

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MEWAR UNIVERSITY

MEWAR UNIVERSITY, NH-79, GANGRAR, CHITTORGARH
312901

www.mewaruniversity.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mewar University, named after the glorious region, the land famous for its great warriors like MaharanaKumbha, Maharana Sanga, MaharanaPratap who sacrificed their life for the safety and security of their country and the ladies like Padmavati, Meera Bai, Panna Dhai who stood bravely in front of numerous invaders and filled with the sense of self-dignity, valor, devotion and Dedication for their country and never let down their self respect in front of anyone, who so ever it may be. Mewar has the most stirring chapters in Indian history. It is a land of glory and valor and is bound to leave everyone enchanted. The history of this captivating place is intriguing and spellbinding. The land of devotion and determination, it has produced some of the greatest devotees and courageous warriors in the history of India. The name Mewar remains replete with historic associations and holds a very special place in the hearts of freedom fighters and nationalists. The promoters of the University have rightly named the University as “Mewar University” a word of pride and respect to the great warriors and freedom fighters who sacrificed their lives for the nation.

for further details Click Below

<https://drive.google.com/file/d/1Qc7aaw3jS1W73qqISWy37BMe9B-sh8Az/view?usp=sharing>

Vision

To develop a center of excellence for technical, professional and vocational education and research at par with national and international standards.

Mission

To develop the framework for effectively conducting various educational and research programs of the highest standards so as to produce confident, self-reliant and responsible youth for the society and outstanding professionals for government, industry and business. The mission is to "**Reach the unreached**"

For Further Details Click Below

<https://drive.google.com/file/d/1uGC2ZTMf5TXf-0DPsHZD4xQHsZGOjSas/view?usp=sharing>

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The University has a strong two way **teaching methodology** where students are subject to prepare chart model

and make presentation of the same before the peer members. This is the unique system of teaching through which the students are trained to explain in open whatever they have studied and what they understand. This builds their confidence and inculcates in them the quality of leadership.

Further Information Click Here

https://drive.google.com/file/d/104cMoNtCQK_FOMyu_rutlVYORxGoMky1/view?usp=sharing

Institutional Weakness

- The University is in a comparatively rural and backward area; therefore it is difficult to get very good, experienced and senior teachers in the rank of Professor and Deans.
- The University has been trying its level best to get the extra land to create the required facilities for conducting the courses and in the faculty of agriculture and Veterinary Science, for which Government of Rajasthan has been requested in this behalf.

Institutional Opportunity

- The University location is in calm, peaceful and free from pollution.
- With the opening of new Medical Colleges around the University, there will be need for more personnel of para-medical courses.
- Short courses for the new programs launched by the GOI and GOR.
- Recent boost in foreign students' enrolment.

Institutional Challenge

- Tuff competition from Corporate Higher Educational Institutions.
- No financial support from the Government or any Agency of Govt.
- Satisfactory running of academic programs with inadequate regular teaching staff.
- Research publications with targeted impact factor/citation indices/h-indices etc.
- Moving in pace with developments in Science & Technology.
- Maintaining expected quality standards of all the academic and administrative parameters.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mewar University, Gangrar is offering 20 PG programs, 20 UG programs, 4 Dual degree program and 3 Diploma programs. Along with these mentioned programs we are also offering M.Phil and Ph.D programs in various disciplines.

For More Details Click Below

https://drive.google.com/file/d/1VbQG3yqB9efwm8mHG-asrI0jtJ32_hvU/view?usp=sharing

Teaching-learning and Evaluation

Students enter the University through a well structured admission system into various courses monitored by a separate cell called Directorate of Admissions. The University has a culture of student centric education and learning. It ensures knowledge management by using ICT tools. Library facilities for self-learning, remedial coaching for slow learners general mentoring of students to make them feel at home through the unique system of counseling. Every counselor is allotted 25 students to be their guide, friend and philosopher. The Counselor is to contact the parents of the students allotted to him/her once a month and intimate them the progress or weakness of their wards so that they may also feel informed of the activities of their son/daughter.

Click the below Link for further Information

<https://drive.google.com/file/d/1KrPvDvz5bsdOT4DhnG7-cVFuqdt5Pnxx/view?usp=sharing>

Research, Innovations and Extension

The University functions striking a balance between teaching and research. It has committed faculty members with honesty and dedication in teaching as well as research. Admission of students into research program leading the award of M.Phil/Ph.D degrees is undertaken by the Research Department under the able support of a senior Dean with guidance of President himself. It is a matter of satisfaction that the Chairman of the Research Advisory Committee is a very senior professional and scientist, Padma Vibhushan Prof Vijay P Bhatkar, who happens to be the Chancellor of world-fame University of Nalanda. The Committee recommends the distribution of qualified candidates among the various research guides and with the approval of the President/Vice Chancellor the Guide is nominated.

For Further Details Click Below Link

https://drive.google.com/file/d/1N6RrEewHQennHr_1OFtiH6L0d3ym69cm/view?usp=sharing

Infrastructure and Learning Resources

The University is situated in 30 acres (50 bighas) of land allotted by the Government and has adequate infrastructure in terms of land and buildings that have been put to optimum use for an effective learning and research environment that a higher educational institution is expected to possess. When new programs are started, efficient measures are taken well in advance to provide the necessary infrastructure like class rooms, laboratories, seminar halls, faculty rooms, office rooms, wash rooms etc.

For Further Details Click Below

https://drive.google.com/file/d/1s_X--wnIESyqa-UFrE-zmclAvV9a4ECu/view?usp=sharing

Student Support and Progression

The moment students join any program, the University takes it as a priority to see that they are supported with all the requirements to ensure their upward progress. At the time of admission, the Head/Coordinator of the Department of the course will brief the salient features of the program and the student will be guided to the important location of the admission process like hostel office etc. Continuous mentoring of the students by a faculty member, who is known as the counselor attached to the student, is a mandatory component of the student support. On the academic front, all the students that join a course are exposed to the course content, method of teaching/evaluation, distribution of teaching among faculty, teaching learning facilities on day one itself. Remedial Coaching is another supporting activity for slow learners. Appreciations in the form of prizes and cash awards to successful students in inter/intra University competitions are in practice with equal importance.

For Further Details Click Below

<https://drive.google.com/file/d/1XNhXGGcaR63nbZJuIFIO6Ry0Rqr7sJ1v/view?usp=sharing>

Governance, Leadership and Management

The University's governance is in accordance with the presently operative Mewar University Act, 2009, with its amendments made from time to time. As per this Act, the Chairperson, the President, the Pro President, the Provost, the Proctor, the Deans of Faculties, the Registrar, the Chief Finances and Accounts Officer and such other officers as may be declared by the Statutes to be the officers of the University.

The Board of Management, the Academic Council, the Examination Committee, the Board of Studies, Finance Committee, Planning, Monitoring and Evaluation Board are the statutory bodies of the University. For the sake of an effective administration of the University, some official positions are created by the University with the approval of the Board of Management as and when the situation arises. Accordingly, the chart of the operative Administrative Functional body is given below:

Click Here

<https://drive.google.com/file/d/1okCvRuMjggT1UPq75iQMNyPy264L8wor/view?usp=sharing>

Institutional Values and Best Practices

Mewar University constantly attempts to initiate value-based education in the younger generation so as to make them responsible citizens and a part of the nation-building. The policy of the University is to provide "Best Teaching", "Best Training", "Best Counseling", "Best Placement" and "Best Research". The purpose is to inculcate and imbibe the rich and glorious traditions of the country in the future generations.

Click Below For Further Information

<https://drive.google.com/file/d/1Sf6VFqzu9SKxmMK4bVcoJj8jUV1HwZh5/view?usp=sharing>

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2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | Mewar University |
| Address | Mewar University, NH-79, Gangrar, Chittorgarh |
| City | Chittorgarh |
| State | Rajasthan |
| Pin | 312901 |
| Website | www.mewaruniversity.org |

| Contacts for Communication | | | | | |
|----------------------------|--------------------------|-------------------------|------------|--------------|-------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | V.N. Rajasekharan Pillai | 01471-220881 | 9414029048 | 01471-220886 | hrd@mewaruniversity.org |
| Registrar | Om Prakash Gupta | 01471-220882 | 7000889419 | - | registrar@mewaruniversity.org |

| 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 | Affiliated College |
| Establishment Date | 19-06-2008 |

| Recognition Details | |
|--|-------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | |
| Under Section | Date |
| 2f of UGC | 30-03-2009 |
| 12B of UGC | |

| University with Potential for Excellence | |
|--|----|
| Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC? | No |

| Location, Area and Activity of Campus | | | | | | | |
|--|--|------------------|-----------------------------|---------------------------------|--|------------------------------|--|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. | Programmes Offered | Date of Establishment | Date of Recognition by UGC/MHRD |
| Main campus | Mewar University, NH-79, Gangrar , Chittor garh | Rural | 30 | 72348 | D.Pharm. B.Tech B .Sc.(Agri culture) B.Pharm. BBA B.Sc B.Sc (Hons.) B BA- MBA M.Tech. M.Sc. MBA M.Phil Ph.D | | |

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>AICTE</td> <td>101004_1009_1.pdf</td> </tr> <tr> <td>PCI</td> <td>101004_1009_6.pdf</td> </tr> </tbody> </table> | SRA program | Document | AICTE | 101004_1009_1.pdf | PCI | 101004_1009_6.pdf | |
| SRA program | Document | | | | | | |
| AICTE | 101004_1009_1.pdf | | | | | | |
| PCI | 101004_1009_6.pdf | | | | | | |

Details Of Teaching & Non-Teaching Staff Of University

| Teaching Faculty | | | | | | | | | | | | |
|------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 13 | | | | 32 | | | | 115 | | | |
| Recruited | 13 | 0 | 0 | 13 | 12 | 4 | 0 | 16 | 77 | 38 | 0 | 115 |
| Yet to Recruit | 0 | | | | 16 | | | | 0 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 105 |
| Recruited | 71 | 16 | 0 | 87 |
| Yet to Recruit | | | | 18 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 30 |
| Recruited | 13 | 7 | 0 | 20 |
| Yet to Recruit | | | | 10 |
| On Contract | 0 | 0 | 0 | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 13 | 0 | 0 | 12 | 4 | 0 | 1 | 5 | 0 | 35 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 33 | 0 | 108 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Distinguished Academicians Appointed As

| | Male | Female | Others | Total |
|--------------------|-------------|---------------|---------------|--------------|
| Emeritus Professor | 0 | 0 | 0 | 0 |
| Adjunct Professor | 1 | 0 | 0 | 1 |
| 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 | None | None | None |

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 |
|-----------------------|--------|--|----------------------------|--------------|------------------|-------|
| Doctoral (Ph.D) | Male | 4 | 66 | 0 | 7 | 77 |
| | Female | 3 | 78 | 0 | 3 | 84 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 25 | 18 | 0 | 0 | 43 |
| | Female | 7 | 2 | 0 | 0 | 9 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 0 | 30 | 0 | 0 | 30 |
| | Female | 0 | 23 | 0 | 0 | 23 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 356 | 972 | 0 | 11 | 1339 |
| | Female | 64 | 175 | 0 | 1 | 240 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 16 | 38 | 0 | 1 | 55 |
| | Female | 28 | 9 | 0 | 2 | 39 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|---|-----|
| Does the University offer any Integrated Programmes? | Yes |
| Total Number of Integrated Programme | 1 |

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|----------------------|--|----------------------------|--------------|------------------|-------|
| Male | 2 | 63 | 0 | 0 | 65 |
| Female | 0 | 12 | 0 | 0 | 12 |
| Others | 0 | 0 | 0 | 0 | 0 |

Details of UGC Human Resource Development Centre, If applicable

| | |
|--|------------|
| Year of Establishment | 01-01-1970 |
| Number of UGC Orientation Programmes | 0 |
| Number of UGC Refresher Course | 0 |
| Number of University's own Programmes | 0 |
| Total Number of Programmes Conducted (last five years) | 0 |

Accreditation Details

| Cycle Info | Accreditation | Grade | CGPA | Peer Team Report |
|------------|---------------|-------|------|------------------|
| Cycle 1 | Accreditation | | | No File Found |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|-------------------------------|
| Agriculture | View Document |
| Chemistry | View Document |
| Civil Engineering | View Document |
| Computer Science And Engineering | View Document |
| Electrical Engineering | View Document |
| Electronics And Communication Engineering | View Document |
| Life Science | View Document |
| Management | View Document |
| Mechanical Engineering | View Document |
| Pharmacy | View Document |

3. Extended Profile

3.1 Programme

Number of programs offered year wise for last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 83 | 83 | 83 | 83 | 72 |

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

Response : 83

3.2 Student

Number of students year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3549 | 3976 | 4193 | 3162 | 2285 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 909 | 841 | 779 | 1019 | 532 |

Total number of outgoing / final year students

Response : 4080

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2972 | 3636 | 4096 | 3101 | 2261 |

Number of revaluation applications year wise during the last 5 years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 38 | 1 | 27 | 60 | 31 |

3.3 Academic

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 83 | 83 | 83 | 83 | 72 |

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

Response : 83

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 151 | 187 | 205 | 207 | 160 |

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

Response : 454

Number of teachers recognized as guides during the last five years

Response : 20

Number of sanctioned posts year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 247 | 247 | 247 | 247 | 188 |

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response : 10

3.4 Institution

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 246 | 552 | 1189 | 876 | 325 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 816 | 875 | 1220 | 1044 | 625 |

Total number of classrooms and seminar halls**Response : 100****Total number of computers in the campus for academic purpose****Response : 338****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|------------|------------|------------|------------|------------|
| 1806.14825 | 2733.27606 | 3122.74598 | 2142.26065 | 1767.35332 |

Annual lighting power requirement (in KWH)**Response : 98290****Annual power requirement of the institution (in KWH)****Response : 929244**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

University has a well-planned and organized Board of Studies in each Department for effective curriculum design and development which constitute the members from respective department, academic expert from other esteemed institute and industrial experts. While designing the curriculum of the academic programmes, the respective Board of Studies take into consideration all relevant aspects that include National Development, needs of the society, local needs, emerging trends, expectations of the stakeholders, innovativeness, program level standards, scope for further research , contemporary needs of the industry which reflects the vision and mission of the university.

The Board of Studies consider basically two issues i.e. need assessment and feedback from the stakeholders before designing and developing the curriculum. The need assessment is on the basis of demand analysis, public opinion, experts view, industry requirements, further perspectives, guidelines framed by the UGC and other national apex academic bodies. Further the employability, innovation and research in curriculum design and development are ensured by involving industry professionals in curriculum design and development.

Board of Studies include the following members, namely:-

- 1.The Dean of Faculty as Chairman;
- 2.The Head of Departments of the concerned department.
- 3.A teacher of the Department
- 4.An Associate Professor and an Assistant Professor of the Department, nominated by the President;
and
- 5.Not less than two experts from outside the University.

University curriculum design and development ensure the employability, innovation, and research through the advice and involvement of various industrial experts and eminent academicians in the curriculum design. Our endeavour is not only to educate the students to earn degree but also extend employment opportunities through our rigorous Corporate Outreach program. The curriculum design and development for all programs is done at least once every three years to ensure continuing suitability, adequacy and effectiveness in satisfying the requirements and the vision, mission and quality policy of the University. We are working in direction to develop the leaders in their respective trades, who can make themselves stand in today's environment of high-rise competition. University has put efforts to train the students well for the industrial demands of today. Enhancement programmes have been devised to provide the students with better skill set and employable learning.

- Short-Term training programs within the course of program.
- The Internship, to boost the confidence and understanding of Industrial functioning.
- Finally getting appropriate placement opportunity.

In order to strengthen the training and research, the University has entered into MoUs with many training and research organizations and institutes both within the country and abroad.

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

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

Response: 7.23

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

Response: 6

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting | View Document |
| Any additional information | View Document |
| Details of program syllabus revision in last 5 years | View Document |

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development

Response: 42.57

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 43 | 38 | 36 | 32 | 24 |

| File Description | Document |
|--|-------------------------------|
| Average percentage of courses having focus on employability/ entrepreneurship | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| MoU's with relevant organizations for these courses, if any | View Document |
| Any additional information | View Document |
| Program/ Curriculum/ Syllabus of the courses | View Document |

1.2 Academic Flexibility

| 1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years | |
|---|-------------------------------|
| Response: 13.25 | |
| 1.2.1.1 How many new courses are introduced within the last five years | |
| Response: 11 | |
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |

| 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented | |
|--|-------------------------------|
| Response: 51.22 | |
| 1.2.2.1 Number of programs in which CBCS/ Elective course system implemented. | |
| Response: 21 | |
| File Description | Document |
| Any additional information | View Document |
| Institutional data in prescribed format | View Document |

1.3 Curriculum Enrichment

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

Response:

The programs offered by the university incorporate all the issues which are relevant to gender, environment and sustainability, Human values and profession ethics into the curriculum.

University focus all the gender issues which include all aspects and concerns related to women's and men's lives and situation in society, to the way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions and policies through some subjects in MSW course like Family welfare-I, Man & society, Psychosocial Dynamics of Human behaviour etc.

Our curriculum incorporates environmental and sustainability programs which include actions to reduce the use of physical resources, the adoption of a 'recycle everything/buy recycled' approach, the use of renewable rather than depletable resources, the redesign of production processes and products to eliminate the production of toxic materials, and the protection and restoration of natural habitats and environments valued for their liveability or beauty through courses like:

- 1.M.Tech. (Environmental Science & Engineering)
- 2.M.Tech (Renewable Energy)
- 3.B.Sc. (Agriculture)
- 4.B.Sc. (Forestry)

and some subjects in some courses also focus on the environmental and sustainability which are follows:

- | | |
|--|--------------------------------------|
| 1. Introduction to Environmental Science | (B.Tech – All branch) |
| 2. Renewable Energy Sources | (B.Tech –Open Elective – All Branch) |
| 3. Environmental Pollution Control | (B.Tech – Civil Engineering) |
| 4. Energy Management in Process Industries | (B.Tech – Chemical Engineering) |
| 5. Industrial Pollution Abatement | (B.Tech – Chemical Engineering) |
| 6. Energy Technology | (B.Tech – Chemical Engineering) |
| 7. Environmental Science and Health | (BMLT) |
| 8. Environmental Sciences | (B. Pharm) |
| 9. Environmental Biotechnology | (B.Sc. – Biotechnology) |
| 10. Environmental Sciences | (B.Sc. – Biotechnology) |

The courses in our curriculum is designed to highlight plausible implications of such a holistic understanding in terms of ethical human conduct, trustful and mutually satisfying human behaviour and mutually enriching interaction with nature, society, workplace etc. through the courses like BBA,MBA,BA-LLB,BBA-LLB etc.

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

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

Response: 83

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

Response: 83

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

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

Response: 22.5

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1012 | 993 | 632 | 367 | 739 |

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |
| List of students enrolled | View Document |

1.3.4 Percentage of students undertaking field projects / internships

Response: 13.93

| | |
|--|-------------------------------|
| 1.3.4.1 Number of students undertaking field projects or internships | |
| Response: 405 | |
| File Description | Document |
| Any additional information | View Document |
| List of programs and number of students undertaking field projects / internships | View Document |

1.4 Feedback System

| | |
|--|-------------------------------|
| 1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year wise A. Any 4 of above B. Any 3 of above C. Any 2 of above D. Any 1 of above Response: C. Any 2 of above | |
| File Description | Document |
| Any additional information | View Document |
| URL for stakeholder feedback report | View Document |

| | |
|---|-------------------------------|
| 1.4.2 Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected Response: C. Feedback collected and analysed | |
| File Description | Document |
| Any additional information | View Document |
| URL for feedback report | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 58.06

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2205 | 2511 | 2504 | 2005 | 957 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 0.56

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 870 | 1020 | 1650 | 1290 | 570 |

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

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

Response: 41.7

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 172 | 464 | 879 | 225 | 255 |

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

2.2 Catering to Student Diversity

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

Response:

Institution assess the learning level of students after their admission in respective classes, being mostly courses professional in nature university conducts orientation program and induction program for those students admitted freshly, the duration of orientation and induction program generally ranges between 1 week to 2 weeks. Senior faculty, officials, librarians and other experts address to the students, this way the students not only understand the system but teachers also get to know their behaviour such as their attitude, habits and their career plan etc. This is one of the ways of judging learning level of students, besides this university have continuous assessment system in which in daily classes small problem solving exercises are given to students and after completion of each unit the students have to present academic presentation, chart and assignment on this basis teachers identify slow and advance learners.

All these programs are designed by individual department based on student profile and course. The staff members and counsellors also take care of their learning progress.

University encourages advanced learners and also give assistance to slow learners by different ways. Advanced learners are supported by providing extra study material and reading material for competitive examination method and also they are given special assignment so that they can develop their mental ability. The HoD in association with faculty concern identifies the slow learner who requires remedial classes after completion of their assignment, presentation. Besides this university also encourages peer team learning in which at evening they form informal groups at different part of campus with assistance of laptop they have academic interaction and perform knowledge base exercise, such conducive environment, helps not only advance but slow learners to strengthen their academic needs. The faculty members and experts from industries give an opportunity to advance learners to take up advance projects in their field, to complete this university provide learning and infrastructure facilities.

Learning programs for advanced learners

| Sr.No. | Particulars | Facilities | |
|--------|----------------------|---|--|
| 1 | Academic performance | <ul style="list-style-type: none"> • Home Assignment • Unit Test • Monthly Attendance Record • Diagnostic Test | |
| 2 | Enrichment courses | <ul style="list-style-type: none"> • Preparation of competitive examinations (GATE,GPAT,CAT etc) • Extra study material • News bulletin for improvement of g | |
| 3 | Feedback analysis | <ul style="list-style-type: none"> • Mentoring System by appointing co • Counselor having a separate form t information about the student • Meeting of parents and counselor (t | |
| 4 | Remedial classes | <ul style="list-style-type: none"> • For the languages (students from di countries) • Remedial classes for different stream mathematics and biology) • Personality development classes for student in professional courses | |

The university identifies the advanced learners and their learning needs through faculty student interactions, feedback and curricular activities. The advanced learners will be encouraged to

1. Search research publications of relevance in digital library and are encouraged to write a review paper.
2. Learn some of the additional subjects through MOOCs

3. Associate with research and project works in the departments

Learning programs for slow learners

| Sr.No. | Particulars | Facilities |
|--------|-----------------------------|---|
| 1 | Academic performance | <ul style="list-style-type: none"> • Home Assignment • Attendance record • Classroom surprise test • Special attention to slow learners • Conducting extra lectures • Providing additional reading material in easy w |
| 2 | Personal counseling | <ul style="list-style-type: none"> • Feedback Analysis by the counselor • Group discussion • Motivational talks |
| 3 | Remedial classes | <ul style="list-style-type: none"> • For English and Hindi extra remedial classes w scheduled time-table • Remedial classes for Biology and Mathematics. |

2.2.2 Student - Full time teacher ratio**Response:** 20.19

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0**2.2.3.1 Number of differently abled students on rolls**

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

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

As the basic philosophy of the university is Teaching, Training, Counseling, Placement and Research, the teaching learning method is also based on the same philosophy to cater the needs of the students. During the meetings of Board of Studies, the different boards take care of this policy and develop different teaching aids which are students centric. Mostly courses are technical and allied technical in the university curriculum, so our basic methodology is also based on experimental learning. The students are involved in Lab Practical and Projects formation. In addition to this Presentation, Assignment with collaboration of Industries is also given to the students.

E-Learning resources - Students are provided E- Learning. The use of ICT in Teaching Learning further strengthens the Concept of Participative learning. Students are provided with ample opportunity to ventilate their ideas to carry out experiment. The philosophy in this participative learning is to develop skills and competences among the students to have self-assessment. All the departments of the university uses problem solving methods to enhance learning experiences in which different tasks and challenges are given to the students. And they try to solve these problems with the help of faculty members. In case of Management, Commerce and Social Science departments, case study is used in teaching learning methodology. The students develop a capacity to face the realistic situation.

| Sr. No | Skills | Methods/Activities | Outcome | Support structures /systems |
|--------|----------------------|---|---|--|
| 1 | Interactive | 1.Individual seminars 2.Question-answer 3.ICT based teaching 4.Group Discussion 5.Projects 6.Field Survey | <ul style="list-style-type: none"> • Learning by doing | ICT enabled Classroom |
| 2 | Collaborative | 1.Green day (plantation) 2.Projects 3.Tech- Fest 4.Technical today club 5.Clean india 6.Museum 7.Celebration of Jayanties (departmental level and university level) 8.Science fair | <ul style="list-style-type: none"> • Enhances research ability and develops research aptitude, team spirit, problem solving ability and leadership qualities | Well equipped laboratories |
| 3 | Independent | 1.Home Assignment 2.Earn & Learn Scheme(industries) 3.Poster presentations projects 4. Participation in inter-collegiate activities. | <ul style="list-style-type: none"> • Enhancement of critical and analytical skills • Development of self-confidence , problem | <ul style="list-style-type: none"> • Network • Resource Centre • Departmental |

| | | | | |
|--|--|-------------|--------------------|---------|
| | | 5.Role play | solving techniques | Library |
| | | 6.Seminar | | |
| | | 7. Projects | | |
| | | 8. Models | | |

Self Instruction Material (SIM):-

For all the courses study material is prepared by individual department at university level in lucid manner by considering the factor of slow and advanced learners.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 144

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

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 20.19

2.3.3.1 Number of mentors

Response: 144

| File Description | Document |
|--|-------------------------------|
| Year wise list of number of students, full time teachers and mentor/mentee ratio | View Document |

2.4 Teacher Profile and Quality

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

Response: 77.75

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

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

Response: 9.76

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 20 | 19 | 17 | 16 | 15 |

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 8.43

2.4.3.1 Total experience of full-time teachers

Response: 1214.10

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

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

Response: 0.64

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 3 |

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

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

Response: 40.98

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 69 | 100 | 115 | 113 | 83 |

| File Description | Document |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | View Document |

2.5 Evaluation Process and Reforms

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

Response: 42

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 45 | 47 | 38 | 37 | 43 |

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

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

Response: 8.44

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 120 | 332 | 547 | 250 | 172 |

File Description**Document**

Number of complaints and total number of students appeared year wise

[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks

Response: 8.12

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 05 | 00 | 03 | 04 | 03 |

File Description**Document**

Year wise number of applications, students and revaluation cases

[View Document](#)

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

Response:

The university was established in the year 2009 and since its inception rigorous thought provoking exercises are continuously done at various level of the system in these exercises the external members who are in the field of examination are also invited to give their inputs. The issue of Examination reforms and its impact is discussed in the meetings with university officials, COE, Academic Council, Board of studies and Board of examination. The students are briefed by the faculty members regarding examination patterns and methods of evaluation in the beginning of academic year itself. Presently our system includes integration and continuous internal assessment system. Our examination system is completely computerised. We have introduced online examination system these reforms have a positive impact on examination management system such as computerization leads to less use of paper, more objective evaluation from beginning and closing of examination and transparency in the whole system.

- Examination Reforms
 - Internal Evaluation System
 - Semester pattern examination
 - Chart ,Assignment ,presentation
 - Seminars, Oral, Practical Exams(both UG and PG)
 - Choice based credit system
 - Amendment of scheme of first year examination(change in exam pattern)

CONTINUOUS INTERNAL ASSESSMENT

| Sr. No. | Method of Internal Assessment | Marks Allotted | Total Marks |
|---------|-------------------------------|----------------|-------------|
| 01 | Chart | 04 | 15 |
| 02 | Assignment | 05 | |
| 03 | Presentation | 06 | |
| 04 | Seminar | 50 | 50 |

Teachers' Assessment comprises of presentations, charts, assignments, models, etc. (Internal Assessment) or as per the respective course ordinance: 15% of Maximum Marks of each respective paper

A candidate may be permitted to undertake the next year semester examinations if he/she is able to clear at least 50% of all the subjects of previous academic year (papers of last two semesters combined of previous

academic year), else he shall be required to repeat the examination.

The University lays down the system of Semester Pre Final & End Term (External Examinations) and Teachers Assessment (Internal Assessment) contributing towards the Final results that may consist of theory / practicals / presentations / assignments / Teacher's Assessment / Sessionals or different combinations therein.

The distribution of Pre Final / Mid Term assessment marks vis-à-vis final End terms are as per the approved Scheme of Examination / Course Ordinance. A typical semester comprises thereby provides for:

(a) End Term Examinations under invigilated conditions with external / externally moderated papers (Objective Assessment): 50% of Maximum Marks of each respective paper or as per the respective course ordinance

(b) Pre Final Examinations under invigilated conditions with externally moderated papers (Subjective Assessment): 35% of Maximum Marks of each respective paper or as per the respective course ordinance

(c) Teachers' Assessment comprises of **presentations, charts, assignments, models**, etc. (Internal Assessment) or as per the respective course ordinance: 15% of Maximum Marks of each respective paper or as per the respective course ordinance

(d) whereas if certain course ordinances allows two midterm tests from part of syllabus (for courses with descriptive end term examinations) or restricts one or both mid terms with another form of assessments as externally evaluated assignments, term papers, etc, then in that case the two shall form the equal weight age of importance.

Pharmacy department (Approved by Pharmacy Council of India)

A different process for continuous internal assessment along with chart, assignment, presentation department of pharmacy follows the rules of PCI. Students must have to give two sessional examinations in one semester.

| Sr.No. | Method of internal assessment | Marks allot | |
|--------|---|-------------|--|
| 1 | B.Pharma. - Sessional examination(Theory) Twice in a semester | 15 | |
| 2 | D.Pharma -Sessional examination(Theory) Thrice in a semester | 20 | |

| | | | |
|---|---|----|--|
| 3 | B.Pharma - Sessional examination (Practical) Twice in a semester | 15 | |
| 4 | D.Pharma -Sessional examination (Practical) Thrice in a semester | 20 | |

Prefinal Marks-35% of Maximum Marks of each respective paper or as per the respective course ordinance

End term / final examination-50% of Maximum Marks of each respective paper . For D.Pharma 80% marks of each respective paper or subject

Internal assessment – 15% of Maximum Marks of each respective paper or as per the respective course ordinance. For D.Pharma 20% marks of each respective paper or subject

Choice based grading system:

Choice based grading system is followed by the University .Unit wise pattern is followed in question paper setting to cover the entire syllabus.

The CBCS offers a cafeteria approach in which the student can choose courses of their own choice .This system will help in enabling potential employers assess the performance of students on a scientific scale. Inter university migration within the country and outside becomes easy with the transfer of credits. University having students from the foreign countries, this system helps them to opt for the paper of their interest and utility.

Impact of reforms

These reforms are expected to have positive impact on examination management system such as more objective evaluation, prompt beginning and closing of examination durations. Objective pattern prepare the students for competitive examination.

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

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

C. Only student registration and result processing

D. Only result processing

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

| File Description | Document |
|--|-------------------------------|
| Annual reports of examination including the present status of automation | View Document |
| Current manual of examination automation system and Annual reports of examination including the present status of automation | View Document |
| Current Manual of examination automation system | View Document |

2.6 Student Performance and Learning Outcomes

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

Response:

The Faculty of Science & Technology offers Under Graduate and Post Graduate courses in all basic sciences with Excellent teaching environment supported by sophisticated laboratory help the aspiring students to get the maximum advantage in their subject.

Link for Program outcomes, program specific outcomes and course outcomes of **Department of Life Science** is Provided

Here: http://www.mewaruniversity.org/uploads/files/life%20science_Program%20Outcome.pdf

Engineering is the most sought-after discipline in the country today. Engineering programmes lay the foundation for employment and hardcore research work besides commercially harnessing the products of research work. The University offers a wide range of choice for study in the field of engineering.

Link for Program outcomes, program specific outcomes and course outcomes of **Department of Electrical Engineering** is Provided Here: [http://mewaruniversity.org/uploads/files/EE-EEE-outcome\(1\).pdf](http://mewaruniversity.org/uploads/files/EE-EEE-outcome(1).pdf)

Link for Program outcomes, program specific outcomes and course outcomes of **Department of Civil Engineering** is Provided Here: <http://mewaruniversity.org/uploads/files/Programme%20outcomes-civil.pdf>

Link for Program outcomes, program specific outcomes and course outcomes of **Department of Electronics and Communication Engineering** is Provided Here: <http://mewaruniversity.org/uploads/files/ECE Program%20Outcome.pdf>

“**Management**” is the buzz word in the present day business and economic world. As the complexity and size of business and organization increasing, the volume of business transactions is growing, geographical boundaries are squeezing, emphasis and reliance on management skill are strengthening day by day.

Link for Program outcomes, program specific outcomes and course outcomes of **Department of Management** is Provided Here: <http://www.mewaruniversity.org/uploads/files/Mgt Program%20Outcome.pdf>

Link for Program outcomes, program specific outcomes and course outcomes of **Department of Pharmacy** is Provided Here: <http://www.mewaruniversity.org/uploads/files/Phammracy Program%20Outcome.pdf>

Link for Program outcomes, program specific outcomes and course outcomes of **Department of Agriculture** is Provided Here: [http://www.mewaruniversity.org/uploads/files/Agr Program%20Outcome\(1\).pdf](http://www.mewaruniversity.org/uploads/files/Agr Program%20Outcome(1).pdf)

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

Response:

To measure the program outcomes and specific outcome university does not have any structured mechanism but informally the university is in a position to know learning outcomes of these academic

programs. The learning outcomes are clearly stated for each course the HoD collects the information, informally discusses with the faculty members and also places before the board of studies for assessment to develop plan for future inputs of learning outcomes and program outcomes.

Attainment for course outcome, program outcome and program specific outcome

Outcome based education gives a chance for an overall learning where a graduate gets trained in all the program, this ensures that a graduate not only possess a sound knowledge in the specific program they will also have a global mobility and acceptance.

Alumni meeting –

University is associated with alumni association. The 1st meeting of alumni association was conducted in 2016 in the presence of President, Mewar University, the alumni advisory board and the staff of the University at grand level. In this meeting several feedbacks were taken by the pass out students of the different courses. These feedbacks help in evaluation process. The attributes from graduates are clearly articulated for each and every programme offered by the university. The planning and execution of the programme ensures that all the graduate attributes are properly addressed. The success in placement is a measurable indicator for assessing the outcome.

Board of studies – Board of studies while designing a course programme clearly states the learning outcomes. The teacher explains well in advance to the students about the learning outcome of those particular academic programmes to enable them to plan accordingly through student handbooks. University conducts meetings of Board of studies and in these meeting detailed syllabi of different courses of each department is being prepared. If there is any modification in syllabus the board discusses it .New updation in the syllabus created in the meeting are incorporated. Experts are also invited for the meeting. Input from experts is taken as quality management of course programme.

Academic council – The highest academic body of the University and is responsible for the maintenance of standards of instruction, education and examination within the University. Each and every department of the university develops teaching, learning and assessment strategies as per the need of course programme.

Workshops – Professors and scientists are invited in workshops timely conducted by the University. These are helpful in advising and evaluation of courses.

Conferences/ Seminars – Experts are invited and they give the feedback.

The evaluation of course programme outcomes is completely dependent on the learning outcome. The data of the learning outcome is collected and attribution of alumni helps in assessment of outcomes. The various inputs from the experts, professors and scientists are taken by the advisory board.

2.6.3 Average pass percentage of Students

| | |
|---|-------------------------------|
| Response: 89.22 | |
| 2.6.3.1 Total number of final year students who passed the university examination | |
| Response: 720 | |
| 2.6.3.2 Total number of final year students who appeared for the examination | |
| Response: 807 | |
| File Description | Document |
| List of programs and number of students passed and appeared in the final year examination | View Document |

2.7 Student Satisfaction Survey

| | |
|--|-------------------------------|
| 2.7.1 Online student satisfaction survey regarding teaching learning process | |
| Response: | |
| File Description | Document |
| Database of all currently enrolled students | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: Yes

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

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response: 2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 1 |

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

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

Response: 17

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 6 | 3 | 6 |

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

3.1.5 University has the following facilities

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

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Three of the facilities exist

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

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

Response: 0

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

| File Description | Document |
|---------------------------------------|-------------------------------|
| List of departments and award details | View Document |

3.2 Resource Mobilization for Research

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-----------------------------------|-------------------------------|
| List of project and grant details | View Document |

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-----------------------------------|-------------------------------|
| List of project and grant details | View Document |

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

Response: 0

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

| File Description | Document |
|---|-------------------------------|
| List of research projects and funding details | View Document |

3.3 Innovation Ecosystem

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

Response:

TECHNICAL TODAY

(A National Level Bilingual Magazine Dedicated to Science& Technology)

“Technical today” is the Bilingual (English/Hindi) publication dedicated to Students, Young professionals/Scholars/Scientists/Academicians belongs to the interdisciplinary areas of Science and Technology with special relevance to the key technical developments.

Technical Today have some goals to emphasize the specific actions that would support magazine’s mission

- Focus on technological content to show how our country is becoming the technological leader of the 21st century.
- Tackle topical issues with technical and scientific insights from all over India.
- Facilitate the development, dissemination and application of engineering knowledge to promote the technical and societal contribution of engineers.
- Strengthen the technical education base through continuing education.
- Highlighting the Career and Business advice for students belongs to technical and other allied

disciplines.

Prime focus of Technical Today is to create a platform for Innovation, Self- employment and motivation towards development of “Skilled India”. Technical Today can serve as a technical comprehension for each and every aspiring Individual who wants to serve his country under his own capacity.

For this purpose we had established “Technical Today club and activity center in the university. Technical today club will promote innovative projects , ideas, startups and other activities like organizing national level conferences, seminar etc. Technical Today will encourage the students & professionals from technical and allied disciplines especially from government organizations and decision makers towards taking actions that will change the socio-economic landscape and society in general for the betterment of present and future , better known as “Skilled India”.

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

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 0 | 0 | 0 | 0 | 0 |

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

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 0 | 0 | 0 | 0 | 0 |

| | |
|---|-------------------------------|
| File Description | Document |
| List of startups details like name of startup, nature, year of commencement etc | View Document |

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

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

Response: No

| | |
|------------------------------------|-------------------------------|
| File Description | Document |
| List of Awardees and Award details | View Document |

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

Response: 0**3.4.3.1 Total number of Patents published/awarded year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

List of patents and year it was awarded

[View Document](#)**3.4.4 Number of Ph.D.s awarded per teacher during the last five years****Response: 4.8****3.4.4.1 How many Ph.Ds are awarded within last 5 years**

Response: 96

File Description**Document**

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

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 0.16****3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 43 | 41 | 25 | 18 | 16 |

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**

Response: 0.02

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 08 | 0 | 03 | 03 | 03 |

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

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

Response: 3.3

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 33

| File Description | Document |
|--|-------------------------------|
| BiblioMetrics of the publications during the last five years | View Document |

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

Response: 3.3

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 33

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 10

| File Description | Document |
|---|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University | View Document |

3.5 Consultancy

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

Response: No

| File Description | Document |
|--|-------------------------------|
| URL of the consultancy policy document | View Document |

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.6 Extension Activities

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

Response:

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

At Mewar University we provides a vibrant environment by providing ample opportunities to bring out students potential in extra and co-curricular activities of their interest and recognizes its role and responsibilities towards the society. One of the important steps taken in this direction is that the University has adopted 3 schools of Chittorgarh district for its integrated development and Welfare Society, we specifically carrying out social outreach program by targeting to impart education, awareness and growth opportunities to under privileged section of the society. Some social outreach programmes are as under:

- Creating awareness about education (our faculty members visit many schools in Chittorgarh Dist. to aware students about education in month of February and March 2017)
- Environment protection (The Dean and Faculty members of Faculty of Agri. and Forestry visit many villages to give Environment protection, it was 3 days programme)
- Celebrations of *Swachh Bharat Abhiyan*, Environment day, Women's day, International Yoga day, etc.
- For discussing and resolving the agricultural problems specially in the surrounding villages, Dean and faculty members of Faculty of Agri. and Forestry arrange camp of 3 days
- University authorities take part in social, cultural, literary and other programmes of social concern in Gangrar village on Independence Day and Republic day.
- Women Empowerment and girls child education promotional drama performed by students in gangrar village.
- Blood donation camps, eye check up and operation for needy people every year for villagers
- Inter-college tournaments (petrocup in memories of Nandlal ji Gadiya)
- Plantation in Gangrar village at five different locations on 15th August, 2016
- Science Fair, Participants are 8th – 12th class students from the different schools of Chittorgarh and Bhilwara Dist where total 770 students participated with 240 projects.

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

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

Response: 1

3.6.2.1 Total number of awards and recognition received for extension activities from Government

/recognised bodies year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 01 | 0 | 0 | 0 |

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

3.6.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 2

3.6.3.1 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 0 |

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

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

Response: 24.44

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 763 | 1480 | 1090 | 480 | 510 |

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

3.7 Collaboration

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

Response: 2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 2 | 3 | 4 |

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

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

Response: 10

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 1 | 0 | 2 | 3 | 4 |

| File Description | Document |
|---|-------------------------------|
| e-copies of linkage related Document | View Document |
| Details of linkages with institutions/industries for internship | View Document |

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

Response: 10

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 1 | 0 | 2 | 3 | 4 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Mewar University has already prepared its perspective plan and layout for future development. Mewar University Provide white Board, Projector, Computer and analytical instruments to all the departments. Wi-Fi facility in the campus. Upgraded Laboratories. Well Established English Language lab. Office room, common room and separate rest rooms for women students have been provided by the University. Some special facilities are being provided to differently abled persons in the campus such as, ramps, wheelchairs, walking sticks and lift etc. The classes and examinations of the disabled students are arranged on the ground floor. The details of the various classrooms, laboratories, presentation hall, seminar halls, and auditorium and staff rooms in the University are as under:

SUMMARY

| S. NO. | Type of Room | Total No. |
|--------|---------------------------|-----------|
| 1 | CLASS ROOM | 55 |
| 2 | LECTURE THEATRES | 34 |
| 3 | LABORATORIES | 71 |
| 4 | STAFF ROOM | 31 |
| 5 | SPORTS ROOM | 02 |
| 6 | STORE ROOM | 03 |
| 7 | LAW MOOT COURT | 01 |
| 8 | STUDY MATERIAL ROOM | 02 |
| 9 | DEAN ENGINEERING OFFICE | 01 |
| 10 | | |
| 11 | DIRECTOR PLACEMENT OFFICE | 01 |
| 12 | STAFF ROOM T & P | 01 |
| 13 | LEGAL AID CLINIC | 01 |
| 14 | GIRLS COMMON ROOM | 01 |
| 15 | BOYS COMMON ROOM | 01 |
| 16 | DRAWING ROOM | 03 |
| 17 | SEMINAR HALL | 03 |
| 18 | CONFERENCE ROOM | 01 |
| 19 | CHEMICAL STORE | 01 |
| 20 | DARK ROOM | 01 |
| 21 | DEAN OFFICE | 01 |
| 22 | Ph.D. OFFICE | 01 |
| 23 | MUSIC ROOM | 01 |
| 24 | SERVER ROOM | 01 |
| 25 | IT SUPPORT ROOM | 01 |
| 26 | RECORD ROOM | 02 |
| 27 | REPRESENTATION HALL | 01 |

| | | |
|----|------------------------------------|------------|
| 28 | MUSEUM | 01 |
| 29 | CENTRAL LIBRARY | 01 |
| 30 | LIBRARIAN & TECHNICAL SECTION AREA | 01 |
| | GRAND TOTAL | 224 |

Details of infrastructural facilities

Total plot area = 121405.69 sq.mt (30 Acre)

| S. NO | BLOCK | Built up area | | | | Total Area in Sq. metre | Total Area Rs. | Cost |
|-------|-----------------------------|----------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------|----------------------|------|
| | | GROUND FLOOR AREA SQ.MT | FIRST FLOOR AREA SQ.MT | SECOND FLOOR AREA SQ.MT | THIRD FLOOR AREA SQ.MT | | | |
| 1 | ENGINEERING BLOCK | 6722.84 | 7471.25 | 7627.02 | 7627.02 | 29448.13 | 260615950.5 | |
| 2 | PHARMACY BLOCK | 2243.21 | 1579.72 | 1579.72 | 1579.72 | 6982.37 | 61235384.9 | |
| 3 | MBA BLOCK | 1193.08 | 1253.27 | 1126.29 | 1126.29 | 4698.93 | 41820477 | |
| 4 | WORKSHOP BLOCK | 2126.84 | 2093.74 | 2093.74 | 0 | 6314.32 | 56639450.4 | |
| 5 | MESS | 1590.91 | 1590.91 | 0 | 0 | 3181.82 | 30863654 | |
| 6 | BOYS HOSTEL-1 | 1601.64 | 1572.82 | 1572.82 | 1572.82 | 6320.1 | 60672960 | |
| 7 | BOYS HOSTEL-2 | 1359.6 | 1341.62 | 1341.62 | 1341.62 | 5384.46 | 52660018.8 | |
| 9 | BOYS HOSTEL-3 | 709.19 | 697.35 | 697.35 | 697.35 | 2801.24 | 27872338 | |
| 8 | GIRLS HOSTEL 1 | 447.6 | 435.97 | 435.97 | 435.97 | 1755.51 | 17028447 | |
| 10 | GUEST HOUSE | 295.78 | 258.82 | 258.82 | 258.82 | 1072.24 | 10604453.6 | |
| 11 | GIRLS HOSTEL 2 | 386.87 | 381.68 | 381.68 | 381.68 | 1531.91 | 15303780.9 | |
| 12 | STAFF QUARTERS(1 BHK) | 367.6 | 362.67 | 362.67 | 362.67 | 1455.61 | 14410539 | |

| | | | | | | | |
|-------|------------------|--------|--------|----------|----------|----------|-------------|
| 13 | STAFF QUARTER | 353.84 | 349.18 | 349.18 | 349.18 | 1401.38 | 13957744.8 |
| TOTAL | | 19399 | 19389 | 17826.88 | 15733.14 | 72348.02 | 663685198.9 |

The University has sufficient number of classrooms, laboratories, seminar halls, and Auditorium and staff rooms' facility for teaching learning as per the minimum specified requirements of various statutory bodies.

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

Response:

The University is committed for all round development of the students for which it has facilities of many indoor and outdoor games. For literary and cultural activities open air stage, auditorium with capacity 350, conference hall with capacity 25 are available in the University. The University regularly organizes sports and cultural activities in the campus and promotes students to participate at state and national level competitions.

Indoor Games

| S. No. | Name of Games | No. of available | Kit | Area of indoor ground | No. of Trainer |
|--------|----------------------|-------------------------------|-----|-----------------------|----------------|
| 1 | Table Tennis Room | T.T. Paddle(Racket)- 15 | | Room No -5 | 1 |
| 2 | Chess | 10 set | | | |
| 3 | Badminton | 2 Court | | 13.40X 6.10 Sq.mt. | |

Outdoor Games

| S. No. | Type of Games | No. of available | Kit | Area of indoor ground | No. of Trainer |
|--------|--------------------|------------------|-----|-----------------------|----------------|
| 1 | Basketball Court | Available | | 40x25 Sq.mt. | 1 |
| 2 | Football | Available | | 110x90 Sq.mt. | |
| 3 | Volleyball -2court | Available | | 50x70 Sq.mt. | |
| 4 | Kho-Kho | Available | | 40x25 Sq.mt. | |

| | | | | |
|---|------------------|-----------|---------------|---|
| 5 | Cricket | Available | 120x90 Sq.mt. | |
| 6 | Athletics Ground | Available | 120x90 Sq.mt. | 1 |
| 7 | TugofWar | Available | Available | |
| | | | | |

Gymnasium & Yoga Hall

| Sr. No. | Type of Games | No. of available | Kit Area of indoor ground | No. of Trainer |
|---------|---------------|------------------|---------------------------|----------------|
| 1 | GYM | Available | 3.4x7.4 Sq.mt. | 1 |
| 2 | Yoga | Available | | 1 |

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

Response: 18

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description

Document

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

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

Response: 34.28

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 49 | 353.01 | 1328.52 | 1464.47 | 792.925 |

| File Description | Document |
|---|-------------------------------|
| Audited utilization statements | View Document |
| Details of budget allocation, excluding salary during the last five years | View Document |

4.2 Library as a Learning Resource

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

Response:

Yes, there is an E-Library in the Mewar University, which is fully automated through SOUL 2.0 (LE) Library Management Software. The version of software is 2.0 (2013-14) and it is working successfully. The University's Central Library has a well-established Library Committee and it has 10 members including Convener, Members and Member Secretary (Librarian). Feedback of the users is being taken regularly. The structure of the committee is as follows:

| Sr. No. | Name | Responsibility |
|---------|--|----------------|
| 1. | Ms. Priyanka Gautam, Controller of Examinations | Convener |
| 2. | Mr. Kapil Nahar, Head, Mechanical Department | Member |
| 3. | Mr. Aziz Ahmed, Coordinator, Pharmacy | Member |
| 4. | Dr. Brijesh Kumar, Head, Forestry | Member |
| 5. | Ms. Asha Rani Rawat, Head, Department of Law | Member |
| 6. | Ms. Vandana Malviya, Head, Department of Mathematics | Member |
| 7. | Dr. B.K. Sharma, Head, Department of Chemistry | Member |
| 8. | Dr. Subodh Kumar Nalwaya, Head, Department of Commerce | Member |
| 9. | Mr. Ram Sahay Kumawat, Deputy Librarian | Member |

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

Response:

The Library is the heart of the University which disseminates the information through Books, Journals and by on-line resources.

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing.

In the Central Library of Mewar University, there is a huge collection of standard books around 42,170 books, of different streams, be it basic science stream, Art stream, Engineering or Management and the Library incharge is also trying for the collection of some rare books and manuscripts. Central Library has a rich collection of special Ph.D. Thesis for research scholars of Mewar University. In addition to Central Library there are well established departmental libraries in each department also.

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 14.2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|----------|----------|----------|
| 2.95648 | 9.66537 | 22.39723 | 22.27661 | 13.68143 |

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

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

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Details of remote access to e-resources of the library | View Document |

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.7

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

Response: 113

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 2 of the above

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Yes, Mewar university frequently updates its IT facilities including Wi-Fi . The University has established a separate Server center, for effective management of I.T. services. The required infrastructure for I.T. service management such as servers, intranet, software's, etc., are procured and maintained for efficient I.T. management. MU LOCAL AREA CONNECTIONS are equipped with 1GBPS high speed network in which 100 MBPS is for internet and remaining content is provided to NPTEL lectures, audio video content provided by IITs, NITs and libraries of various Universities. MU LOCAL AREA CONNECTIONS also became the member of MU NETWORK CENTER INTERNET CONNECTIVITY network which enables the access of the resources across the country. Here in Mewar University one additional facility of 12MBPS line for local camera and for Backup purpose is also available.

The following are the lists of equipment upgraded -

- **Information Security**
- Every user must be enrolled and authenticated before entered in to network.
- Every system has IP address
- The management of internet system in the campus is dynamically maintained by the firewall.
- The Unauthorized website is not accessible to the users through cyber roam security.

Network Security

A 300i cyber roam unified threat management device is installed for MU campus network security. In addition, campus network and library are installed with firewalls.

Risk Management

Like every establishment, the University faces numerous risks. The University aims to use risk management to take better informed decisions and improve the probability of achieving its strategic and operational objectives. Data backup is regularly done. Mirroring of servers has enabled a resilient network. The principal results of risk identification, evaluation and management review of its effectiveness is reported to, and reviewed by the administration. The main objective of the risk policy is that there should be a minimum adverse effect on network and computing in the campus in case of failure.

Software Asset Management

Mostly the software information is available in log books and in office computers. This information

has been aggregated with software in the campus.

Open Source Resources

NPTEL lectures, open education lectures from Stanford, Berkeley, MIT, Swayam portal etc., are made available in servers for browsing any time in the campus network.

Green Computing

Campus sustainability through the reduction of energy usage and greenhouse gas emission is a focused mission of the University. About 500 computers in the campus and the supporting backup facilities use upto a few thousands of kWh and release a few thousands of pounds of carbon dioxide into the atmosphere every year.

Awareness is being created among the employees who use computers that-

- The system will have to be turned off when not in use.
- They should not be left in sleep mode and that screen savers do not help in conserving energy.
- The printers are switched off when not in use.
- Most of the computing devices procured recently are energy star compliant.
- The computer power management functions are enabled.
- In most of the cases, documents are circulated through emails.

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

4.3.2 Student - Computer ratio

Response: 8.6

| File Description | Document |
|--------------------------|-------------------------------|
| Student - Computer ratio | View Document |

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

<50 MBPS

250 MBPS-500 MBPS

50 MBPS-250 MBPS

500 MBPS - 1 GBPS

Response: ?1 GBPS

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

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

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 55.68

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)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-----------|------------|------------|------------|-----------|
| 1334.5382 | 1459.51205 | 1660.62124 | 1055.22866 | 860.25801 |

| File Description | Document |
|--|-------------------------------|
| Audited statements of accounts. | View Document |
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |

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

Response:

Yes, university is following well established systems & procedures at every level for maintenance & utilization of resources.

At the start of new session Maintenance committee ask requirements of all the departments of university regarding laboratories, library, sports, maintenance of classrooms and electrical equipments. Every

Dean/HoD after consultation with all faculty members prepares departmental level requirement lists and forward to maintenance committee for procurement of consumable items, new requirements or maintenance.

Committee forward all requirement lists to Central Store Room Incharge, from where all purchasing if required took place.

In every laboratory Stock registers are well maintained for keeping all in/out entries of goods purchased/issued/exhausted etc. Before starting of session every faculty performs all experiments in advance so that any non-functioning equipment can be repaired in advance. During practical class, record of students is maintained by TAs about kits/system issued to them.

Daily maintenance incharge insures that all classrooms and labs should be neat and clean before starting of classes. All Toilets are also maintained at a high standard of cleanliness. Incharge performs regular visits to classrooms & labs for checking any non-functioning of electrical appliances.

Every department runs departmental level library where log registers are properly maintained for effective utilization of resources. Also they are annually upgraded.

For organizing functions & jayanti celebrations concerned department has to apply to IT Incharge through registrar for booking seminar halls. For decoration items department has to forward application to Central Store Room through ECA (Extra curricular activities) Coordinator.

Server, Routers & Computer labs are maintained & updated by IT Incharge & his team. Any complaint is promptly handled by the team. Software/Hardware related problems all are dealt well by the team. CCTVs installed in whole campus for security & monitoring purpose are also maintained by this team only.

Sports incharge maintains stock register for sports room and also maintain log of Kits issued to students.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 11.1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 291 | 422 | 483 | 726 | 51 |

File Description

Document

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

[View Document](#)

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

Response: 3.28

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 131 | 226 | 115 | 89 | 34 |

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 3 or less of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Any additional information | View Document |

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

Response: 7.1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 67 | 142 | 114 | 385 | 346 |

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

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

Response:

INTERNATIONAL STUDENT CELL FOR CATERING THE REQUIREMENTS OF FOREIGN STUDENTS

Role and Responsibilities:

International Student Cell aims to assist and enhance the academic progress and the quality of the university experience of all international students by providing a range of appropriate professional services, workshops and programs.

Student support services:

- Advise/counsel
- Provide accurate information on visa regulations for student visa holders and assist the international student community in acquiring information and look after their welfare in campus.
- Provide information concerning life at Mewar University
- Help manage financial problems
- Provide one-on-one support to individual students in crisis
- Assist with academic progress matters
- Provide pre-arrival information
- Facilitate interaction between international and local students
- Ensure that the institution's obligations under legal structures are fulfilled
- Research key issues that relate to the experience of international students and their interactions with the University.
- The Centre will coordinate with the Ministry of External affairs, different Embassies and Consulates for various purposes including scholarship schemes.

Accordingly, International Student cell with the following committee members are there:

1. **Mr. Rahul Mishra** (Dept. of EE)
2. **Mr. Kothari RajanDilip Kumar** (Dept. of Pharmacy)
3. **Ms. Jyoti Singh Raghav** (Dept. of Mathematics)

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

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

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

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

Response: 24.58

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 63 | 129 | 103 | 339 | 288 |

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years | View Document |

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

Response: 3.74

5.2.2.1 Number of outgoing students progressing to higher education

Response: 34

| File Description | Document |
|--|-------------------------------|
| Details of student progression to higher education | View Document |
| Upload supporting data for student/alumni | View Document |

5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State

government examinations)**Response:** 27.39

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4 | 18 | 18 | 52 | 60 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 243 | 66 | 85 | 169 | 107 |

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

5.3 Student Participation and Activities

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

Response: 12

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 10 |

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

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

Response:

As our university runs the professional and technical courses, so the students are not involved in student council/union but management give due weightage to the students when there is any grievance/problem arises. The representative of the student can meet through their Counselor and through their HOD's to the Management. Students are not involving in the decision making process of the University but after taking decision, feedbacks are welcomed by the management.

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

Response: 40

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 49 | 58 | 42 | 27 | 24 |

| File Description | Document |
|--|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | View Document |
| Report of the event | View Document |

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

In Mewar University, we have functional Alumni association which came into existence in November-2016. First meeting of Alumni Association was held on 11th March 2017. MU has produced good engineers, entrepreneurs, social entrepreneurs, artists, managers who collectively have a wealth of knowledge and experience. The MU Alumni Association brings all these outstanding people together on a single platform. This collective excellence is our contribution to the growing generation, the Institute and the society as a whole. Engage, energize and enhance - keeping this motto in mind, we seamlessly connect with the Institute, faculty, students and fellow alumni.

Mission

The MU Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. Our objectives are:

- To establish and maintain an alumni association structure - board, chapters, batch representatives that will enable in the smooth governance of the association
- To inspire alumni to enhance the leadership of the Institute and stay connected
- To provide a focal point of contact among alumni to interact and network with each other
- To support the institute with resources that it will need for its various activities
- To strengthen ties between the Institute and alumni and encourage them to participate in the various cultural and social activities

All graduates who have undergone programs from MU including B.Tech, M.Tech, BBA, MBA, BCA, MCA, Diploma and M.Phil, programs above a certain duration automatically become eligible to be an Alumni Association member. Our Alumni team who manage and operate the alumni website, publish a bi-annual alumni magazine, periodic newsletters, host reunions and alumni events and act as a bridge between all institute programs and the alumni worldwide.

5.4.2 Alumni contribution during the last five years (Amount in rupees)

<5 Lakhs

5 Lakhs -20 Lakhs

20 Lakhs -50 Lakhs

50 Lakhs -100 Lakhs

Response: <5 Lakhs

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

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response: 1****5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

To develop a center of excellence for technical, professional and vocational education and research at par with national and international standards.

Mission

To develop the framework for effectively conducting various educational and research programs of the highest standards so as to produce confident, self-reliant and responsible youth for the society and outstanding professionals for government, industry and business. The mission is to "Reach the unreached".

The university strictly functions under the provisions of relevant Acts/Statutes/Ordinances. The entire hierarchy is well designed. Interaction with the stakeholders like teachers, students and public takes place through Board of Management(BOM), Academic Council, Board of Research Studies, Board of Studies(BOS), electronic media on matters of public announcement etc. In reinforcing a culture of excellence there is a provision of encouragement through facilitating participation in seminars, conferences, workshops etc. also serve the purpose. Institutional leadership as well as its administration pays attention positively to various demands of departments and discussions of various meetings, and memorandums submitted by different bodies.

The university is committed to serve as per the objectives of the university which are in tune with its vision and mission such as:

- To provide easy access to high quality education in Agriculture, Management, Engineering, Para-medical, Law as well as other academic & professional fields to its students, irrespective of their caste, creed, age, gender, region or country, at an affordable cost.
- To offer a conducive environment for pursuing research and vocational studies with a market-driven orientation.
- To expose students to new ideas, fresh vision, pragmatic ambition and enhance their competency in the ever-changing business environment.
- To provide flexible choice based credit system of education and dual-degree programs while flexible adopting modes of delivery to suit students requirements of learning.
- To prepare and assist students in improving their future prospects through career counseling and placement support, on-the-job training, industrial visits, presentations, group discussions.
- To spread job-oriented Skill Development education in rural and tribal areas.

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

6.1.2 The institution practices decentralization and participative management

Response:

University ensures the representation of faculty and government nominees in all the statutory bodies of the university. Healthy and fruitful discussions in democratic manner are made in cordial atmosphere at the meetings. Every member is given a fair chance to express her/his free and frank opinion. Academic Council, BOS and BOE of the different departments are the examples of participative management where people from outside the parent institution also give their opinion on academic and non academic matters.

Case study 1:

Mewar University follows decentralization and participative management concept in day to day working of University as per the organizational chart of University, the President of the University is the highest functioning authority, then the Pro-President, Registrar and Deans of Faculties independently and work with autonomy. Our University encourages decentralization and participative management in the Department with respect to academic activities and administrative functions. The Head of Departments in consultation with teaching staff conduct Departmental meeting regularly and takes decisions with regard to various issues of academic and administrative matters in the Department. The Curriculum design, Evaluation system and examination matters are also dealt by different committees, BOS, BOE and academic council also.

Case study 2:

The Curriculum aspects will be looked by BOS which consists of two external Experts, the Dean of concerned Faculty and two internal Expert of concerned department. After getting approval of BOS the curriculum has to be approved by Academic Council too.

Extracurricular activity committee of the university includes faculty members and students of various departments. The committee distributes all the Jayanties and celebrations of national days among various departments of the university at the time of commencement of a semester. For university level programs different committees are formed and faculty members are given chance to participate and showcase their talent and ideas. Extracurricular Activity(ECA) excellence award is also given to students of different faculties on the recommendation of the ECA committee.

6.2 Strategy Development and Deployment

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

Response:

The University was established in 2009 and since its inception various plans are formulated for growth and development of the University. The following are the broad issues considered at the time of strategy development:

1. To achieve academic excellence
2. To develop academic and physical infrastructure
3. To improve the financial position of the University
4. To develop student support in the University
5. To develop ethical and healthy practices in the University

The University has its own Vision and Mission to develop a Centre of excellence for technical, professional and vocational education and research at par with national and international standards and also to develop the framework for various education and Research programs and with a strong philosophy to “**Reach the unreached**”.

Mewar University has a Statement Policy and that meets on perspective planning after considering the following and put-up the recommendations to the Academic council, Executive council before final implementations.

- Best Teaching
- Best Counseling
- Best Training
- Best Placement
- Best Research

To inculcate the spirit of this policy among the members of university family, every year right from its inception Faculty Development Program (FDP) is organized. This is one of the regular practice of university to refresh, educate and update whole staff regarding our policy & major changes introduced.

The faculty members from different departments were nominated to attend one week training program at FFDC, Kannauj, on 02-05-2013. This strategy of nominating the faculty members for training program to different industries are done to nurture their skills better and so that they can guide the students well with their hands-on training program. It so happen that, few years back the University has been struggling for sending all the students to the internship program in the final semester of their course program, this has been satisfactory for some industries to some extent, but some of the students were creating nuisance while in training, due to lack of proper counseling or proper guidance to them, as a result the University faced lot of challenges, so keeping this in mind, the University planned to send some of the faculty members to the industries so that they can guide their students. This has been satisfactory, and the University has its strategy to follow it properly. The department of Training and Placement is playing a pivotal role in sending the students to the training institute and providing a hands-on training to some students too. This has also satisfactory where some of the students are placed well in the same industries where they have been trained during the Internship, based on the skills and their personal behavior. Mewar University from the time it has started has been following this plan and students have got benefited with it too. About 1,445 students from different branches have been send for the training some of them also received stipend while on training.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |
| Link for Additional Information | View Document |

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

Response:

The organizational structure of the University is as per the Act of the University.

- Mewar University has a mechanism to resolve grievances and complaints for the students through a duly constituted Grievances Redressal Cell where Dean, Basic Sciences is nominated as the OMBUDSMAN. The University have formed anti-ragging committee to educate the students and to deal with the matters of ragging.
- The University has a mechanism for Gender Equity Cell where Dean, Basic Sciences is the coordinator with other three members.
- The University has Public Relation Cell headed by Director Public Relation who responds to all such queries of stakeholders.

Organization Structure for Administration

- The educational programme is look after by the Chairperson of Board of Studies. The Registrar is provided with the staff of Assistant Registrar and the Departmental laboratories are provided with the Technical Assistants.
- The members of Board of Management meet at least once in a year while the meetings of the Standing Committee of the Academic Council are conducted depending on the need.
- The Head of the Department in consultation with the departmental committee run the department's administration. The Chairperson of Board of Studies formulates academic activities like curriculum design, pattern of examination etc.

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

6.2.3 Implementation of e-governance in areas of operation

1.Planning and Development

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 4 of the above

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

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

Response:

Mewar University has a well defined organizational structure, administrative and academic decision process. The Academic Council headed by President who is the highest policy making body on the academic front, whereas for administrative decisions we have BOS headed by Chairman of Board. Besides other administrative functions of the curriculum aspects are looked after by Dean, BOS and Academic Council. The BOS develops a draft memorandum of curriculum, which is submitted to Academic Council for approval. Whereas for examination work BOE prepare a panel of examination and is submitted to President for approval. In addition to this various committees in the University are formulated and the members of these committees are playing their role efficiently. Like, Discipline Committee which is headed by Proctor of the University who looked after the overall discipline of the University; the Hostel Committee regulate the function of hostel and also facilitate working of six hostels; the Research Committee promotes the research work and also plays an important role in organizing the seminars, conferences, etc. at national and international level.

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

6.3 Faculty Empowerment Strategies

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

Response:

- University has taken following effective welfare measures for teaching and non-teaching staff:

| S.NO | WELFARE MEASURE | NATURE |
|------|----------------------|---|
| 1. | MEDICAL | University is providing health insurance for all teaching and non-teaching staff. (HEALTHSHIELD by ROYAL SUNDARAM ALLIANCE INSURANCE COMPANY LIMITED) |
| 2. | LOAN | Loan facility is available for teaching & non teaching staff for fulfillment of some necessary requirements like laptop etc. |
| 3. | PROVIDENT FUND / ESI | University is providing PF/ESI facilities for all eligible staff members. |
| 4. | TRANSPORT | Transport facility is available to and fro for staff members residing in Chittorgarh and Bhilwara at nominal charges |
| 5. | DISPENSARY (24x7) | Mewar University pays unstinting attention to medical fitness of its faculties. Medical consultation is available 24x7 in the campus. A qualified doctor is in attendance to take care of all health related requirements besides attending to emergencies. |
| 6. | RESIDENTIAL | Accommodation is available for staff member at nominal charges in the campus. |
| 7. | MEDICAL CHECK UP | Mewar University frequently organizes |

| | | |
|----|------------|---|
| | CAMPS | medical check camps for their staff like eye camp, Blood donation etc. |
| 8. | RECREATION | Mewar University celebrates Diwali, Holi, Eid, Christmas & all other festivals. |

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

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

Response: 3.66

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 14 | 3 | 2 | 3 | 8 |

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

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

Response: 3.4

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 7 | 3 | 3 | 1 | 3 |

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

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 3.66

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 14 | 3 | 2 | 3 | 8 |

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

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

Response:

Mewar University is committed to maintaining high standards among its staff and making sure that their achievements must be recognized and rewarded. For this purpose, self-appraisals are made by individual faculty/staff members and submitted to the respective HODs/Incharge for their comments. The self-appraisal contains the information/achievements/contribution made by them and their own assessment of performance during the performance assessment period. A committee constituted for the Appraisal System comprising of Dean (Academics), Pro-President, President and two members of the Management for further review and implementation of monitoring/other basis of performance evaluation.

The University conduct Academic Audit of each teacher, for this purpose the Performa circulated among the teachers and the performance is analyzed by the Head of the Department.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Before making payment of any kind the competent sanction authority approve the payment with the remark if any. The Mewar University Finance Officer is Chartered Accountant working on full time basis and taking care of all payments made as per norms. In this way we have internal check on payment mechanism. The Chartered Accountant of the University performs the external audit of each financial year.

Internal Audit is followed by the University, External audit report is attached in criteria 4.

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response:

The resources are mobilized from Alumni contribution, rents, payment seats in the courses being offered, Special fees from International Students. Being a self financing university, all infrastructure facility creation fund is generated by university itself.

The major resource of fund is student's tuition fee, bank loan. University has formed a research council to explore the possibility to get additional funding from different agencies.

The managing society of the University generally takes decision regarding resource mobilization and finance committee works to meet the requirement of finance of any project initiated in the University.

Strategies :

- Accounts Department intimates the head of department for the preparation of their department budget for the coming session.
- Head of Department estimates their annual budget.
- Accounts Department consolidates all the estimated budget given by respective Head of Departments and forwards to the Finance Committee.
- Finance Committee forwards to the Board of Management.
- After having discussion with the members of Board of Management, BOM approves it.

Management of Finance and Investments:

- Finance Committee monitors internally generated funds.
- Statutory audit firm handles all accounts and projects.
- Accounts Officer handles accounts and documentation.
- Finance Officer handles day to day transactions.
- A purchase committee (comprising of chairman, management representative, Dean) monitors the purchase of different goods and services.
- Financial audits are conducted by a Chartered Accountant every financial year to compliance with established process.

6.5 Internal Quality Assurance System

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

Response:

As per NAAC instructions Mewar University established IQAC prior to accreditation for conscious , consistent and catalytic improvement in the overall performance of the institution. On 12-12-2016 IQAC was established as per norms. Its first meeting was held on 17-01-2017 to discuss quality measures to be taken for upgradation of University.

Since university is at the initial stage of its development, IQAC will play an important role in its shaping to meet the aspirations of Students, Parents, Industry & Nation.

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

Response:

First IQAC meeting was held for review on 17-01-2017 under the Presidentship of Honorable President, Professor V.N.R. Pillai. Its minutes of meeting are attached. Academic excellence & Quality culture promotion was the main agenda of the meeting. Meeting held with quorum. Members from Industry as well as outside academia was also present. Various topics came into discussion- Developmental programs for faculty members, outcome based education, feedback from all stake holders, training & placement, grievance redressals were to name a few.

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

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

Response: 1.2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 0 | 0 | 0 |

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

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: None of the above

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

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

Response:

Academic Improvements:

1. Soft Skill/Personality Development Training

Right from its inception, Mewar University emphasizes a lot on having holistic approach towards overall development of the students. By giving the right input, we bring our students up the learning curve in a fast cost-effective and timely manner. This not only saves learning time but helps our students in getting refined and Industry ready.

To achieve this objective, Mewar University organizes soft skills and grooming classes round the year for pre final and final year students. In house Trainer, Mr. Syed Rizvi carrying rich experience of Industry and Corporate world conducts soft skills, mock Group Discussion and Presentation classes. Further he imparts training on developing interpersonal skills, positive attitude, body language, studying methods and in other areas of soft skills development.

Mewar University is committed towards providing best of Personality development training and grooming classes to make our students employable and Industry ready.

2. Study Material

A unique feature of Mewar University is in house development of study material for the students. Currently University has publishing around 1087 books catering to all courses in various programs. These study materials help our students to get overview of syllabus, create uniform conceptual development and acquaint students about examination pattern. Also provided is list of study material references for further enrichment of their knowledge.

3. Short term Training/Internship

Objective of short term training & Internship is to provide hands on experience of working in Institutes and Industries of repute, while studying and later on converting the opportunity in a job. Short term training for final year students has 100% track record. University in last 5 years has progressed gradually and improved placement with more than 70% students going for Internships and getting job offers.

4. ICT Faculty Training/FDP programs

University right from its inception has laid emphasis on training its faculty members. In last 5 years university organized various programs to achieve this objective. Recently IIT Bombay conducted two ICT training program with Mewar University's as its remote centre through which 67 faculty members successfully completed their ICT training. Every year FDP program for faculties is organized for qualitative teaching & academic improvements.

5. Academic Infrastructure

Last 5 years witnessed University develop sufficient infrastructure for smooth functioning of all departments. Started with engineering Institute it progressed to the level of University. Well spacious classrooms, Seminar halls, lecture theatres, well equipped laboratories & libraries. Initially starting with only central library, now University departments boast off their own libraries too. University is also developing a Centre for scientific computing & research.

Administrative Improvements:

1. During last 5 years University constituted various statutory bodies in full role and streamlined the recruitment & promotional policies & process.
2. In last 5 years University also developed its admission system from manual to automation. ERP system is implemented in admission section now. Single window facility and separate student section is developed for handling day to day student administrative problems.
3. International student cell developed is getting over whelming response from foreign students.
4. Under able guidance of higher officials Exam section too has continuously evolved and improved. From manual, University is now almost managing its exam related work through ERP.
5. All official notices and instructions are circulated through dedicated Microsoft services. University provides 24×7 WiFi facility to all students & faculty members. In last 5 years University progressed gradually in automation arena and is keeping pace with top Universities of our country.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 05 | 00 | 00 | 00 | 00 |

File Description

Document

Any additional information

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

A 'Gender Equity Cell' was formed by University on June 5th, 2016. Prof. R.K. Paliwal is the convener and Prof. Mohini Acharya, Ms. Vandana Chundawat and Ms. Asha Rani Rawat are members of this gender equity cell. If any teaching or non-teaching staff member has any issue, then he/she can visit to these members and this is the duty of these members to counsel him/her and to provide proper solution. Yet no such issue has been raised in the university till date. Room No. 130 has been set up as a counseling room by the University. University has conducted various programmes on Gender Equity such as:

- Poster competition & saignature campaign on "Beti Bachao, Beti Padhao" in coordination with PCPNDT Cell on Aug.12, 2016
- WOMEN IN THE ECONOMY-Guest Lecture By Prof. Suman Dad on September 17, 2016
- Free Legal Aid and Literacy Camp on November 26, 2016
- WOMEN'S RIGHTS-Guest Lecture By Prof. Ashutosh Vyas on January 14, 2017
- Mega Legal Awareness Camp in collaboration with DLSA on September 17,2017

Gender sensitivity in providing Social Security, Counseling

- Design and implement social protection strategies which recognize the multiple forms of

discrimination that women experience, and ensure that programmes address women's specific needs throughout their life cycle. To this end, before designing a social protection programme, policy makers must conduct a comprehensive and disaggregated gender analysis that assesses the vulnerabilities of both genders as potential beneficiaries.

- Establish accessible, gender-sensitive good quality social services which take into account the obstacles faced by women in accessing such services. At minimum, this requires investment in public services and training for public service providers on culturally appropriate practices and on the specific needs and vulnerabilities of women.
- Ensure that all social protection programmes are subject to gender-sensitive eligibility criteria which take into account intra-household dynamics and distribution of resources and do not impose requirements that disproportionately disadvantage women.
- Take all measures necessary to ensure that the social protection interventions mitigate gendered power relations and address the unequal roles both within the household and in the community. Policy makers should ensure the effective participation of women in the administration of social protection programmes by, for example, establishing sex quotas in the governance structures of programmes and ensuring a gender balance at all levels of social protection programmes.

Incorporating Gender Responsiveness into Counseling and Guidance Policies

- Establishing counseling and guidance programme that provide and emphasis on the need for a "gender-perspective and also help to bridge the gap between equity and equality for both sexes.

Gender-responsive advocacy initiatives by counselors would particularly focus on:

- Messages that challenge stereotypical content in language; counselors should also be trained for gender-responsive advocacy for curriculum changes;
- Including techniques such as role playing and psycho-drama, which can explicitly focus on gender issues;
- Providing adjunct classroom support to teachers for mixed-gender discussion groups
- Counselors must have the entire knowledge of methods and techniques for gender responsive advocacy.
- Classroom to teachers and students for interaction and role playing on gender issues, adjunct classroom should be provided.

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

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

Response: 0

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

Response: 00

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 8.89

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

Response: 8739

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

7.1.5 Waste Management steps including:

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

Response:

- **Solid Waste Management:**

Solid wastes are separated into organic waste and inorganic waste. Organic waste is used to make vermicompost and inorganic waste is disposed of at specified location in University campus in an appropriate manner. The damaged glassware and used chemicals from laboratories are disposed of at specified locations.

- *Vermicompost Preparation by Agriculture Students:*

In Mewar university, B.Sc. (Ag.) students (Faculty of Agriculture and Veterinary sciences) prepared vermicompost bed. The practical work was executed at Instructional farm of campus with initiation of earthworm's inoculation, which was collected from KVK Chittorgarh. It was started from end of May 2017 and the final product was ready in the first week of September 2017. It has taken around 90-95 days for the process completion.

Organic solid waste management by employing earthworms has multifarious role to play in a developing country like India. Firstly, it makes way for utilization of available organic wastes to produce the rich source of organic manure of high quality, which is superior to other types of organic manures in its physio-chemical and biological properties. Secondly, the manure is produced in a shorter duration of time and is fully matured, homogenous matter. Thirdly, this practical knowledge provides job opportunities for the unskilled farmers. Finally, it is the best way of guarding the environment.

Vermicompost is the most promising a high-value bio-fertilizer which not only increases the plant growth and productivity by nutrient supply but also is cost-effective and pollution free. Use of vermicompost promotes soil aggregation and stabilizes soil structure. This improves the air-water relationship of soil, thus increasing the water retention capacity and encourages the extensive development of root system of plants. It is observed that the mineralization of nutrients is enhanced and it results in boosting up of crop productivity.

This work was completed under the supervision of Prof. R.C. Tiwari, Mr. G.S. Dhakad and Dr. Neeraj highlighted the significance of this work as: “This can be a better option for the Campus Sustainability Plan to achieve Zero Waste Campus Policy and preserve university land. In addition, this work can also be employed for educational purposes and other outreach programmes.”

- **Liquid Waste Management:**

University has a sewage treatment plant having filtration capacity of 5 lakhs liters per day for an effective management of liquid waste. Effective discharge of waste water from laboratories is carried out in science laboratories.

- **E-waste Management:** E waste is much more hazardous than other waste because electronic components contain cadmium, lead, mercury, and Polychlorinated biphenyls (PCBs) that can damage human health and the environment. E-waste generated in the campus is very less in quantity. The cartridges of laser printers are refilled outside the university campus.

The E- waste and defective items from computer laboratory is being stored properly. The institution has decided to contact approved E-wastemanagement and disposal facility in order to dispose E-waste in scientific manner.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting is the accumulation and storage of rainwater for reuse on-site, rather than allowing it to run off. Rainwater can be collected from rivers or roofs, and in many places, the water collected is redirected to a deep pit (well, shaft, or borehole), a reservoir with percolation, or collected from dew or fog with nets or other tools. It provides water when a drought occurs, can help mitigate flooding of low-lying areas, and reduces demand on wells which may enable groundwater levels to be sustained. It also helps in the availability of potable water, as rainwater is substantially free of salinity and other salts. The main purpose of the rainwater harvesting is to use the locally available rainwater to meet water requirements throughout the year without the need of huge capital expenditure. Rainwater systems come in all shapes and sizes, from simple catchment system under a downspout to large above and/or underground cisterns with complex filtration systems that can store thousands of gallons of water. In roof top rain water

harvesting, which is low cost and effective technique for urban houses and buildings, the rain water from the top of the roof is diverted to some surface tank or pit through a delivery system which can be later used for several purposes. Mewar University has adopted this technique of rain water harvesting where the following activities are done by University towards water harvesting and ground water conservation:

Three storage tanks of 3938 cubic Ft., 2880 cubic Ft., 2394 cubic Ft and one well of 40 Ft. in diameter and 100 Ft. in depth are constructed at different areas in the University campus to capture the rain water and to minimize the water run-off. Rain water harvesting helps in recharging the gainers, improving ground water quality by dilution, improves soil moisture and reduces soil erosion by minimizing run-off water.

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

7.1.7 Green Practices

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

Response:

- **Plastic Free Campus:**

Plastic garbage that ends up in landfills and oceans take hundreds of years to degrade, and there's increasing concern about the toxins they release into the environment.

But in our modern lives, plastic surrounds us and cutting it out can seem daunting. Below are some super easy ways that have been started in university to make our campus plastic free.

- **Paper Less Office:**

The need for paper is eliminated by using online systems, such as typed letters and faxes with email, and reference books with the internet. Another way to eliminate paper is to automate paper-based processes that rely on forms, applications and surveys to capture and share data. This method is referred to as "electronic forms" or e-forms and is typically accomplished by using existing print-perfect documents in electronic format to allow for pre-filling of existing data, capturing data manually entered online by end-users, providing secure methods to submit form data to processing systems, and digitally signing the electronic documents without printing.

The technologies that are used in Mewar University with electronic forms automation include -

- Portable Document Format ([PDF](#)) - to create, display and interact with electronic documents and

forms

- E-form (electronic form) management software - to create, integrate and route forms and form data with processing systems
- Databases - to capture data for prefilling and processing documents
- Workflow platforms - to route information, documents and direct process flow
- E-mail (electronics email) communication which allows sending and receiving information of all kinds and enable attachments

One of our goals at Mewar University is to provide information that can use to make a smooth transition to a paperless office.

Project management activities constitute administrative tasks. We have chosen to store and maintain the following documents related to administrative tasks.

- Supporting documents
- Review notes
- To-do lists
- Review sign-offs
- Electronic communications, which can include engagement letters, management letters, and invoices
- Human resources documents, which can include employee feedback, employee medical forms, However, scanning all documents associated with your day-to-day business operations can actually cause more office clutter if this includes documents that you would otherwise assimilate and recycle, or give to store.
- **Green Landscaping with trees and plants:**

For making the environment clean University uses the public transport for students, teaching staff and non-teaching staff. For this purpose, University has 3 buses and two vans. University has taken various steps to keep the campus plastic free.

Programmes for maintaining the campus green and healthy are given top priority. Regular plantation activity is being undertaken by the agriculture and forestry department. Thick green belt of adequate width covering an area of 9962 metres² with native species of trees has been raised in the University campus. Approximately 1224 trees have been planted in the University campus. 0.1 hectare area has been used by the Agriculture Department for the cultivation of various crops. Total amount spent by the University on green initiatives during last five years (excluding salary component) is Rs.6,39,239.

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

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

Response: 0.06

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3.09460 | .42124 | 1.16351 | .33979 | 1.37325 |

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 16

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 3 | 3 | 2 |

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

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

Response: 12

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6 | 3 | 1 | 1 | 1 |

| File Description | Document |
|--|-------------------------------|
| Details of initiatives taken to engage with local community during the last five years | View Document |
| Any additional information | View Document |

7.1.12

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

Response: Yes

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

| | |
|--|-------------------------------|
| 7.1.13 Display of core values in the institution and on its website | |
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |

| | |
|---|-------------------------------|
| 7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations | |
| Response: Yes | |
| File Description | Document |
| Details of activities organized to increase consciousness about national identities and symbols | View Document |

| | |
|---|-------------------------------|
| 7.1.15 The institution offers a course on Human Values and professional ethics | |
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |

| | |
|--|-------------------------------|
| 7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions | |
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |

| | |
|--|--|
| 7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years | |
| Response: 50 | |
| 7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise during the last five years | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 10 | 10 | 10 | 10 | 10 |

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

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

Response:

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

Guru Govind Singh Jayanti – 5th January:

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=900>

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=675>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=460>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=361>

Swami Vivekananda Jayanti – 12th January=

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=1003>

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=676>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=546>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=458>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=358>

Subhash Chandra Bose Jayanti – 23rd January=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=1018>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=677>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=553>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=459>

Republic Day – 26th January=

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=679>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=461>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=366>

Maharshi Dayanand Saraswati Jayanti-10th February=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=374>

Ramakrishna Paramhansa Jayanti – 18th February=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=561>

Shivaji Jayanti – 19th February=

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=898>

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=682>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=465>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=370>

Shaheed Divas – 23rd March=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=380>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=483>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=380>

Mahaveer Jayanti – 9th April=

<http://mewaruniversity.org/pages/Events-detail.aspx?aid=690>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=646>

Ambedkar Jayanti – 14th April=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=894>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=649>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=384>

Guru Teg Bahadur Jayanti – 27th April=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=648>

Maharana Pratap Jayanti- 16th June=

<http://mewaruniversity.org/pages/Maharana%20Pratap.aspx>

Independence Day – 15th August=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=1012>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=667>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=506>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=410>

<http://mewaruniversity.org/pages/Independence.aspx>

Teachers Day Celebration- 5th September=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=1011>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=508>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=430>

Vishwakarma Jayanti- 17th September=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=513>

<http://mewaruniversity.org/pages/VishwakarmaJayanti.aspx>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=437>

Gandhi Jayanti & Shastri Jayanti – 2nd October=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=669>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=517>

Sardar Patel Jayanti- 31st October=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=532>

Guru Nanak Jayanti & Jawahar Lal Nehru Jayanti – 14th November=

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=1007>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=1006>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=534>

<http://www.mewaruniversity.org/pages/Events-detail.aspx?aid=448>

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

Response:

Mewar University established by an Act No. 4 of 2009 passed by the Rajasthan Legislative Assembly and recognized by the UGC u/s 2(f) of the UGC Act with powers to confer degrees u/s 22(1) of the UGC Act, 1956. University is also a member of Association of Indian Universities and functions in a transparent manner as under:

Finance: The fees of the students is deposited on-line through banking system. All the payments towards purchase of equipment, stationery and all logistics are made through cheque. The amount of salary of all the staff members is made in their bank account.

Academic: The recruitment of all the faculty position is done through open advertisement. The names of the faculty members appointed along with their full qualifications and experience is uploaded on the website of the University for general information. The courses along with their details like eligibility, tuition fees, and examinations fees etc., run by the University are also uploaded on the website of the University.

The admissions of the students are made through open entrance test. The students admitted in various courses are also available on the website of University. The examination program for various examinations is notified to students through website and declaration of result is also uploaded on the website. The time table of the classes is notified on website and notice board.

Administrative: Most of the positions in the University are recruited through open advertisement in State/National newspaper. The rules regulating the services and conduct of the staff members have already been framed and notified and uploaded on the website of the University.

The recruitment policy, placement and increments are well defined and notified to all the staff members. Any matter relating to discipline is concerned is dealt with as per the rules notified.

Auxiliary functions: All the functions relating to purchase, library, games, sports, mess, and hostel are well notified and uploaded on the website of University.

| | |
|--|---|
| 7.1.19 The University maintains complete transparency in its financial, academic, administrative and auxiliary functions | http://www.mewaruniversity.org/pages/Transparency_i |
|--|---|

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1: Blood Donation Camp

Objectives of the Practice: A blood donation truly is a “gift of life” that a healthy individual can give to others in their community who are sick or injured. In one hour’s time, a person can donate one unit of blood that can be separated into four individual components that could help and save multiple lives. Mewar University has been organizing Blood Donation Camp every year since 2013.

MU build wider public awareness of the need for regular blood donation throughout the year in order to maintain an adequate supply of blood for all patients requiring transfusion. Mewar University promotes and support many students, local community people to celebrate and promote voluntary non-remunerated blood donation.

Best Practice 2: Gyan Ganga Yojna

Objectives of the Practice: The main objective is to provide quality education so as to help students inculcate a self-sustaining & self-renewal system which operates always on a "learning" mode. Apart from realising academic excellence the school aims at integrated development of students' personality laid to inculcate in them vital traits viz. etiquette, mannerism and values oriented towards dignity of labour, self-reliance, intellectual, physical & ethical attainments & thus boosting in them integrity, discipline and superb character. It is the constant endeavor of an institution to maintain & preserve the ideals of personal, professional & spiritual achievements keeping in mind our founder's goal of excellence and thereby contributes to the enrichment of missionary zeal, society and of nation too. Area of Rajasthan is traditionally backward so far as education is concerned. There have been some concerted efforts by the Mewar University to expand the reach of higher education to the poor, unprivileged and unreached section of the society.

Best Practice 3 : Skill Development Programme

Objective of the Practice: This is basically to provide skill related training to unemployed youth of India, Men and Women both (16-36 years of age), in order to enhance their skills, make them employable and get them Job / Self-employment in related areas.

Best Practice 4 : Morning Assembly

Objectives of the Practice: This assembly typically features all teachers gathered together in the auditorium for morning assembly followed by the 'Thought of the day' where every faculty member get chance to give his / her thought for the day.

Best Practice 5 : Celebration of Birth and death anniversaries of great Indian personality.

Objectives of the Practice: Various Jayanti is being celebrated every year in Mewar University to mark the occasion of the birthday of many great and spiritual leaders of India.

MU organizes following national festivals and birth/ death anniversaries of the great Indian personalities:

- Guru Govind Singh Jayanti
- Swami Vivekananda Jayanti
- Subhash Chandra Bose Jayanti
- Republic Day
- Maharshi Dayanand Saraswati Jayanti
- Ramakrishna Paramhansa Jayanti
- Shivaji Jayanti
- Shaheed Divas
- Mahaveer Jayanti
- Ambedkar Jayanti

- Guru Teg Bahadur Jayanti
- Maharana Pratap Jayanti
- Independence Day
- Teachers Day Celebration
- Vishwakarma Jayanti
- Gandhi Jayanti & Shastri Jayanti
- Sardar Patel Jayanti
- Guru Nanak Jayanti & Jawahar Lal Nehru Jayanti

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

7.3 Institutional Distinctiveness

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

Response:

7.3 INSTITUTIONAL DISTINCTIVENESS

1. Reach to Unreached Approach

Mewar University focus future cooperation on implementing Education for all, particularly in addressing the educational needs of those population groups that are disadvantaged and remain "unreached"

Who are the unreached?

The unreached include learners and students from remote communities, religious, linguistic and ethnic minorities, girls and women, students at risk of dropping out etc.

Working towards to reach the unreached

Mewar University by undertaking educational initiatives to provide quality education to the rural as well as urban communities in the different sections among all over the India, reaching close to 16,270 children

from different communities and states. Furthermore, out of these around 75 percent came from remote areas. The number of students enrolled since last 5 years from other states has been shown in the table given below:

| Session | Total No. of Students Enrolled | Total No. of Students Enrolled from Other States |
|--------------|--------------------------------|--|
| 2012-13 | 2285 | 957 |
| 2013-14 | 3162 | 2005 |
| 2014-15 | 4193 | 2504 |
| 2015-16 | 3976 | 2511 |
| 2016-17 | 3549 | 2205 |
| Total | 17165 | 10182 |

2. Unique Faculty Development Programme

This programme is conducted every once in a year for the Faculties of this University, where each faculty members have to give presentation in a specific topic allotted to them. The FDP program turned out to be a platform for faculty members to come across different teaching methodologies and other teaching skills. New members of Mewar family got to know about the environment, examination system, teaching methods and counseling system of the university. The FDP witnessed a gathering of over 150 faculty members of the University along with key officials of the University including Chairperson, President and Pro-President. The faculty members who had recently joined the University including those recruited from premier institutions gave their presentations. The faculty members of the University got to listen to the vision and expectations of the Chairperson Dr. Ashok Kumar Gadiya first hand. They also got a roadmap to translate the University Policy statement of – **“Best Teaching & Learning, Best Training, Best Counselling, Best Placement and Best Research”** into reality.

3. Inbuilt Internship & Training Programme:

The training and placement cell at Mewar University was established in 2011 with an aim to provide career opportunity to all students. It has attracted & brought to its campus dominant players from industries with competencies in the core engineering disciplines, as well as major players from Management & various other sectors. The cell aims to provide a wide range of options in terms of career choices to all the students to meet their diverse aspirations. Mewar University has adopted the policy of Best Teaching, Best Training and Best Placements.

Following are the total number of students trained till date in the total number of companies:

| | | |
|--|--|--|
| | | |
|--|--|--|

| SR.NO. | YEAR | TOTAL NO. OF STUDENTS | TOTAL NO. OF COMPANIES |
|--------|---------|-----------------------|------------------------|
| 1 | 2012-13 | 419 | 148 |
| 2 | 2013-14 | 747 | 66 |
| 3 | 2014-15 | 442 | 85 |
| 4 | 2015-16 | 366 | 75 |
| 5 | 2016-17 | 595 | 150 |

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

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5. CONCLUSION

Additional Information :

Mewar University is an autonomous body promulgated by the Government of Rajasthan through Act. No. 4 of 2009, passed by Rajasthan Assembly. The University is further approved by the UGC u/s 2(f) of the UGC Act 1956, with the right to confer degree u/s 22(1) of the UGC Act.

[http://www.mewaruniversity.org/uploads/files/Act%20in%20English\(1\).pdf](http://www.mewaruniversity.org/uploads/files/Act%20in%20English(1).pdf)

<http://www.mewaruniversity.org/pages/news-detail.aspx?nid=126>

Concluding Remarks :

- To develop the framework for effectively conducting various educational and research programmes of the highest standards so as to produce confident, self-reliant and responsible youth for the society and outstanding professionals for government, industry and business. The mission is to "**Reach the unreached**"
- To prepare and assist students in improving their future prospects through career counseling and placement support, on-the-job training, industrial visits, presentations, group discussions.
- To spread job-oriented Skill Development education in rural and tribal areas.