions and creative works. Workshops and training sessions on patenting, copyrights, trademarks, and other IPR-related topics are conducted to enhance awareness.

**Establishment of IPR Cell:** Creating an IPR cell within University provide dedicated support to our students and researchers in filing patent applications, handling copyright matters, and protecting their intellectual property. The IPR cell can also assist in commercializing innovative ideas and technologies.

**Incubation Centre:** An incubation centre nurtures and supports startup ventures by providing resources, mentorship, and infrastructure. This facility helps budding entrepreneurs turn their innovative ideas into viable business ventures.

**Collaboration with Industry:** Collaborating with industry partners can facilitate the transfer of technology and knowledge. Industry-academia partnerships provide opportunities for our students and researchers to work on real-world projects and address industry challenges.

**Startup and Entrepreneurship Support:** Our ecosystem provide support to aspiring entrepreneurs by offering training, networking opportunities, and access to seed funding. This enables our students and researchers to establish their startups and commercialize their innovations.

**Innovation Showcases and Exhibitions:** Organizing innovation showcases and exhibitions provides a platform for our students and researchers to present their work and inventions to a wider audience. This fosters recognition and validation of their efforts.

**Research Publications and Patents:** The outcomes of our ecosystem evident through an increase in research publications and patents. A vibrant innovation ecosystem encourages our researchers to publish their findings and protect their novel inventions.

**Startups and Spin-off Companies:** The creation of startups and spin-off companies based on technologies developed within our University demonstrates the successful commercialization of innovations.

**Societal Impact:** An effective innovation ecosystem results in innovations that address societal challenges and contribute to the well-being of the community. Solutions developed through the ecosystem have a positive impact on various sectors, such as healthcare, agriculture, and environment. To showcase the outcomes of the innovation ecosystem, our university has maintained a dedicated section on its website, featuring success stories, publications, patents, startup ventures, and other achievements. Regular reports and newsletters are published to update stakeholders on the progress of innovation-related activities.

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

### 3.3.2

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

**Response:** 36

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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**

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

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

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.2

#### **Total number of Patents awarded during the last five years**

**Response:** 11

<b>File Description</b>	<b>Document</b>
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **Other Upload Files**

1

[View Document](#)

### 3.4.3

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

**Response:** 7.55

<b>3.4.3.1 How many Ph.D s were awarded during last 5 years</b>	
Response: 1366	
<b>3.4.3.2 Number of teachers recognized as guides during the last five years</b>	
Response: 181	
<b>File Description</b>	<b>Document</b>
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<b>3.4.4</b>	
<b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b>	
Response: 0.45	
<b>3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years</b>	
Response: 166	
<b>File Description</b>	<b>Document</b>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>

### 3.4.5

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

**Response:** 0.08

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

Response: 29

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

### 3.4.6

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

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

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

<b>File Description</b>	<b>Document</b>
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.7

#### **Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 5.21

<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>

### 3.4.8

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

**Response:** 14

<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

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

**Response:** 172.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
30.26	17.8	21.20	64.30	38.8

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.6 Extension Activities

### 3.6.1

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

**Response:**

**Case Study 1:**

**Health and Hygiene Awareness Camp Objective:**

To promote health and hygiene practices in the neighbourhood community.

**Impact:**

Sensitized over 200 families about the importance of handwashing, sanitation, and waste management. Distributed hygiene kits containing soap, sanitizers, and masks to the community members. Reduced the incidence of common illnesses, such as diarrhoea and respiratory infections, in the community.

**Holistic Development:**

Our students actively participated in planning and organizing the camp, enhancing their leadership and a sense of responsibility towards the well-being of the community.

**Case Study 2:****Environmental Conservation Drive Objective:**

To create awareness about environmental conservation and sustainable practices.

**Impact:**

Conducted tree plantation drives, resulting in the planting of 1000 trees in our Campus. Our university organized awareness campaigns on waste reduction and recycling, leading to improved waste segregation practices. Reduced the use of plastic bags by promoting the use of eco-friendly alternatives.

**Holistic Development:**

Our students gained a deeper understanding of environmental issues and the importance of conservation efforts and learned teamwork and communication skills through community engagement activities.

**Case Study 3:****Women Empowerment Workshops Objective:**

To empower women in the community and promote gender equality.

**Impact:**

Our university has conducted skill development workshops for women, including tailoring, jewellery making, and basic computer literacy. Provided counselling and support to women facing domestic violence and other challenges. Helped women set up small businesses and income-generating activities.

**Holistic Development:**

Our students have engaged in sensitization sessions on gender equality and women's rights. Students developed a sense of social responsibility and a commitment to promoting women's empowerment.

**Case Study 4:****Educational Outreach Program Objective:**

To enhance access to education for underprivileged children in the community.

**Impact:**

Conducted tutoring and mentoring sessions for over 100 children from economically disadvantaged backgrounds. Distributed educational materials, including books, stationery, and school uniforms. Improved school attendance and academic performance among the targeted children.

**Holistic Development:**

Our students also involved in the program developed teaching and communication skills and gained a broader perspective on societal inequalities and the role of education in empowering individuals.

**Awards and Recognition:**

Shri Jagdishprasad Jabharmal Tibrewala University received the "UNESCO Award for Green Rajasthan for 51000 tree plantation by University" from the State Government for its outstanding contributions to the neighbourhood community during the last five years. The extension activities and community outreach initiatives were featured in local media and received positive coverage for their impact on the

community. Overall, the extension activities showcased the University commitment to holistic development and social responsibility. These initiatives not only made a positive impact on the neighbourhood community but also sensitized the students to social issues and instilled a sense of empathy and compassion.

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

### 3.6.2

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

**Response:** 96

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	23	17	11	11

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 45

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

---

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

**Describe the adequacy of facilities within a maximum of 500 words**

**Response:**

**Response:**

Shri Jagdishprasad Jhabarmal Tibrewala University has great adequate infrastructure facilities to support teaching-learning activities as well as various other aspects. Some of these facilities include:

#### **a. Teaching - Learning Facilities:**

**Classrooms:** Well-equipped classrooms that provide a conducive environment for effective teaching and learning.

**Laboratories:** Specialized laboratories for practical learning in subjects such as science, computer science, engineering, etc. These labs are equipped with modern instruments and equipment to facilitate hands-on learning.

#### **b. ICT Enabled Facilities:**

**Smart Classes:** Classrooms equipped with interactive whiteboards, projectors, and other multimedia tools to enhance the learning experience.

**Learning Management System (LMS):** An online platform that allows students and teachers to access course materials, assignments, and resources, making learning more accessible and efficient.

### c. Facilities for Cultural and Sports Activities:

Cultural Activities: Our University provides spaces like an auditorium or multipurpose hall for organizing cultural events, seminars, workshops, and other extracurricular activities.

Sports Facilities: Our University offers both indoor and outdoor sports facilities such as basketball courts, volleyball courts, football fields, etc., to encourage student's physical fitness and teamwork.

Yoga Centre: A dedicated space for yoga and meditation sessions, promoting the overall well-being of students and staff.

### d. Gymnasium:

A well-equipped gym with modern exercise equipment to support the fitness and health goals of students and staff.

Having these facilities ensures a holistic development of students, providing opportunities for academic growth, cultural enrichment, physical fitness, and overall personality development. It creates a conducive learning environment that fosters creativity, innovation, and a sense of community within the University.

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

### 4.1.2

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

**Response:** 47.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
1083.69	754.99	543.32	991.64	1045.09

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

**Response:**

It's great to know that the institution's library is equipped with modern technologies and resources to enhance the learning experience for both faculty and students. Let's break down the features and benefits of the library Integrated Library Management System (ILMS): The automation of the library using an ILMS allows for efficient cataloguing, circulation, and management of library resources. It enables users to search for books, journals, and other materials electronically, making it easy to find the required information quickly. Digital Facilities: The availability of digital facilities means that the library provides access to electronic resources, including e-books, e-journals, databases, and online reference materials. This extends the range of resources available to users beyond traditional printed materials.

The system of issue and receipt of books is automatic managing through software. We are member of NPTEL, Delnet, Inflibnet , British Library, Research Gate etc all necessary software for engineers study.

**Subscription to E-Resources and Journals:** The library's adequate subscription to e-resources and journals ensures that students and faculty can access the latest and most relevant information in their respective fields of study. E-resources often include scholarly articles, research papers, and other valuable academic content.



**Optimal Usage:** The fact that the library is optimally used by both faculty and students indicates that it is a valuable resource for academic and research activities. When the library is well-utilized, it reflects a culture of continuous learning and research within the institution.

**Enhanced Research:** Access to e-resources and journals allows students and faculty to conduct in-depth research and stay updated with the latest developments in their fields.

**Convenience:** The digitalization of the library resources makes it convenient for users to access materials from anywhere at any time, reducing dependency on physical library visits.

**Time-Saving:** With an ILMS in place, the library processes become more efficient, saving time for both library staff and users.

**Improved Learning Experience:** The availability of diverse resources contributes to a richer and more comprehensive learning experience for students.

**Increased Productivity:** Faculty members can leverage the library's resources to support their teaching and produce high-quality research work. Overall, a well-automated and digitally equipped library with sufficient access to e-resources and journals greatly benefits the academic community.

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

#### 4.2.2

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

**Response:** 0.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.81	22.96	3.52	15.68	12.23

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

**Response:**

The commitment to frequent updates of IT facilities and providing sufficient bandwidth for internet connection is commendable. Let's explore the benefits and significance of these practices:

**Access to Modern Technology:** Frequent updates to IT facilities ensure that our University remains up-to-date with the latest advancements in technology. Upgrading hardware and software allows our students and faculty to work with modern tools, applications, and equipment, enhancing their learning and teaching experience.

**Improved Performance:** Newer IT infrastructure typically offers improved performance and efficiency. Faster computers, upgraded servers, and newer software versions contribute to smoother operations and

reduced downtime, making academic and administrative tasks more productive for our student & teacher.

**Enhanced Learning Experience:** With updated IT facilities, the University integrate technology into the teaching-learning process effectively. This can include multimedia presentations, interactive learning tools, virtual simulations, and other digital resources that engage our students and facilitate a deeper understanding of the subject matter.

**Support for Research and Innovation:** Updated IT facilities empower faculty and our students to conduct research and engage in innovative projects. Access to cutting-edge software and powerful computing resources lead to groundbreaking discoveries and academic achievements.

**Sufficient Bandwidth:** Providing sufficient bandwidth for internet connection is crucial in the digital age. It ensures that all users, including our students, faculty, and staff, can access online resources, e-learning platforms, research databases, and other web-based tools without experiencing slow loading times or disruptions.

**Efficient Communication and Collaboration:** A robust internet connection enables seamless communication and collaboration among various stakeholders within the University. Video conferencing, online meetings, and virtual classrooms become more effective and reliable.

**Accessibility to Online Learning:** In situations like remote learning or hybrid education models, adequate bandwidth is essential for our students to participate in online classes and access course materials without interruptions.

**Facilitating Online Assessments:** With sufficient bandwidth, Our University conduct online assessments and examinations smoothly, ensuring a fair and secure evaluation process.

**Preparing for the Future:** By embracing technological updates and providing ample bandwidth, our University prepares its community to adapt to future technological advancements and challenges.

Overall, investing in frequent updates of IT facilities and providing sufficient internet bandwidth demonstrates the University commitment to offering a modern and conducive learning environment,

fostering innovation, and preparing our students for success in a technology-driven world.

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

### 4.3.2

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

**Response:** 4.84

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

Response: 380

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

### 4.3.3

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

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

**Response:** A. Any 7 or more of the above

<b>File Description</b>	<b>Document</b>
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 7.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
172.50	136.67	111.01	152.33	114.71

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4.2

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

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

**Response:**

**Response:**

Having established systems and procedures for maintaining and utilizing physical, academic, and support facilities is crucial for the smooth functioning of an educational University. These systems ensure that the facilities are well-maintained, efficiently utilized, and provide a conducive environment for teaching, learning, and other activities in our University.

**Maintenance of Facilities:** Regular maintenance of facilities is essential to ensure their longevity and optimal functionality. Our Shri JYT university follows a scheduled maintenance plan that includes routine inspections, repairs, and upgrades as needed. This applies to various facilities such as laboratories, libraries, sports complexes, computers, classrooms, and more.

**Inventory and Resource Management:** We are having inventory management system which helps to keep track of resources and equipment in various facilities. This includes maintaining records of items available, tracking usage, and planning for replacements or new acquisitions when necessary.

**Usage Guidelines:** There are likely established guidelines for using different facilities to ensure that they are utilized appropriately. For instance, the library having borrowing rules, the laboratory is having

safety protocols, and the sports complex have usage guidelines to maintain discipline and safety.

**User Training:** For certain facilities, such as laboratories or specialized equipment, Our Students are given specific training to handle them properly and safely. Our university has provide training sessions to students and faculty to ensure they can make the best use of the available resources.

**Facility Upgrades and Expansion:** As our university grows and evolves, there are plans for facility upgrades or expansions to meet the changing needs of the academic community. These plans are likely based on careful assessments of requirements and future projections.

**Budgeting and Resource Allocation:** We are having adequate budget allocation to maintain and enhance the facilities. Our University follows a systematic process of budgeting and resource allocation to ensure that necessary funds are available for facility maintenance and improvements.

**Feedback Mechanism:** Our University has feedback mechanisms in place to gather input from users regarding the facilities performance and any issues they may have encountered. This feedback helps in identifying areas that need improvement and making necessary adjustments.

Having established systems and procedures for maintaining and utilizing facilities ensures that the University is operating efficiently, provides a high-quality learning environment, and meets the needs of our students, faculty, and staff effectively. It reflects the University commitment to providing the best possible resources for our academic community.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 87.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
1617	1015	923	801	527

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

**Response:**

**Response:**

Career counselling and guidance play a crucial role in helping individuals make informed decisions about their future career paths. Our Shri Jagdishprasad Jhabarmal Tibrewala University recognized the



significance of providing comprehensive career counselling services to their students or members. With the advancement of technology, e-counselling has become an essential part of these efforts, making career guidance more accessible and convenient. In this article, we will explore the efforts taken by institutions to provide career counselling, including e-counseling and guidance for competitive examinations.

**Establishment of Career Counselling Centers:** Our SJJT University have set up dedicated career counselling centers that offer personalized guidance to students or members. These centers are equipped with experienced career counsellors who provide insights into different career options, potential job prospects, and the skills required for various professions.

**Individual Career Counselling Sessions:** Personalized one-on-one counselling sessions are conducted to understand the strengths, interests, and aspirations of individuals. Career counsellors assess the students' or members aptitudes, personalities, and values to suggest suitable career paths.

**Personality and Skill Assessments:** Our university often employ psychometric tests and assessments to help individuals gain a better understanding of their personalities, strengths, and weaknesses. These assessments aid in identifying potential career matches that align with their abilities and interests.

**Career Workshops and Seminars:** Our university organize workshops and seminars on career-related topics. Industry professionals, successful alumni, and experts are invited to share their experiences and insights, providing valuable information about various career options.

**Information Resources:** Our University maintain comprehensive databases and resources related to different careers, educational opportunities, and competitive examinations. These resources are easily accessible to students or members, allowing them to explore various fields and make well-informed decisions.

**Networking Opportunities:** Our University facilitate networking events and opportunities for students or members to interact with professionals in their desired fields. This exposure helps individuals gain real-world insights and build professional connections.

**Internship and Job Placement Assistance:** Career counselling centers often collaborate with employers and industry partners to provide internship opportunities and job placement assistance. This helps

students or members gain practical experience and transition smoothly into the job market.

**Online Career counselling Platforms:** To embrace the digital era, our university have developed online career counselling platforms. These platforms offer e-counselling services, including video conferencing with counsellors, virtual career fairs, and webinars on career-related topics.

**Web-based Career Assessments:** E-counselling platforms may incorporate online assessments and tools that provide instant feedback on career compatibility based on individual responses.

**Online Study Materials and Resources:** E-counselling platforms may offer access to online study materials, recommended books, and preparation strategies for competitive exams.

**Mobile Applications for Career Guidance:** Our University has developed mobile applications that offer career guidance and counselling services on-the-go. These apps often include features such as self-assessment tools, career quizzes, and guidance articles.

**Social Media Engagement:** Our University has leverage social media platforms to disseminate career-related information, share success stories, and address frequently asked questions. Social media channels are also used to conduct live Q&A sessions with career experts.

**Partnerships with Online Learning Platforms:** Our University collaborate with online learning platforms to offer specialized courses and training programs for competitive exams. These partnerships provide additional learning opportunities for candidates.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the 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, self-employment and entrepreneurial skills)**

**4. Awareness of trends in technology**

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

<b>File Description</b>	<b>Document</b>
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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

<b>File Description</b>	<b>Document</b>
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

#### **Percentage of placement of outgoing students during the last five years**

**Response:** 75.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
304	243	315	153	190

<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2.2

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

**Response:** 31.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	45	29	29	33

<b>File Description</b>	<b>Document</b>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2.3

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

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

**Response:** 2.54

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

Response: 45

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	8	0	7	0

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

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

**Response:**

**Response:**

The Student Council is a vital component of any educational institution, representing the collective voice and interests of the student body. Student council play a crucial role in university development and student welfare by fostering a positive and inclusive learning environment, advocating for student rights, organizing events and initiatives, and promoting overall student well-being. In this article, we will explore the significance of the Student Council and its activities in contributing to institutional development and student welfare.

**Role and Composition of the Student Council:** The Student Council typically consists of elected student representatives from different academic levels or departments. The council is led by a student president or chairperson, along with other key positions such as vice president, secretary, treasurer, and various committee heads responsible for specific aspects of student life.

**Activities for our university Development:**

**Feedback and Communication:** The Student Council serves as a bridge between the student body and the university administration. They collect feedback from students regarding academic programs,

facilities, and other aspects of campus life, and then communicate this feedback to the relevant authorities. This input is invaluable in identifying areas for improvement and implementing positive changes within the university

**Collaboration with Administration:** The Student Council collaborates with the administration to propose and advocate for improvements in various academic and non-academic aspects. These improvements could include changes in the curriculum, introduction of new courses, upgrading facilities, and enhancing campus safety.

**Organizing Academic Events:** The council organizes academic events such as seminars, workshops, and guest lectures that supplement the regular curriculum. These events provide students with opportunities to learn from experts, expand their knowledge, and explore new areas of interest.

**Professional Development Initiatives:** The Student Council may coordinate with the university career services department to arrange career fairs, networking sessions, and skill-building workshops. These initiatives help students develop essential professional skills and gain insights into potential career paths.

**Student Research and Projects:** To promote research and innovation, the council can initiate student-led research projects and support participation in academic competitions and conferences.

**Social and Cultural Activities:** Our university organizing social and cultural events like festivals, talent shows, and diversity celebrations fosters a sense of community and inclusivity on campus.

**Community Outreach Programs:** The council can spearhead community service projects, encouraging students to give back to society through volunteering and charitable activities.

#### **Activities for Student Welfare:**

**Student Support Services:** The Student Council may collaborate with the university counselling and health services to ensure that students have access to mental health support and medical assistance when needed.



**Student Grievance Redressal:** In cases of academic or non-academic issues, the council serves as a platform for students to voice their grievances and concerns. They work with the administration to address and resolve these issues promptly.

**Peer Mentoring and Support:** The council can establish peer mentoring programs where senior students guide and support newcomers, helping them adjust to college life and academics.

**Student Clubs and Societies:** Supporting and promoting various student clubs and societies that cater to diverse interests allows students to engage in extracurricular activities and pursue their passions.

**Student Housing and Transportation:** The council may advocate for affordable and safe student housing options and work with transportation services to improve accessibility to and from the campus.

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

### 5.3.3

**The institution conducts / organizes following activities:**

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

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

<b>File Description</b>	<b>Document</b>
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 108.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.44	22.69	18.08	22.34	22.08

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4.2

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

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

**Response:**

**Response:**

Alumni contributions and engagements are crucial elements that strengthen the bond between our university and its former students. Alumni play a significant role in the growth and development of their alma mater through various forms of support, both financial and non-financial. Their involvement enhances the institution's reputation, provides valuable networking opportunities, and enriches the overall student experience. In this article, we will explore the importance of alumni contributions and engagements.

#### **Financial Contributions:**

**Donations and Endowments:** One of the most direct ways alumni contribute to their alma mater is through financial donations. Alumni often give back to the institution in the form of one-time gifts or establish endowments to fund scholarships, research initiatives, infrastructure development, and other vital projects.

**Scholarships and Financial Aid:** Many alumni support current students by funding scholarships and financial aid programs. These contributions make education more accessible to deserving students who might otherwise face financial constraints.

**Research Funding:** Alumni who are passionate about advancing knowledge and research may contribute funds to support specific research projects or establish research centers within our university

**Infrastructure Development:** Alumni donations often go towards improving campus infrastructure, including building renovations, the construction of new facilities, and the upgrade of existing resources.

**Program Support:** Alumni contributions may be directed towards supporting specific academic programs or departments, enabling them to offer enhanced learning experiences and resources to students.

**Non-Financial Contributions:**

**Mentoring and Networking:** Alumni actively engage with current students by serving as mentors, offering career guidance, and providing networking opportunities. Their professional experience and insights are invaluable in helping students make informed career choices.

**Guest Lectures and Workshops:** Alumni are often invited to deliver guest lectures, conduct workshops, and participate in panel discussions. These interactions enrich the academic experience for students by providing real-world perspectives and industry insights.

**Internships and Job Placements:** Alumni may collaborate our university career services department to provide internship opportunities and facilitate job placements for graduating students.

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

## Criterion 6 - Governance, Leadership and Management

---

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**Response:**

It is essential for our SJJT University to align its governance and leadership with its vision and mission. Our university governance and leadership are in accordance with our

#### **vision**

- Becoming a vibrant knowledge hub and a centre of excellence in futuristic education and research.
- Bringing about conservation, creation, advancement, and dissemination of knowledge in all fields.
- Generating cutting edge technology using research and innovation to make India a developed nation.
- Creating leaders in the all type of education.
- Promoting & Imparting defence education to interested young youth to serve in defence services.
- Imparting holistic education with skill technology and new fields like AI, Machine learning, Data Science etc. and Indian culture.

Foster excellence, innovation and integrity in all aspects of Sports education, Research, Practice

#### **1.ission**

Shri JJT University has been established with a commitment to make higher education available to all those who are deprived of object-oriented modular education with an emphasis on practical knowledge keeping in view the emerging industrial needs of India. Create business job opportunities and excel in research to fulfil the requirement of India in different areas of science, technology, management, cultural activities, defence science and all Olympic recognized sports.

it reflects a clear sense of purpose and direction throughout the organization. Several key aspects contribute to this alignment:

### **NEP Implementation:**

The National Education Policy (NEP) is a framework provided by the government to guide educational institutions in India. Our SJJT University effectively implements the NEP, it demonstrates its commitment to enhancing the quality of our education, fostering innovation, and adopting progressive teaching methodologies.

### **Sustained Institutional Growth:**

Our SJJT University has focus on continuous improvement and development. Sustainable growth involves making strategic decisions that promote academic excellence, research advancements, infrastructure expansion, and overall progress.

**Decentralization:** Decentralization of decision-making empowers various stakeholders within our university to contribute and influence important choices. By involving different departments, faculties, and staff members in governance decisions, our SJJT University can harness a diverse range of perspectives and expertise.

### **Participation in Institutional Governance:**

Active participation from all stakeholders, including faculty, staff, students, and even alumni, fosters a sense of ownership and shared responsibility. When everyone has a voice in the governance process of our university, it leads to better-informed decisions and a stronger commitment to our mission.

### **Short-term and Long-term Institutional Perspective Plan:**

An effectively our SJJT University have both short-term and long-term plans that align with its vision and mission. These plans set clear objectives, allocate resources, and define strategies to achieve our goals over different time frames.

When these practices are visible and consistently implemented, it signifies a strong organization commitment to its core values, aspirations, and future direction. Such alignment strengthens the overall coherence and effectiveness of our SJJT University, enabling it to navigate challenges and seize opportunities while staying true to its vision and mission.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

**Response:**

Our SJJT University has a perspective plan which effectively deployed and functioning, and the organization bodies are efficient and effective, it indicates a well-organized and smoothly functioning setup for our university. Several factors contribute to this efficiency and effectiveness:

**Clear Perspective Plan:**

Our perspective plan are having well-defined goals, objectives, and strategies. It is outlining our organization's short-term and long-term vision, with specific action plans and timelines to achieve them.

**Monitoring and Evaluation:**

Our SJJT University have a robust system in place to monitor the progress of the perspective plan's implementation. Regular evaluations help identify any deviations from the plan and allow for necessary adjustments and corrective measures.

**Transparent Policies:**

Our transparent policies promote accountability, fairness, and a sense of trust within organization. Policies has been clearly communicated to all stakeholders, and they are understanding how these policies guide decision-making and governance.

**Effective Administrative Set-up:**

In our well-structured administrative setup ensures that responsibilities and roles are clearly defined, reducing the chances of confusion or duplication of efforts. Efficient communication channels and a streamlined decision-making process are effectively activated in our SJJT University's administrative set-up.

### **Appointment and Service Rules:**

Transparent and merit-based appointment processes ensure that qualified and competent individuals are selected for various roles within our organization. Similarly, service rules has provide clear guidelines on employee conduct, benefits, and career progression.

### **Efficient Procedures:**

Streamlined and efficient procedures simplify workflows and administrative tasks. This helps save time and resources, allowing our organization to focus on its core objectives.

### **Accountability and Performance Evaluation:**

Our organization bodies has been held accountable for our actions and decisions. Regular performance evaluations of these bodies can identify areas for improvement and help ensure us remain effective in fulfilling our major responsibilities.

### **Inclusivity and Diversity:**

Our organization bodies has reflect diversity in terms of representation from different backgrounds and perspectives. Inclusive decision-making processes lead to more comprehensive and well-rounded outcomes.

Hence these elements are visible in our SJJT University's policies, administrative set-up, appointment procedures, and service rules, it signifies our organization that is proactive, responsive, and committed to its vision and mission. Our effectively functioning university body can adapt to changes, address challenges, and create an environment conducive to growth and development for all stakeholders.



<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

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

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Response:**

The presence of a performance appraisal system, effective welfare measures, and avenues for career development and progression underscores the commitment of our SJJT University to creating a supportive and conducive work environment for its employees. Let's break down the significance of each aspect:

1. Performance Appraisal System:

- **Clear Expectations:** The performance appraisal system establishes clear performance expectations for employees, aligning their efforts with the university's objectives.
- **Feedback and Improvement:** Regular feedback provided through performance appraisals helps employees understand their strengths and areas for improvement, enabling them to enhance their performance over time.
- **Goal Alignment:** By linking individual goals to institutional objectives, the performance appraisal system ensures that employees understand how their work contributes to the overall success of the university.
- **Professional Growth:** Constructive feedback and development plans identified during performance appraisals support the professional growth of employees, enhancing their skills and capabilities.

2. Effective Welfare Measures:

- **Employee Well-being:** Welfare measures prioritize the well-being of employees, addressing their physical, emotional, and financial needs.
- **Work-Life Balance:** Benefits such as healthcare support, childcare assistance, and housing facilities contribute to a healthy work-life balance, reducing stress and enhancing job satisfaction.
- **Support Systems:** Access to counseling services and recreational activities promotes mental and emotional wellness among employees, creating a supportive work environment.
- **Financial Security:** Financial assistance and other benefits provide employees with a sense of security and stability, improving overall job satisfaction and morale.

3. Avenues for Career Development/Progression:

- **Continuous Learning:** Opportunities for attending workshops, training programs, and conferences enable employees to enhance their skills and knowledge, staying updated with industry trends and best practices.
- **Career Advancement:** Well-defined career paths and promotion mechanisms motivate employees to excel in their roles and pursue opportunities for advancement within the organization.
- **Employee Engagement:** Investing in career development demonstrates the university's commitment to the growth and success of its employees, fostering higher levels of engagement and loyalty.

Overall, these practices contribute to a positive work culture characterized by employee satisfaction, retention, and productivity. By prioritizing the well-being and professional growth of its employees, our SJJT University fosters a motivated and dedicated workforce, ultimately driving organizational success and achieving its mission and goals.

Top of Form

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

### 6.3.2

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

**Response:** 60.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	125	52	92	100

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 71.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	141	105	111	97

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

**Response:**

**Response:**

In our SJJT University's employment, various strategies for mobilizing funds beyond relying solely on salary and fees. Additionally, we aim to optimize the utilization of resources to ensure maximum efficiency and effectiveness. Here are some common strategies for fund mobilization and resource utilization of our esteemed organization:

#### **Grants and Funding from Government and Non-Governmental Organizations:**

Our organization has seek grants and funding from government agencies, foundations, and NGOs that support educational initiatives and research. These funds can be directed towards specific projects,

infrastructure development, and academic programs.

### **Corporate Partnerships and Sponsorship:**

Collaborating with corporations and businesses can lead to sponsorship, donations, and research collaborations. Our SJJT University has corporate partnerships that provide financial support and resources in exchange for mutually beneficial outcomes.

### **Endowments and Trust Funds:**

Our organization has created endowments and trust funds in which where the donors' contributions are invested, and the returns generated are used to support various programs and initiatives in perpetuity.

### **Alumni Engagement and Fundraising:**

Engaging alumni through alumni associations or networks has been an effective way to raise funds and garner support for our institution. Alumni fundraising campaigns can be organized for specific projects or scholarships.

### **Public-Private Partnerships (PPPs):**

Collaborating with private entities for joint ventures that help us to secure funds and resources for large-scale projects, research endeavors, or infrastructure development for our organization.

### **Research Grants and Contracts:**

Our organization with research capabilities which compete for research grants and contracts from government bodies, industry, and research organizations to support research initiatives.

**Revenue from Intellectual Property:** In SJJT University we have commercialize our intellectual property, such as patents, copyrights, and trademarks, to generate revenue from licensing and royalties.

### **Resource Optimization and Efficiency Measures:**

To ensure optimal utilization of resources, SJJTU has implement measures to minimize wastage, improve energy efficiency, and use resources effectively. This includes efficient budgeting, maintenance

planning, and adopting sustainable practices.

**Public Events and Fundraisers:**

Hosting public events, conferences, seminars, and cultural programs which attract sponsorship and ticket sales, contributing to additional funds.

**Cost-Sharing and Collaborative Initiatives:**

Our organization has share costs and resources through collaborations with other universities educational institutions, research centres, various sports Federations or organizations to undertake joint projects, initiatives and training exchange programmes.

**Income-Generating Ventures:**

Our university has established income-generating ventures such as bookstores, cafeterias, hostels, various sports play fields including indoor sports multi purpose hall and swimming pool with various training programs to generate additional revenue.

By adopting these strategies, SJJTU has diversify of our funding sources, reduce financial dependency on tuition fees, and ensure optimal use of resources to achieve their goals effectively and sustainably.

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

**6.4.2**

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

and V )

**Response:** 104.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.56	10	10	21	44.5

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4.3**

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

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

**Response:**

**Response:**

Regularly conducting internal and external financial audits is a crucial practice for our SJJT University to ensure financial transparency, accountability, and compliance with relevant regulations. That has detailed below at the importance and benefits of both internal and external financial audits for our organization.

**Internal Financial Audits:**

- Internal financial audits are conducted by an independent internal audit team or department within our university.
- The primary goal of internal audits is to assess the effectiveness and efficiency of our organization financial controls, processes, and risk management.
- Internal audits help identify potential financial irregularities, errors, or inefficiencies, allowing our organization to address us promptly and implement corrective measures.
- These audits also provide insights into areas where financial practices can be improved, leading to enhanced financial management and decision-making.
- Regular internal audits strengthen internal governance and reduce the risk of fraud or mismanagement of funds.
- The internal audit team provides reports and recommendations to management and the board of directors, facilitating informed decision-making and ensuring compliance with internal policies and procedures.
- 

#### **External Financial Audits:**

- External financial audits are conducted by independent and qualified external auditors who are not affiliated with the SJJT University.
- The main objective of external audits is to provide an unbiased assessment of our financial statements and financial reporting practices.
- External auditors review the accuracy and completeness of financial records, ensuring that they present a true and fair view of our financial position.
- External audits provide an independent opinion on our financial health, which has enhanced stakeholders' confidence, including investors, donors, and regulators.
- Our university often publish the external audit reports, promoting transparency and accountability to the public and relevant stakeholders.
- External audits also help us identify areas of improvement in financial reporting and internal controls, enabling them to enhance financial governance and compliance.

By conducting both internal and external financial audits regularly, we are maintaining financial integrity, demonstrate accountability to stakeholders, and instil trust in our financial management practices. These audits also assist in identifying potential financial risks, ensuring compliance with legal and regulatory requirements, and guiding strategic financial planning for our future.

## **6.5 Internal Quality Assurance System**

### **6.5.1**



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

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

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

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

**Response:**

**Response:**

The Internal Quality Assurance Cell (IQAC) or Internal Quality Assurance System (IQAS) plays a crucial role in enhancing the quality of our university. Through constant review and evaluation, IQAC initiates and institutionalizes various practices to improve the teaching-learning process, operational methodologies, and learning outcomes. Here are two practices that can be attributed to the IQAC initiatives:

**Outcome-Based Education (OBE) Implementation:**

In our University one of the key contributions of IQAC is the implementation of Outcome-Based Education (OBE). OBE is an educational approach that focuses on defining desired learning outcomes and aligning teaching methods and assessment with these outcomes. The IQAC, along with faculty members and academic experts, reviews the existing curriculum and learning objectives to ensure they are aligned with industry needs, societal expectations, and academic standards.

The process begins with the identification of Program Educational Objectives (PEOs) and Program Outcomes (POs) for each course. PEOs define the career and professional accomplishments expected from graduates, while POs describe the specific knowledge, skills, and attitudes students should acquire during the program. IQAC actively involves faculty members in workshops, training sessions, and consultations to familiarize them with the OBE framework.

To institutionalize OBE, IQAC assists faculty in designing course outcomes (COs) and aligning them with the program outcomes. This helps establish a clear link between the overall program goals and individual course objectives. Furthermore, IQAC supports the development of appropriate teaching-learning methodologies, such as active learning techniques, project-based learning, and collaborative activities, to foster student engagement and achievement of desired outcomes.

Regular assessments and feedback mechanisms are established to monitor the attainment of outcomes. IQAC collaborates with faculty to implement effective assessment strategies, including formative and summative assessments, rubrics, and continuous evaluation. The feedback obtained from students, alumni, employers, and other stakeholders is carefully analysed and used for further improvement.

### **Establishment of Quality Circles and Continuous Improvement Initiatives:**

IQAC facilitates the establishment of Quality Circles our students & teachers similar continuous improvement initiatives within the university. We have in our Quality Circles are small groups of faculty, staff, and administrators who come together voluntarily to identify and solve institutional challenges and improve processes. These circles foster a culture of collective problem-solving and encourage proactive engagement from all stakeholders.

IQAC organizes training workshops to educate members about quality management principles, tools, and techniques. This empowers them to conduct root cause analyses, brainstorm solutions, and implement improvement projects in their respective areas of expertise. The Quality Circles operate based on the Plan-Do-Check-Act (PDCA) cycle, which involves:

- Plan: Identifying problems, setting improvement goals, and developing action plans.
- Do: Implementing the action plans and making necessary changes.
- Check: Measuring the outcomes and evaluating the effectiveness of the changes.
- Act: Standardizing successful improvements and planning for the next improvement cycle.

IQAC oversees the progress of Quality Circles, providing support and resources when needed. It also encourages cross-functional collaboration among circles to address interdisciplinary issues and share best practices.

By institutionalizing the practice of Quality Circles, the IQAC ensures that continuous improvement becomes an integral part of the university culture. It empowers our faculty and staff to take ownership of the quality assurance process, leading to a more agile and responsive educational environment.

### 6.5.2

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

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

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

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

**Response:**

**Response:**

Over the last five years, Shri Jagdishprasad Jhabarmal Tibrewala University has successfully implemented various quality enhancement initiatives in both the academic and administrative domains. These initiatives aim to enhance the overall educational experience for students, improve administrative efficiency, and elevate our university reputation. Here are some of the key quality enhancement initiatives implemented:

### **Academic Domain:**

**a. Faculty Development Programs:** Our university has conducted regular workshops, seminars, and training sessions for development of Faculties. These programs focused on pedagogical advancements, teaching methodologies, and the effective integration of technology in the classroom. Faculty members were encouraged to participate in conferences and research activities to stay updated with the latest trends in their respective fields.

**b. Curriculum Revision and Industry Integration:** To align the curriculum with industry demands and emerging trends, our university undertook a comprehensive review of academic programs. The curriculum was revised to include relevant industry-oriented subjects, experiential learning components, and practical training opportunities. Industry experts and practitioners were involved in curriculum design to ensure real-world relevance.

**c. Student-Centric Learning Spaces:** Our university invested in creating student-centric learning spaces, such as modern classrooms, well-equipped laboratories, and interactive learning centers. These spaces were designed to foster collaborative learning, critical thinking, and creativity among students.

**d. Research and Innovation:** Emphasis was placed on promoting research and innovation activities among faculty and students. Funding support and research grants were provided to encourage research projects across various disciplines. Our university also established research centers and laboratories to facilitate advanced research work.

**e. Academic Support and Mentoring:** Our university introduced academic support programs, such as

tutoring and mentoring, to assist students in their studies. Faculty mentors were assigned to guide and counsel students, helping them overcome academic challenges and set career goals.

### **Administrative Domain:**

**a. Technology Integration:** To streamline administrative processes and enhance efficiency, our university implemented various technology solutions. A robust Enterprise Resource Planning (ERP) system was introduced to manage student records, academic schedules, and financial transactions. Online portals were developed for students, faculty, and staff to access information and services conveniently.

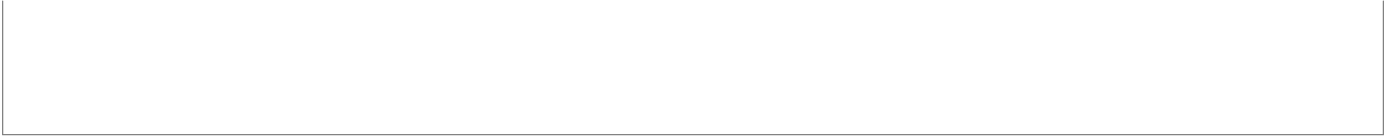
**b. Process Reengineering:** The administrative processes were thoroughly reviewed and reengineered to minimize bureaucracy and optimize resource allocation. Our university focused on reducing paperwork, automating routine tasks, and implementing agile workflows.

**c. Quality Assurance Mechanisms:** Our university reinforced its internal quality assurance mechanisms. The Internal Quality Assurance Cell (IQAC) played a pivotal role in conducting regular audits, gathering feedback from stakeholders, and ensuring compliance with accreditation standards.

**d. Student Services Enhancement:** The administrative services were revamped to improve the overall student experience. Dedicated support teams were set up to address student grievances, provide career counselling, and facilitate co-curricular activities.

**e. Green Initiatives:** Our university embraced sustainable practices and green initiatives to promote environmental consciousness. Measures such as energy-efficient lighting, waste recycling, and water conservation programs were implemented campus-wide.

Overall, these quality enhancement initiatives have positively impacted the university academic and administrative domains. They have led to improved student outcomes, increased faculty engagement, streamlined administrative operations, and a more conducive learning environment. As a result, the institution has witnessed enhanced academic performance, higher student satisfaction, and a strengthened position in the education landscape.



## Criterion 7 - Institutional Values and Best Practices

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### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

**Response:**

Gender audits are comprehensive assessments that evaluate an organization's policies, practices, and culture to identify any gender biases or disparities that may exist. By conducting a gender audit, Shri JJT University aims to identify the current state of gender equity within the campus.

Following are the key steps involved in a gender audit and promoting gender equity such as:

#### **Assessment and Data Collection:**

We kept and collect the data on the gender composition of our university including representation at different levels and in various departments. Additionally, data on pay gaps, promotion rates, and access to opportunities is collected and discussed at the level of desired authorities..

#### **Review of Policies and Practices:**

We review our policies and practices time to time to identify any potential gender biases. This includes recruitment and hiring procedures, performance evaluations, and opportunities for training and development.

#### **Identifying Challenges and Gaps:**

Once the data is analyzed, the audit will likely reveal areas where gender disparities exist, such as in leadership positions or certain departments. Identifying these challenges is crucial for applying the decided policies.

**Creating Gender Equity Measures:** Based on the findings of the gender audit, our university has design specific measures to address the identified challenges. These measures may include setting targets for gender representation in leadership roles, implementing diversity training programs, and revising policies to ensure fairness.

### **Engaging Stakeholders:**

Gender equity initiatives require the support and involvement of all stakeholders, from leadership, employees to students. Open communication and engagement with all parties will help to build a shared commitment to promoting gender equity.

### **Implementation and Monitoring:**

We the proposed gender equity measures into action. It's essential to monitor progress regularly and make adjustments as needed to ensure the measures are effective.

### **Creating an Inclusive Culture:**

Beyond policies and initiatives, we are fostering an inclusive culture is crucial for sustaining long-term gender equity. This includes promoting open dialogue, supporting work-life balance, and providing opportunities for professional growth.

### **Transparency and Accountability:**

Transparency about the gender equity efforts and holding our university accountable for its commitments are vital. Regular reporting and sharing progress with employees and the public demonstrate our organization's commitment to change.

**Continuous Improvement:** Gender equity is an ongoing process that requires continuous evaluation and improvement. Periodic gender audits and feedback loops help ensure that university remains on track towards its goals.

We always keep in remember that promoting gender equity is not a one-time task but an ongoing commitment that involves everyone in our SJJT University. By taking these steps, we can create a more inclusive and diverse environment where all individuals have equal opportunities to succeed and contribute to our organization's success.



<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<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
6. Wind mill or any other clean green energy

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

<b>File Description</b>	<b>Document</b>
Permission document for connecting to the grid from the Government/ Electricity authority.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:**

**Response:**

Shri Jagdishprasad Jhabarmal Tibrewala University have facilities and well managed system of disposal of degradable and non-degradable waste.

**1. Degradable Waste:** Degradable waste includes food waste from mess and canteen, sewage waste, plant residue, animal dung, paper waste etc. .

**a. Composting Facility:** Our university have on-site composting facilities where organic wastes collected and processed to produce compost. Composting is a natural process that turns organic waste into nutrient-rich compost, which can then be used to fertilize gardens and landscapes.

**b. Biogas Plant:** Our University have biogas plants where organic waste is anaerobically digested to produce biogas.

**2. Non-Degradable Waste:** Non-degradable waste can persist in the environment for extended periods thus needed more attention Here at SJJTU we have well defined system to dispose/manage this waste. Separate dustbins are placed for degradable and non-degradable wastes. The plastics, metals, glass, and other types of non-degradable waste is collected properly, segregate and dispose-off/sale/reuse as per nature of material.

**a. Recycling Facilities:** Our University have recycling centres or facilities where recyclable materials like paper, cardboard, glass, plastics, and metals are collected, sorted, and sent for recycling. Recycling helps reduce the amount of waste sent to landfills and conserves natural resources.

**b. E-waste Collection Points:** To handle electronic waste (e-waste), which includes discarded electronic devices and equipment, some institutions have specific collection points. E-waste may contain hazardous materials, so proper handling and disposal are essential.

**c. Public Waste Collection Services:** Our University have municipal waste collection services. These services handle the collection, transportation, and disposal of both degradable and non-degradable waste.

Overall, an effective waste management system in our university should encompass waste segregation at the source, proper collection and storage facilities, recycling and composting facilities, and safe disposal methods for hazardous waste. The goal is to minimize the environmental impact of waste and promote sustainable waste management practices.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged 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:** B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

##### **Green campus initiatives include**

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

**Response:**

**Response:**

The Green Campus Initiative of our university is aimed to create sustainable and eco-friendly environment within the campus premises. It incorporates several measures to reduce the institution's carbon footprint and promote a greener and cleaner campus. Here are the main components of the initiative:

### **Restricted Entry of Automobiles:**

The initiative encourages the restricted entry of automobiles on campus. This could mean implementing carpooling programs, promoting the use of public transportation for commuting to the campus, and limiting the number of vehicles allowed within the premises. By reducing the number of cars on campus, the initiative aims to minimize air pollution and congestion.

### **Use of Bicycles/Battery-Powered Vehicles:**

To promote sustainable transportation options at SJJT University, the initiative encourages the use of bicycles and battery-powered vehicles within the campus. Dedicated bicycle lanes and parking areas for these vehicles are established to make it convenient and safe for students, staff, and visitors to use alternative transportation methods.

**Pedestrian-Friendly Pathways:** Our SJJT University campus is designed with a focus on creating pedestrian-friendly pathways. Safe and well-maintained walkways are established throughout the campus, encouraging people to walk instead of relying on motorized transportation for short distances. This not only reduces emissions but also promotes a healthier lifestyle for the campus community.

**Ban on Use of Plastic:** We initiate to reduce the use of plastic and minimise the use of single used plastic at our campus. This use of plastic bags, bottles, and other disposable items are discouraged in campus. We promote the use of biodegradable or reusable materials are encouraged to minimize plastic waste and its harmful impact on the environment. For all packing and other purpose we use fabric bag only.

**Landscaping with Trees and Plants:** SJJTU campus is extensively landscaped with trees and plants. Green spaces and gardens are created, not only enhancing the beauty of the campus but also providing numerous environmental benefits. Trees absorb carbon dioxide and release oxygen, improving air quality, while plants help reduce heat island effects and contribute to biodiversity.

The Green Campus Initiative reflects SJJT University commitment to sustainability and environmental responsibility. It creates our campus environment that fosters ecological consciousness and encourages students, faculty, and staff to adopt eco-friendly practices not only within the campus but also in their daily lives. By implementing these measures, the institution takes significant strides towards becoming a model of sustainability for the larger community.

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

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

**The institutional environment and energy initiatives are confirmed through the following**

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

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

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.7

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

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

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

**Response:**

**Response:**

A barrier-free environment in our university is one that ensures accessibility and inclusivity for all individuals, regardless of their physical abilities. It is a space designed to accommodate and support people with disabilities, the elderly, pregnant women, and anyone with mobility challenges. Creating such an environment is essential to promote equality, provide equal opportunities, and foster a sense of belonging for all members of the campus community. In our SJJT University, we have implemented

various components to achieve a comprehensive barrier-free environment:

**Wheelchair Accessibility:** Our university is equipped with ramps, elevators, and lifts at all essential locations, including entrances, classrooms, laboratories, administrative buildings, libraries, and recreational areas. These features enable individuals using wheelchairs or mobility aids to move freely and independently throughout the campus.

**Accessible Restrooms:** All restrooms on campus of our university are designed to be accessible to people with disabilities. We have spacious and well-equipped accessible restrooms with grab bars, ample manoeuvring space, and appropriate height fixtures to accommodate wheelchair users comfortably.

**Signage and Wayfinding:** Clear and well-designed signage is essential for a barrier-free environment. We have installed signage with both visual and tactile information, making it easier for individuals with visual impairments or low vision to navigate the campus independently. The signage includes Braille and raised letters for important information.

**Assistive Technologies:** Our university offers various assistive technologies and tools to support students and staff with disabilities. This includes screen readers, speech-to-text software, adaptive keyboards, and other devices tailored to individual needs.

**Inclusive Classroom Design:** All classrooms are designed to be inclusive, providing seating arrangements that accommodate wheelchairs and sufficient space for easy movement. Additionally, we ensure that course materials are available in accessible formats, such as digital or Braille, to cater to diverse learning needs.

**Accessible Housing:** Our university offers accessible housing options for students with disabilities, ensuring that they have comfortable and convenient living spaces on campus.

**Sensory-Friendly Spaces:** We recognize the importance of providing sensory-friendly spaces for individuals with sensory processing disorders. Quiet zones and designated areas for relaxation are incorporated into the campus design to offer a conducive environment for everyone.

**Communication and Awareness:** Our University has conducted regular awareness programs and training sessions to promote inclusivity and educate the campus community about disability etiquette, accessibility guidelines, and the importance of creating a welcoming environment for all.

**Emergency Evacuation Plans:** Our university has developed comprehensive emergency evacuation plans that take into consideration the needs of individuals with disabilities. We have designated evacuation procedures and trained personnel to provide assistance during emergencies.

**Collaborative Engagement:** We actively collaborate with disability service organizations and seek feedback from individuals with disabilities to continually improve our barrier-free environment and ensure that it remains responsive to evolving needs.

In conclusion, our university takes great pride in its commitment to fostering a barrier-free environment that celebrates diversity and empowers every member of the campus community. By integrating these various components of accessibility, we strive to create a welcoming and inclusive campus where every individual can thrive and achieve their full potential, irrespective of their physical abilities.

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

**Response:**

**Response:**

Shri Jagdishprasad Jhabarmal Tibrewala University providing an inclusive environment that embraces diversity in all its forms are vital for fostering tolerance, harmony, and a sense of belonging within the campus community. Our University is committed to creating a welcoming and supportive environment to celebrate cultural, regional, linguistic, communal, socio-economic, and other diversities. Here are some of the key initiatives we have implemented to achieve this goal:



**Diversity and Inclusion Policies:** Our university has established comprehensive diversity and inclusion policies that set clear guidelines and expectations for creating a respectful and accepting environment for all. These policies encompass various aspects, including recruitment, admissions, curriculum development, and student support services, with a focus on promoting diversity and equal opportunities.

**Cultural Awareness Programs:** Our university organizes regular cultural awareness programs and events that showcase the richness of different cultures, traditions, and languages represented within our campus community. These programs aim to foster understanding, respect, and appreciation for diversity.

**Multicultural Student Organizations:** Our university encourages the formation of student-led multicultural organizations that provide a platform for students from various backgrounds to come together, share their experiences, and celebrate their identities. These groups organize cultural festivals, workshops, and seminars that promote intercultural exchange.

**Language Support Services:** Recognizing the linguistic diversity among our students, our university offers language support services and resources for those who may need assistance with communication or academic language proficiency.

**Socio-Economic Scholarships:** To promote socio-economic inclusivity, our university offers scholarships and financial aid programs to support students from disadvantaged backgrounds. This ensures that financial constraints do not hinder access to quality education.

**Inclusive Curriculum:** Our academic curriculum is designed to reflect diverse perspectives and experiences. We integrate case studies, literature, and historical narratives from various cultures and regions, enabling students to develop a broader understanding of the world.

**Faculty and Staff Training:** We organized training and workshops for faculty and staff to promote cultural competence and sensitivity. These initiatives help ensure that the campus community is well-equipped to support and engage with students from diverse backgrounds.

**Safe Spaces and Support Services:** Our university has established safe spaces and support services for students who may face challenges related to their cultural, regional, linguistic, or communal identities. Counselling and mentoring programs are available to address their unique needs and concerns.

**Dialogue and Conflict Resolution:** Our university encourages open dialogue and constructive communication to address any conflicts or misunderstandings that may arise due to cultural or other diversities. Mediation and conflict resolution mechanisms are in place to foster mutual respect and understanding.

**Community Outreach:** our university and team actively engage with the local community and collaborate with organizations that promote diversity and inclusion. Through outreach programs, we extend our commitment to inclusivity beyond the campus boundaries.

In conclusion, Shri Jagdishprasad Jhabarmal Tibrewala University firmly believes that diversity is a source of strength and enrichment. By implementing these various initiatives, we create an inclusive environment that values and respects cultural, regional, linguistic, communal, socio-economic, and all other diversities. We strive to cultivate a campus culture where every individual feels accepted, appreciated, and empowered to contribute their unique perspectives and experiences to the collective growth and learning of the entire community.

File Description	Document
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*

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

**Response:**

**Response:**

At Shri Jagdishprasad Jhabarmal Tibrewala University, we believe in nurturing responsible citizens who embody the values enshrined in the Constitution of India. These values are essential for building a just,

democratic, and inclusive society. To inculcate these values in our students and create responsible citizens, we organized multiple activities that promote civic engagement, social responsibility, and a basic understanding of constitutional principles. Here are some of the key activities:

**Constitution Day Celebrations:** Every year, we celebrate Constitution Day on November 26th to commemorate the adoption of the Indian Constitution. During these celebrations, various events are organized, including seminars, workshops, and lectures on the significance of the Constitution, its guiding principles, and the rights and duties of citizens.

**Civic Education Workshops:** Our University conduct civic education workshops that introduce students to the fundamental rights and duties as enshrined in the Constitution. These workshops encourage critical thinking and discussions on issues related to citizenship, democracy, and social justice.

**Model Parliament Sessions:** Model Parliament sessions are organized to give students a hands-on experience of the parliamentary process. Our university students take on the roles of lawmakers and engage in debates on important national issues, fostering a sense of responsibility towards shaping the nation's future.

**Community Service Programs:** Our University and team actively promote community service programs that encourage students to engage in social work and community development activities. Through these initiatives, students learn about the importance of giving back to society and being actively involved in civic life.

**Mock Trials and Legal Debates:** Mock trials and legal debates are conducted to help students understand the Indian legal system and the significance of upholding justice and rule of law. These activities develop their sense of responsibility towards maintaining a just society.

**Constitutional Literacy Drives:** Our university organize constitutional literacy drives, where students and faculty reach out to neighbouring communities to raise awareness about the Constitution, its provisions, and citizens' rights and duties. These drives empower people with knowledge and encourage responsible citizenship.

**Student Council and Leadership Programs:** Our university Student's plays a crucial role in promoting responsible citizenship. Through leadership programs and workshops, student leaders learn about ethical

decision-making, accountability, and effective governance.

**Awareness Campaigns on Fundamental Rights:** Regular awareness campaigns are conducted to educate students and the wider community about their fundamental rights as guaranteed by the Constitution. These campaigns empower individuals to stand up for their rights and protect the rights of others.

**Environmental and Social Initiatives:** Our university emphasize environmental and social initiatives to in still a sense of responsibility towards sustainable development and social justice. We had done tree plantation drives for nearby area and villages and also organise awareness programmes for local community.

**Volunteering for Elections:** During elections, our university encourage students to volunteer for awareness programmes in nearby villages to promote participation in voting. This hands-on experience in the electoral process reinforces the significance of democratic participation and responsible voting.

In conclusion, our Shri Jagdishprasad Jhabarmal Tibrewala University is committed to instilling the values of responsible citizenship as reflected in the Constitution of India. Through a diverse range of activities, we empower our students to be informed, engaged, and socially responsible citizens who uphold the principles of justice, equality, and democracy.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.10

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

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**

**3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**

**4. Annual awareness programmes on Code of Conduct are organized**

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

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice I**

##### **1. Title of the practice:**

Women Empowerment & Support

##### **Objectives of the Practice**

- To encourage and motivate the girls for entering into higher & technical education at JJTU, with a clear focus to understand the bright prospects for their future.
- To support the girls financially for education so that their families overcome their objections & resistance for sending them for higher studies.

### **The Context**

It is noticed that the neighboring states, towns and villages has good population of youngsters within age of 25 years i.e. learning period of life. The University focused to find the aspiring girls students coming from rural areas around, who possess high potential in various areas. The constraints faced by the girl students, especially within their own families, curtailing their academic future, on account of finances and other social causes. Child labour/ Child marriages are few to mention. Thus the university arrived at a conclusive decision that the primary and foremost requirement is to offer monetary help to girls to attract them to come to University overcoming resistances from their kiths & kins.

### **The Practice**

The relevant guidelines for each of the scheme/policy/facility has been planned, prepared and duly approved by the competent authority of University. The female members of University are been notified from time to time to have knowledge & follow guidelines to take advantage of the scheme. The proper procedure is followed by University committees to extend the benefits to the eligible member. The committee remains vigilant about proper use of the facility by the candidates.

- **Physical Activities:** To make girl students grow confident, strong & self-defensive, activities are organized by university like NCC, NSS, AGNIVEER, the Gymnasium & sports.
- **Girls' common room** available at campus, which is maintained clean by separate cleaning team.
- **Sanitary pads vending machines** are available at rest rooms.
- **Gender Equity :** The girls are been given equal opportunities to participate in sports, yoga, co-curricular, cultural activities at Intra & Inter institutional level
- **Maternity leave:** The female faculty members and staff are being given maternity leave as per prevailing norms. **A Day Care Centre** for infants is also provided, so that the lactating mothers can have ease of working at university.
- **Anti-ragging cell:** The University has an active ant-ragging cell as per norms, vigilant to control undesirable harassment to students including females on campus.
- **Psychologist visits campus for counselling weekly & on request more frequent if needed.**
- **Safe commuting & transportation: Buses are arranged for staff & students, to commute from Jhunjhunu and nearby area.**
- **Facilities needed for Differently abled are being made available like special rest rooms, wheel chair, ramp with railing & Lifts etc.**
- **Incentive:** The girl child born in our hospital at Jhunjhunu, INR 5000/- was paid to family when our hospital was running.
- **Interest free loans are provided to female staff members for their miscellaneous needs.**
- We encourage women to participate in every sport at National & International level.
- The use of technological facilities is with equal equity.
- Legal facility is provided to female students and teachers. A women center that provides counseling legal aid and support services for women student and staff.
- The institute organizes regularly training programs, seminars, workshops etc, on gender equity and sensitization.
- We teach our female students and make aware about the various programs initiated by Ministry of woman and child development.

## EVIDENCE OF SUCCESS

The schemes of financial support by way of discount in fees and interest free loans were well used by the girl students & female faculty and staff members. The percentage of admissions increased proving the lowering in family objections & hurdles in sending girls to study, participate in sports, and other activities.

- The total fellowship scheme for 1614 girl students of UG & PG has granted a total of INR 2, 77, 18,029.00 over the past five years.
- The total of the fellowship under the scheme for 1180 Ph.D. scholars, 413 (Male) and 767 (Female) amounts to **INR 2,30,45,500/- during last five years.**

## Best Practice II

- **Title of the practice**  
**Green Environment : Consciousness & Conservation**

## THE OBJECTIVES

The JJT University since its inception has worked on green environment of the campus with the objective that the future generation of the world will not face environmental problem of shortage of water and due to pollution the world will get numerous deceases as we faced in 2020 new epimedic of COVID-19.

## THE CONTEXT

The rise in pollution during past decades is mainly due to man made activities. Our planet earth and the life on it has been terribly disturbed and great imbalance has been created, It is duty and responsibility of each human being to contribute in the reduction of pollution and control further deterioration by applying methods like

- reforestation by planting more trees,
- cutting down use of materials like plastic and switch to degradable material,
- Treat solid waste, to get converted in useful manure which can be used to enhance organic farming.
- To avoid use of chemicals, sprays of pesticides, and produce organic pest controlling solutions from organic vegetable waste.
- **Rain water harvesting:**
- The University so far has constructed total four roof top rain water harvesting ponds three at University campus and one at Agriculture Research Centre. A total of Approx. 1.5 Crore liters of rainwater has been stored in these ponds and use for irrigation purpose as well as drinking water.
- The University therefore decided to promote collection & conservation of rainwater as much as possible to increase the ground water level. Through artificial recharge the University has so far

four recharge rain water structures nearby tube wells & one in open area through dug well recharge in three ways.

- **Evidence of success**
- The awareness created among students, staff and other stakeholders has given excellent results. The students and staff are conscious towards saving electricity & water. This is evident from cut in the electricity bills over the years proving the reduction in use of electricity. Even though the University has grown and number of users is increased, as well as the infrastructure is added, the sustainability is noteworthy.

### Problems encountered & Resources required

- Ignorance of people in village area is major reason to get slow progress on various fronts.
- Climatic conditions of state create obstacles in getting manpower all through year to work to develop and maintain greenery on campus. The temperature in winter goes to minus 30 C whereas in summer goes as high as 520 C.
- 

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

**Response:**

Within the ever-changing landscape of education, our university constantly strive to distinguish themselves by focusing on specific priorities and thrusts that align with societal needs and global challenges. Through a comprehensive commitment to sustainable development initiatives, the institution has not only transformed its campus but also catalysed a wider impact on the community and beyond. This response investigates into the exceptional performance of Shri Jagdishprasad Jhabarmal Tibrewala University in the area of sustainable development, highlighting key initiatives, achievements, and the overarching impact of their unwavering dedication to creating a greener future.

**Integration of Sustainability Across the Curriculum:**



The commitment to sustainability starts within our university classrooms. Shri Jagdishprasad Jhabarmal Tibrewala University has taken a proactive approach to integrating sustainable principles across all academic disciplines. By incorporating sustainability topics into various courses, the university ensures that its graduates are well-equipped with a deep understanding of the environmental, social, and economic implications of their future endeavors. Our students are not just competent professionals but responsible global citizens with a heightened awareness of sustainable practices.

### **Green Campus Transformation:**

Our Shri Jagdishprasad Jhabarmal Tibrewala University has undergone a remarkable green transformation over the past decade. Also, our university implemented energy-efficient technologies, such as solar panels and LED lighting, to significantly reduce its carbon footprint. Moreover, buildings were constructed or renovated with sustainable materials, ensuring greater energy efficiency and environmental impact reduction.

Our university campus landscape underwent a profound shift as well, with extensive afforestation and the creation of green spaces. Not only did this enhance the campus aesthetics, but it also provided valuable ecosystem services, contributing to improved air quality, biodiversity conservation, and climate resilience.

### **Sustainable Infrastructure and Operations:**

Our Shri Jagdishprasad Jhabarmal Tibrewala University also focused on revamping its operational practices. By optimizing waste management systems, encouraging recycling initiatives, and reducing water consumption, the university demonstrated a holistic approach to sustainability. The institution's dedication to green procurement practices further ensured that its supply chain adhered to environmentally friendly standards.

### **Cutting-Edge Research and Innovation:**

Shri Jagdishprasad Jhabarmal Tibrewala University emphasis on sustainability extends beyond campus boundaries through its cutting-edge research and innovation. Our university has established dedicated research centers focused on renewable energy, climate change, sustainable agriculture, and biodiversity conservation. Faculty members and students of our university collaborate on groundbreaking research projects aimed at addressing pressing environmental challenges and finding innovative solutions. Our university contributions to the field have garnered recognition and funding from national and international organizations.

### **Community Engagement and Outreach:**

Recognizing the importance of community engagement, our Shri Jagdishprasad Jhabarmal Tibrewala University actively involves local communities in its sustainable development initiatives. Through partnerships with NGOs, government agencies, and local businesses, the university has initiated numerous outreach programs. These programs aim to raise awareness, educate, and empower local communities to embrace sustainable practices, such as waste segregation, organic farming, and renewable energy adoption. Our university also dedicates to knowledge sharing and capacity building fosters a sense of collective responsibility towards environmental conservation.

### **Global Collaboration for Impact:**

Shri Jagdishprasad Jhabarmal Tibrewala University has made significant strides at the local level, it also understands the necessity of global collaboration to address global challenges. Our university actively participates in international conferences, seminars, and collaborative projects with other universities and organizations. This exchange of ideas and expertise allows our Shri Jagdishprasad Jhabarmal Tibrewala University to contribute to global sustainability efforts and gain valuable insights from other pioneers in the field.

### **Conclusion:**

Shri Jagdishprasad Jhabarmal Tibrewala unparalleled dedication to sustainable development initiatives has set it apart as a leader in the education sector. Through the integration of sustainability in its curriculum, the transformation of its campus into a green oasis, adoption of sustainable infrastructure and operational practices, cutting-edge research, community engagement, and global collaboration, the institution has made a substantial impact.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Additional Information

#### Future Goals:

**Academic Excellence:** Academically weak students are taught additionally in the evening hours. Tutorial classes for some subjects are conducted. Our future goal is to increase Remedial and Intensive coaching classes. Subject expert will be invited to give lectures, more internal monthly tests are held to assess students learning. As per NEP 2020 we will have educational plan of student's choice. We will give advertisement and appoint good teachers of various colleges from reputed institutions as visiting and adjunct professors. We will give incentive for meritorious students. The university is planning to start its education media resource center under which it is planned to start remedial classes for various competitive exams like; UPSC, RPSC, SSC, Railway Recruitment Board and IBPS exams etc. along with their academics.

**Student Success:** University provides special classes to students to prepare them for competitive exam like Civil and Provincial services, Defence Services, Grade II & Grade III exam conducted by UPSC & SSC for upliftment of Knowledge University provide digital platform of British Council Library, National Digital Library Network.

**Infrastructure and Facilities:** We have got world class infrastructure, there is good sanitation, medical facilities, food prepared from the university's organic herbal garden, entertainment, sports facilities with co-curricular units of NCC, NSS, Ranger & Rover. If we get other courses for which we have applied for example UG/PG for Nursing, BAMS, AYUSH courses, Ayurvedic nursing, aviation science courses, data mining, engineering and actuarial science, vocation skills then we will have to request Government to give additional land for which our application is already pending with Government.

**Diversity and Inclusion:** University will include the students from all religion and all parts of the country in following upcoming courses like UG - PG in Nursing, BAMS, Ayush courses, Ayurvedic Nursing, Aviation science courses, Data Mining, Engineering Actuarial science and Vocational, Skilled courses as per UGC guidelines. The university is planning to start some courses on Indian Knowledge System and Religious Mythology.

### Concluding Remarks :

#### Conclusion

Shri Jagdish Prasad Jhabarmal Tibrewala University is committed to enhancing academic excellence through additional coaching and training initiatives. We prioritize diversity and inclusion by welcoming students from all corners of the country, irrespective of gender, caste, or financial status, and we actively support this endeavor through scholarships.

Shri Jagdish Prasad Jhabarmal Tibrewala University has actively served the community by addressing various local, regional, national, and international needs, exemplified by initiatives such as "Beti Bachao, Beti Padhao"

and our support for economically disadvantaged students from villages through substantial fellowships. Our university has given scholarship to the poor and needy students of Rs 49114430 UG and PG programmes Under the leadership of Vice Chancellor Dr. D. S. Dhull, a renowned sports personality and Arjuna Awardee, our students have achieved remarkable success in sports, earning numerous medals and prestigious awards, including two Arjuna Awards presented by the President of India.

Looking ahead, we aspire to introduce new courses in sports, defense, agriculture, performing arts, skill development, medicine, and other areas, with the aim of increasing our student intake by four times over the next fifteen years.

We want to make our university the best institution in academics, research and sports in time to come. Our overarching goal is to empower rural students and incentivize their journey towards becoming exemplary citizens of India. The students May excel in all spheres of their interest in defense, medicine, law, performing arts, agriculture and other areas of excellence.

Despite facing various challenges, Shri Jagdish Prasad Jhabarmal Tibrewala University has made significant contributions to the nation's workforce, producing employable youth across undergraduate, postgraduate, and doctoral programs. We have exceeded expectations over the past fifteen years, and with the dedication of our team, we are confident of further growth in the next fifteen years.

**As encapsulated in a popular Hindi couplet:**

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## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p>1.2.1.1. <b>Number of new courses introduced during the last five years:</b>            Answer before DVV Verification : 1016            Answer after DVV Verification: 992</p> <p>1.2.1.2. <b>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b>            Answer before DVV Verification : 2078</p>																				
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</b></p> <p>Answer before DVV Verification :            Answer After DVV Verification :50            Remark : VAleu updated as per supporting documents</p>																				
1.4.1	<p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website            Answer After DVV Verification: A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. <b>Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>655</td> <td>388</td> <td>316</td> <td>432</td> <td>158</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>655</td> <td>361</td> <td>316</td> <td>386</td> <td>158</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years</b>            Answer before DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	655	388	316	432	158	2022-23	2021-22	2020-21	2019-20	2018-19	655	361	316	386	158
2022-23	2021-22	2020-21	2019-20	2018-19																	
655	388	316	432	158																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
655	361	316	386	158																	

2022-23	2021-22	2020-21	2019-20	2018-19
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2.4.2	<p><b>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</b></p> <p>2.4.2.1. <b>Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years</b>          Answer before DVV Verification : 257          Answer after DVV Verification: 217</p> <p>Remark : Value updated as per supporting document</p>
2.5.3	<p><b>Status of automation of Examination division along with approved Examination Manual/ordinance</b></p> <p>Answer before DVV Verification : A. 100% automation of entire division &amp; implementation of Examination Management System (EMS)          Answer After DVV Verification: A. 100% automation of entire division &amp; implementation of Examination Management System (EMS)</p>
3.3.2	<p><b>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</b></p> <p>Answer before DVV Verification : 41          Answer After DVV Verification :36</p>
3.4.1	<p><b>The institution ensures implementation of its stated Code of Ethics for research</b></p> <p><b>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</b></p> <ol style="list-style-type: none"> <li>1. <b>Inclusion of research ethics in the research methodology course work</b></li> <li>2. <b>Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)</b></li> <li>3. <b>Plagiarism check through software</b></li> <li>4. <b>Research Advisory Committee</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: A. All of the above</p>
3.4.2	<p><b>Total number of Patents awarded during the last five years</b></p> <p>Answer before DVV Verification : 11          Answer After DVV Verification :11</p>
3.4.3	<p><b>Number of Ph.Ds awarded per recognized guide during the last five years</b></p> <p>3.4.3.1. <b>How many Ph.D s were awarded during last 5 years</b>          Answer before DVV Verification : 1366          Answer after DVV Verification: 1366</p> <p>3.4.3.2. <b>Number of teachers recognized as guides during the last five years</b>          Answer before DVV Verification : 264</p>

Answer after DVV Verification: 181

Remark : Value as per supporting documents,DVV partner observations : 1. The thesis titles are grossly generic 2. In the next metric 3.4.4 the corresponding number of publication are lesser than two publications norm laid down by UGC . hence evident HEI has not complied with UGC guidelines

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

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

Answer before DVV Verification : 198

Answer after DVV Verification: 166

Remark : DVV partner observation : the number of publications are grossly impropotional to the number of Phd awarded , as per UGC norms a scholar has to have a minimum of two publication ( one national and one international ) for fulfillment of Phd regulations

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

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

Answer before DVV Verification : 41

Answer after DVV Verification: 29

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31.99	24.2	21.20	86.47	59.37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30.26	17.8	21.20	64.30	38.8

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	27	23	18	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	23	17	11	11

Remark : Valeu updated excluding activities not benefitting the community

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

Answer before DVV Verification :

Answer After DVV Verification :45

Remark : Value updated as per supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1121.25	778.77	583.7	1001.8	1052.8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1083.69	754.99	543.32	991.64	1045.09

Remark : Values updated considering Expenditure for infrastructure development and augmentation

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.81	22.29	3.52	15.68	12.23



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.81	22.96	3.52	15.68	12.23

Remark : Updated as per supporting documents

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

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

Answer before DVV Verification : 380

Answer after DVV Verification: 380

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

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

Answer before DVV Verification : A. Any 7 or more of the above

Answer After DVV Verification: A. Any 7 or more of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
631	476	364	410	383

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
172.50	136.67	111.01	152.33	114.71

Remark : Values updated Expenditure incurred on maintenance of physical facilities and academic support facilities

5.1.3 **Following capacity development and skills enhancement activities are organised for improving students' capability**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.4 **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

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

Answer before DVV Verification : 50

Answer after DVV Verification: 45

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	19	0	19	2

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
34	8	0	7	0

Remark : Value updated excluding awards by private sports bodies and awards in local events

**5.3.3 The institution conducts / organizes following activities:**

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

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: A. All four of the above

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

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
116	141	105	111	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
116	141	105	111	97

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23.56	22	1.11	21	44.5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18.56	10	10	21	44.5

Remark : Value updated considering grants for development in Shri JJT University's name

**6.5.2 Institution has adopted the following for Quality assurance:**

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

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

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

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

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

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

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

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

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

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

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

7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the institution</b></p> <p><b>The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environmental audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus recognitions/awards</b></li> <li>4. <b>Beyond the campus environmental promotion and sustainability activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 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>1. <b>The institutional Code of Conduct principles are displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the institutional Code of Conduct principles</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <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: B. Any 3 of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification : 280 Answer after DVV Verification : 370</p>