



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MODY UNIVERSITY OF SCIENCE AND TECHNOLOGY

NH 52, LAKSHMANGARH, DIST - SIKAR

332311

www.modyuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mody University of Science and Technology Mody University, established by the Rajasthan State Legislature vide "The Mody University of Science and Technology, Lakshmangarh (Sikar) Act, 2013 (Act No. 29 of 2013)" and is covered under section 2(f) of the UGC Act, 1956. The University was established by Rajendra Prasad.Mody, an Industrialist and Philanthropist, in the year 2004 as a Deemed to be University, later on as a State Private University in the year 2013 exclusively for women. His philanthropic attributes, operated in terms of social and psychological promotion of the women community, has made the University one of the foremost educational hubs for women in the country, with more than 10,000 women graduating from its various schools since its inception. The University is built and spread over 265 acres of land with the objective of nurturing excellence in every girl through an experienced faculty, world class infrastructure which is set in a beautiful, secure and natural environment. For larger benefit to the society, the University also instils the thought that is fully capable of orienting knowledge and information in a scientific manner in the minds of the common mass. This acts as both purpose and boon towards the development of a 21st century perspective of the knowledge acquisition process through various undergraduate, postgraduate and doctoral programmes of different disciplines like Arts, Science, Commerce, Engineering, Management, Law, Fashion, Interior Design, Architecture and Physiotherapy.

The University is also driven on the belief that “knowledge is the beginning of spirituality” and inculcates both a flawless character and sensitivity of the rich Indian values, heritage and traditions infused with science in its students. To realize the various aspects of spirituality, the University campus has created ‘Tapovan’ and ‘Meditation Hall’ in its centre which also signifies that spirituality is the centre of all human aspects.

The University campus is ISO certified, SIRO recognized. The MBA programme is duly approved by the Association to Advance Collegiate Schools of Business (AACSB) and the programmes like the Computer Science and Engineering, Electronics and Communication Engineering and B. Tech are accredited by Accreditation Board for Engineering and Technology (ABET).

Vision

Committed to excellence, we seek to advance education and enhance knowledge to develop transformative skills in women fuelled with innovation, research, integrity, environmental consciousness, social and ethical sensitivity to create the finest women leaders, technocrats and social innovators.

Mission

- To create a supportive ambiance in which new ideas and innovation flourish, and from which the leaders and innovators of tomorrow emerge.
- To address contemporary issues and provide solutions at the local, regional, national and global level.
- Advance education and collaborative research that transform pupils through rigorous coursework and intellectual delivery.

- Create a sustainable ecosystem.
- Invent new knowledge by engaging in cutting-edge research and academic growth
- Undertake collaborative projects which offer opportunities for long-term interaction with academia and industry.
- Develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can serve in a diverse range of professions.

Core values

- Academic Excellence
- Research & Innovation Delivery
- National building
- Social & Environmental Responsibility
- Human values and Intellectual Knowledge

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Mody University is spread in an area of over 265 acres, especially developed landscaped for the propose of education.
- All the programmes and curriculum are duly approved by respective bodies like UGC, AICTE, Council of Architecture and Bar Council of India.
- State –of- the- art laboratory facilities for advanced studies and research.
- The University has the best international network with eminent institutions across the globe,
- Centre for Innovation, Incubation & Entrepreneurship provides thrust to "Atam Nibhar Bharat".
- Value-based education that integrates knowledge, morals, commitment to profession and service
 - to society.
- Inculcation of Indian values and ethos in students through display of Shilaleks and Tapovan exhibiting moral excerpts and messages from Vedas, Scriptures and Shruties.
- Compulsory Foreign Languages for providing global outlook to students.
- Insurmountable efforts for the all round personality grooming through School of Etiquettes and
 - Finishing Skills (SEFS) for Art of Dressing and Makeup, Soft Skills, Communication and Business Skills, Culinary Art and Dining Etiquette, Indoor Games, Self Defense and Dance to help them become the leaders in social and professional scenarios along with their academic qualifications.

- Dynamic and visionary leadership provided by the authorities and officers of the University.
- Good governance driven by the expertise and wisdom of eminent personalities serving on the
 - Board of Management, Academic Council, International Advisory Board and Academic Advisory Board.
- Qualified and experienced faculty from across the country.
- National and International student diversity that serves as the melting pot of cultures Infrastructure excellence that meets the academic, research, residential, extension, and student support needs.
- Financial sustainability and administrative autonomy that supports the continued growth of the University.
- The University has NCC and NSS units for community service and development.
- Mentoring System to develop a healthy bonding between mentors and mantees.
- Residential University with furnished hostels and 24x7 medical facilities.

Institutional Weakness

- Since the the University is located in the rural area of Shekhawati Belt of Rajstathan we are working to increase student enrollments.
- First generation learners from rural belt are a part of the study body and need a lot of acclimatization for integration in academic processes.
- Lacking in Consultancy projects from governmental and non-governmental organizations.
- The University has several MoUs with institutions of repute but still there is requirement to rejuvenate and enlarge the University/Industry Interface.
- We need to create Industrial training exposure to faculty like MDPs.
- Though the University has foreign adjunct professors, but still acquires regular foreign faculties.

Institutional Opportunity

Benefitting society through governmental grants and bringing about development in the five villages adopted by the university under the 'Unnat Bharat Abhiyaan'

- To add more skill based programs to contribute to local and national growth.
- On-going programmes need to require proper accreditation from respective bodies / agencies.
- Excellent infrastructure, the serene campus and state-of-the-art laboratories needed to be utilized to the fullest.

- To educate the students from the surrounding rural belt and to make them skilled and be instrumental in the development of the students and the region.
- To adopt more villages under Unnat Bhart Abhiyaan to spread all kinds of awareness in the society.
- The location of University in a rural area is an opportunity to work in the agricultural field for improving economic standard of the vicinity.
- To introduce more employable UG/PG teaching programmes.
- The University has planned to meet the needs of the society through Lab to Land research.

Mody University has created habitat for over 128 varieties of birds and 14 types of butterflies and 300 different species plants and trees and still to widen the horizon to attract migratory birds.

Institutional Challenge

- Since the University is situated in rural area, we need to work towards 'increase of enrollment'.
- To convert Hindi medium students into English medium for successful completion of curriculum.
- To enhance digital tools for benefit of students and faculty.
- To hire more experienced faculty from institutes of repute.
- To attract more industries for Placement, in-plant training and project works.
- Faculty need to work towards purposeful society oriented research by generating research grants, bringing out quality research papers and grants.
- Redefining and developing strategic planning.
- With huge world-class infrastructure, we need to attract more foreign students to achieve a global outlook.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Choice Based Credit System and open elective systems

Salient features:-

- Wide choice of electives/Optional additional courses
- Interdisciplinary approach
- Enhance skill/employability
- Make best use of the expertise of available faculty

Individual programs and courses have well defined, Program Educational Objectives/Student Outcomes/Instructional objectives/ Course outcomes

Academic Flexibility

Students can opt for any courses in any semester- provided prerequisites are met. This enables the students to adjust the workload according to their pace of learning. Other options are:

- Interdisciplinary electives
- Multidisciplinary open electives
- Compulsory Internships

It is mandatory for all the students to take up value added courses, undertake Field Projects and Internships. The feedback received from the students and stakeholders are carefully analyzed, discussed and appropriate actions are initiated at various bodies including the Department Academic Committee, Academic Council, Governing Council etc

Teaching-learning and Evaluation

TLP at MUST revolves around:-

- Diversity of students
- ICT tools available
- Online course material using MOODLE
- Outcome based curriculum and syllabi

Teacher Profile and Quality

- The teacher student ratio 1:15 More than 50% of the faculty have doctorate degrees
- Mentoring system for all round development of students

Evaluation Process and Reforms

Evaluation process is fully computerized which has resulted in publication of results within 15 days of conduct of examinations.

Central evaluation with facility for tracking the valuation pattern leading to consistent and rational normalization of marks.

Grievance cell : After the evaluation of answer scripts students can check the scripts and any discrepancy is resolved by the examiner. After resolving all grievances results are published.

Student Performance and Learning Outcomes 95% students get their degrees within the normal duration of the program. Attainment of PEOs, POs is measured to be 75% and above. More than 50% of registered students get placed

Research, Innovations and Extension

- MUST has an exclusive Research and Consultancy Centre and has well defined policy for promoting research, consultancy & IPR culture.
- Faculty are encouraged to actively involve in research and consultancy work to carry out societal impact and, interdisciplinary projects by providing seed money
- The university has initiated eco system for innovation through technology and business incubator, Awareness programs on IPR are regularly conducted.
- MUST adheres to the code of ethics.
- Significant research articles in Journals, presentations in conference, and Patents.
- Many extension and outreach programs are conducted in collaboration with community
- All the Students spend quality time in city and nearby villages and sensitise people on many issues.
- Recognitions/awards have been received for the extension activities conducted by NSS The institute has collaborations and linkages with industries for internship, on-the-job training, project.
- The institute has functional MoU's with institutions of national, international importance, foreign universities, industries and corporate houses.

Infrastructure and Learning Resources

- Entire campus Wi-Fi enabled
- 100% of Class rooms are ICT enabled
- Ergonomically designed furniture
- State of the art equipment in the laboratories
- Student –Computer ratio in labs is 1:3
- Active learning laboratories
- Laboratories set up by industries with repute.
- Facilities to enhance programming skills/Language labs
- Well furnished auditoriums with media center Sports center, gym.

Library as a Learning Resource

- Library is fully automated with COHA and Bar code enabled.
- Equipped with reading halls in all the floors, with reference collection Well stack of books, journals, e journals, database, e books etc Rare books available

IT Infrastructure

- 1.6GBps Internet leased line. High power computing nodes
- Well - equipped media center, recording facility and lecture capturing system ERP for academic/administrative/financial functions Well maintained physical and academic units

Student Support and Progression

- The University puts in relentless efforts for the allround development of students.
- Student Chapters of various professional societies like IEEE,IETE,ISTE,CSI, actively organize Technical & Cultural Fests, Social activities, cocurricular activities.
- Adequate representation is given for students in all academic/adminstrative committees and students are involved in the decision making process.
- More than 43%of the students avail scholarships & freeships from University.
- Guidance for competitive examination, softskills training, Mentoring, Remedial Coaching Programme, Bridge Course, Finishing School, Yoga and Meditation classes are initiatives for student all round development.
- Add-on Certificate courses are offered to all the students to enhance their skills and capabilities. Grievance-Redressal-Committee and Anti-Ragging-Committee and Internal Complaints Committee help the students to address the issues, if there are any. Institution has a active Career Development Center and on an average 50% of the students are placed on campus. 10%of the students opt for higher education in prestigious institutions.
- Students who are appearing for the competitive examinations are all qualified.
- Well-furnished Student-Activity-Center(SAC), is established to encourage students in cultural activities. More than 100 awards/medals are won by the students in sports/cultural activities at National /International level.
- Sports/cultural activities/competitions are organized in the institution every year Alumni meets are conducted every year.

Governance, Leadership and Management

Governance

- Autonomy and oversight
- Well defined Organizational Chart
- Segregation of academia and administration
- Transparency and accountability
- External advisory, audit/Stakeholders' input

Strategy Development and Deployment

- Core values: Excellence/Integrity/Academic Freedom Global Vision/Local Commitment
- Rigorous academic and research environment
- Providing unique Learning Experience for the students
- Freedom of thought/empowerment Delegation and decentralization Faculty Empowerment Strategies Sponsorship for attending national/international conferences
- Organizing of FDPs/STTPs Facility to pursue part-time PhD programs – concessional fee
- Delegation of powers – including for recruitment
- Rational Faculty Appraisal System
- Transparent Career Advancement Policy and implementation
- Delegation of power at various levels

Welfare measures-

- Free/concessional education for employee-wards, etc
- Financial Management and Resource Mobilization
- Student fee
- Earnings from consultancy
- Earnings from commercial establishments
- Alumni support Adequate budget allocation for institutional growth

Internal Quality Assurance System (IQAS)

- Vibrant IQAC, which has been in existence for the last 4 years and plays a pivotal role in:
- Accreditation by commissions of ABET/IET
- Formulating regulations and curriculum
- Evaluation reforms – ensuring consistency
- Internal/external audit
- Designing questionnaire for feedbacks
- Quality enhancement through Ranking and Rating processes- QS/NIRF
- Internal promotions – norms and methodology IQAC meetings

Institutional Values and Best Practices

Gender equity programs conducted regularly

Energy conservation through solar energy, use of LED

Rainwater harvesting

- Solid-waste, food waste and e-waste management
- Sewage treatment plant
- Ban on plastic bags
- Friendly campus for physically challenged students
- Local community development – adoption of 32 villages Courses on human values/ethics/environment consciousness 45 events on Truth,
- Righteous conduct, Love, Non-Violence and peace including celebration of national days Best practices are – Finishing school and Eco friendly campus
- Several distinctiveness

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MODY UNIVERSITY OF SCIENCE AND TECHNOLOGY
Address	NH 52, Lakshingarh, Dist - Sikar
City	Lakshingarh
State	Rajasthan
Pin	332311
Website	www.modyuniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	P.k. Dashora	01573-225027	9414162682	01573-225014	president@modyuniversity.ac.in
IQAC / CIQA coordinator	Rajeev Mathur	01573-225020	9166609777	01573-225016	director@modyuniversity.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-09-2013
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	08-06-2021	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	NH 52, Lakshmanagarh, Dist - Sikar	Rural	265	123405	Engineering, Liberal Arts, Science, Management, Commerce, Law, Fashion Design		

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>104445_7565_1_1639221134.pdf</td> </tr> <tr> <td>BCI</td> <td>104445_7565_8_1639219440.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	104445_7565_1_1639221134.pdf	BCI	104445_7565_8_1639219440.pdf	
SRA program	Document						
AICTE	104445_7565_1_1639221134.pdf						
BCI	104445_7565_8_1639219440.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	16				20				125			
Recruited	12	4	0	16	16	4	0	20	73	52	0	125
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				191
Recruited	142	49	0	191
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				32
Recruited	26	6	0	32
Yet to Recruit				0
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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	11	3	0	15	2	0	49	27	0	107
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	1	0	1	2	0	24	25	0	54
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	5	3	0	8
Adjunct Professor	0	0	0	0
Visiting Professor	17	9	0	26

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	MUST	Research Chair	MEF

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	819	591	0	12	1422
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	421	195	0	2	618
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	11	9	0	0	20
	Female	40	21	0	1	62
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	21
Total Number of Programmes Conducted (last five years)	21

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
School Of Business	View Document
School Of Design	View Document
School Of Engineering And Technology	View Document
School Of Law	View Document
School Of Liberal Arts And Science	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> • Innovation is essential for the education sector. The ways in which curriculum decision making is organised reflects different implicit approaches on how educational systems pertain to promote innovation in education. Curriculum holds an outstanding place when seeking to promote innovation in education, as it reflects the vision for education by indicating knowledge, skills and values to be taught to students. It may express not only "what" should be taught to students, but also "how" the students should be taught. Curriculum innovations can include new subjects, combinations of old subjects or cross-cutting learning objectives. They may also take a form of new content, concepts, sequencing, time allocation or pedagogy. • MUST being a leading women University, always believes in holistic development of women who will fit into the society. Hence, we have strong faith in bringing out the cognitive, affective and psychomotor potentials of the individual by making effective innovations in the Curriculum design and development. • MUST introduced the School System from the inception with the objective of development of qualitative academic curriculum and to foster interdisciplinary and multi-disciplinary studies. • In line with NEP, University offers a wide array of Undergraduate and Postgraduate Programmes in Liberal Art, Applied Sciences, Information Technology, Commerce and Professional, Law and Fashion Design programmes. The professional programs are approved by AICTE New Delhi. • The institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards
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	<p>the attainment of a holistic and multidisciplinary education. • The School Deans are preparing systems for Multiple Entry and Exit in Academic Programmes. • The college has MOUs with Industry, University, Institute of repute at national and international level to promote STEM. • The curriculum structure is having Open electives ranging courses from all programs. • MUST has Career Development Center and School of Etiquette and Finishing Skills (SEFS) for skill development. SEFS provides a unique transformational experience in guiding each student to emerge as the best version of herself. • SEFS through its exclusive courses, ensures holistic development and progress of young ladies. All SEFS students will develop, ingrained in their moral fabric, a culture of respect and etiquette. They will bear the hallmark of a solid character, backed with a foundation in our rich Indian heritage, strong ethics, razor sharp skills and impeccable manners, so that wherever they go, they stand apart from the crowd and set an example of not only how a lady should be but also how India and Indians are perceived globally.</p>
2. Academic bank of credits (ABC):	<ul style="list-style-type: none"> • The institution has registered under the ABC through NAD to permit its learners to avail the benefit of multiple entries and exit during the chosen programme. The verification process of NAD is in progress. • There are international MOUs for faculty and student exchange. The joint degrees between Indian and foreign institutions, and to enable credit transfer will be implemented as per guidelines of UGC. • All faculties are part of the BOS and encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. • The credit transfer through MOOC courses are as per the guideline of UGC. • For the Open elective from the 3rd year, students can opt for different courses offered by various programs .
3. Skill development:	<p>MUST has Career Development Center and School of Etiquette and Finishing Skills (SEFS) for skill development. The Career Development Centre (CDC) is an interface between the Industry and Academia to streamline the placement and related process for students and serves the community at large by grooming students. A strong Industry-</p>

Academia Interface is the sinquanon for the success of a department like CDC.CDC works in close coordination with all Colleges of Mody University to guide students to choose the best Career option for them on the basis of their bent of mind, flair, dexterity, and qualification. It also assists students in identifying and developing their academic and career interests, and to set their short-term and long-term goals through individual counseling and group sessions.To make students 'Industry Ready' and to expand the 'Repertoire of Skills', CDC managed to bag a number of 'Innovation Centres' for the University, in collaboration with industry giants like, Microsoft, Accenture, IBM, etc. Also, to move hand-in-hand with the pace of industry, MoUs have also been signed, in the area of 'Faculty Development Programme', 'Sabbatical Programme', 'Syllabus Restructuring and Upliftment', 'Online Education and Certifications', 'Multi-party Agreements', 'Specialized Trainings', 'Guest Lectures', 'Workshops', 'Placements', etc. with the major players like, Ericsson, Accenture, Microsoft, Infosys (under Campus Connect Programme), etc.Students undergo internships in their pre-final year / final semesters in reputed organizations. Many of them are selected for international internships in many Universities of France along with CERN (European Organization for Nuclear Research), GSI, etc. CDC runs 'Soft Skills' and 'Technical Skills' training and assessment programme with the help of its own in-house team and also with the help of third party agencies of national repute. The schedule of these classes are very smartly knit with the regular time table of various programmes, so that, students may assess and explore themselves during their course itself. Apart from that, the seasoned and accomplished professionals from diverse fields visit the campus throughout the year to interact with students and share their industry experience. Regular Seminars, Conferences, Workshops, etc. are organized for more interactive, nuanced, and informative learning. The positive result of the same is quite visible. Mody University enjoys stellar reputation among the leading companies which visit the campus every year to recruit our students. Some of the our regular and illustrious recruiters are Amazon, Hewlett Packard, Accenture, Oracle, Capgemini, Honeywell, L&T Technology, IBM, Infosys, Ericsson, Vodafone, Idea

	<p>Cellular, India Bulls, Trident, XL Dynamics, Jaro Education, Tommy Hilfiger, Capital Via, Bonton Cables, Bank of Baroda, Axis Bank, IndusInd Bank, Tech Mahindra, DXC Technologies, Myntra, Z S Associate, Athenahealth, Dell Technologies, Honeywell, Societe Generale, Walmart Labs, Josh Technology Group (JTG), Salesforce, Commvault, Hexaware Jaro Education, American Express, HPE, Accenture, Nurtr.Com, Vmware, Verzeo, Amdocs, Ericsson, HPE, De Shaw, Bank of America, Promact Infotech, JP Morgan Chase, HSBC, NBC Bearing, CGI, Tata Power, ArcelorMittal etc. Apart from these, there a slew of companies which throng to our University.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<ul style="list-style-type: none"> • Language is an integral part of human life. It plays a vital role in the learning process and knowledge enhancement of students. The establishment of school of languages is in perspective plan. • Faculties have contributed for translating NPTEL- SWAYAM courses into regional languages. The classroom delivery in bilingual mode English and vernacular where ever necessity has been felt. Indian languages such as Sanskrit, Pali, Prakrit and classical, tribal and endangered etc, Indian ancient traditional knowledge, Indian Arts and Indian Culture and traditions. • Mody University open elective is having the option with courses like The Bhagavad- Gita , Gender Justice and the Law, Fashion in EverycDay life , Application of Electronics in Everyday Life, Energy Sources & Sustainable development, Essential English, Vedic Knowledge, Freehand Sketching, E-Government Processes and Technologies, Web Designing and Mobile App Development, Women Entrepreneurship
<p>5. Focus on Outcome based education (OBE):</p>	<ul style="list-style-type: none"> • Outcome Based Education is an approach to education in which decisions about the curriculum, instruction and assessment are driven by the exit learning outcomes that the students should demonstrate at the end of a program or a course. • In outcome-based education, “product defines process”. • It is the opposite of input-based education where the emphasis is on the teaching and the system is happy to accept whatever is the result. • The Vision, Mission of the Institute as well as schools are framed through a well defined process involving all stakeholders. • The PEOs and POs of the programs are defined in line with the accreditation bodies and

	<p>regulatory authorities. • The curriculum is OBE based. Faculty members are developing the COs for their courses based on the guidelines issued by IQAC. • There is a structured framework for attainment of COs and POs using Direct and Indirect assessment tools. • Every Department calculates the Programme and Course attainment in order to understand the effectiveness of the programme in imparting the Knowledge, Skills and Behaviour. • The departments that could match the Programme outcomes with the target plan methods to maintain the good performance in the future. • The Departments that fall short of the target find out the reason for the gap by analysing the Po-Co matrix. The corrective measures in terms of syllabus upgradation, teaching methodologies and any other necessary measures are devised to match the target in future years.</p>
6. Distance education/online education:	<p>• The Covid-19 pandemic has affected our lives in various ways. All the countries across the globe resorted to imposing lockdowns to contain the spread of the virus. Lockdowns in turn disrupted the normal way of life. Since schools and colleges had to be closed because of the lockdowns, students have been studying online. Teachers have been conducting classes online over various applications such as google meet, zoom etc. • India as a country had never taken to online education before but the pandemic forced us to resort to it sooner than we thought we were ready to adapt to it. This has had various implications for students and the education system. The fact that we have successfully managed to ensure that education is not hampered because of the pandemic is highly commendable, however, there are certain things that reflect the grey areas where we as a country need to work on. • Online education has not only proven useful to ensure continuous imparting of education to school and college-going students but it has also transformed the way that candidates prepare for competitive exams in India. • The perspective plan of the Institute includes starting of vocational courses through ODL mode in the institution after the result of NAAC A&A process. • The institute practices blended learning. • State of Art Media Center is avaiable. • The University has planned for Online Education. In this line the NAAC A&A process is ongoing. After the result University</p>

will commence the Online education.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
50	48	47	45	41
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 6

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2122	2134	2190	2086	1745
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
617	537	568	482	244
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
1867	1953	2069	1984	1695
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	10	9	6	8

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1902	2258	2394	2205	2019
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
161	184	166	156	173
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
165	187	170	160	175
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4740	5338	6327	5541	6483
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
350	369	414	362	394
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 84****4.4****Total number of computers in the campus for academic purpose****Response: 610**

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

2020-21	2019-20	2018-19	2017-18	2016-17
1008.74	2207.79	2565.62	2314.86	3476.93

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

MODY University of Science and Technology has well defined procedures to design, revise, and amend curriculum from time to time. The university provides autonomy to the various Schools which through its departments update existing curricula to incorporate latest knowledge and introduction of new courses. The university follows a three tier system for curriculum development. The apex body i.e. Academic Council revamps the existing courses and introduce new curriculum for approval to Board of Management. The Academic Council gets inputs from the Boards of Studies of each School. Academic council and BoS members ensure that the curriculum of every program has relevance to the local/national/regional/global developmental needs. The BOS has representatives from bodies such as IIM Calcutta, XLRI Jamshedpur, IIT Mandi, NITIE Mumbai, BITS Pilani, IIM Kozhikode, IBM, NIT, MNIT, Banasthali Vidhyapeeth, NLU's, and Judiciary etc. The approval, monitoring and review of courses and programs are of vital importance in maintaining and improving academic quality in the institution. The modifications in the curriculum proposed by Board of Studies are adopted after brainstorming at the Academic Council and Board of Management enriched by academicians and industry experts. All the programs are evolved so as to carry the optimal blend of theory and practical to develop the required skill set as per the needs of industry. The University provides ample opportunity for industrial interactions through trainings/internships and attains close to 100% placements in various fields.

Program Outcomes

Committed to women development, Mody University's philosophy of '??????? ??????????' (Let our efforts at learning be luminous and filled with joy, and endowed with the force of purpose, glory and strength) seeks to advance education and enhance knowledge to develop transformative skills in women fueled with innovation, research, social sensitivity and environmental consciousness to create the finest women leaders, technocrats and social innovators. All program outcomes are designed in such a way that students develop critical thinking, communicate effectively and become committed citizens of the country.

The university has an ambience enriched with culture and Indian values which inspires the students with modern outlook as well and helps students to live wholesome lives. Mody University puts strong efforts towards holistic and integrated development aimed at a drive to create, lead and hence excel.

MUST curricula allow flexibility in course structure and choice-based credits for value-added courses, project-based courses, and internships in industry/concerned bodies and national labs. This gives students

exposure to local, regional, national and global contexts.

The following sequence is followed for any new program or course approval

- Availability of Nomenclature in University Grants Commission (UGC) approved program list, Bar Council of India and All India Council of Technical Education (AICTE) approved list.
- Academic program Committee (APC)—Department Level Proposes
- Board of Studies (BoS)—School Level approval
- Undergraduate Program Committee (UGPC) approval for UG programs (University Level)
- Post Graduate Research Program Committee (PGRPC) approval for PG programs (University Level)
- Academic Council – (University Level)
- Board of Management – Final Approval

File Description	Document
Link for Additional information	View Document

1.1.2

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

Response: 100

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

Response: 54

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

Response: 54

File Description	Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

1.1.3

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

Response: 58.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
1338	1082	1390	1293	1192

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[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: 94.21**

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

Response: 1902

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

Response: 2019

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**1.2.2****Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).****Response: 100**

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

Response: 50

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum offered at the university include courses that are diverse and cater to the cross cutting issues relevant to sustainable environment, gender equality, human values and professional ethics for addressing the economic, social and environmental challenges of globalisation. The students of MUST are moulded as responsible graduates, professionals by creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including the courses like Gender Sensitization, Environmental Studies, etc. This enriches the knowledge base of the student and improves the self-actualization and belongingness to the society.

Category	Name of the courses	Relevance
Gender	<ul style="list-style-type: none"> • Gender Justice and the Law (CBCS elective course) • Family Law • Organisational Behaviour, • Women and Criminal law, • Human Rights and Humanitarian Law • Women Entrepreneurship • Women Leadership 	These courses teach the basic value system in context of Indian Ethos and inculcate in minds of the students not only gender equality but also traditional esteem and honour bestowed in accordance to our culture.
Environmental & Sustainability	<ul style="list-style-type: none"> • Environmental Studies • Energy Sources & Sustainable development, • Environment and Waste Management, • Environmental Law • Global issues and ethical trading • Environmental and Agricultural Microbiology 	The course sensitizes the students to the environmental issues plaguing the world and our nation in particular. The course also informs about the sustainability measures to be taken to make the world a better planet to live.
Human values and Professional Ethics	<ul style="list-style-type: none"> • Research and Publication ethics, 	These courses teach the basic values required to ensure a

	<ul style="list-style-type: none"> • Social and Professional Ethics • Vedic Knowledge • The Bhagavad- Gita. • Business Ethics & Values. • Business Ethics and CSR • Human Values • Professional Ethics 	harmonious existence of human beings and also expand how one's basic value system is successfully applied to professional practices.
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Apart from this all-Schools conduct seminars/guest lecture/awareness programmes inculcating human values, moral and behavioural ethics into students. Few of them are listed below.

- Blood donation camp
- Tree plantation
- Swachh Bharat Motivation lectures
- Save Trees
- World Environment Day
- Teacher's day

The university is committed to educate its students on gender issues. Courses through CBCS address these issues. One such course is Gender justice and the law. Various activities are organized to impart knowledge on gender equity and develop sensitization. MUST offers courses that impart environmental aspects of sustainability through papers like environmental studies and environmental law. The Dean, School of Law had been a member of National Human Right's Commission for preparing Human Rights and Value courses. Seven of our faculty members have been trained on "Universal Human Value (UHV)" whose content is universal, rational, verifiable and leading to harmony by the All-India Council for Technical Education. The environment education is offered to 100% of the UG students.

1.3.2

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

Response: 98

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

Response: 98

File Description	Document
Institutional data in prescribed format	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: 52.92

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.

2020-21	2019-20	2018-19	2017-18	2016-17
1198	1281	1365	902	742

1.3.4

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

Response: 37.61

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

Response: 798

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

1.4 Feedback System

1.4.1

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Response: A. All 4 of the above

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

1.4.2

Feedback processes of the institution may be classified as follows:

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

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Demand Ratio (Average of last five years)

Response: 8.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
624	671	739	683	739

File Description

Document

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

[View Document](#)

• Any additional information

[View Document](#)

2.1.2

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

(Excluding Supernumerary Seats)

Response: 41.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	155	171	153	164

File Description

Document

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

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1

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

Response:

Mody University of Science and Technology (MUST) admit students from all over India. The institute conducts common entrance examinations for admissions to its various programs. The institute's policy enables students with diverse background to get admitted and hence there are bound to be variations in the levels of learning – especially with regard to students from rural and backward areas. So students are provided significant mentoring and opportunities to improve, showcase talent and excel.

Advanced and slow learners are identified on the basis of performance in the entrance exams, internal examinations and assessment, involvement in classroom. During the time of admission, the Dean and HoDs interact with the parents and the students to assess their need and aspirations which help us identify the Advanced/ Slow learners and the School starts working on both the categories of students.

The Mentor-Mentee meeting conducted by the school is also helpful in identifying slow and advance learners as it is for continuous academic monitoring as well as providing a support system to guide and motivate in categorizing and solving many problems of the students as well.

The institute tackles this diversity as a challenge and takes the following measures:

- Remedial classes are conducted for slow learners wherein special individually focused care is bestowed on such students.
- Faculty members upload the notes on lesson, assignments, presentations etc. in ICT
- Mentor-Mentee meetings bring out the student grievances which are redressed immediately.
- Faculty members are available during office hours for guidance and solving any course-related queries.
- Slow learners are clubbed with advanced learners in the group, so that they can also learn and hone their presentation and communication skills.
- Extra assignments are given and examined in the presence of students so that they learn from their own mistakes.
- Tutorial classes are also conducted.

Activities conducted for Advanced Learners:

- We have the foreign collaborations for the upliftment of the skills of students.
- Students clubs and incubation centre are fully funded to enable students to innovate and participate in various competitive events.
- Opportunities, encouragement and guidance are being provided for research writing and research work.
- Coaching for CSIR – NET/ GATE / CAT and other competitive examinations are provided by reputed agencies.

- Special placement drives in the form of training by recruiters themselves and other leading training agencies.
- Internships in reputed industries/institutes/organizations for deserving students as per their subject area.
- There is a provision to issue extra library books to the advanced learners.
- Access to research labs for student projects, Online Journals, Books for advanced classes is provided to the advanced learners.
- Merit scholarship on the basis of CGPA above 8.0 is recommended by school and awarded by university.
- Encouraging participation in various activities like exhibitions, fashion shows, quiz, poster presentation, inter-institution competition, Moot Court Competitions etc.
- University is having state of art facilities for training to encourage the advanced learner for their holistic development.

File Description	Document
Paste link for additional information	View Document

2.2.2

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

Response: 13.18

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The curricula designed for various programs ensure that students are conceptually sound, able to apply the concepts in practical situations, analyse the outcomes of such practical application and are in a position to ask questions based on the analysis and evolve new techniques and processes while seeking solutions to the problems. Further, the teaching and learning methodologies adopted also supplement and complement the curriculum. MUST firmly believe in the KSA matrix of development, comprising of Knowledge, Skills and Attitude imparted through the process of “Knowing, Doing and Being”. All of these are achieved both in classroom as well as through “Beyond Classroom Learning” consisting of SEFS (School of Etiquettes and Finishing Skills) Classes, industry visits, Senior Industry Leader Lecture series, field projects and interactions with the under managed sections of society leading to enhanced

sensitivity of the social and economic environment.

The following measures are in place to ensure enhancement of learning experiences:

- 20% of the credits earned are from practical courses in courses having both theory and practical components.
- Active learning Lab classes to understand the theoretical concepts through simulations and simple custom made experiments.
- For transformative learning University have adopted methods like - case analysis, role plays, group assignment, individual assignment, real life projects, group discussions, presentations etc.
- Internship is offered to students every year as per the requirement of their subjects.
- Different competitions under various university clubs are regularly organized.
- Regular visits to NGO, Media houses and others are organized to provide practical exposure to students.
- Mandatory industrial training for the students of all the schools.
- In every laboratory course of SET have a component called project based learning (PBL) wherein group of students are given experimental projects evaluated for 20 marks.
- E- Yantra Lab in association with IIT Mumbai is established to give robotic related exposure to students.
- Minor projects are carried out in university and Major projects are carried out in industries.
- Incubation center provides an opportunity for the students to learn through experimentation.
- Every department organizes at least one expert lecture/workshop in a semester exposing the students to industrial practices
- Participation of students in Couture shows is arranged for experiential learning.
- Students are given exposure to practical work by field visits, industrial visits, design research projects, renovation sites, visual merchandising of a retail store.
- Group discussions are arranged for participative learning.
- Students participate in organizing fashion shows and exhibitions.
- Moot court competitions are regularly organized for students.
- Regular visits to Supreme Court and jails are organized to provide practical exposure to law students.
- Free Legal Aid Clinic established by SOL helps needy and indigent persons and is being run by qualified faculties and students.
- Legal literary camps are regularly organized in the nearby villages and schools to provide legal literacy in the rural areas.
- Documentation trips are organized for documenting the site by measuring, sketching and drafting the entire area.

File Description	Document
Link for Additional Information	View Document

2.3.2

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

Response:

At MUST, we consider ICT tools to improve teaching and learning. We infuse ICT in pedagogy in such a way that it tends to improve learning, motivate and engage students, promote collaboration, foster enquiry and exploration, and create a new student centered learning culture. The students are expected to collect, select, analyze, organize, extend, transform and present knowledge using ICT in authentic and active learning paradigm. Teachers create a new flexible and open learning environment with interactive, experiential and multimedia based delivery system.

- ICT-enabled tools are used for both undergraduate and postgraduate students across all disciplines.
- Majority of the lecture classes are ICT-enabled with projectors, laptop/desktop, internet connectivity and sound system for interactive learning. Hence, teacher draws diagrams, show pictures, animate some objects to explain critical concepts, even play some video clipping of real time operation. All these multimedia applications assure very productive, interesting, motivating and interactive delivery of classroom instruction.
- University has collaborated with **Google** and installed **G-suite** for teachers and students. E-mail Id has been created for all the teachers and students. It helps students and teachers manage their assignments, tasks, collaborate, and communicate effectively. Also, teachers can create, share, organize and grade all in one place. For every user there is unlimited storage space.
- Google class room is the institutional LMS and Google meet is the virtual platform for online interactive classroom.
- There is a language lab having top of-the-line audio-video equipment used to expedite interactive and lively atmosphere for language learning. The sessions encompass listening, speaking, reading and writing.
- In SET, QualNet 5.2 Software is used for simulation purpose to find out the parameters like delay, network lifetime, fault diagnosis throughput etc. of wireless sensor network.
- In SOD, Worth Global Style Network, London Forecasting system is used by the students and faculties to see the forecast of trending color, textures, products, etc.
- In SOD, faculties use Pattern Development Software OPTITEX PDS for 2D and 3D modelling and simulation of garment for better visualization.
- Computer Aided Design Lab equipped with software's such as Adobe Photoshop, Adobe Illustrator, GMP and Rhinoceros 3D software is an integral part of the School of Design.
- The 573 titles of design books are available in central library at a single click of e-library.
- The university library has NPTEL, subscribes 80 e-books from McGraw Hill and 80 books from Elsevier and also subscribes to access e-journal, databases like IEEE, EBSCO, J-Gate, DELNET and MANUPATRA. We are also member of NDLI (National digital library of India). Other ICT resources include videos, audios, CDs, DVD, question papers, thesis and project reports on library link. The MUST library has access to Shodhganga and Shodhgangotari.
- The School of Law faculty uses Manupatra- multiuser, IP based Indian and International legal database which helps students to update themselves with the latest laws, amendments, judgments of Supreme Court and High Courts along with issues and changes in the legal world.
- The two high tech auditoriums in the university are equipped with multimedia facilities using ICT tools to conduct seminars

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

2.3.3

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

Response: 16.84

2.3.3.1 Number of mentors ?????????????? ???????

Response: 126

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	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: 98

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

2.4.2

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

Response: 52.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	105	86	72	74

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

2.4.3

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

Response: 5.14

2.4.3.1 Total experience of full-time teachers

Response: 827.2

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

2.4.4

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

Response: 22.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	9	3	4	11

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 12.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
9.5	9	13.5	23	8.5

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

2.5.2

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

Response: 0.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	10	9	6	8

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

2.5.3

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

Response:

Mody University Management System (MUMS) automates IT integration in pre-conduct, conduct and post-conduct examination processes resulting in speed, reliability, accuracy and efficiency in evaluation.

Examination Processes involving IT integration

1. Managing Examinations:

- Admit cards/Hall Tickets can be generated and issued to the students. Admit card/Hall Ticket contain list of all registered courses for verification by the invigilator.
- Exam hall seat allocation is automated by mapping the registered candidates and courses and designed so that no two students having the same examination seat adjacent to each other.
- The examination room allocation is automatically generated from list of rooms and their capacity.
- Examination attendance sheets are printed with room and precise seat allocation.
- The Question Paper distribution chart is generated automatically as per the distribution of students in a room.

1. Results are processed and published online.

Additional Examination Reforms.

- Students can view the evaluated answer sheet in front of course coordinator allowing transparency. In case of any dissatisfaction, she can raise the grievances.
- Supplementary Exams allow students an opportunity to retake the exam. Choice of retaking the full course is available too.
- Squad teams in addition to invigilators monitor the examination process to avoid malpractice.
- Every teacher gives two versions of their question paper to the exam cell and one amongst them is randomly selected
- The answerscripts are coded and the front page is teared off to hide the identity of the students during evaluation of the answerscripts.

Deployment of TCS -ERP as a part of I T integration and Reform Process

After the experience of the usage of our in house solution, it was found that an integrated cloud-based solution should be deployed in place of in-house solution. This will help in managing the pre & post examination task in a better way.

After exploring many agencies, TCS is selected for implementing ERP in Mody University. TCS ION Digital exam solution has digitized & automated end-to end university examination process. It enabled the capturing of marks from the faculty and conduction of quizzes and other assignment based exercises.

During pandemic, online examination were conducted with the help of TCS digital learning solutions.

The solution defines the registration window for student to register for subject as per the subject selection rule applicable in the academic session. Students can also register the elective courses under choice-based credit system or as open elective subject. It has the provision to attach faculty to exam detail and subject combination. It provides the ability to the faculty to capture marks against its subject through self-service link.

Tabulated reports are generated as apart of result processing and the result is available to the students online.

Continuous Internal and End-Semester Assessments

- Every quiz tutorial, classroom and lab session is accounted for continuous evaluation.
- Most Courses containing both theory and lab components have appropriate weightages are assigned depending on the number of dedicated hours per week.
- Flexibility in Assessment - Instructors can vary the type and weightage for internal and external assessments for theory, lab, project or analytical courses

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

2.5.4

Status of automation of Examination division along with approved Examination Manual

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

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The University has well defined Program outcomes, program specific outcomes and course outcomes for all programs offered. The curriculum for each program is designed to meet the outcomes specified by the Institution and displayed on website and communicated to teachers and students

The University has implemented Outcome Based Education (OBE) since 2013-14 as OBE give emphasis on what is expected from the student when they finish their course. In line with OBE Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs) are evolved. OBE provides/helps the student to achieve the outcomes of significance before leaving the Institute. Every department establishes the Program Specific Outcomes (PSOs), Program Outcomes (POs) by considering the inputs from faculty and alumni in cognizance of latest technology demand, job prospects and societal requirements. Program Specific Outcomes (PSOs)/Program Outcomes (POs) exhibits what students are expected to do or learn by the time of their graduation. These are evolved through consultation process with the stake holders keeping these Graduate attributes as basis. Course outcomes are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a course.

Course Outcomes for all the courses in the curriculum are defined by the course coordinators and faculty offering the course, taking every care to customize to the professional orientation of the course. For every course in the respective program, Course Outcomes (CO) are outlined and mapped to PO (program outcomes) and PSO (Program specific outcomes).

The academic process followed in integrating the learning outcomes and its communication involves ratification of program, its objectives, and curriculum are done through Board of Studies (BoS) and Academic Council. The various assessment process are also defined by the BoS and Academic Council in tune with the outcomes.

The program, POs, PSOs and COs are then disseminated to various stakeholders through one or more of the following:

- University website <http://www.modyuniversity.ac.in/> under relevant program links and

accessible to all

- Corridors Notice boards
- Central facilities like library etc.
- Each semester, in the first lecture of each course, the faculty instructor discusses the COs with all the students enrolled for that course. This comprehensive discussion covers the COs and how that is translated into the: Course plan / Lesson plan, Pedagogy, Evaluation components, and Evaluation scheme.
- Students are informed through their ERP logins
- A mail mentioning the same is also sent to their official email ID's.

This ensures that all students understand the linkage between the evaluation and the course outcomes.

The POs/PSOs of the programme are disseminated to all the stakeholders of the program through

- Faculty meeting
- Student induction programme
- Alumni meetings
- Parents meetings
- Employer meetings
- Professional Body meetings

For the ABET accreditation, we take feedback and surveys from the passing out students, employer, alumni and parents to assess the attainment of various outcomes which are in line with vision & mission of the University.

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

2.6.2

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

Response:

The university delegates the task of defining the attainment calculations in a decentralized manner. The six schools develop the process with the engagement of: School Dean, Controller of Examinations, senior academicians, and representative of IQAC. The implementation is as per the requirements of the statutory bodies (such as AICTE/BCI/UGC etc.), and the strategies of implementation are customized for each school.

The Program Outcomes (POs) / Program Specific Outcomes (PSOs) are the qualities that must be imbibed in the graduates by the time of completion of their program. Through periodic formative and end

term summative assessments, learning outcomes are evaluated for knowledge, skills and application capabilities. Additionally viva voce helps assess ability in problem solving, situation management, attitude and communication.

In each School, the subject experts develop and map POs, PSOs and COs. For each course, the number of evaluation components is pre-defined as per academic regulations. At the end of each program, the PO/PSO assessment is done from the CO attainment of all curriculum components.

Each course has defined set of course outcomes and corresponding evaluation criteria. These course outcomes are evaluated through question paper analysis (QPA). The question paper analysis is being done for all internal and external evaluation exams like mid term examination, assignment/class test and end term examination. The overall assessment of CO is then calculated based on attainment of CO in these internal and external examination. The overall CO attainment level for any course is defined as follows:

CO Attainment Level	% of Students attained CO
3	> 50%
2	$40% < X < 50%$
1	< 40%

The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved.

In each course, the level of attainment of each CO is compared with the predefined targets, if is not the course coordinator takes necessary steps for the improvement to reach the target.

With the help of CO against PO/PSO mapping, the PO/PSO attainment is calculated by the Head of the Department..

Beside the direct method of attainment of CO/PO/PSO, We also adopted some indirect assessment methods like

- Feedbacks
- Alumni survey
- Co-curricular activities
- Extracurricular activities

Feedback mechanism is used to improve Teaching learning process in outcome based education. In each schools different curricular/extracurricular activities are being conducted throughout the year like Field Survey, Study Tours, Practical Work, Seminars, and Internships etc. Besides, The Mody University also tries to attain the course outcomes and program outcomes by conducting the activities such as cultural activities, Career Counseling, Personality Development Program, Communication Skills etc.

File Description	Document
Paste link for Additional Information	View Document

2.6.3

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

Response: 97.01

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

Response: 617

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

Response: 636

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.9

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Mody University of Science and Technology believes in a judicious combination of teaching and research for the benefit of student and faculty community at large. The Institution envisages innovation and technological development through its research. It has plans to cultivate academic and research collaborations with national and international universities, government agencies and industries to meet the immediate needs of society and the industry. The Institution also remains committed to long-term research as the foundation for future development. The Seed money scheme and grants offered by the University will enable an early start of research work. To retain and motivate the faculty to contribute towards achieving the University research goals, incentives are granted for research activities.

The MUST grants freedom to faculty and students to carry out research in their chosen or specialized field. Faculty members are free to approach any funding agency to seek support for their research work, and to report their findings and conclusions freely. However, MUST reserves the right to scrutinize the research proposal and the findings and make it available for constructive criticism of peers. MUST also take care of that researchers shall not violate established professional ethics, norms pertaining to the health, safety, privacy, and other personal rights of human beings or to the infliction of injury or pain on animals. MUST also expect that researchers shall not violate established professional ethics, norms pertaining to the health, safety, privacy, and other personal rights of human beings or to the infliction of injury or pain on animals.

Funds are allocated for projects to undergraduate and post graduate of Rs. 50,000/ for 6 months and to faculty of Rs. 2 lacs to 10 lacs for 1-3 years. Publication allowances are provided to the faculty members for patents, publication in journal/book chapters etc from 2000/- to 6000/- Rs.

The key points of the research policy are as follows:

- Facilitate the faculty in undertaking research and will work with the University to set up a research fund for providing seed money
- To provide research facilities in terms of journals, equipments, incentives etc.
- To collaborate with other research organizations/ industry
- To Organize workshops/ training/faculty development programmes to enhance the culture of research
- To approach National and international organizations to fund major and minor research projects undertaken by the faculty / students
- To develop and implement an official Code of Ethics to check malpractices and plagiarism in research.
- To initiate sponsor research project by inviting industries for collaboration
- Various awards for research

- Encouraging collaborative research with International/National reputed institutes

This policy is reviewed to rectify anomalies, if any, and to incorporate suggestions received from the stakeholders, impact analysis and deliberations of the focus group to enhance the quality of research.

3.1.2

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

Response: 11.27

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).

2020-21	2019-20	2018-19	2017-18	2016-17
27.88	12.38	11.33	0	4.75

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3

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

Response: 0.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	1	3	3

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of the award letters of the teachers

[View Document](#)

3.1.4

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

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	3	4	10

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

3.1.5

Institution has the following facilities to support research

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

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document

3.1.6

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

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

Response: 100

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

Response: 6

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

3.2 Resource Mobilization for Research

3.2.1

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

Response: 17.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.89	5	0	0	0

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

3.2.2

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

Response: 68.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	34.49	33.80

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

3.2.3

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

Response: 5.56

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

Response: 10

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

Response: 9

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

3.3 Innovation Ecosystem**3.3.1**

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

Response:

Mody University Center for Innovation Incubation & Entrepreneurship (MU CIIE) is an incubation center set up to encourage entrepreneurs, particularly women entrepreneurs – who may be students or

faculty members of the university or budding entrepreneurs from the state of Rajasthan or anywhere across India.

This incubation center is designed to work as a binding agent between the industry and academia, which would imbibe a culture of working together instead of work in isolated manner that leads to the failure of many ideas and start-ups. It would foster many good ideas of the students of the university as well as budding entrepreneurs from all over and especially from in and around the periphery of the university - which would otherwise never develop or get converted into a business or venture because of the absence of management experience, infrastructure, financial backing and marketing strength which is only available with the industry today. After the evaluation and value creation of the project of the students, we help them to showcase their innovative products, designs, processes, concepts and business models to the relevant organizations for marketing and scaling-up of their ideas. We help the in marketing the projects of the students for funding, marketing, investment, partnering, co-branding, co-marketing and find most rewarding career opportunities. We also guide the students to connect their ideas with the leading companies who are looking for their ideas. MU CIIE is ready and well equipped in all required manner to provide such a platform which we may use as Global Innovation Incubator and Accelerator.

To create a center of excellence to provide technical services, training to innovate, design and market products in diversified areas of Science and Technology for the growth and development of the society at large. MU CIIE will help the students and budding entrepreneurs to grow a positive attitude towards entrepreneurship and help them foster a start-up individually.

- Promote and facilitate knowledge creation, innovation and entrepreneurship activities.
- Promote innovation by creating an ecosystem that is conducive for the growth of startups in the state.
- Nurture entrepreneurship in those people who have a passion for knowledge generation and mentoring.
- Make entrepreneurially-driven communication initiatives recognized as vital for supporting the sustainability of indigenous enterprises.

MU CIIE has signed a MoU with Innovation next which provides a strong and up to date platform equipped with all the modern facilities. It provides the complete Industry Toolkit comprising of - 3D Idea Generators used for generating breakthrough ideas, Innovation App 4.0, Mind mapping templates for developing innovation projects, Innovation framework and innovation assessment software. Innovation Gold Mine training package. e-Learning Resources on Business Excellence Series, a number of World-Class collections of Videos, Lectures, Slides, Training materials,

The tools help in transforming budding entrepreneur into creative thought leader and innovator with new age mindsets to steer the industry for innovation-driven growth The center provides complete MIND TO MARKET support for creating breakthrough business models, innovative start-ups, new Corporate Ventures, Technology Applications & Solutions, Exponential Growth and Scale-up of the start-ups.

3.3.2

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

Response: 60**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
9	7	11	17	16

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

3.3.3

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

Response: 73**3.3.3.1 Total number of awards / recognitions received for *research / innovations* won by institution / teachers / research scholars / students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
26	14	13	9	11

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

3.4 Research Publications and Awards**3.4.1**

The Institution ensures implementation of its stated Code of Ethics for research through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**

3. Plagiarism check through software**4. Research Advisory Committee****Response:** A. All of the above

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

3.4.2

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

1. Commendation and monetary incentive at a University function

2. Commendation and medal at a University function

3. Certificate of honor

4. Announcement in the Newsletter / website

Response: A.. All of the above

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

3.4.3

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

Response: 22

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	0	1	0	0

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

3.4.4

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

Response: 2.64

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

Response: 74

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

Response: 28

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

3.4.5

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

Response: 2.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
81	101	59	61	72

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

3.4.6

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.08**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
31	28	26	32	65

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

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

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

Response: B. Any 4 of the above

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

3.4.8**Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 4.5**3.4.9**

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 16**3.5 Consultancy****3.5.1****Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.****Response:**

Mody University of Science and Technology (MUST) rears Consultancy Services as a service to the community and to the industry as well as an outreach activity of the institution. In fact, Consultancy Service is a landmark step in the academic and research endeavours of the MUST. We constantly inspire and motivate faculty and research scholars to extend the horizons of their research area so that they can substantially and innovatively contribute the human society for their overall well being. Through Consultancy services they are encouraged to collaborate with international institutions as well.

The MUST has maintained the consultancy services with an objective to ensure that the consultancies undertaken by faculty members are in line with the University's objectives, financial regulations and procedures. As a result, the University has strived to achieve excellence in the various fields of research. The well designed consultancy policy of the university outlines the terms and conditions for the consultancy services to protect the interest of both university and faculty members. The major objectives of the consultancy policy of the University are as follows:

- Clarifying the terms and conditions of the consultancy services to protect the interest of the University as well as the teaching fraternity.
- Categorization of various consultancy services.
- Entitlements to the faculty members.
- Management and utilization of Consultancy Project Funds.

In Mody University of Science and Technology, Consultancy Services are earmarked as professional services for creating and imparting knowledge, skills, expertise, experience to the existing theories and practices of various domains of knowledge.

Hence, the Mody University of Science and Technology has clearly chalked out and developed the aim and objectives of Consultancy Services, terms and conditions of Consultancy Services, types of Consultancy Services entitlements to the employees and Consultancy fund management, etc. The University encourages its faculty to carry out consultancy works so that they can contribute towards the industrial growth, strengthen institute-industry interface and also enrich their professional experience.

At MUST, all consultancy activities are being carried out with prior approval of the competent authority of the University. Any use of the institutional facilities, resources, infrastructure and equipment must be appropriately considered in the costing as per institutional norms. Hence a proper consultancy agreement must be formulated with the institution for each consultancy activity to ensure that resources are properly

utilized and the institution supports the services rendered. On completion of the consultancy, an official completion report with details of the services rendered including a utilization report and other financial details should be submitted with reference to the consultancy.

For financial management and overhead charges, the University has a provision for separate University Account for Consultancy project funds. The entire consultancy project funding remains deposited in this aforesaid account. For every type of consultancy overhead charges are shared with the University which shall be further distributed as per the University policy.

3.5.2

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

Response: 101.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	0	0.6	0.6	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

Audited statements of accounts indicating the revenue generated through consultancy

[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:

Mody University of Science and Technology (MUST) takes pride and humanitarian solace in conducting Extension Activities in its vicinity and always aims to sensitize its students and staff of about their social responsibility towards its surrounding. As an expression of its social commitment, the University has adopted five villages under the 'Unnat Bharat Abhiyan' where our extension activities intend to link the university with the community. The extension activities have been a regular and integral part of MUST since its inception. Efforts have been made to bring about appropriate awareness about health and

hygiene, behavioural and economic changes by imparting education through various events and expeditions started in those five villages which also sensitize them towards the use of science and technology.

The MUST has an exclusive commitment to nurture and develop socially conscious individuals through participation in nation building activities that are executed at the local, regional and national level driven by a deep sense of social responsibility. With this vision and mission, the University has planned to promote awareness on various human diseases, corona virus, Health and Sanitation, Legal Literacy, Population Control, Women Empowerment and education. Students and staff have played an active role in the **Swachh Bharat Mission** promoting the need for sanitation through awareness campaigns and helping women to use toilets in their houses. The University is planning to widen the scope of these extension activities beyond the adopted villages too. Besides the above, through our **NSS** and **NCC** units, and students' society (*Karuna*), the University has started several expeditions and annually conducts the following activities in the five adopted villages like:

- *Beti Bacaho Beti Padao*
- International Yoga Day
- World Environment Day
- World Consumer Rights Day
- National Consumers Day
- World Energy Conservation Day
- Plastic Free Day
- Road Safety Week
- Kerala Relief Fund Collection
- Tree Shrubs Plantation Drive
- Cloth and Wheat Distribution to Labours
- Children's Day Celebration at Bal Seva Sadan School
- Motivation for Organic Farming
- Kargil Vijay Diwas
- *Swachhta Abhiyaan*
- Covid Care, etc.

With such extension and outreach programs Mody University of Science and Technology sensitizes its students to develop social values, widen their social responsibilities and knowledge towards community issues and challenges. Students are motivated to join NSS, NCC, Unnat Bharat Abhiyan and Karuna Society of the University to work with villagers on the aforesaid issues mainly health, education, personal hygiene and cleanliness, etc.

The **University Kulgeet** is a great source of inspiration for the students which reminds them about the importance of humanitarian help and kindness and because of that our students believe in giving back what it has gained from the communities amongst which we live, work and play. The University considers the impact of all extension activities on the local community and hence the various social and technical activities, events and programmes reflect our commitment to operate in a techno-social responsible manner. We aim to pursue our goals as one, keeping agreement with the planet and the society.

3.6.2

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

Response: 7

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	0	0	0

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

3.6.3

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

Response: 88

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	16	19	12	12

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

3.6.4

Average percentage of students participating in extension activities listed at 3.6.3 above during the

last five years

Response: 53.91

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

2020-21	2019-20	2018-19	2017-18	2016-17
1058	1041	1139	1003	1236

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

3.7 Collaboration

3.7.1

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

Response: 92.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	35	206	123	50

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

3.7.2

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

Response: 46

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	15	12	12

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

MUST is considered as one of the most outstanding academic institutions of Rajasthan with stellar infrastructural facilities. Since inception, the University has kept pace with growing demands of the teaching-learning resources in the campus. Keeping in mind the academic needs, the institution has made adequate efforts to create and upgrade the facilities from time to time.

The academic session is framed in such a way so that the classrooms and laboratories are well occupied from morning till evening, ensuring the optimum utilization of the resources. Regular campus activities ensure that our auditoriums and activity areas are utilized around the year. Mody University has Central Academic Block, Acharya Brihashpati Bhawan (ABB) and School Of Business SOB building to meet the requirements of the statutory bodies. ABB is a state-of-the-art architectural marvel with multiple ICT-enabled lecture halls equipped with modern furniture, apart from fully-equipped laboratories, seminar halls and a centralized library. At present, all constituent units have adequate spaces, classrooms, laboratories and computers as per requirements. The University has so far invested substantially towards improving the classrooms, laboratories, teaching and learning resources.

The details of the available resources are as follows:

- MUST has a total of 92 lecture halls of which 84 are ICT- enabled equipped with modern furniture situated in the central academic block ABB building and SOB block.
- There are a total of 30 smart class rooms
- There are 04 seminar halls equipped with ICT facility.
- MUST has one magnificent auditorium with a seating capacity of 1040 and a mini auditorium with 303 seats along with seminar halls with inbuilt sound system and installed projectors.
- MUST has fully equipped laboratories in the domains like Computer Science, Electronics and

Communication Engineering, Electrical Engineering, Mechanical Engineering, Nuclear Science Technology, Biotech, Molecular Biology, Microbiology, Chemistry, Physics, Psychology, Language, Forensic Science, media, Fashion Designing etc. Apart from this, all the schools of the University have their own sets of computer laboratories for use by students with student-computer ratio of 1:1. There are moot courts for the SOL and studios for fine arts.

Laboratory / Studios details

NAME OF THE SCHOOL	SUBJECT	NO. OF LABS/STUDIOS
SET	CSE	08
	ECE	06
	EE	06
	ME	08
	NUC	01
SET/SLAS/SOB	Language Lab	02
SLAS	Chemistry	03
	Food & Nutrition	01
	Physics	03
	Bio-Science	05
	Forensic	02
	Psychology	01
	Central Instrumentation	01
	Journalism	01
SOD	Fashion	10
SOL	Law- moot court	01
	Law	01
SOB	Management	02
TOTAL		62

Computing facility Details

- The University has a total of 610 computers.
- The student computer ratio of the entire University is 1:3.74
- The available internet band width is > 1 GBPS.
- University has more than 50 printers and one 3 D printer.
- University have a number of licensed software which are relevant to the schools namely MATLAB, ADOBE, RHENO, IBM SPSS Modeler, Corel draw, VM-ware , CAD/CAM, Optitex, QualNet 5.2 etc.
- MUST has Microsoft Campus Agreement.
- MUST has TCS ERP for all the administrative and academic needs.

4.1.2

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

Response:

The prime goal of the university is to provide an environment that allows holistic development of body and mind through provision of facilities that enhance, develop and nurture skills in sports, cultural and performing arts along with academic excellence and spiritual guidance.

The picture below shows the drone view of TAPOVAN comprising temple, Yagnashala and a hall for yoga and meditation.

MUST being the world's foremost academic institutions focuses not only on the academic activities but also on the extra-curricular activities which includes sports, yoga and cultural activities. It offers a wide range of sports facilities to the students through trainers for various games like Basketball, Badminton, Foot Ball and Aerobics etc..

Sports ground is completely facilitated with floodlights.

It also has the facility of horse riding where separate trainers are appointed and trained students participate in sport fest of other universities at state and national levels.

In addition to this, University has 66 clubs, professional students branch and chapters where students can also follow their passion through dramatic club, literary, fine arts, social club, yoga club, photographic club etc..

The indoor and outdoor game clubs hold annual tournaments throughout the year.

Basket Ball, Volley Ball, Lawn Tennis and Badminton teams from School of Engineering and Technology participated in MST'17 (National level) at MNIT Jaipur from 17/02/17 to 19/02/17 and won the gold medals.

Sonali Sharma student from School of Engineering and Technology won the gold medal in Taekwondo at SPARDHA 2018 (National level), from 26/10/2018 to 28/10/2018 at IIT BHU.

In the month of January, MUST observes Founders Day Celebration where different cultural activities, sports competition, Kavi Sammelan and lectures of eminent social personalities are organised for the students.

Tapovan is the spiritual centre of the MUST where yoga, yagna, meditation and other activities are arranged for the students on a daily basis so that they can find the meaning and purpose in life.

MUST has put in place a very comprehensive sports policy. The policy envisages improvement in standard of sports in the University by inviting and motivating the best talent in different sports, by giving admission through sports quota and offering fee waiver to the outstanding sports personnel.

On “International Yoga Day” on June 21, MUST organize a yoga session every year and ensure the presence of all Faculty members and Deans with a good number of student participants.

Sports, Yoga and Gymnasium facilities

NAME OF SPORT	NUMBER OF PLAYING AREA
Cricket	01
Hockey	01
Volleyball	03
Basket ball courts	03
Athletics	01
Football	01
Table tennis hall	04
Tennis court	02
Badminton court	06
Gymnasium	01
Carom/Chess Hall	01
Yoga and Aerobics Hall	01
Pool Table	01
Kabaddi	01
Horse riding	01
Gymnasium	01

Cultural facilities

NAME OF AUDITORIUM	CAPACITY
S Haridas Sabhagar	1040
S Tansen Sabhagar	300
Bharat Muni Manch	OPEN AMPHI THEATER

4.1.3

Availability of general campus facilities and overall ambience

Response:

- MUST is one of the most beautiful universities in India. The lush green campus, magnificent architecture, tree-lined avenues, flowers, fountains, statues, lake, forest area and shilalekhs provides an uplifting and inspiring setting for academics and extracurricular activities.
- The university has a temple complex Tapovan with yagnashala and yoga-meditation hall, in manicured gardens with pool in the shape of lotus.
- MUST has wi-fi campus by 300+ CISCO access points along with numerous facilities for staff members and students.
- With great vision and planning a piece of desert land with numerous sand dunes has now been

transformed into an oasis of 265 acres with vast green lawns, variety of fountains, extensive flower beds, tree shaded streets and avenues.

- There are numerous water bodies and marshland with exotic birds and aquatic animals. There are 110 species of birds and 25 species of butterflies in the campus. These species have been identified by Ornithologists and Lepidopterologists from World Wildlife Fund (WWF) and other nature conservation organizations, who visit us regularly resulting in University having a WWF certified campus.
- There are 10 hostels with wi-fi facility of 180 capacity each. There are 24 faculty / staff quarters and campus guest houses.
- MUST has well managed 10 bed medical center with 2 senior resident doctors, 3 visiting doctors, 6 ANM/GNM staff and 2 24x7 Ambulance. The stack holders are provided with subsidized medical services.
- MUST has grand Dining Hall with a capacity to accommodate 1800 people at a time. It is lavishly decorated in marble, stone and brilliantly lit with splendid chandeliers.
- For a more restaurant like feel, students can also stop by two Cafeterias one with seating capacity of 256 serving good variety of Indian and Continental dishes and another world-cuisine cafeteria with capacity of 256 that is the part of Auditorium Complex serves five kinds of world cuisine.
- MUST has a Tuck-shop store, Punjab National Bank ATM and adequate parking making the campus self-sufficient. The entire campus is well connected with roads and signage boards. Lifts are available at the entry of ABB building for every floor in the university.
- Electricity backup of 33 KVA is available round the clock through generators. Solar water heaters are available for power consumption purposes. Rain water harvesting plants with 15 open wells are available in the campus.
- Automated biomedical waste/ e-waste management facilities are available on campus.
- STP of 110000 ltr per day capacity in the campus ensure the liquid wastes suitable for reusing in gardening.
- Reverse Osmosis systems are installed for providing purified water at different locations.
- MUST has its own fleet of 5 air conditioned buses and 3 vans that are available for students.
- MUST campus is totally fenced/walled with a total of 31 security guards monitoring 24*7 with CCTV installed at key points.
- MUST campus is fully illuminated with LED bulbs street lighting and 11 Km long BT road.
- MUST campus is declared as plastic free campus.
- Campus shuttle helps the residents and day scholars to commute.
- MUST academic building has four lifts.

4.1.4

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

Response: 59.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
374.32	1252.35	1408.94	2008.53	2097.14

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

In Mody University of Science and Technology (MUST) Library Services was fully automated first through Libsys library management software with Barcode Technology and 3M Security System. Later, it was upgraded in the year 2018 with KOHA Library Management Software, version: 18.11.000 .

KOHA is being used to perform all types of library functions:

- Book Acquisition
- Cataloguing of Books & Periodicals
- Circulation of Books & Periodicals
- Web-based search interface for users - OPAC (Online Public Access Catalog)
- Using OPAC, users can search the Library Online Catalogue by Author, Title, Subject, and keywords.
- Barcode integrated with KOHA

MUST Central Library is the hub for academic information services in the university and serves as a major learning and resource centre. It is a creative and innovative partner in supporting the teaching, learning and research activities of the university. With the fast growing collection, both in digital and print forms using the state-of-the-art facilities, the Central Library is contributing to our mission of becoming a world class university.

The Central Library is located in ABB building in the basement. The location of the Central Library

overlooks beautiful landscape. The pleasant ambience and the well-furnished, well-lighted location create an atmosphere of serenity and thereby inspire the learning and research. Central Library has a spacious reading area of 1538 sq. meter that exudes a peaceful learning environment. The collection in the library encompasses more than 65,000 books of 26162 titles varying in subjects like Engineering, Management, Design, Basic Science, Law Humanities and Social Sciences.

In addition to books, there are 3387 CDs/DVDs, around 80 print journals, 60 magazines, 3673 bound volumes, repositories of faculty publications, question papers, thesis, etc.

Major e-resources subscribed by the library include IEEE Explore, Manuptra, McGraw-Hill Access Engineering, EBSCO for Management, J-Gate for Social Sciences and Humanities. These are accessible to the MU community from anywhere in the campus. This remote access facility is via User ID and Passwords. Additionally, departmental libraries are operating in all the schools to cater the last moment needs of faculties. The catalogue of the holdings is available 24X7 for online access through the web (OPAC).

Other facilities offered at the central library:

1. Lending service, Reference service, InterLibrary Loan,
2. Current Awareness Service (CAS),
3. Selective Dissemination of Information (SDI) services,
4. Multimedia PCs in the library with High Speed Internet Connectivity for accessing various e-resources,
5. Reprography Service.
6. Subscription of Ouriginal (URKUND) anti Plagiarism Software
7. Membership with DELNET
8. Membership with Computer Society of India
9. Membership with National digital Library
10. Membership of e-shodhsindhu
11. MoU with Sodhganga
- 12, INFLIBNET.

4.2.2

Institution has access to the following:

1. e-journals**2. e-ShodhSindhu****3. Shodhganga Membership****4. e-books****5. Databases****6. Remote access to e-resources****Response:** A. Any 4 or more of the above

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

4.2.3

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

Response: 31.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
15.12	41.40	36.52	28.95	35.83

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

4.2.4

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

Response: 27.77

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

Response: 634

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

4.3 IT Infrastructure**4.3.1**

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

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 84

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

4.3.2

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

Response:

IT cell maintains the policies governing the use of MUST computing and IT communication resources. The IT Policy applies to the resources administered by the administrative departments such as Library, Computer Laboratories, Offices of the Institution, Hostels and Guest houses wherever the network facility is provided by the Institution.

Further, the entire faculty, students, staff, departments, authorized visitors/visiting faculty and

others who may be granted permission to use the IT Infrastructure, must comply with the guidelines. Certain violations of IT policy laid down by MUST by any institution member may even result in disciplinary action against the offender by institution authorities.

The acceptable uses of policies are applicable to Employees, Students, Vendors & Visitors. IT Cell has

framed various policies like Procurement, Installation of Hardware, Network and Software. E-mail account has been facilitated to employee, and students under E-mail Use policy which is reviewed and maintained whenever the modification happens. Mody University website is hosted by Amazon Web Services (AWS) and maintained by IT cell.

MUST has proper budgeting process to meet the IT budget needs of every school/department. Requirement gathering happens at school/departments. Once the IT budget is finalized at the school/department level, the approved budget is consolidated at IT cell.

An average annual budget of Rs. 50 Lacs per year is provided on improving the IT facility which shows the commitment of our Management in building the world-class IT facility in our campus.

IT infrastructure has been widely spread across connecting 72 buildings with very high-speed robust network backbone. Our Computer network is built on CISCO switching platform with backbone running on 10 Gbps at present. 5000 IP enabled devices are connected to this fast network. Understanding the demands of faculty and students to use digital media for their research, teaching & learning process, 1.6 Gbps of internet bandwidth is made available through two major Internet service providers BSNL (NKN line) and Tata services.

Over 300 WiFi access points are positioned across the campus to facilitate internet access to our students, faculty and guests while they are in the campus. Seamless internet access given to students through Hotspots and well-planned WiFi network at Hostel rooms.

The comprehensive infrastructure includes 5 physical servers with 25TB of storage for Private Cloud with 15 VMs implemented for the students to work with engineering software anytime, anywhere and from any device. Our campus IT facility is secured by implementing the best of the security solution from Palo Alto, Kaspersky, Next Generation firewall, Application firewall, Email Security, Advance Malware Protection, Endpoint Threat Protection, Openness etc.

IT expansion is done based on assessing the requirement and also understanding the need of implementing the best of the breed technology to support the teaching and learning process. Also it is meticulous in the assessment of the industry requirement with respect to advancement in technology and ensures our students are well aware of the technologies prevailing in the market.

4.3.3

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

Response: 3.48

File Description	Document
Upload any additional information	View Document

4.3.4

Available bandwidth of internet connection in the Institution (Leased line)**Response:** A. ?1 GBPS

File Description	Document
Upload any additional information	View Document

4.3.5**Institution has the following Facilities for e-content development**

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

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 46.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
668.2	1278.02	1303.18	1023.65	450.35

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

Mody University's objective is to provide a very healthy, clean, immaculate physical environment as well as academic and support facilities that are robust, reliable and high-performance. In order to achieve this objective, Mody University has established two dedicated divisions Engineering (Engg.) and Horticultural & Services(H&S) headed by retired army Colonels which have architected systems and processes for regular and timely maintenance as well as optimal utilization of buildings, classrooms, laboratories, sports facilities, hostels, canteens, gardens and lawns. There is a separate purchase department to monitor and implement purchase of required goods, a finance department for the financial monitoring and a food and beverages department for smooth functioning of dinning hall and the two cafeterias. All the above mentioned departments are supervised by the Dean (Administration).

At the policy level, all maintenance work is categorized into annual maintenance, routine maintenance and preventive maintenance. Mody University's policy mandates that all equipment including laboratory and computer systems either have up-to-date annual maintenance contracts or supported by well-trained in-house technical staff. Policies such as zero litter policy, no spitting policy, no smoking policy, which relate to public cleanliness and hygiene, are strictly enforced as well. For speedy resolution of issues encountered by students and faculty/staff, an online complaint management system with logging and tracking ensures fairness in policy.

To efficiently and effectively implement the above policies, the Engineering Division consists of the following functional divisions:

- Highest importance is given to Civil, Electrical, Mechanical, Water & Sanitation, and Air-conditioning (AC). In each of these major portfolios, we have created specialized teams for immediate first response and action so that dependency on external agencies is minimized.
- All buildings are periodically inspected and painted fresh.
- The electricity department is equipped to ensure 24 x 7 continuous power supply with generators.
- The dual dimensions of Water & Sanitation are to ensure safe drinking water with the help of fully serviced Reverse Osmosis (RO) filters and an environment friendly zero waste water recycling system consisting of a sewerage treatment plant. This recycled water feeds into maintaining the vast and lush greenery of the campus.
- Well-staffed housekeeping division is responsible for cleanliness & hygiene in all the facilities

within the buildings such as classrooms, laboratories, offices, libraries, as well as bathrooms.

H&S division, responsible for tree plantation and their maintenance, security, clinic, university dairy and stable.

- MUST has 25000 plant and trees of different species and approximately 500 additional trees are planted every year with a survival rate of 90 – 95%. The university employs a major work force for maintenance of pathways, lawns and other areas.
- Specialized sports facilities such as gymnasium with its fitness equipment, tennis courts with synthetic turf and grass, are maintained by professionally trained personnel in coordination with Engg..
- Campus clinics, ambulances and doctors are always available and medical facilities are regularly maintained throughout the year by H&S division.
- The University takes security very seriously and is regarded as one of the safest campuses by parents for the well-being of their children. The security is enforced by a squad who are trained to be firm but courteous in their engagement with the campus community.
- Biometric access controls are in place to maintain the attendance of staff and faculty.
- The guest house is maintained at levels commensurate for official visitors.
- H&S division also manages the transport system of the university with the responsibility of maintaining a large fleet of buses, official cars, ambulances and vans. For this purpose, division ensures annual servicing and maintenance of all vehicles as well as whenever required by the nearby service centers, so that they are in excellent operative condition.

Library is given special importance for maintaining a very conducive atmosphere for students and faculty to pursue independent reading and complete access to worldwide scholarly resources.

Smooth operations and transactions in the library are ensured by following good practices and conforming to established policies. A brief summary of the same is given below:

- Adequate numbers of sign boards are placed at appropriate places.
- A clear floor plan is displayed in a prominent place in the Library
- Fire alarms are installed. Protection against accidental fire is ensured through the use of fire extinguishers placed at strategic locations in the library

Computer software and hardware maintenance is performed by IT Cell lead by System Admin and professionally trained technicians of the University. IT cell policies for AMC, maintenance, regular

backup, system failover, disaster recovery, etc. ensures uninterrupted access to all information and network services.

- IT cell is responsible for the upkeep and maintenance of all IT related and electronic equipment including computers and surveillance cameras.
- IT cell has on its role many system administrators, technicians and instructors who are responsible for repair and maintenance of equipment and computers including network related issues and surveillance system.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 44.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
2070	632	746	573	569

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2

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

Response: 79.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1624	1741	1602	1640	1511

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

5.1.3

Following Capacity development and skills enhancement activities are organised for improving students capability

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document

5.2 Student Progression**5.2.1**

Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 94.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	24	5	5	7

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	25	5	5	8

File Description

Document

Upload supporting data for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.2.2

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

Response: 40.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
186	152	189	136	203

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

5.2.3

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

Response: 29.17

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 180

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

5.3 Student Participation and Activities**5.3.1**

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

Response: 110

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	27	30	26	22

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

5.3.2

Presence of Student Council and its activities for institutional development and student welfare.**Response:**

The Student Council at Mody University of Science and Technology, Lakshmanagarh is a body of student representatives who act as a bridge between students and the administrative authorities. Students have active representation on academic and administrative bodies and committees of the different departments. Students representing UG and PG courses in the college are selected based on their leadership qualities as well as academic grades. Each year, the student council consists of about 80-100 members. There are nominated students from each department and a screening session and an interview round to determine their leadership abilities. Those who excel in all three rounds are selected to be council members. They are diligent, responsible, and capable of balancing academics and their duties as student council members. In terms of academics as well as co-curricular activities, they are excellent.

Students who are part of the Student Council are the torch bearers. There are various portfolios including Fine Arts, Cultural, Literary, Hospitality, Documentation, Media, Photographers, Creative, Event, Clubs, and Discipline Committee. The above portfolios are responsible for leading the choir, dance and drama groups, controlling the projects and events, ensuring smooth work of the clubs, maintaining the discipline of the college and planning events.

A student council is a body that participates in both the Academic and Administrative Committees. IQAC and several committees benefit from their involvement. Without doubt, the Student Council is the major body that helps the college function in all ways to reach out to other students. Various other college committees such as NSS, NCC, etc. are also assisted by them. Students work round the clock to organize events such as teachers' day, fresher's party and various other activities. Also, they hold events or talk sessions for events like Cordinazo, Rhetorica, and Women's Day etc. Over the years, they have been the University's backbone and will remain so. Their leadership involvement begins from the day they are elected as the leadership of the college. This is a blessing for the University's students and the members of the student council work together to make the University an even better place for all.

Students provide strong support in the administration and management of hostel affairs. Each hostel has a Hostel Prefect in each floor for one session only. Student Prefect is nominated by Dean who will help the warden in maintaining discipline in the hostel Student representative is the facilitator of sharing information between administrative officials and the students to represent the views of the students on matters of general concern, throughout the year.

Mody University is also having professional student chapters/societies including IEEE, ACM, CSI, SWE etc. Student involvement in Branch activities, whether special projects, social and technical meetings, outreach programs, conferences, local Section or Regional opportunities, etc. can help develop a record of accomplishment and capabilities beyond the norm

The composition of a Student Council includes:

- President

- Vice-President

- Secretary

- Treasurer
- Web designer
- Technical coordinator

5.3.3

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

Response: 30

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	28	24	31	33

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

5.4 Alumni Engagement

5.4.1

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

Response:

Mody University of Science and Technology has a full-fledged Registered Alumni Society in place, which has been created and being managed by Alumni for the benefit of the Students, Alumni, University and all the Stakeholders, which is a great Symbol of 'Women Empowerment'.

Mody University of Science and Technology had an informal Alumni Association which was working effectively till February 2021. This informal Alumni Association has been transformed to formal registered Alumni Society in the year 2021 with registration no: COOP/2021/SIKAR/201138 dt. 12-03-2021 via 'The Rajasthan Societies Registration Act,

1958 (RAJASTHAN ACT No. 28, 1958).

The Alumni Society has its own Alumni Portal '<https://alumni.modyuniversity.ac.in>' through which they:

- a. Maintain the pool of the Alumni
- b. Provide a virtual platform to all the members through Unique User ID and Password.
- c. Post updates, photographs and various articles, etc.
- d. Post Internship or Job Opportunities for current students as well as other Alumni
- e. Organize Online Forums or different Activities, etc.

At present we have approx. 5000 members on the Alumni Portal.

Every year Alumni Meet is being organized for the University Pass-outs, where it gets a good number of participation. It plays an important role in bringing together both the Current Students as well as the Alumni across the Schools. It also provides a platform for networking among them, which works like a support system for the current students' future professional life. Mody University, through its associated Schools doing excellent work and producing confident, graceful, elegant, educated and goal oriented Women Leaders in various domains.

Due to the excellent rapport shared by our faculties, other University staffs and Officials with alumni, we are able to make a strong bonding and network between alumni and the University.

Many of them are willing to 'Give-Back' to their alma-mater as a sign of their gratitude and affinity towards the University in the format of their knowledge and skills that they have learned in this huge Professional world.

Most of alumni always contributed their knowledge and helped to the University in different ways, like:

- **Placements** - The alumni network of an institute is one of the biggest sources for placement. Alumni always help to place their juniors at their respective organizations.
- **Mentorship** - Our alumni play an active role in voluntary programmes like mentoring students in their areas of expertise, both through Offline or Virtual mode.
- **Career Guidance** - alumni is a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study.
- **Networking Platform** - alumni network by itself is one of the best professional networking platforms available today.
- The alumni of the University are guiding and nurturing our students to become a good professional and Industry Ready. It is our plan to develop everlasting relations with our alumni which in turn will give rise to mutual benefits.

The Alumni Society has a membership fee of Rs. 2000/- and subscription fees as below:

- Monthly - Rs. 100/-
- Yearly – Rs. 1200

5.4.2

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

Response: B. 50 Lakhs - 100 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To be an institute of professional learning compared to the best in the world, with special commitment to women education and cultural heritage of India.

Mission

Committed to excellence, the institute seeks to impart knowledge and develop skills in women to become professionals, well versed in modern technology and management practices while imbibing social sensitivity and environmental consciousness for the betterment of self and society.

Core Values:

Academic Excellence, Research & Innovation, People Technology & Creativity, Social & Environmental Responsibility, Human & Intellectual Knowledge

Shri R.P. Mody, renowned industrialist and philanthropist, former member 'Rajya Sabha' founded Mody University of Science and Technology (MUST) exclusively for Women. The University instils the thought that it is fully capable of orienting knowledge and information in a scientific manner in the minds of the young women. MUST aims at helping the girl population avail quality education with latest techniques in an IT-savvy environment. It gives the students an opportunity to study the subject they want. They can choose from numerous undergraduate, postgraduate and Doctoral programs of different disciplines like Arts, Science, Commerce, Engineering, Management, Law, Fashion, Design etc. Interactive classrooms, well equipped laboratories, sports facility of international standards, natural beauty, places with spiritual essence and the entire site filled with artifacts not only provide the best learning platform to the women but also ensures that they are made aware of the cultural heritage of the country.

MUST operates towards social and psychological promotion of the women community. As a result, today MUST not only offers academic programs in variety of disciplines but also inculcates amongst its students the values and ideals of Indian culture and way of life with the help of its value added courses and university electives so that MUST graduates emerge as flag bearers of knowledge, warmth, empathy and light; they be the ambassadors of collective human wisdom and envoys of freedom and dignity; enlightened citizens with a strong value base reflective of the spiritual heritage and the scientific achievements of the East and the West.

The Chairman strongly believes that women possess unlimited potential and with the right education and

encouragement, they can transform society. This led to the foundation of MUST in the University town of Lakshmanagarh, Rajasthan, which has become a leading and foremost educational hub for women in the country. It is built with the objective of nurturing excellence in every woman through an experienced faculty and excellent infrastructure set in beautiful and secure environment.

Major Decision Making Bodies: The Board of Management is chaired by the Chairman Shri. R.P. Mody ji. The body takes major decisions like conceptualization of ideas, strategy formulation and appointment of university officials. It is followed by Academic Council which is the highest decision making body in the university on academic matters and performs functions like: designing of course curriculum, academic ordinances and regulations. Academic Council also ensures the compliance of professional councils of India. Academic Council reviews the minutes of Board of Studies of various departments, other bodies.

File Description	Document
Link for additional information	View Document

6.1.2

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

Response:

The university believes in decentralization and participative management in all respects:

- **Decentralization of Decision Making:** Academic decision making is bottom up flowing through BOS, Academic Council and finally to the Board of Management. At the University official level, the protocol goes from President, Director, Deans, Registrar and Controller of Examination each supported by various departmental, schools and University Level Committees (Finance committee and Dean Administration). Six divisions are created and are headed by the respective General Managers.
- **Human Resource Management;** is headed by HR manager who reports to Registrar with service manual which indicates clear service rules with job description etc. The selection process for the appointment for the various positions of the university is as per the MORP of selection committee.
- **Process Mapping and Standard Operating Procedures;** separate Manual of Rules and Practices (MORP) for each of the systems and processes ensure excellence in every field.
- **Management of Financial Resources:** Dean Administration is the head of the management of financial resources. All administrative segments works under him. Every School has its own budget provisions and Deans / HoDs can recommend spending financial resources against those budgets which if approved by the Director can be executed. Moreover, there is a Department of Finance and Accounts headed by Chief Finance Officer, who reports to Dean Administration and take care of annual budgets and internal and external auditors.
- **Faculty Empowerment Strategies:** This includes Faculty Development Programmes, Professional Development Allowance, Performance Appraisal, and Feedback.

- **Quality Control: To monitor all quality aspects** the IQAC committee is formed which comprise of faculty members, students, parents, alumni of various schools as per the guidelines, is involved in planning, auditing performance, vetting strategic issues and in maintaining quality parameters.
- **Smaller Structures of Governance:** Various committees are built in different schools at various programs / department levels involving faculty members as well as students.
- **Accessibility of the Leadership** is afforded to everyone and is an outstanding characteristic of the University. It gives an opportunity to each and every stake holder to share any views / ideas with higher authorities for the betterment of the University.

The University has freedom to take decisions regarding academic administration as explained below:

- Deans of Schools are empowered to fulfill the day to day academic and administrative functioning.
- Programs curriculums are prepared at departmental level which is evaluated by Board of Studies (with external / industrial expert). Syllabus are further appraised by Academic Council and finally approved by BOM.
- Academic calendar is prepared by Registrar Office and various schools have liberty in finalization of internal assessment duration and dates.
- University affairs are managed by University level committees (Exact Number) like Ethical Committee, Anti-ragging Committee, Finance Committee, Purchase Committee, Protection against sexual harassment, Unfair means Committee, Central Examination Committee, Grievance redressal Committee, IPR Committee, IQAC Committee, CIIE Center for Innovation, Incubation&Entrepreneurship, University research Committee, Central Disciplinary Committee, University Ph.D. Cell, Central Fee Committee etc.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

STRATEGIC PLAN 2020-2025

- MUST should be among top 50 NIRF ranked university with international collaborations and student exchange programs.
- The policy of the university must be in tune with National Education policy.
- Inclusion of open electives, foreign language, Etiquette and Finishing Skills in curriculum.
- Development of attractive research incentive policy and increased participation of faculties and

students in R&D activities.

- To provide State of the Art classroom, laboratory, sports, library, mess and hostel facilities along with a ERP system.
- Increased involvement of alumni in university functioning and opening of Alumni chapters in different Zone.
- Foreign MOU's, foreign language (Partially deployed), ABET received, IET under process.

MUST follows the below Academic Strategic Plan for academic and research quality:

1. **Interactive Teaching:** The University gives highest prominence to interactive teaching and achieve by using smart classroom, tutorials, seminars, assignments, class-room presentations, group discussions etc. The seminar, presentations and group discussions are part of the evaluation methods to encourage interactive teaching.
2. **Hands on Experience:** Updated curriculums, well equipped laboratories, and CBCS system increase the interest and dimensions of the student.
3. **Project based learning:** Professional Programs are designed with inclusion of PBL to develop implementation aspect of knowledge.
4. **Industrial Training:** Six month training or industrial visits are organized to accomplish the exposure of students in different areas.
5. **Research oriented Dissertation:** PG and some UG programs include small research work in form of dissertation which impart research aptitude in student.
6. **Career Development Program and Employability:** CDC organize various programs to uplift the overall development of the student to train them and increase employability of the student.
7. **Innovation, Incubation, Patent, copyright:** Looking into the recent needs Research Laboratories, Research Policy, and Incubation Centers are developed in university to facilitate and uplift Research and innovation in university.

Case study:

- MUST imparts quality education to its students and build a network with other foreign institutions adopting best practices. MUST has signed a MoU with ICAR-CIFT, Kochi, on December 18, 2019. The MoU is for Three years. Ms. Anjana (M.Sc. Food and Nutrition) completed her dissertation in academic session spring 2019-20 under this MoU.
- Students of PG and in some case UG dissertations work are published in reputed journals. Ms. Paras Yadav (Enrollment No. 140423) joined MUST in B.Sc. and also completed M.Sc. in Microbiology (2018-19). During her M.Sc. Dissertation she worked on Fermentive Food Models and her work was published in Int. Journal of Gastronomy and Food Science with impact factor 2.5. This case clearly establishes the involvement of PG students in research activities.

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File Description	Document
Link for Additional Information	View Document

6.2.2

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

Response:

MUST has in place all the bodies as required under the MORP and other committees that enable participation of all stake holders in decision making and implementation process. As per MORP, there is an established academic and administrative hierarchy set up with well- defined roles and responsibilities of administrators, teachers and employees. Policies are framed for various aspects of administration and SOP prescribed. There are policies and guidelines like Research Promotion Policy, IPR Policy and Consultancy Policy etc.

There are two types of functional units: Academic and Administrative in order to achieve the vision, mission and strategic planning of the University:

Academic Functioning:

MUST has various schools which work together to meet interdisciplinary approach for scholarly learning and innovation. Each School is headed by a Dean /Principal having overall leadership responsibility for the School. The Dean is also responsible for policy level involvement and decisions pertaining to Programs of the concerned School.

Deans of Schools have operational leadership responsibility for day to day administration and functioning of classes and courses in different programmes including quality and effectiveness of Teaching-Learning, monitoring progress of the students, interacting with the parents, managing the examinations, etc. In SET and SLAS, there are various Programmes headed by respective Programme Coordinators reporting to the Dean.

For academic monitoring and approval of Programmes, the University has two statutory bodies:

- Board of Studies (BOS) that looks after all curricular matters of the respective School. The BoS updates the existing program curriculum and also initiate proposal for introduction of any new program. The minutes of the BOS are presented before the Academic Council for consideration and approval.
- The Academic Council (AC) is the principal academic body of the University for the approval of all academic matters.

Each School has its Dean's Advisory Council which is the Apex Body, consisting of eminent scholars and experienced people from industries to support the Dean to meet and fulfill the aspirations and

purpose of the School and its programmes through the strategic planning of the University.

Administrative Functioning

MUST has an Administrative Unit, headed by a Dean-Administration, which functions in close collaboration with the Academic Unit for the routine operations of University.

Under the Dean-Administration come various GMs, DGMs and AGMs to monitor and maintain accounts, food and beverages, horticulture, engineering and infrastructure, personnel services, purchasing, warehousing, equipment repair, printing etc.

The University has Finance Committee to consider the accounts and financial estimates of the University and submit them for approval to the BOM which is headed by Chairman of the University and the Registrar as member secretary.

For the overall supervision and guidance, the University has Dean Advisory Council, International Advisory Board, Corporate Advisory Board, and University Advisory Board.

There is career development center looking after the placement and pre-placement training for the students, headed by GM-CDC. There is HR department headed by Registrar for monitoring appointments and service rules.

The entire functioning is supervised by Director and President.

File Description	Document
Link for Additional Information	View Document

6.2.3

Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

MUST developed a Faculty API format (As PBAS MoRP Dated 10/07/2020). This evaluation mechanism involves

- Teaching Evaluation
- Research Evaluation
- Awards and Recognition at National and international level
- Involvement in Administrative activities within the University
- Additional Contributions (if any)

Whenever a faculty member becomes eligible for promotion as per UGC / AICTE norms their API form is submitted to the API committee and based on committee recommendation the decisions are taken.

The University offers the following welfare measures for its Staff Members:

- Research based incentives are provided to motivate the staff as per the research policy where financial award is provided at publishing of research paper and books. Various awards like best research article, best teacher, best researcher etc. are also given annually.
- Financial help and academic leave is extended to present research at national and international conference, seminars etc.
- Support is also provided against registration fee for Patent, Copyright etc.
- Gold Medal is also awarded to the best teacher every year.
- Accommodation is available on campus: Faculty and staff are provided accommodation on campus as per availability.
- Free yoga camps are conducted at regular intervals.
- All staff members are entitled for necessary medical support available in the University Clinic from a team of qualified medical doctors and staff.
- University Officials, Faculty and Staff may avail the fee benefit scheme (FBS) for two girl child at a time or at different times in Mody School and the University Schools inside the campus for support for education where significant amount of benefits are provided. In this scheme, there is no admission fee in Mody School and the University Schools. In Mody School, there is no tuition fee, internet charges, development fund and lab charges for their wards. In different schools of the university, these benefits in tuition fee, internet charges, development fund and lab charges are reduced to 50%.
- All teaching staffs are entitled for casual and vacation leaves. Also, special academic leaves are provided to the teaching staff for attending conferences and personality development programmes, whereas non-teaching staffs are entitled for PL and casual leaves. All teaching and

non-teaching staffs utilize most of these facilities on an annual basis as per the guidelines of the University. In addition, female faculties are also given the maternity leave.

- All staff members are entitled for Provident Fund under EPFO scheme on which loan can also be taken as per the law.
- University also provides gratuity to its employees.
- The Institute has two modern Cafeterias and a big Dining hall, where a variety of digestive and healthy foods are served. The staff is provided food on subsidized prices.
- There is an ATM for the convenience of staff members.
- There is a Movie Hall where fortnightly movies are exhibited at subsidized prices.
- There is free milk facility for the residents of the campus.
- There are gymnasium and beauty parlor facilities at subsidized rates for the staff.
- Sports facilities are available inside the campus for staff.

File Description	Document
Link for Additional Information	View Document

6.3.2

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

Response: 31.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
155	6	40	50	3

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

Other Upload Files

1	View Document
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6.3.3

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

Response: 20.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	20	19	20	21

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

6.3.4

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

Response: 72.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
139	158	102	72	140

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mody University is a self-financed private University governed by a non-profit educational trust in which there is not any Government Grants or Donations. The resource mobilization in the University is only through nominal fee deposits. In addition, there are following extra sources of financial revenue as mentioned below:

- Fee From Students
- Interest on Corpus Fund / Endowment Fund
- Consultancy
- Donations
- Alumni and
- Other

- Research Project Grants
- Other earnings are from fee received from the participants in the seminars, conferences, national level events or training organized by the University
- Sponsorships received from the out sources in the seminars, conferences or national level events organized by the University.

The corpus fund and interests accrued from it can further be marginally increased. There is a possibility of corpus improvement by considering the following strategies:

- Mody University looks forward to increase the earnings from consultancy.
- Leveraging financial resources by encouraging alumni contributions to the University to increase the scholarship fund provided to the deserving students.
- Mody University is now among the seven Universities throughout India having ABET Accreditation, in which B. Tech. Programme in CSE department of the School of Engineering and Technology is accredited by the Computing & Engineering Accreditation Commission of ABET USA; and ECE department of the School is accredited by the Engineering Accreditation Commission of ABET USA. With such an accreditation the university can attract more number of students in these disciplines which may increase the source of income.

File Description	Document
Link for Additional Information	View Document

6.4.2

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

6.4.3

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

Response: 892.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	70.35	822.18

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

6.4.4

Institution conducts internal and external financial audits regularly

Response:

There is a full-time Accounts Department in Mody University of Science and Technology from the beginning that ensures the maintenance of annual accounts and balance sheets of the University audits. The University follows the mechanism of regular internal and external audit systems by qualified independent external auditors, in which there is inspection of receipts voucher, payments vouchers, Balance-sheet, incomes and expenditures. Internal audit is supervised by auditors from their Chartered Accountants. They ensure about the recording of every transaction whether it is done as per the rules and regulations set by the Management/Board of Governance. The finances within the university are regularly audited by qualified independent auditors. Account transactions involve the approval from the Deans of the respective Schools of the University and it is ensured about the proper recording in the books. External Auditing team is comprised of Chartered Accountants, who make internal audit in every three months before the completion of annual accounts. Thereafter Statutory audit is being done by the Independent Chartered Accountants on yearly basis. The internal and external Audit reports and suggestions are visualized by the Board of Governance/Management and the recommendations are forwarded to the Accounts Department for making further improvements as directed by the Auditors.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC in the University is constituted at three levels:

a) University Level.

b) Domain/Faculty Level.

1. The IQAC has contributed in institutionalizing quality assurance strategies and processes at all levels. The IQAC at Institutional level is conducted quarterly and the format of the meetings has been given by the University to have uniformity across all the Institutions. All Academic and academic administrative activities/events are mapped in the Academic Calendar of the Institution/University which is online.
2. The following decisions of University IQAC is placed before the statutory authorities of the University:-
 - Annual Quality Assurance Report (AQAR)
 - Annual Academic Planning
 - Self-Study Report of various accreditation bodies (ABET, UGC, AICTE, AIU, BCI, Architecture council of India, NAAC)
 - Development of Institutional Self-Assessment Tool.
 - Results of audits and observations of external agencies.
 - Process Performance & Conformity
 - Status of Corrective and preventive actions (taken/not taken)

The two examples of practices institutionalized as a result of IQAC initiatives are given as under:

- The Annual Academic Planning is central towards the smooth functioning of the University. The University conducts the “Annual Academic Planning” of Faculty of Studies and its Institutions/Departments through its IQAC every year at the beginning of the academic session in line with the Five Years Plan of the University. The Annual Academic Plan is designed to be participatory and consultative for the growth of Students, Faculty, Institution and University. The entire academic planning is as per the Domain Objectives, where PO's and Operational Objectives are defined on one side and the individual targets for each faculty and staff are defined on the other side.
- The decision of the University IQAC is placed before the Academic Council (AC) for deliberation, approval and ratification. After the approval of the Academic Council, the matter is sent to the concerned IQAC and Institutions/Department/Support Offices for further implementation on ground.

6.5.2

Institution has adopted the following for Quality assurance

- 1. Academic Administrative Audit (AAA) and follow up action taken**
- 2. Confernces, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF**

6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

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

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

Response:

1. MUST has adopted an effective internal and external quality enhancement mechanism. The Internal academic and administrative processes are monitored continuously and are audited periodically through a robust three tier audit system. The University also undergoes external quality audits of its processes by way of external audits, accreditations and inspections by legally constituted controlling bodies. The reports of these bodies form an input to the Internal Quality Assurance processes thus resulting in improvement.
2. Incremental continuous improvement is an ongoing effort in the University to improve our systems and processes. The observation given by the external agencies are followed up rigorously till they are closed and further benchmarked for next higher level PDCA.
3. Major incremental improvement during the preceding five years are as under:-
 - Development of an online self-assessment tool based on NAAC criteria. This self-assessment is conducted every semester.
 - Automation of examination paper setting and moderation process.
 - A Department of Research Planning and Statistical Services (RPSS) has been established.
 - Accreditations: The University has a number of prestigious national and international accreditations to its credit like ABET, IET, etc.
 - ISO Certifications in Quality Management System, Environment Management System, Food Safety Management System and Information Security Management System and after 2012 obtained certifications in Energy Management System and Occupational Health and Safety Management System.
 - Management Review Meeting (MRM) is conducted at two levels as given below.

(i) Domain MRM

(ii) University MRM

- The University has implemented three tier audit system to ensure the effective efficient

functioning of processes and continuous improvement. This is done at following three stages:

(i) Institutional Self Audit by IQAC.

(ii) Internal audit by QAE, through team of IQAC members from other institutions.

(iii) External Audit by an Independent Agency (ABET).

- Complaint Management and Redressal: A well-defined online grievance redressal mechanism has been developed.

1. Action on the observations given by other accreditation bodies was taken by IQAC during the post accreditation period.

- The IQAC ensures that there is availability of faculty and other resources throughout the academic years through annual planning process.
- The central library was completed with all facilities and resources in September, 2013.
- Alumni Participation:

I) Increased interaction with alumni by giving them representations on various committees and boards and in the convocation procession.

II) Organizing alumni meets.

III) Inviting them as guest speakers during Orientation, Classroom Lectures, Youth Festivals, Mentor Mentee Meeting etc.

- There are teaching and research labs in the University with latest technology and sophisticated equipment's. Apart from internal resources, some of the labs have been established with industry collaborations.
- The University has increased its research profile and has created Directories of Research in every Domain to promote the research culture among faculties.
- To centralize the academic administration all faculty of studies/domains are headed by Deans and Domain Coordinator who are responsible for the administration of their domain institutions.
- Establishing of Mody Centre for Entrepreneurship Development and start up in upcoming areas.

File Description	Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Mody University of Science and Technology (hereafter, use as MUST) believes that gender equity is not only a fundamental human right but a necessary panacea for a peaceful, prosperous and sustainable world. The University provides education to girls at UG and PG levels and both genders are given equal opportunities to accomplish their Doctoral Programmes. The vision of MUST promotes women empowerment and inculcates the inherent traits of women leadership among students, to imbibe that we have academic rigor as well as provide a conducive environment to the students for developing themselves along with Indian cultural values and ethics.

The University especially focuses on a reach to unreach as a core concept in which, select villages are for the promotion of gender equity and the empowerment of all women and girls at all levels.

Every year MUST observe and celebrate Women's Day along with activities like human rights, women's education through conducting camps, spreading awareness of hygiene, poster competitions, and *nukkad natak*. The University has developed special value-added subjects like *women leadership, entrepreneurship, women and criminal law and gender justice*, etc. to educate the students and sensitize the significance of women's empowerment. Regular student-teacher mentorship programs, problem, and solution-centric counselling programs are being conducted as part of the overall development of the student. The University has a sanitary napkin dispensing machine at the ABB building washroom. Each Dean's office has a medical kit for the first aid of faculties and staff.

To develop the local ecosystem specifically for women empowerment students facilitate and support the rural women for enhancing their quality of life by various projects under NSS, Unnat Bharat Abhiyan (UBA), and Entrepreneurial activities. In such an activity our students made them learn the making of herbal masks and earn by selling them.

Other Facilities under Gender Equity:

Safety and Security:

The University has a total of 10 hostels for accommodating 1782 students. The Campus consists of 265 Acres fenced/walled from all around with two (2) well-protected entry/exit gates, along with CCTV facilities.

The University has well-deliberated entry/ exit guidelines which are strictly implemented.

Counseling:

The MUST emphasizes on help and counseling for students and counselors are made available on the

campus for general behavioral and psychological problems.

Common Room:

Common rooms for students are provided for the benefit of the female students of the University. The Common Rooms are situated in the ABB building and School of Business. Thus two spacious rooms are available for the students to relax, recreate and other facilities are being provided in the common room.

Day Care:

To support the residential faculty, the university provides a specific Day Care Center for the wards. The daycare center is well equipped with toys, cable TV, and other sports equipment which keeps the children meaningfully engaged during the daytime.

7.1.2

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

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

Response: A. 4 or All of the above

File Description	Document
Any other relevant information	View Document

7.1.3

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

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

Response:

Mody University of Science and Technology has implemented several processes in effectively managing waste at our campuses.

SOLID WASTE ANAGEMEN:

1. The garbage is put into dustbins by respective housekeeping staff of various schools/hostels in the morning hours and then picked up by the central housekeeping persons into a mini garbage truck of the institution. The University has placed dustbins in all corners along the road.
2. It is then shifted to a centrally designated place (Chimney Area) where it is separated into plastic, iron and papers.
3. A contract has been executed with the civil agency for lifting the same out of the campus and the contract is renewed every year.

LIQUID WASTE MANAGEMENT:

Mody University of Science and Technology campus has a functional Sewage Treatment. The treatment Plant (STP) of 11 Lacs Litre Per Day treating capacity. The plant is based on Moving Bed Biofilm Reactor (MBBR) waste water treatment process.

1. The treated water is pumped through a separate pipeline and is utilized for Horticulture within the campus.
2. A twin artificial water body has also been created in the campus. The surplus treated water generated from STP is fed to the water body. This water body attracts migratory birds during migration seasons thus contributing to the overall ecosystem of the university campus.

3. BIOMEDICAL WASTE:

In Mody University of Science and Technology at present, the department is not involved in any type of animal experimentation. Blood samples, needles, syringes, pipette tips, slides, and glassware are all required for some experimental investigations. The amount of biomedical waste produced in laboratories is quite little, and their infectivity and toxicity are likewise extremely low. Biomedical wastes are handed over to authorized university staff for handling when a significant volume has been collected.

E-WASTE MANAGEMENT:

In MUST, E-waste is handled by proper procedure of buy back arrangements with different vendors . Many times students use e-waste parts for PBL. E-waste collected at the site is transferred for wiping or recycling to the local vendors on a monthly/yearly basis.

WASTE : RECYCLING:

Waste water management has been critical towards our sustainability models for reducing and reusing water at our campuses. The students & staff use water for showering, dishwashing, laundry and flushing the toilet. Additionally, departments use water for many purposes including processes, laboratory uses, and cleaning or rinsing of parts, air conditioning. After the water has been used, it enters the wastewater stream, and it flows to the wastewater treatment plant.

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT:

The Chemistry and other laboratories of Mody University of Science and Technology of Science and

Technology do not generate hazardous waste in huge amounts and can be classified as conditionally producing very small quantities of hazardous chemicals.

Lakshmanagarh is a rural and water scarce area in University where there is a sufficient supply of water because of the above steps. Ground water level is completely taken care of by the senior officers defined to monitor it in a timely manner.

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

7.1.5

Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Any other relevant documents	View Document

7.1.6

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

1. Green audit
2. Energy audit

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

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

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

1.Built environment with ramps/lifts for easy access to classrooms.

2.Divyangjan friendly washrooms

3.Signage including tactile path, lights, display boards and signposts

4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment

5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

7.1.8

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

Response:

Appreciation for cultural diversity is essential for our co-existence- MUST unquestionably embodies the fundamental right of humans- right to education irrespective of any cultural, regional, linguistic, communal, socioeconomic, and other diversities. The University offers various scholarships for the merits cum need category students under inclusiveness opportunity so that such students can utilize their right to education. The university zealously visualizes an educational environment by organizing the cultural events and constructs the budding young minds along with the faculty and staff- virtuous, disciplined, morally responsible, ethical, spiritual, and the list is endless.

With the same enthusiastic spirit, the university organizes innumerable cultural cum motivational and inspiring events. The motto behind these celebrations is to invoke a sense of oneness and communal harmony. Such celebrations also aid in providing a holistic environment emphasizing why open-mindedness and coherence are indispensable parts for a civilized society. One can easily observe that

MUST not only focus on the recreations but also imparts knowledge in every way possible. Therefore, the students, faculty, and staff members comprehend the intensity and anticipate a definite room for improvement in their perceptions.

To start with the events, the university wholeheartedly welcomes the first-year students with the orientation program focusing on the awareness of the university programs as well as its diversified culture and the maintenance of the social harmony in the university premises. This event is one of the fervent events of the university. The program is the commencement sign of all the other events. Teacher's day, Fresher's Day, Janamasthmi, Ganesh Chauthi, Durga Pooja, Diwali, Christmas Eve, New Year's Eve, Makar Sankranti Celebration, Lohri, Holi, Farewell Party, etc. – are some of the cultural events that are being organized religiously by the university to tread a path of communal harmony.

The most significant cultural program of the university runs from 22nd to 26th, January every year, known as Founder's Day Celebration. This cultural program is the most awaited program of the year as it showcases the multi diversity of all the cultures. During this span of seven days, the whole university is adorned with the sparkling lights, blossomed and vibrant flora, showcase of the diverse talents, and undeniable enthusiasm of the university as one. Variety of cultural programs, musical night, literary events, cultural fest, sports day etc. are being organized to keep igniting the spirit of sportsmanship and instilling the feeling of cultural and spiritual harmony.

The literary thoughts urge young minds to stand out, and show their creativity and innovations. We encourage students to participate in such activities, events like Spelling Bee competition, Debate, Essay Writing Competition. which reshape their thought process and set up high spirit among students.

For holistic development the university organizes the Induction programs, Guest Lectures by the eminent speakers, seminars, and workshops to see the society with a broad spectrum of social equality.

The firm determination of the university in the maintenance of efforts and initiatives in providing an inclusive environment to the students beyond shadow of a doubt proves productive.

7.1.9

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

Response:

The University sensitizes the students and the employees to the constitutional obligations and persistently works upon to foster them as improved citizens of the country with the help of innumerable curricular and extracurricular activities. Every year at admission time the university organises orientation programs where the students are informed about the constitutional duties and obligations and at the same time it refreshes university employees too. The university curriculum is structured with the courses in such a manner that act as a baby step to implant constitutional obligations among all. The activities make everyone become more sensitive towards their surroundings irrespective of the colour, caste, creed, etc. Code of conduct is an inevitable part of the university. The university encourages everyone to follow Indian culture and it is reflected in one the greatest practices of

the university that everyone greets each other with 'Namaskar' instead of any English greetings. This is one of the best practices that one can easily adopt in daily life to remain close to our values.

The institution encourages participation of students in Sports, Games, and NSS at National level to strengthen nationwide bonds and relations among the student community. The staff members participate in the national celebrations and take oaths for the cause of the nation. MUST takes many initiatives like conducting awareness campaigns, orientation programmes, training programmes, seminars and workshops to sensitize people to inherit human values and cope with the constitutional obligations. In the debates ethical values, rights, duties and responsibilities of citizens are some of the topics. Constitution day is also being celebrated emphasising that everyone should own their legal rights and become a morally responsible citizen.

This Constitution day an Inter school debate competition was organized with burning topics like 'Media's freedom of speech: Power or threat to democracy' ; 'Online Education: A boon or a bane' and 'Should Educational qualification be a necessity for political leaders'.

Later cultural program Dakshayani: 'Power to People' was organised showcasing our constitutional diversity preserving our identity. The program consists of a series of events from classical and folk dances to Monologues and poems representing the values laid down in our Constitution. A glimpse of the life of Dr. B.R. Ambedkar was depicted through these performances. Legal aid camps are organized by the students in the nearby localities.

Pamphlets are a representation of an idea which includes graphics and texts both. It promotes a cause that one wants to convey in a simple and an easy to understand manner. To enhance the environmental awareness we celebrated a university level program on reduction in the use of Plastic. The NSS volunteers were engaged in the cleaning programme and went to Shrinathji Maharaj's ashram road to clean the road and collect plastic bags and bottles. Covid awareness on 20th April 2021, NSS volunteers demonstrated the proper use of hand sanitizer, use of masks, & social distancing to the localities. NSS volunteers distributed face masks, hand sanitizers among the villagers (Manasiya), spread messages (How to prevent COVID 19).

7.1.10

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

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

Response: A. All of the above

File Description	Document
Any other relevant information	View Document

7.1.11

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

Response:

The celebration of the national and international commemorative days, events, and festivals plays an influential role in the holistic lifestyle of the MUST students, faculty, and staff members. The university rejoices in all the commemorative days executed by the Government of India, State Government, and W.H.O to instill awareness about the social issues and how one can fix them by simple yet effective methods.

Under the aegis of the NSS , an integral active cell of MUST, numerous national and international commemorative days are being celebrated. To name a few like- Republic Day, World Forestry Day, Earth Day, World Environment Day, International Yoga Day, and the list goes on. These activities pour in the awareness and the strength to serve the society to combat against the social issues.

Tree plantation drive is being conducted on World Forestry Day, inside and outside the university premises. The luscious green scenic beauty of the university serves the best example of the green environment- an inevitable requirement of the 21st century. The green environment has always been the focus of the university as it helps to reduce global warming by absorbing carbon-dioxide. The university is the abode of the countless variety of the trees and plants where umpteen and vivacious birds also dwell which creates an ecosystem of themselves. Henceforth, in these drives the students, faculty, staff members enthusiastically participate to promote the eco-friendly motto with the lush greenery perspective.

The green environment of the university promotes eco-awareness and its crucial role in one's life. World Environment Day is celebrated in the university campus emphasizing polluted free environment and MUST is its epitome. The motto is to maintain and enhance the environment friendly atmosphere inside and outside the university. The university focuses on the usages of the biodegradable like- dry leaves, twig, paper, etc. and how to destroy the non-degradable waste like-plastic bags, glass, blades, etc. aiming for a healthy and polluted free environment. The university motivates the student and the faculty members to participate in such activities ardently and live by it practically.

Independence Day is another benchmark celebration of the university. This insightful day is the most awaited commemorative day highlighting that we should always celebrate our liberty not only from the perspective of the British Raj but also from the narrow dead habits of the old and clutched customs stopping the individual's growth. Every year this celebration has been a grandeur one including patriotic rallies, street plays, speeches, poems recitation, songs, and dance performances. The celebration is quite intensive and extensive both as it imbibes the patriotic emotions of the university. Along with above mentioned activities the MUST also celebrates National Youth Day, National Girl Child Day, Martyr's Day, World Heritage Day, Sadhbhawana Diwas, World Health day, National Science Day.

In parallel with the above-mentioned activities, Mody University of Science and Technology devotedly organizes seminars, workshops, and campaigns to awaken our sleeping consciousness and throw light on societal problems and why the organization of all these activities is essential.

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice:

1. Inculcation of Ethical and Human Values

Goal

To develop values and ethics among students. To develop emotional quotient and intellectual quotient along with spiritual quotient among the students.

To imbibe cultural and social practices among the students with the motto to provide enriched society, community, and nation at large.

The Context :

To respect, to guide, to obey, to follow, to abide, and make the environment ethically conducive to students, the students studying maintain a healthy relationship with their peer group and with their juniors. Values refer to those which are at the core of being human, values which are considered basic inherent in humans include truth, honesty, loyalty, love, peace, etc. because they bring out the fundamental goodness in the human beings and society at large. Further, since these values are unifying and cut across an individual's social, cultural, and religious interests; are also considered universal concerns. Ethics is taught by the individual way of doing the deeds righteously without any ill will and sins. Ethics act as motivation to lead a good life, while values act as intuition. Further, while ethics are rooted, values are time-bound and get changed but true values survive in the human being to make her a good and sensible individual.

The Practice:

Mody University of Science and Technology inculcates ethical and human values of our ancient Indian culture into the students by giving them proper guidance and practices through the spiritual excerpts engraved on *shilalekhs* posted all over the campus and other various inscriptions. The two auditoriums of the University are named and carry lots of unforgettable Indian Philosophies, holy epics, and scriptures on their walls which become a regular source of learning, cultural sensitivity, and inspiration to our students. To name a few inscriptions:

- Lord Krishna's *Maharash*
- Various forms and instruments of Music

- Ancient Musicians and their contributions
- Messages from Chaitanya Mahaprabhu
- Philosophers, Sages and *Rishis* like Bahart Muni, Meera Bai Jaidev, etc
- Various forms of Divine, Human and Birds' (peacock) Dance, and their significance
- Depiction of *Pradosh Nritya* (Lord Shiva and other gods on the Kailash Mountain)
- Origin and importance of Seven sounds of *Swaras* (Seven notes of Music)
- Cosmic Dance Performance
- Music of the Sun and many more.

The University is also driven by the belief that “knowledge is the beginning of spirituality” and inculcates both a flawless character and sensitivity of the rich Indian values, heritage, and traditions infused with science in its students. To realize the various aspects of spirituality, the University campus has created ‘**Tapovan**’ and ‘**Meditation Hall**’ in its center which also signifies that spirituality is the center of all human aspects.

Our spirituality is the basic route of developing ethical values and human values in the students, before we take food, we worship the food, and also the background music gives us the sense to respect food. When it comes to the point of greeting sense. We use the typical word “**Namaskar**” with joint hands instead of ‘Good morning’ by simply waving a hand, to develop the ethical values in students,

MUST as a believer and practitioner of “**Vasudhaiva Kutumbakam**” and has students from the various parts of the globe. All the students of the University also learn to make friends from different cultures and religions which develops a bond of humanity which exactly teaches the concept of “**Vasudhaiva Kutumbakam**” which also gives these students knowledge of oneness and togetherness. This sign of unity is also seen in the dining hall where again all the students from different subjects and different cultures are seated together and the concept of eating with togetherness is developed with a piece of cultural music from the background which develops a feeling of oneness.

Aparts from the regular updated curriculum MUST has Mody University Electives (*Women Entrepreneurship, Women Leadership*)

MUST organises regular visits to orphanages and old age homes where the students learn the human values, sensitize the orphan kids about the various issues like hygiene, sanitation etc. These activities develop a sense of responsibility among the students with civic sense. These senses support the students to be more aware and educated towards the society's needs.

Evidence of success:

The values and ethics focus on preparing students to meet any challenges they face in life and their academic careers. The most important theories behind the approach are learning about oneself, developing healthy relationships and social behaviors, social and emotional development, resilience, and the ability to view beauty, experience transcendence, and truth. The biggest evidence of its success is the feedback from the parents when the students go home. The growing interest of students towards spirituality and self realisation from the classes is another evidence. The students inclined towards the yagna’s and evening Arti’s at the center “Ram Mandir”. The depiction of Ramayans, Shri Krishna and Mahabharat epic in the form of arts and culture are frequently organized by the students.

Problems Encountered and

Resources Required:

Modern education is perceived to be failing and educators are criticized for not meeting the aspirations of society. This is probably because most of them it predominantly as preparation for succeeding in a materialistic world

Title of the Practice:

2. Etiquette & Finishing Skills (SEFS) - The Need of the Hour

Goal

A finishing school is defined as an institution that teaches students the aspects of etiquette and soft skills over and above the academic qualifications.

Traditionally, in western countries, finishing schools taught elegant young from elite families the mannerism required to move into high society. The Finishing School was established in Switzerland in the late 1800s. International finishing schools all over the world have been around for more than 50 years.

The Context :

Inspired by the traditional finishing schools of Switzerland and blending it with the best of Indian traditions and values, the **School of Etiquette and Finishing (SEFS)** provides a unique transformational experience in guiding each student to emerge as the best version of herself. SEFS through its exclusive courses, holistic development, and progress of young ladies. All SEFS students develop, ingrained in their moral fabric, a culture of respect and etiquette. They will hallmark of a solid character, backed with a foundation in our rich Indian heritage, strong ethics, razor-sharp skills, and impeccable manners, so that to make them stand apart from the crowd and set an example of not only how a lady be but also how India and Indians are perceived globally. Foreseeing this need, SEFS was first conceptualized by our Honorable Chairman, Shri R.P, a visionary, legendary scholar, and devoted philanthropist who firmly believed in the holistic development and progress of young ladies. It was also found that the students trained in a finishing school are more employable in the campus placement and also support the complete development of personality, body language and overall grooming.

The Practice:

Flagship School of Mody University of Science and Technology is inspired by the traditional finishing schools of Switzerland and Canada and blending it with the best of Indian traditions and values, The University started the **School of Etiquette & Finishing Skills (SEFS)** in 2018 which provides a unique transformational experience in guiding each student to emerge as the best version of herself. **SEFS**, through its exclusive courses for girls and women, helps students develop, ingrained in their moral fabric, the hallmark of a solid character backed with a foundation in our rich Indian heritage, strong ethics, razor-sharp skills, and impeccable manners so that wherever they go, they stand apart from the crowd and set an example of not only how a lady should be but also how India and Indians are perceived globally. Foreseeing this very need, **SEFS** was first conceptualized by the founder of the University who is a visionary, legendary scholar, and devoted philanthropist who strongly believes in the holistic development and progress of young ladies.

The University believes in "**Art of Savoir Vivre**" as essential skills required in one and all to stand out from the crowd.

SEFS also offers Three (3) years of compulsory training to the students of Mody University. The curriculum comprises Art of Dressing and Makeup, Soft Skills, public speaking, Communication and Business Skills, Culinary Art and Dining Etiquette among others to help students become the leaders in the social and professional scenarios along with their academic qualifications.

In addition to the above, **SEFS** has also designed a unique certification course for the students of MUST, embedded in the curriculum, to gear them up for their after-school life.

At **SEFS** we ensure the **transformation of each student** as we firmly believe that elegance is not just a skill, it is a way of life.

Evidence of success:

SEFS brings exclusive courses to help girls transition into the suave, self-leaders as here they will learn and retain the best of the Indian and International cultures, values, and etiquette, whether they want to be poised and elegant hosting a perfect dinner for a foreign guest, an entrepreneur making a mark business world, a fresh college graduate staying ahead of the competition, business executive or a young leader giving a public speech in front of hundreds of people. At SEFS, from the "**Art of Savoir Vivre**" which includes social fine dining etiquette, the art of conversation and public speaking, business etiquette, and many more, our team of experts will ensure holistic development of requisite skills. The evidence of the success of it is the increasing placements of students with higher packages in placements. The more students become self-reliant and opt for entrepreneurship as a journey's of life.

Problems Encountered and

Resources Required:

Students have less interest and apprehension towards change.

Maintaining equilibrium between existing and proposed behavior.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Enlightenment and Inculcation of Indian Values at Mody University

“The true value of a human being can be found in the degree to which he has attained liberation from the self.”

? **Albert Einstein**

Mody University of Science and Technology (hereafter, use as MUST) is a cultural heritage where tradition and modernity perfectly blends. The university has an ambiance enriched with culture and Indian values which inspire the students to blend the Indian tradition, culture, and values with

knowledge, learning, and skill development that sensitizes the young minds spiritually rejuvenate their inert for the overall development and to serve the mankind with compassion and love.

As a part of Cultural Values, Mody University of Science and Technology equally emphasis the courses like **Vedic Astrology, Bhagvad Gita, Yoga & Meditation, Vedic and Creational Mathematics, Schematics of Human Body**, and others with the major objectives of promoting a holistic understanding of our rich culture, tradition and also their significance in the present scenario. The foundation of Mody University is itself based upon the rich traditional Indian culture. Every corner of Mody University reflects and reminds us about our great sages and their philosophy. These courses also promote an alternative paradigm of modern sciences and cultural bonding is an integral component of the program.

Mody University practices **Bhojan Mantra** before having the meal all diners closes their eyes, chant the mantras (prayer) with folded hands, and with the sound of the gong all have the meal.

Along with modern education, the MUST equally emphasize the inculcation of Indian values in the students through Tapovan (the Hermitage) at the center of the Campus and through posting Shilalekhs across the University with an inscription of our ancient values and knowledge. Following is the list of Shilalekhs and the Statue of Yugpurushs:

Shilalekhs:

1. Title: Atharveda

Message: This Shilalekh exhibits the Earth and its related dimensions.

2.Yudhister- Yaksh Samwad

Message: Importance of the Five questions which were asked during the conversation.

3. Title: Our India

Depiction of History and Development of Indian Architecture, Medicine, Language, and Literature with their Origin and Significance.

4. Title: Rudyard Kipling's Poem "IF"

Message: The poem is to guide us throughout our life to make us good and complete human beings. It is all about developing a good character and instructions on how to lead a happy and successful life in this world.

5. Title: Our India

Message: The Shilalekh depicts Indian culture and tradition which is a good source of knowledge for the students to better know the Indian Glory.

6. Title: Athletics Arena

Message: The Shilalekh portrays various athletic postures and their benefits for the growth of the human

body and mind to lead a healthy life.

7. Title: It Can Be Done

Message: The poem discusses the importance of perseverance and self-reliance in a world filled with negativity. The poem includes imagery, symbolism, connotation, form, and sound devices to contribute to the overall topic of motivation.

8. Title: Promise

Message: The Promise examines the idea of change and disappointment.

9. Title: Shalokas from Bhagawat Gita

Message: Various Concepts and Notions of Bhagawat Gita on character, dutifulness, and determination.

10. Title: The Poem "My Child"

Message: The poem explains the notion of Spirituality and the permanence of the soul.

11. Title: The Poem and Hymn "Where the Mind Is Without Fear"

Message: This poem from Rabindranath Tagore's Gitanjali has inspired generations of Indians to be fearless and be proud of this Mother Earth.

12. Title: The Pine Trees Talk

Message: This poem gives us the importance of Trees and invites a bond of togetherness with Nature.

13. Title: Abraham Lincoln's Letter to the Headmaster of His Son

Message: This letter is full of vision and mission for Students, Teachers, and Parents for their respective duties.

Statues of Indian Yugpurushas: The eight statues of Indian Rishis (sages) in front of Mody University Academic Block (Acharya Brihaspati Bhawan) are a perennial source of enlightenment for the students about Indian civilization and culture that has evolved over the millennia by India's ancient rishis (sages), who had 'discovered' the Vedic literature – the very foundation of Indian civilization.

1. **Acharya Kanada**, also known as Kashyapa, was an ancient Indian natural scientist and philosopher who founded the Vaisheshika school of Indian philosophy that also represents the earliest Indian physics.
2. **Baudhayana** (800 BC) was an Indian Mathematician who was the founder of Pythagoras's Theorem. Pythagoras theorem was indeed known much before Pythagoras, and it was Indians who discovered it at least 1000 years before Pythagoras was born.
3. **Acharya Bharadwaj** (800 BCE) was the Pioneer of Aviation Technology? Acharya Bharadwaj had a hermitage in the holy city of Prayag and was an ardent apostle of Ayurveda and mechanical sciences. He authored the " Yantra Sarvasva " which includes astonishing and outstanding

discoveries in aviation science, space science, and flying machines.

4. **Nagarjuna**, (100 CE), Indian Buddhist philosopher who articulated the doctrine of emptiness (shunyata) and is traditionally regarded as the founder of the Madhyamika (“Middle Way”) school, an important tradition of Mahayana Buddhist philosophy. Textual masterpieces like *Ras Ratnakar* , *Rashrudaya*, and *Rasendramangal* are his renowned contributions to the science of chemistry.
5. **Aryabhata** (476 – 550 CE) is the first of the great astronomers of the classical age of India. He gave the world the digit "0" (zero) for which he became immortal.
6. **Varahamihir** (499—587 CE) was an Indian astrologer whose main work was a treatise on mathematical astronomy which summarised earlier astronomical treatises. He discovered a version of Pascal's triangle and worked on magic squares.
7. **Brahmagupta** (598- 670 CE)) was the first mathematician to provide the formula for the area of a cyclic quadrilateral. His contributions to geometry are significant. He is the first person to discuss the method of finding a cyclic quadrilateral with rational sides.
8. **Bhaskaraacharya** (1114 – 1183), was an Indian leading mathematician and astronomer of the 12th century, who wrote the first work with full and systematic use of the decimal number system.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

We at MUST, strive to bring out and nurture the talents and skills of youth with Quality Education, motivate them to be self-disciplined and develop their competence to face the challenges of globalization. We shall achieve this by

- Provide value-based education.
- Produce Industry-ready Professionals through training in Soft-Skills and Personality development.
- Undertaking networking with Industry, Academic and Research Institutions Provide adequate and furnished infrastructure for academic and research activities.
- Organize national level Seminars/Conferences.
- Promote Creativity and Innovation among students.
- Conduct Career -Vision program to facilitate right career choice by students.
- Encourage Entrepreneurship among students.
- Motivate the students to participate in Co-curricular and Extra-curricular activities.
- Train teachers in modern instructional methodologies to improve their teaching skills.
- Motivate the faculty to publish papers in National/International Conferences and Journals.
- Provide Hostel and Residential accommodation to students and staff.
- Develop and promote Green Environment.
- Provide quality environment and services to all Stakeholders.
- Both teach and follow Ethical, Environmentally responsible professional practice.
- Attention to issues of national relevance.
- Responding to the changes in both technology and applications. Provide systems, resources, and opportunities for continuous improvement

Concluding Remarks :

MUST has well framed vision and mission, considering the needs of the society. Best academics, infrastructure, laboratories, industry-interaction, self-learning and co-curricular and extra-curricular activities are some of the special features which cater to the comprehensive development of the students. The governance comprising of Governing Council, Governing Body, Departmental Advisory Board, Internal Quality Assurance Cell, Academic Council, BOS, Academic Monitoring Committee and various institute level committees. These all play significant role in the evolutionary reforms towards positioning the Institute in the preferred list of all stake holders. The Institute believes in promoting a culture of delegation of powers through strategic policies. The Director is assisted by Dean Academics and Dean Administration, GMs and Deans of Schools.

MUST executes strategic planning from time to time for producing quality professionals and overall growth of the university University has well established organizational structure to execute smooth functioning of administrative and academic processes. E-governance has been deployed in all the areas of academic processes to ensure better academic planning and monitoring. Institute regularly conducts training to staff and faculty members for implementation of quality procedures. The Institute believes that Excellence is a continuous process.

The descriptive summaries and the accompanying data under each criterion are a proof of the sincere efforts of

the Institution in this direction. It is a firm belief as well as the perception that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 54 Answer after DVV Verification: 50</p> <p>Remark : DVV has made the changes as per 1.1</p>																				
2.1.1	<p>Demand Ratio (Average of last five years)</p> <p>2.1.1.1. Number of seats available year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>648</td> <td>684</td> <td>767</td> <td>696</td> <td>755</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>624</td> <td>671</td> <td>739</td> <td>683</td> <td>739</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared seats report by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	648	684	767	696	755	2020-21	2019-20	2018-19	2017-18	2016-17	624	671	739	683	739
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624	671	739	683	739																	
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>194</td> <td>181</td> <td>188</td> <td>217</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>146</td> <td>155</td> <td>171</td> <td>153</td> <td>164</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared admitted students by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	165	194	181	188	217	2020-21	2019-20	2018-19	2017-18	2016-17	146	155	171	153	164
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2020-21	2019-20	2018-19	2017-18	2016-17																	
146	155	171	153	164																	

2.4.4	<p>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>13</td> <td>5</td> <td>4</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>9</td> <td>3</td> <td>4</td> <td>11</td> </tr> </tbody> </table> <p>Remark : DVV has not consider shared certificate of appreciation and Best paper Awards by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	19	13	5	4	14	2020-21	2019-20	2018-19	2017-18	2016-17	11	9	3	4	11
2020-21	2019-20	2018-19	2017-18	2016-17																	
19	13	5	4	14																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
11	9	3	4	11																	
3.3.3	<p>Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.</p> <p>3.3.3.1. Total number of awards / recognitions received for <i>research</i> / innovations won by institution / teachers / research scholars / students year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1137 1046 1272"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>17</td> <td>17</td> <td>13</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1352 1046 1487"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>14</td> <td>13</td> <td>9</td> <td>11</td> </tr> </tbody> </table> <p>Remark : DVV has not consider shared certificate of appreciation by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	33	17	17	13	16	2020-21	2019-20	2018-19	2017-18	2016-17	26	14	13	9	11
2020-21	2019-20	2018-19	2017-18	2016-17																	
33	17	17	13	16																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
26	14	13	9	11																	
3.6.2	<p>Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years</p> <p>3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1881 1046 2016"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	8	2	0	0	0										
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	2	0	0	0																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	0	0	0

Remark : DVV has excluded Local Awards issued by Municipal Board, Gram Panchayath.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	23	26	18	16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	16	19	12	12

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
550.26	1043.12	1037.86	855.40	334.40

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
668.2	1278.02	1303.18	1023.65	450.35

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>51</td> <td>50</td> <td>48</td> <td>44</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	54	51	50	48	44
2020-21	2019-20	2018-19	2017-18	2016-17							
54	51	50	48	44							

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
50	48	47	45	41