



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANAV RACHNA UNIVERSITY

SECTOR-43, ARAVALI HILLS, DELHI-SURAJKUND ROAD, FARIDABAD

121004

www.mru.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Manav Rachna University is a leading **State Private University** (established vide Haryana State Legislature **Act No 26 of 2014 & under Section 2(f) of UGC Act 1956**), and recognized by UGC, offering globally relevant education. The University has **evolved from Manav Rachna College of Engineering (MRCE)**, which was established in the year **2004**; a **NAAC accredited 'A' Grade** institution (2011-2016) with a ***Motto of Creating Better Human Beings***, who are globally competitive and socially responsible. In a span of seven years with its striving vision and distinctive methodology Manav Rachna University (MRU) registered a phenomenal growth in academics, student support & progression, research & innovation, community outreach, leadership, governance and its responsibility towards the environment and sustainability. The QS I Gauge Overall Diamond rating with Platinum rating in Academic Development & Employability and Diamond rating in Teaching Learning process, Faculty Quality, Facilities and Social responsibility are a testimonial to **a well-established teaching and learning process guided by the global best practices and a culture of academic excellence promoting research, innovation & entrepreneurship**. MRU's Institute Innovation Council established in line with the initiative of the Ministry of Innovation Cell (MIC) of MHRD-AICTE has received the 4 star rating continuously for the year 2019, 2020 & 2021.

University has 5 faculties (now schools) & 8 departments including Ph.D. which provide higher education in the area of Engineering, Management & Commerce, Law, Education & Humanities and Sciences. The Programs offered by these faculties are approved by respective statutory bodies like AICTE, NCTE, BCI, RCI and other regulatory bodies.

The University believes in collaborative partnerships with industries, research and academic institutions to augment educational environment and make the learning experience significant and contemporary. University has collaborations with the leading Universities and Institutions both at the National and International levels for delivering the best education to its students. It has signed MOUs with many industries for establishing Centre of Excellence and as an Academic partner in the area of various programmes and courses for delivery. Recommendations of NEP-2020 are taken into consideration and getting implemented by the university in letter and spirit.

MRU believes that an institution that values the importance of creating positive impact on society, and encourages its students to use their knowledge and skills to serve the greater good of mankind. All its processes are student-centric and it prepares its students not only for a successful career, but also for a fulfilling and meaningful life as responsible and virtuous citizens.

Vision

To educate students in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens

Mission

- To impart outcome based holistic education
- To disseminate education in frontier areas
- To produce globally competitive, ethical and socially responsible human Resource
- To produce human resource sensitive to issues of Environment and Sustainable Development
- To develop Environment and Sustainable development as a thrust area of research and development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- University has evolved its academic, research and administrative processes in consultation with its stakeholders which has led to transparency and excellence in its teaching-learning and research and development ecosystem. University is offering multi-disciplinary courses with a focus on skills, employability & entrepreneurship. The curriculum is thus recent, relevant and choice based with an option to earn credits through MOOCs and other options like internships, innovation, etc.
- Well-qualified, dedicated and experienced faculty with Ph. D. from premier institutions and are contributing to research in their respective fields of specialization. Some of them have postdoctoral experience as well.
- Good Infrastructural Facilities are available at the Departmental Level. Classrooms are well equipped with ICT tools like LCD, Video-conferencing etc. Well-equipped laboratories, Library resources with remote access to e-resources, on-campus hostel facility, sports infrastructure and vibrant campus for the all-round development of students.
- University has collaborated with several Industries, Incubators and Academic Institutions nationally and internationally for knowledge exchange, collaborative research, incubation, faculty & student trainings, internships and placement opportunities.
- Research & Innovation Clusters established in the area of Computing and Materials for Environmental Sustainability. Students are encouraged to take part in innovations and supported financially for research and development work.
- Centre of Excellence are established in the area of Product Design and Development, Air Conditioning, Peace & Sustainability, and Alternative Dispute Resolution.
- Faridabad being an industry hub, the strong connect of the university with industries has generated a good amount of fund through consultancy work.
- Career Development Centre, Corporate Resource Centre and Student Facilitation Centre are active in grooming the students for placement and providing any other assistance in University's operations. Campus placement is more than 60% and graduates of MRU are highly ranked by employers across the country.
- University has its commitment to developing socially responsible human resources, sensitive to issues of Environment and Sustainability. University is thus involved in many extension activities through the Centre for Peace & Sustainability.
- Good work culture and congenial environment in the University provide academic freedom and opportunities for the professional growth and development of all associates.
- Student quality at the input level is improving continuously.

Institutional Weakness

- Senior faculty needs to be recruited from academia and industry in many areas to strengthen research

and innovation activities.

- Student interaction with other institutions and industry is insufficient and has a scope of improvement.
 - Faculty-industry interaction needs some impetus. Industrial/field experience for both faculty and students to be improved so that number of joint quality projects could be increased.
 - Limited Government Supported Research Projects are running as of now but there is definitely scope to improve the outcome of research with funding support.
 - University Instrumentation Centre needs to be upgraded with more testing facilities
 - The quality of students needs to be improved further.
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- University does not have residential facility for faculty and research scholars.
 - Alumni potential has not been effectively utilized.

Institutional Opportunity

- Given the diverse areas of expertise and experience of faculty, there are many opportunities to develop new courses and research and innovation clusters. This can help attract new faculty and students at PG/Ph.D. level.
- There is a huge opportunity to utilize the expertise and position of our alumni to start collaborative research and consultancy projects with industry and hence can prove vital for institute-industry linkage.
- There is an opportunity to expand beyond traditional boundaries of teaching-learning by starting online education programmes.
- Develop as a Faculty Training Centre for at least North West India. With present resources including expert faculty, hardware (servers, workstations, video conferencing equipment, and latest audio-visual aids), software and skilled supporting staff, there is a great opportunity to take on consultancy projects from various ministries, especially from within Haryana State.
- Though students are getting placement still students can be better placed in more reputed MNCs.
- Implementation of Student exchange programmes with other national and international Institutes/Universities.
- Enhancement of Institute-Industry interactions to run quality research and academic programmes jointly. Increasing the quantity and quality of National & International publications.
- Development of more interdisciplinary research facilities. More National & International collaborations for summer training and placements. Establish collaborations with the industry for application-based R & D work. More stress on Patent filing.
- Designing of new course curriculum of PG Programmes based upon industrial need/relevance and starting of a new industry-based and sponsored PG programmes. Many organizations at the national /international level are looking for linkages and hence MRU can develop more such ties for mutual benefit.

Institutional Challenge

- The decline in the trend of admissions in engineering disciplines is a great threat and will be affecting the resources available to the University.
- The lack of availability of experienced quality faculty may restrict the expansion of the institute and affect the quality of teaching-learning process and R&D work.
- Unable to expand due to Shortage of Land and its high cost in the vicinity.
- Rapidly changing technological needs of the industry require faculty and staff to remain abreast with

these advancements.

- Updation of labs is a challenge due to highly ever-evolving disruptive technologies.
- The global economic crisis is putting a lot of pressure on the resources of the University.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Manav Rachna University (MRU) offers undergraduate, postgraduate, and Ph.D. programmes in various fields such as engineering, management, sciences, education, and law. The university follows the Choice Based Credit System (CBCS) to provide students with flexibility in choosing their courses and completing their credit requirements.

The university focuses on providing outcome-based education and has designed Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to achieve this goal. MRU has collaborated with industry partners such as Xebia, Quick Heal, trans-Neurons, TrueChip, and ISDC to offer a curriculum that is up-to-date and relevant to the industry's requirements.

MRU has established Centers of Excellence in collaboration with industry partners to provide students with exposure to cutting-edge technologies and create a futuristic learning experience. The university is committed to developing socially responsible and environmentally conscious human resources, and its curriculum includes courses on human values, ethics, gender equality, environment, and sustainability.

The curriculum also includes courses aligned with life skills, professional skills and entrepreneurial skills. MRU has a structured feedback mechanism that collects feedback from all stakeholders, including students, faculty, alumni and employers. Based on the feedback received, the university revisits the existing courses, introduces new courses in the latest trends and technologies and eliminates obsolete courses after due deliberation in their respective Boards of Faculties and Studies.

To enhance students' skills and fill any gap further, MRU offers value-added courses during the academic year. The university also mandates internships for students after every academic year to provide them with practical exposure to the industry.

Teaching-learning and Evaluation

The University aims to develop its students into well-rounded individuals with 21st century graduate attributes. By combining a rigorous curriculum with engaging and innovative teaching methods, MRU helps students develop the skills and knowledge they need to succeed in whatever path they choose.

Strong emphasis is on experiential, participative and problem-based learning methodologies to create a more engaging and relevant learning experience, applying theoretical concepts in practical situations, working collaboratively with peers and solving real-world problems.

The use of agile classrooms, lab components, and mandatory workshops helps to facilitate hands-on experience and exposure to real-world scenarios. Summer internships, industrial visits and training by

experts have provided students with valuable industry experience, build industry contacts, and gain practical skills and knowledge that can help to enhance their employability. MOOCs have provided students with access to a wider range of courses and perspectives, while also encouraging self-directed learning and digital literacy.

To cater to the needs of a diverse student body, students' learning needs are assessed to identify slow and advanced learners. The mentoring system followed at MRU strictly supports identifying the learners' learning requirements, making the delivery more inclusive, and taking corrective action.

University has shifted towards new horizons of ICT-based learning and is outfitted with cutting-edge ICT amenities, including state-of-the-art classrooms, auditoriums, seminar halls with audio-visual capabilities, smart boards and continuous internet connectivity.

The university has subscribed to MS teams for online class delivery, webinars and meetings. The university has a local chapter of SWAYAM NPTEL, nodal center for Virtual Labs, has partnered with LinkedIn Learning to help students build their profiles and choose their learning path for career advancement.

University passionately works for up gradation of examination systems and procedures, following the ordinances & regulations for transparency and reliability.

Comprehensive Cloud-based EMS provides an integrated solution to automated pre- and post-examination phases. The University aligns Programme Outcomes (POs), Programme-Specific Outcomes (PSOs) with Programme Educational Objectives (PEOs) and industry needs and programme scope.

Course Outcomes (COs) mapping, attainment and assessment with Programme Outcomes (POs)/Programme-Specific Outcomes (PSOs) are computed to ensure that programme objectives and all the stakeholder expectations are met.

Research, Innovations and Extension

As an emerging university, the university has updated the research policies, and research infrastructure and has established the University Instrumentation Centre, Research Clusters, Centre of Excellence, E-cell and IPR Cell. As per University policy, seed money is provided to faculty and students for research.

All the committees related to research activities and monitoring its quality like University Research Council (URC), Ethical Committee, Departmental Research Committee (DRC), and committee for evaluating the students' proposal for Credit transfer/ mapping as per NISP policy 2019, are in place and actively engaged.

Faculty members have received research projects funded by the DST-SERB, Ministry of Environment, Forest and Climate Change, ICSSR and HSSCS&T. International and National Conferences are organized for research promotion and establishing collaboration for research activity.

During the last 5 years, University has supported 106 projects of faculties through seed money worth Rs.

110.39 Lakh. Research Project grants worth Rs. 238.48 lakhs have been received during the last five years from various funding bodies. University has received consultancy projects worth Rs. 204.40 for carrying out research and corporate training.

Innovation and Incubation Centre in support of other Clusters and Cells of the University, has been able to support 15 start-ups with grants of Rs. 2.5 lakhs each. During the last five years 28 patents were published/granted with many awards and recognition won at various national and international platforms.

Faculties' recognized at various National and International levels for their contribution to research are given due credit by honoring them, monetary Incentive schemes, Social Media and university websites. During the last 5 years, 496 Scopus indexed, 152 WoS and 150 other research papers have been published. University has an overall Scopus h-index of 32. Currently, 225 scholars are actively engaged in research, 50 Ph.D. scholars have been awarded the degree or defended their theses and 5 are supported with a fellowship from the University under Teaching Cum-Research Assistantship (TRA) scheme.

MRU supports the community through extension activities and programmes. The university has signed MOUs with NGOs and OP Bhalla Foundation. Under Unnat Bharat Abhiyan and other social initiatives like Blood Donation Camps, Cleanliness Drives, awareness on the Ban on the Use of Single Use Plastic, Legal Aid Camps, Health & Wellness drives, Tree plantation, Voter awareness, Ek Mutthi Daan etc. are organized.

Infrastructure and Learning Resources

The university has excellent facilities for teaching-learning that foster effective learning and help students achieve their academic goals. University has set systems and procedures for the budget allocation and utilization, optimum utilization and maintenance of academic, IT, sports and other physical infrastructure. The university has a solid IT policy to ensure the safety of data and backups for managing any emergencies that may arise.

There are eight teaching and administrative blocks (under CCTV surveillance) housing commodious and air-conditioned 77 classrooms and seminar halls promoting a safe and collaborative learning environment. The smart boards, LCD projectors, and Wi-Fi in all classrooms allow for easy access to online resources to enhance student engagement. The well-equipped laboratories/workshops in Engineering & Sciences, state-of-the-art Computer Labs, Centre of Excellence (CoEs), Research Clusters and the University Instrumentation Centre provide ample opportunities for students to engage in practical, hands-on learning and experimentation. All the necessary software and applications, cloud-based EMS and high-speed internet connection ensure that students can access online resources without interruption. For students to participate in co-curricular, and extra-curricular activities there is ample infrastructure including spacious auditoriums, common rooms equipped with indoor games and recreational facilities, a performing arts studio, ample spaces within and between adjacent blocks for recreational activities, playing grounds and numerous sports equipment to aid a wide variety of games. The university has gone beyond academics and has provided a range of facilities to support the well-being and convenience of its students like multiple food courts and cafes, well-furnished hostels with a multi-cuisine mess, clinic, transport facility, obstacle-free Divyangjan-friendly environment, daycare facility, an accessible bank branch & ATM, access to bicycles for easy internal mobility and battery-

operated vehicles etc. The university has a cutting-edge Library System network including three Libraries and the Dr. O.P. Bhalla Learning Lounge for Ph.D. Scholars with access to e-journals and other databases. The libraries are fully automated using cloud-based Koha Library Management Software, digital library sections, access to Shodhgangotri and Shodhganga for uploading theses, plagiarism software, provisions for people with disabilities like Sugamya Pustakalaya and Kibo Scanning Device.

Student Support and Progression

The university believes in holistic education and developing well-rounded personnel. University has, therefore, created the Manav Rachna Life Skills Programme for students to develop leadership skills, work in teams through their participation in co- & extra-curricular activities.

Enough support is provided to meritorious and economically weaker students in terms of scholarships and free ships under various schemes. Through its Career Development Center & Corporate Resource Center, university facilitates students training on soft skills, and career guidance, preparing them for higher studies and their readiness for placements.

The office of the DSW motivates the students to participate in various activities and provides all kinds of assistance required. During the assessment period 43 events focusing on life skills have been organized for the capacity enhancement of students.

Structured mechanisms are in place for Grievance Redressal, there are department-level and university-level committees to look after any such matter. Grievance can be received in online or offline mode and resolved in a time-bound manner. The Internal Complaint Committee and Sexual Harassment Committees are active and work as per the norms of regulatory bodies.

University has its ordinance related to discipline, proctorial board, antiragging committees are in place for “Zero Tolerance and Ragging Free” campus. Students' participation in cultural and sports activities is promoted through its various clubs and societies that work closely under the Student Council. University has organized more than 160 cultural & sports events during the last 5 years, with more students participation during Covid-19 in the events organized in Virtual mode. There are more than 50 awards and recognition in inter-university cultural and sports events.

The alumni network is associated with the University through its alumni association and contributes to the growth of the university not only through monetary contribution but also through its participation in the Board of Studies, Career Counseling Sessions, mentoring and training etc.

University initiated its global alumni network in 2020 with 5 global chapters in London (UK), Dubai (UAE), San Francisco (USA), Philadelphia (USA) and Toronto (Canada). The Alumni network of the university has contributed the amount of 100.56 Lakh during this period for the organization's development.

Governance, Leadership and Management

Effective leadership is reflected in various institutional practices such as decentralization and

participative management. All the academic and administrative committees are constituted as per their well-defined functions. All these officers consult with the Vice-Chancellor whenever necessary to discuss academic, administrative, and developmental issues.

Governing body, Board of Management, Academic Council, Finance Committee, and Board of Studies are in place and regular meetings are held. In addition to these bodies, other committees/cells like grievance redressal committee, Internal Complaint Committee, Sexual Harassment Committee and other committees about academic, research and student support are in place for smooth functioning of the university.

The university has a Strategic Plan to provide a clear direction and framework for decision-making while aligning its resources and efforts to achieve the strategic goals. University strives hard to achieve these goals efficiently through departmental objectives.

University has adopted various welfare schemes for rewarding the faculty and staff for their contribution to the organization like appreciation awards for the best performers, on campus daycare facility for their kids, free ship for wards taking admission at Manav Rachna educational institutions, study leave, financial assistance for memberships of professional bodies, attending conferences etc.. There is a transparent appraisal system and promotion criteria defined for their career progression.

Faculty members regularly attend FDPs, refresher courses and register for NPTEL MOOC certifications.

University has implemented E-governance in its administrative, academic, finance, admission and examination processes through various platforms like I-Cloud EMS, Koha, Tally, Superset, Starlink.

University established its IQAC in 2017 to monitor the quality of academic delivery. Being a young university, IQAC regularly conducts interdepartmental audits through its internal audit teams followed by review meetings in the presence of external experts for continuous quality improvement. Library, examination cell and accounts are being audited on a regular basis by a team of experts. All the efforts have resulted in continuous quality improvement and is reflected through the QS I Gauge rating of the University which has improved from Gold to Diamond with Platinum in Academic Development & Employability and Diamond in Teaching Learning, Facilities, Faculty Quality & Social Responsibility.

Institutional Values and Best Practices

The university is committed to creating a safe and secure environment for women on campus, as well as promoting sustainability and inclusivity. The fact that 60% of female employees hold prominent academic and administrative positions is a positive indication that the university is committed to promoting gender equality. The university has adopted alternate sources of energy including the installation of solar panels on the rooftop, a biogas plant utilizing organic waste and motion sensors as a measure of energy conservation, to name a few. The Institution has a comprehensive waste management system in place that addresses the disposal of various types of waste, including solid, liquid, recyclable and e-waste. The university has a solid waste management system for waste collection and segregation and has signed MoUs with the relevant agencies for their disposal. The university's campus has a sewage

treatment plant (STP) with a capacity of 200 KLD that treats the wastewater generated here. Sanitary waste is managed with the help of sanitary waste incinerators located at various points. Various water conservation measures employed include rainwater harvesting systems, construction of tanks and bunds, borewell and wastewater recycling. The wastewater generated at the campus is treated at the STP. The treated water is used for watering the plants resulting in zero discharge. Some of the other major environmental initiatives adopted include the use of bicycles, pedestrian-friendly pathways, maintaining green spaces, a ban on plastic use, community plantation and awareness drives.

By creating a barrier-free environment at MRU, it is ensured that everyone has equal access to all facilities and services, which promotes inclusivity and by creating a divyang jan friendly campus.

The University has been implementing many best practices such as innovative and interactive teaching-learning practices and customizing the curriculum that is unique to learners' needs. Many students have benefited from these practices, resulting in their tremendous professional growth. The university is distinct in terms of adopting sustainability and is therefore working consistently since its inception to create action, awareness and research in this through its various courses, activities and Center for Peace and Sustainability.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MANAV RACHNA UNIVERSITY
Address	Sector-43, Aravali Hills, Delhi-Surajkund Road, Faridabad
City	Faridabad
State	Haryana
Pin	121004
Website	www.mru.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	I.k. Bhat	0129-4268587	9811115064	-	vc@mru.edu.in
IQAC / CIQA coordinator	Meena Kapahi	0129-4268628	9810101328	-	director.iqac@mru.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	06-08-2014
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	10-12-2003

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	06-08-2014	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	Sector-4 3, Aravali Hills, Delhi-Surajkund Road, Faridabad	Urban	10.43	37495	UG, PG and PhD		

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>113280_10566_1_1675162898.pdf</td> </tr> <tr> <td>NCTE</td> <td>113280_10566_4_1675162921.pdf</td> </tr> <tr> <td>BCI</td> <td>113280_10566_8_1674191968.pdf</td> </tr> <tr> <td>RCI</td> <td>113280_10566_19_1674192104.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	113280_10566_1_1675162898.pdf	NCTE	113280_10566_4_1675162921.pdf	BCI	113280_10566_8_1674191968.pdf	RCI	113280_10566_19_1674192104.pdf	
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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	23				42				97			
Recruited	9	14	0	23	15	27	0	42	36	54	0	90
Yet to Recruit	0				0				7			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				39
Recruited	15	21	0	36
Yet to Recruit				3
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				17
Recruited	12	1	0	13
Yet to Recruit				4
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	14	0	13	27	0	13	25	0	101
M.Phil.	0	0	0	0	0	0	0	2	1	3
PG	0	0	0	2	0	0	0	22	28	52
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	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	1	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Mechanical Engineering	Air Conditioning	Inderjit Mehta Constructions Pvt. Ltd.
2	Law	Legislative studies Research	FFV Services Pvt. Ltd.

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	770	605	0	6	1381
	Female	382	303	0	0	685
	Others	0	0	0	0	0
PG	Male	23	12	0	0	35
	Female	39	14	0	0	53
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	36	40	0	0	76
	Female	73	85	0	0	158
	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	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Computer Science And Technology	View Document
Doctoral Program	View Document
Education And Humanities	View Document
Electronics And Communication Engineering	View Document
Law	View Document
Management And Commerce	View Document
Mechanical Engineering	View Document
Sciences	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>MRU is Multidisciplinary University since its inception and recognizes the importance of multidisciplinary and interdisciplinary in providing students with a comprehensive education that prepares them for the challenges of the 21st century. The university offers curriculum across all programmes that integrates subjects across the arts, humanities, science and technology in a way that fosters creativity, critical thinking and problem solving skills. It also encourages the development of interdisciplinary programs that address the complex and interconnected challenges facing society. Aiming for the highest global standards in quality education, Most of the programmes offered under the schools offer courses not from their own domain but from other domains as well. All the UG programmes are offered with multidisciplinary approach by offering courses from engineering, sciences and social science domain in Applied Psychology, Sociology, Cyber Law, IPR, Entrepreneurship, Financial Management, Gender Equality etc. University has adopted Choice based credit system and students have flexibility to register for higher or lower number of credits in a semester. The students have the option to earn 30-40% of their credits by registering for the courses offered by other departments and complete their credit requirement for the award of degree. Students are motivated to take courses through MOOCs and earn credit. Students can go for Major specialisations & minor specialisations by earning 18-20 extra</p>
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credits in their respective domain or allied areas as per guidelines of regulatory body. Students get ample opportunities to participate in various activities/competitions/workshops that are organized by different departments and enrich their learning experience. It's not just the curriculum; university encourages multidisciplinary and interdisciplinary research by setting up different centers to bring together experts from different disciplines to work on complex problems. For example Manav Rachna Center for Peace and Sustainability provides a platform for interdisciplinary work in the area of sustainability. Similarly Entrepreneurship Cell and Innovation and Incubation Center of the University also aim to bring together innovators from different domains and innovate to solve the complex problem.

2. Academic bank of credits (ABC):

The Academic Bank of Credit (ABC) and the concept of Multiple Entry Multiple Exit (MEME) being introduced in NEP 2020 aim to create a system where students can earn credits for their education at different levels, which they can use to transfer or continue their education in different program or Institutions. University has registered for Academic Bank of Credit and has getting its students also registered for the same to open their account for having the option for entering and leaving the university at any stage and resuming back whenever interested. The MEME system allows students to enter and exit a program at multiple points, based on their individual needs and circumstances, rather than adhering to a traditional linear structure. University is ready with the draft curriculum of the programmes as per the requirement of MEME and waiting for the guidelines for its implementation. For the implementation of NEP, universities/ Institutes have been asked to maintain a digital repository of credits earned by the students. MRU has therefore registered for National Academic Depository – Digital Locker (NAD) System and NAD is in place since 16th October, 2020 and 588 records have already been processed and published on National Academic Depository-Digital Locker (NAD-<https://nad.digilocker.gov.in/>) till 16th February 2023. University keeps on organizing awareness sessions with the students about Digi-Lockers during the orientation program and also shares information through display of posters and emails. University

	<p>already has the well-established system and procedures for accepting and admitting students from other universities in the later semesters with credit transfer for the courses already studied at other universities.</p>
<p>3. Skill development:</p>	<p>The NEP 2020 focuses on the integration of education and industry and the integration of vocational education into the mainstream education system. In line with this, universities are expected to play a key role in skilling and upskilling students and preparing them for the workforce. Some of the initiatives that MRU has taken to implement the NEP's skilling provisions are: Across all programmes offered by the university, courses are aligned with industry's demand focusing on employability, skill development & entrepreneurship. Inputs from industry expert are taken into account while designing the curriculum. University offers specialized courses in emerging fields such as artificial intelligence & machine Learning, Cyber Security, Business Analytics, Smart manufacturing, Robotics & Artificial Intelligence, Health Care Management, to equip the students with skills that are in high demand. There are many programmes being offered in collaboration with Industry as one of the Knowledge Partner. Industry supports in Faculty & student trainings on cutting edge technologies, internships support, live industry projects with Industry Mentor. University has incorporated internships into the curriculum of all the programmes including Management programmes to provide students with practical, hands-on experience in their chosen field. University also offers many skill-based value added courses in addition to regular courses to up-skill the students with latest trends and technologies. Skill development workshops and training programs are also organized for students in areas such as entrepreneurship, digital marketing, and financial management. University has established Innovation & Incubation Cell, Research Clusters, Center of Excellences and Entrepreneurship cell for students to innovate, participate in national & International Level project competitions and Hackathons.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The NEP 2020 envisions the integration of Indian Knowledge system into the education system of India. The policy calls for the promotion of the study</p>

of Indian languages, philosophy, art, culture and history as well as integration of Indian knowledge systems into the curriculum of various disciplines. Universities play a crucial role in achieving this objective being the primary institution responsible for developing and disseminating knowledge. To integrate Indian knowledge systems into the curriculum, several steps have been taken by the university. Indian Knowledge system totally reflects in the name of the University “Manav Rachna” means “Creating Better Human beings”. University has established Manav Rachna Center for Peace and Sustainability (MRCPS) with an objective of Education, Training, value inculcation, attitude formation, research, policy making, collaboration and networking in different aspects of Peace and Sustainable Development. Under MRCPS, Peace and sustainability students Club exists as University has a strong faith in youth power and their conviction in making a better world. Through this club Students work for five verticals namely PARASHAKTI, PRAKARSH, SAHRITA SAMRIDDHA AND SADBHAV focusing on different SDGs. University is also committed to promote Indian Traditional Sports like Kho-Kho. University hosted the National Kho-Kho coach Development Program, organised by the Kho-Kho Federation of India in 2021. University is in the process of developing few courses around Indian Traditional Knowledge System.

5. Focus on Outcome based education (OBE):

The New Education Policy (NEP) 2020 emphasizes on Outcome-Based Education (OBE) and promotes a student-centered and skills-based learning approach. This shift in focus aims to prepare students for the 21st century and equip them with practical and employable skills. Following are some of the ways by which MRU is trying to do so: Competency-Based Assessment: University is trying to move away from traditional rote based learning towards the assessments that test students’ practical skills and abilities in real world scenario through project based learning and case based learning methodologies. Skill Development: University offers specialized courses in emerging fields such as artificial intelligence & machine Learning, Cyber Security, Business Analytics, Smart manufacturing, Robotics & Artificial Intelligence, Health Care Management, to equip the students with skills that are in high demand

	<p>and developing specific skills in students, such as critical thinking, communication, problem-solving, and digital literacy. Industry-Academia Collaboration: University has collaborated with industry partner to design programs that meet the needs of the job market and help students gain practical experience. Experiential Learning: University is promoting hands-on, experiential learning opportunities, such as internships, projects and co-op programs, to help students apply their knowledge in real-world situations. Multi-Disciplinary Approaches: University has embraced a multi-disciplinary approach to education, encourages students to explore multiple subjects and develop a well-rounded skill set. For all the programmes, the Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs) are well defined. For every course, Course Outcomes (COs) as per levels of Bloom's Taxonomy are articulated and mapped with POs & PSOs. There is well defined process for the computation of CO-PO/PSO assessment and attainment. University is making all possible efforts for the implementation of Outcome Based Education.</p>
6. Distance education/online education:	<p>The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology. Manav Rachna being a state private university established in 2015 is going for the First Cycle of NAAC Accreditation and applied for NIRF Ranking for the first time in 2022. Therefore, University is not yet eligible to deliver programmes through Distance Education or Online Education. Faculty of the University is involved in developing E Content for various platforms like e PG Pathshalla, MOOC IT of IIT Kanpur, OERs for UNESCO, Swayam, IGNOU etc.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, University has the club since 2017 and is actively involved in creating awareness on the same.
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, University has appointed the student co-ordinators & Coordinating Faculty members and ELC is functional and ELC's are the representatives in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>There are many innovative programs and initiatives that university Electoral literacy club has taken to make students aware of voting and promote ethical voting practices. Few of the initiatives are shared below</p> <ul style="list-style-type: none"> • Voter registration and educational drives: Voter registration drives were initiated and organized in campus keeping local election commission as partner to provide information on the registration process and help students register to vote. Voter education campaigns were organized to inform voters about the electoral process, candidates, and issues. • Polling place volunteers: Generally, faculty members volunteer as poll workers on Election Day to assist district election administration in the conduct of polls. This can include tasks such as setting up voting booths, checking voter IDs, and handing out ballots. • Outreach to underprivileged communities: The students connected with Electoral literacy club work with organizations that serve underprivileged communities, such as transgender individuals, commercial sex workers, disabled persons, and senior citizens, and help them register to vote and provide them with information on the electoral process. Students conducted various awareness workshops tailored to the specific needs of these communities. • The students play a vital role in promoting voter awareness and participation by engaging in these types of initiatives and partnering with local election commissions and other organizations to ensure that everyone has the opportunity to exercise their right to vote.
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club of the university is committed for promoting awareness and understanding of electoral processes and democratic values among their peers and the broader community. To achieve this goal, the club has planned out various student activities, including song competitions, quizzes, speeches, and meme challenges, which are designed to engage students in a fun and interactive way. In addition to these activities, the club also undertakes several socially relevant projects and initiatives related to electoral issues. These include</p>

research projects and surveys, which aim to gather data and insights on various aspects of the electoral process, such as voter behaviour, preferences, and attitudes towards political parties and candidates. The club also organizes awareness drives to inform students about their rights and responsibilities as voters, as well as the importance of participating in the electoral process. They create content and publications, such as flyers, posters, and social media posts, to disseminate this information to a wider audience and to encourage greater civic engagement among young people. Overall, the activities and projects of the Electoral Literacy Club are aimed at advancing democratic values and promoting greater participation in electoral processes. By engaging students in these activities and initiatives, the club helps to build a more informed and engaged citizenry, which is essential for the functioning of a healthy democracy.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

University makes all the possible efforts for the enrollment of eligible students as voters in the electoral poll by organizing Camps and awareness drives. About 20 % students above 18 years are yet to be enrolled as voters in the electoral poll. University has institutionalized the mechanism to register eligible students as voters and therefore for any election that is scheduled in the near future, university organizes special awareness drive and camp for student registration as voters.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	22	20	19
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1859	1759	1891	1616	1103
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
427	404	457	268	32
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

2021-22	2020-21	2019-20	2018-19	2017-18
1859	1759	1891	1616	1103
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	11	12	10

3 Teachers

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
992	950	851	764	585
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
139	127	124	107	106
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
150	144	147	136	121
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

2021-22	2020-21	2019-20	2018-19	2017-18
11238	9446	12055	9460	9501
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

2021-22	2020-21	2019-20	2018-19	2017-18
216	206	214	223	209
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 77

4.4

Total number of computers in the campus for academic purpose

Response: 502

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
2252.81	1927.62	2933.62	2250.81	2463.83

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:

Manav Rachna University has the right set of processes, systems, and structures in place to enable the University to design and develop curriculum that sustains academic excellence. Each program has a well-defined process for developing Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) that are in line with the university's vision and mission and are relevant to local, regional, national, and global development needs.

The university solicits feedback from all stakeholders in order to improve curriculum design on a continuous basis. The primary goal is to collect stakeholders' perceptions of the curriculum's effectiveness in light of changes in society, industry, technology, and required skills. The LMS Portal is used to collect feedback from all the stakeholders and is then discussed and deliberated in the department's academic committee before being further analyzed using various methods such as content analysis, thematic analysis, or statistical analysis to identify patterns and themes, and revisions are then proposed before the Board of Studies (BoS). BoS develops a set of recommendations for revising the curriculum by the Board of Faculty. Based on the discussions, the revisions are then presented to the Academic Council for consideration of feasibility, impact, and alignment with institutional policies, before being approved for implementation. The cycle of curriculum revision continues to ensure that the curriculum remains relevant and effective over time.

The assessment of program outcomes is carried out in accordance with the University Outcome Based Education (OBE) manual. The OBE manual allows to assess the efficacy of the programs and identify areas for improvement. Proper program outcomes assessment implementation ensures that students achieve the desired learning outcomes and acquire the necessary skills, knowledge, and competencies. PO/PSO/CO achievement is calculated and discussed in Department Academic Committee meeting in order to take the necessary action in accordance with the targets.

The addition of value-added courses can improve students' overall learning experience and help them develop a well-rounded set of skills and prepare them for success in the workforce. Best teaching methods and technologies are used to engage students and facilitate learning.

The curricula are designed with statutory bodies such as NCTE, BCI, and AICTE in mind. All program curricula are flexible, with the Choice Based Credit System (CBCS) offering a large selection of electives and interdisciplinary courses from other departments. Offerings of industry-relevant specializations are designed and developed with the needs of national and international industry

ecosystems in mind.

To carry out the university's mission of producing human resources sensitive to environmental and sustainable development issues, as well as developing environmental and sustainable development as a thrust area of research and development, a new approach to curriculum development has been adopted by mapping SDGs (Sustainable Development Goals). This can help students understand and engage with the world's most pressing challenges, foster global citizenship, and promote sustainability. The Teacher Education Programs are designed to meet the emerging needs articulated by UNESCO SDG 4, which aims to ensure inclusive and equitable quality education as well as promote lifelong learning opportunities for all.

File Description	Document
Upload Additional information	View 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: 91.3

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

Response: 21

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

Response: 23

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View 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: 95.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
958	913	819	748	529

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View 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: 80.04

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

Response: 1163

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

Response: 1453

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View 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: 23

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View 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:

Manav Rachna University's objective is to provide outcome-based holistic education in a range of

subjects to frontier areas and generate human resources sensitive to professional ethics, gender, human values, the environment, and sustainability in the curriculum. The University's Manav Rachna Centre for Peace and Sustainability (MRCPS) promotes the six Sustainable Development Goals (SDGs) of quality education, climate action, peace, gender, health and hygiene, and affordable and clean energy through its activities and research. The institution offers undergraduate and graduate courses in professional ethics, gender studies, human values, environmental science, and sustainable development. The institution researches in biodiversity, climate change, energy efficiency and waste, renewable energy, and sustainable development in addition to its academic offerings. Students are helping increase environmental awareness in the community. The university's courses and main issues-related activities are listed below:

University also provides resources and support for women, including counselling services and workshops on various topics related to women's rights and empowerment.

- University has partnerships with various organizations and community groups to promote social justice, equity, and inclusion. There are community engagement courses and programs that allow students to work collaboratively with community partners to address real-world issues. MRU also offers a variety of volunteer opportunities for students to get involved in community service and give back to their communities.
- MRU is committed to sustainability and reducing its environmental footprint through various initiatives, such as recycling programs, energy-efficient buildings, and sustainable transportation options.

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

1.3.2

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

Response: 25

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

Response: 25

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3

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

Response: 25.13

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.

2021-22	2020-21	2019-20	2018-19	2017-18
450	320	460	425	360

1.3.4

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

Response: 43.84

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

Response: 815

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
URL for stakeholder feedback report	View 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: 12.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
863	823	858	892	837

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: 26.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	41	69	58	65

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:

For all programs, Manav Rachna University accepts applications via JEE, CLAT, GATE, or its own MRNAT test. University students can be found in nearly every state. Because of the university's diverse student body, the following safeguards are required:

Induction programs for new university students last three weeks. Throughout this time, students learn about a variety of university academic policies. Students can participate in a variety of co-curricular and extracurricular activities. By increasing their interaction with instructors and staff, they improve their social skills and adjust to their new environment.

To ensure success, the university assesses students' learning needs at entry and throughout subsequent semesters.

Slow and advanced learners are identified based on their class performances and any previous semester's results.

Initiatives for Slow Learners:

- Slow learners are given extra support and resources to overcome challenges and improve their learning experience, and after continuous evaluation in the first semester, interventions are tailored to their needs and class performance. Faculty also tutor and support them individually or in small groups.
- Slow learners receive one-on-one remedial workshops and problem-solving sessions.
- The university's learning management system, I-Cloud EMS, stores presentations, notes, and e-books for easy access (LMS).
- Classes and leisure time stimulate peer-group learning.
- Mentors actively monitor performance, and students can re-register in a course to request a grade improvement. University academic regulations allow students to work at their own speed and earn fewer or more credits.

Initiatives for Advance Learners:

- The University invites students to attend courses from a foreign university or an institute of academic/research reputation with whom it has worked and earn few credits.
- Independent study, advanced coursework, research projects, and mentorship from teachers or specialists in their field push students to attain their full potential and thrive.
- Students can enroll in MOOCs for elective credit or to earn more credits toward an honors or specialized degree.
- Honors students can complete final year projects in industry.

- Promoting student clubs/chapters and competitive activities
- The university incubator center allows students to develop and compete.
- Policy encourages student participation in prototyping, innovation, and businesses.
- Career Development Center and Corporate Resource Center help university connect with industry for placement drives and interview training.
- Research clusters engage students in transdisciplinary initiatives and research.

The aggregated report on advanced and slow learner initiatives is evaluated and analysed for further action.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2

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

Response: 13.37

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:

MRU's curricula ensure that students are well-rounded, ready to apply concepts in practice and examine the results. The updated curriculum meets industry needs. Teaching and learning methods should complement the curriculum to give students a well-rounded education. Collaborative, cooperative, role-play, and project-based learning improve student engagement and learning outcomes.

Participative learning:

- MRU's unique Agile Classrooms improve these pedagogies. Visual boards allow faculty to track

student progress and provide real-time feedback. This keeps students motivated and encourages continued development.

- Flipped classrooms, where students watch pre-recorded videos, books, or other multimedia content before class, work well in Agile classrooms. Hence, class activities, group discussions, and problem-solving exercises replace passive listening.
- Webinars/Seminars/Colloquium presentations/Symposia are regularly held so students can interact with experts.
- Group projects develop critical thinking, problem-solving, decision-making, and interpersonal skills.
- Students receive real-world case studies. This encourages active participation, critical thinking, decision-making, empathy, and perspective-taking.
- **Experimental learning**
- Workshop classes each semester enhance hands-on skills in lab-focused programs. Industry professionals collaborate on some programs.
- Project-Based Learning allows students to apply their knowledge and abilities to real-world problems. Students cooperate, think critically, and solve problems using this method.
- Students learn and apply course principles through community service projects.
- Simulation and role-playing allow students to practice their knowledge and skills in a hypothetical environment. This method is for legal, management, and education students.
- All programs need industry training/internship and employability-focused courses.
- Industrial visits are regularly organised.
- Engineering Exploration for first-year B. Tech students, skill-based value added courses, Minor projects, Major projects on social issues, and live industry projects provide them exposure to multidisciplinary projects from the start.
- Tutorials help technical students solve problems. Innovation & Incubation Center lets students experiment and innovate.

Problem-solving learning

- Brainstorming is being promoted to generate creative solutions to a problem. Students work together in small groups, sharing ideas and building on each other's suggestions.
- The challenges are given in the form of quizzes, puzzles, or riddles that require critical thinking.
- Student's participation in hackathons promotes teamwork, collaboration, and problem solving and communication skills.
- Students are exposed to latest trends in the industry through Centre of excellences established in collaboration with industry, expert lecture/workshop/ Alumni interaction industrial visits etc.
- Continuous assessment through weekly quizzes, tests, extemporaneous, discussions, offering courses through project-based learning enhances the students learning experience.
- Mentoring students for research at UG level and guiding them to write review papers, articles and publish/present their work in conferences & journals is a regular practice. A credit-based course on research is thus made part of the curriculum.

File Description	Document
Upload any additional information	View 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:

University has shifted towards new horizons of ICT-based learning, where a spectrum of teachers as mentors, co-learners, and facilitators has emerged, while students are becoming more self-driven and knowledge centric in order to be true 21st century learners. The campus is outfitted with cutting-edge ICT amenities, including state-of-the-art classrooms, auditoriums, seminar halls with audio visual capabilities, and continuous internet connectivity.

The I-Cloud ERP Portal is used for the campus management system. It is a comprehensive yet flexible Education Management System that is compatible with a variety of devices and digitizes the teaching and learning process via web and mobile applications.

From uploading timetables to attendance marking, course content uploading, conducting assessments, student feedback, scheduling examinations, admit card generation, and result preparation by uploading marks for all internal and end-term assessments and calculating CO-PO attainment for outcome-based education, EMS supports all activities.

An institutional email account is given to each member of the Faculty, staff, and students. For the smooth conduct of online classes, faculty members are provided with desktop/laptop computers and a real-time document scanner.

As part of the MS Office 365 adoption program, the university has subscribed to MS teams for online class delivery, webinars, meetings, and assessments. MS Teams integrates with a number of other Microsoft Office tools, including Microsoft Stream, Microsoft Wiki, Microsoft OneNote, and Microsoft Form.

The university has a local chapter of SWAYAM NPTEL and is a node center for Virtual Labs in collaboration with IIT Delhi. The university has partnered with Linked-In Learning to help students build their profiles and choose their learning path for career advancement.

Faculty are given academic freedom and encouragement to use innovative methods. Faculty use various e resources from NPTEL, e PG pathshala, NITTTR, MOOCS, Coursera, and others to provide students with an enhanced learning experience.

As flexibility and dynamism take over in Covid-19, flipped classrooms have become a reality and second nature to online teaching-learning. Faculty use wikis and discussion boards to help students learn collaboratively. Google Docs sharing and Microsoft 365 Word provide numerous options for

collaborative work.

Faculty, scholars, and students can use software like Urkund and Turnitin to check for plagiarism.

Wifi enabled library; interactive library portal; single window search solution provides 24X7 access to the library's electronic resources via web-based library software.

Although live sessions are effective at engaging students, synchronous learning is a byproduct of the same technique. Live session events such as webinars and expert talks are designed to encourage students to actively post and respond to one another within a set time frame.

Following Covid-19, ICT-based evaluation has become the new norm, with continuous comprehensive evaluation conducted using Google Forms, Microsoft Forms, and the Assignment management tool of MS Team, among other tools.

File Description	Document
Upload any additional information	View 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: 16.6

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

Response: 112

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	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: 86.3

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
Any additional information	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: 53.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
92	72	61	54	48

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: 5.44

2.4.3.1 Total experience of full-time teachers

Response: 756.16

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: 10.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	3	2	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	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: 9.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.34	9.96	9.03	8.09	7.50

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: 0.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	11	12	10

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	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:

A transparent examination system at MRU that is characterized by precision, punctuality, and robustness is a necessary condition for individual student academic growth as well as institutional integrity.

Continuous Internal Assessment

MRU's examination system has changed significantly. The weighting of exam components has changed. Before, continuous evaluation, mid-term examination with two sessional examinations, and end-term examinations were weighted 20%, 30%, and 50%, respectively. The new examination system boosted continuous assessment weightage to 30%, cut mid-term examination weightage to 20%, and kept end-term examination weightage at 50%. This change is meant to foster semester-long learning and assessment. This improves academic achievement and reduces the stress of semester-end tests. The midterm exam is still significant, but with less weightage, it should be less stressful for students.

Examination Procedure & IT Integration

University passionately works for up gradation of examination systems and procedures, following the ordinances & regulations for transparency and its reliability. Important components of examination procedure are:

- Course Registration and eligibility to appear for exam (based on Attendance norms of the University)
- Setting up of Question Paper
- Creating Date Sheet & Seating Plan
- Conduct of Examination
- Evaluation of Answer Sheets
- Showing Answer Sheets/Open House
- Result declaration
- Grievances, if any

Exam answer sheets are graded within three days. Question-wise evaluation ensures consistency in multi-faculty courses. Open house shows students answer sheets.

Integration of IT in the Examination Process

- University has subscribed to a comprehensive cloud-based EMS which provides integrated solution to automated pre-examination and post examination phases.
- A week before the start of semester, students register for the courses of them on ERP and can register for higher or lower number of credits as desired. Head of the department gives the final course approval.
- Depending upon the attendance monitored through ERP, students admit card is automatically generated with details of the subject he/she is eligible to appear for. Course wise list of students eligible for the exam is made available to examination cell superintendents and list of detainees is withdrawn from the ERP system.
- Marks for all the formal and informal assessments are submitted on ERP through a standard template for the compilation & declaration of result and calculation of direct attainment of Course Outcomes.
- Students have also access to their marks and internal assessment performance which helps to maintain the transparency.
- Open House after the evaluation lets students check for disparities in the total and unchecked answers. Students benefit from ERP system Open Houses because they may voice their problems and lodge grievances. ERP generates grade cards and uses absolute/relative grading algorithms without operator intervention.

During Covid-19 period all the examinations were conducted online in a proctored manner through MS teams & Google Meet Platforms.

File Description	Document
Year wise number of applications, students and revaluation cases	View 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
Any additional information	View Document
Annual reports of examination including the present status of automation	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:

In accordance with its vision and mission, MRU offers a wide range of academic programs with a focus on outcome-based education. MRU foster critical thinking, creativity, and innovation for students to receive a well-rounded education.

The vision, mission, and stakeholder interests guide the PEO design process. Every program has a Plan that outlines its aims and student outcomes. These PEOs guide curriculum development and assure

relevance and stakeholder satisfaction.

The University aligns Program Outcomes (POs) or Program-Specific Outcomes (PSOs) with Program Educational Objectives (PEOs) and industry needs and program scope. For Engineering programs, POs/PSOs are established using NBA recommendations to ensure they are current and suit the needs of students, faculty, industry, and society. PSOs also represent program goals and features. For Law programs, BCI guidelines form POs, and NCTE act as reference for Education programs. UGC provided draft POs for undergraduate and postgraduate in science and management are the reference for programs offered by these departments. After careful consideration, departments have built POs to reflect their desired graduate traits.

Course Outcomes (COs) should be mapped to Program Outcomes (POs)/Program-Specific Outcomes (PSOs) to ensure that an institution's courses meet program objectives and stakeholder expectations, including employers and society. Course coordinators collaborate with professors to provide measurable Course-Outcome (CO) statements. Bloom's Taxonomy, which organizes learning outcomes, is used to create CO statements. CO statements designed should be specific, quantifiable, achievable, relevant, and time-bound by the course coordinators. COs mapping versus POs/PSOs highlights the correlation strength (low-1, medium-2, high-3) of each PO/PSO with COs. This procedure determines how well COs match POs/PSOs.

Assignments, mid-term and end-semester question papers, and tutorial sheets are designed to map to Blooms Taxonomy and program COs. Considering COs and POs/PSOs' attainment levels, lab reports, projects, training, internships, and other semester presentations are assessed.

Course, Program, and Program-Specific Outcomes are calculated using direct (80%) and indirect (20%) assessment methodologies. Faculty pre-defines CO-PO attainment targets and generates an analysis report based on consolidated findings from continuous internal assessment and end-semester outcomes to determine next steps.

The Department Academic Committee consolidates COs-POs/PSOs attainment, analyzes reports, and proposes improvement actions under the Head of Department. To encourage the holistic development of students, MRU offer **Manav Rachna life skill points** that are reflected in their transcripts. The awarding of life skill points promotes the holistic development of students. By encouraging students to engage in a range of activities outside of their academic coursework, MRU is helping to prepare them for success in both personal and professional life.

The manner in which communication is carried out with each of the stakeholders is explained in the table below:

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View 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 MRU OBE manual details the procedures to be followed, and the action taken report method is elaborated in detail.

The University's grading system previously weighted different forms of examinations. This approach assigned 20% to continuous evaluations, 30% to midterms, and 50% to finals. Recently, the university altered this weightage method and the continuous assessments now count 30% of the final grade, Midterm assessments 20% of the total mark, while end-term assessments are still 50%. This weightages change means continuous assessments will now count more toward students' final grades. So, students must consistently engage and perform throughout the course rather than depending exclusively on Mid-term and End-term examinations. The change emphasizes upon regular course engagement and a more holistic learning approach.

As per OBE, there are two levels of computing the outcomes and assessments. First is course-level COs assessment and accomplishment. Second level is on the degree completion, where POs/PSOs are assessed and achievement is analysed. Direct (80% weightage) and indirect (20% weightage) assessment tools are utilized to collect data for COs and POs/PSOs attainment computation.

Direct assessment tools, which make up 80% of the weightage, are used to evaluate a student's performance through assessment and after attainment of COs. Indirect assessment tools, which make up 20%, are gathered through feedback from students or stakeholders about their experiences or perceptions of the educational program to determine its effectiveness and areas for improvement.

The institution examines data to establish PO compliance after reviewing COs and POs/PSOs. If program outcomes are accomplished, upcoming students are given equal or slightly higher standards to keep learning. If POs are not reached, the University analyzes areas for improvement and determines what activities are needed to improve Program quality. This may require changing the curriculum, teaching methodologies, student support programs, or assessment systems.

The formal and informal assessment weights for each CO are shared by all course coordinators. For all the lab courses, projects, industrial training, etc. Course Rubrics are used to evaluate student performance for COs and POs/PSOs attainment analysis.

Students' score for every question and its subpart are used to calculate direct accomplishment. All the questions mapping a given CO are clubbed together and threshold targets are defined for each CO statement. Direct CO attainment is computed against these set of questions by counting students scoring above threshold and dividing by total number of students.

Average CO is then computed for the course by taking average of all the course outcomes for that particular course. Course exit surveys determine indirect attainment. COs attainment is $0.8 \times \text{Direct attainment} + 0.2 \times \text{Indirect attainment}$. Course outcome attainment targets are based on three-year average performance levels. COs achievement are compared to set goals for further actions.

For any course C_i , the course-wise direct attainment of mapped PO/PSO is computed by multiplying the attainment value of mapped course result by the affinity-level (1 for substantial mapping, 0.66 for moderately mapped and 0.33 for slightly mapped).

More details are provided in OBE manual of MRU.

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

2.6.3

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

Response: 90.85

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

Response: 427

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

Response: 470

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
Paste link for the annual report	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: 3.81

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:

The University Research Facilities and Policies are updated time to time and notified to all stakeholders for implementation and details are uploaded on University website.

As an emerging university, MRU has undergone certain changes in research policies over a period of last five years for the promotion of research by faculty members and students, incorporating ethical aspects, patenting, and intramural grant as Seed Money etc.

MRU has made consistent efforts to upgrade its research infrastructure during last FIVE years with the establishment of University Instrumentation Centre (UIC), Cluster, Centres of Excellence, and Cells in the University. The university has a research promotion policy since 2014. Over time, it supported faculty and student research, IPR, seed money etc and updated policy in 2022.

The University has established 05 Centers of Excellence namely Air Conditioning in support of Daikin India Pvt. Ltd. (2017), Product Design and Development in support of Altair Engineering & Design Tech (2019), Alternate Dispute Resolution (2019), Peace & Sustainability in support of IPRA (2019), and Legislative Studies & Research (2020) to train students on the latest technologies. Research Computing Cluster (RCC), E-Cell, IPR Cell and IIC are also created to support innovation incubation to solve interdisciplinary problems.

The University Instrumentation Centre (UIC) is being regularly upgraded to serve University and outside researchers with sophisticated instrumentation facilities like GC-MS, DC-RF sputtering unit, FTIR with ATR, UV-visible spectroscopy, Solar-simulator, Mini-Potentiostat, etc.

The following are the key achievements of implementing the research Policies over the last 05 years:-

- The quality of research publication improved and evident from increase in h-index of University to 32 (2022) from 18 (2017).
- Increased number of research publications in Scopus, Web of science, UGC Care & other indexed databases are being testified from the rising citation indexed of the university.
- 15 startups are ongoing in the campus that are being mentored by the faculty members and have received the grant of minimum 2.5 Lakh from the Incubators.
- Research based courses introduced in the curriculum like Introduction to Research (ITR), Research & Innovation-I, II, III in engineering disciplines and Scientific Research-I and II in Sciences disciplines, the publication count by students has also seen an upward trend.
- Faculty & students together have 28 patents published/granted to their credit.
- 50 Ph.D. scholars are either awarded the degree or defended their thesis. 225 scholars are active.
- University teams have been the winner of Smart India Hackathon and represented India in

Singapore India Hackathon as well.

- Research incentives and other recognitions are given to faculty members.
- Faculty Research project proposals are now getting approved for grants and in the last one year three such proposals worth 75 Lakh have got the approval.

MRU has made incremental improvement in terms of h-index, research papers count, patents, and citations are an impressive feat. University will continue to upgrade their existing facilities to cater the need of students as per future skills for producing globally competitive, ethically and socially responsible human resource.

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

3.1.2

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

Response: 15.48

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).

2021-22	2020-21	2019-20	2018-19	2017-18
12.96	17.20	15.21	10.58	21.44

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	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: 1.99

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.

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	3	1	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	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: 13

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.

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	1	2	2

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
Upload any additional information	View Document
Paste link of videos and geotagged photographs	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: 0

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.

File Description	Document
Institutional data in prescribed format	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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	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
Any additional information	View Document

3.2.2

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

Response: 12.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	0	2.482	0

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
Any additional information	View Document

3.2.3

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

Response: 0.25

3.2.3.1 Number of research projects funded by government and non-government agencies during

the last five years.

Response: 06

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

Response: 120

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1

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

Response:

The University's Research and Innovation Ecosystem allows young minds to thrive in an academic setting. This initiative aims to solve many social and industrial issues sustainably.

The University has dedicated labs and centers for experimental research and product development. These labs support cutting-edge research and development with industry and knowledge partners. Students can apply their theoretical knowledge and gain practical experience in the labs, which have the latest technology and equipment for research and development.

On November 21, 2018, the Institution's Innovation Council (IIC) was established to promote University entrepreneurship and innovation. The IIC has helped students compete in hackathons, pitch decks, and industry projects. These events allow students to apply theoretical knowledge to real-world problems, innovate, and demonstrate creativity. IIC helps students access cutting-edge facilities and resources to realize their ideas.

The Ministry of Education, Government of India, rated Manav Rachna University's Institution's Innovation Council (IIC) 4-star for three years (2018–2021) and 3-star for 2022. The rating recognizes the university's efforts to foster student and faculty innovation and entrepreneurship.

Student-run University's Entrepreneurship Cell helps aspiring entrepreneurs realize their goals and improve society. The Entrepreneurship Cell helps enthusiastic students become successful entrepreneurs. The Entrepreneurship Cell offers mentorship, training, and networking with industry experts and successful entrepreneurs who can help students navigate the entrepreneurial journey. The Cell connects

students with investors, increasing their chances of success.

MRU Pre-Incubator works with AIC-IIT Delhi, BIMTECH, NSIC, NIESBUD, IID, and New Gen IEDC-MRIIRS to improve student entrepreneurship. Collaborations help students commercialize their innovations. As directed, the National Innovation and Startup Policy (NISP)-2019 has promoted innovation. The University also allows students to earn credits for their innovative ideas. The policy encourages students to become entrepreneurs and helps them launch successful startups.

Ideation-Innovation-Incubation-Impact underpins the Research Cluster of Computing (RCC). It promotes student and faculty research and innovation to solve computing science and inter-disciplinary problems. Through live industry projects, the cluster gives students hands-on experience in advanced technologies like Cyber Security, Machine Learning and Deep Learning, Block Chain Technology, Internet of Things (IoT), Artificial Intelligence, Web and Mobile Application Development, and Game Development.

The University Intellectual Property Rights Policy governs Manav Rachna University's July 2018 IPR cell. The cell educates university students and faculty about intellectual property rights (IPR).

The University promotes research and innovation through partnerships. The university has strong industry-institute relationships with Altair and DesignTech Pvt. Ltd. for design software training, Daikin India Pvt. Ltd. for air conditioning technology training, and MENTORx and Yung Minds for startup mentorship.

The University has also signed a Memorandum of Understanding (MoU) with ICT Academy, a Government of India initiative, to bridge the gap between academia and industry, promote faculty development, skill development, joint research and publications, entrepreneurship development, and digital empowerment.

Manav Rachna University students can learn from industry experts and practice new digital technologies through the ICT Academy partnership. Training, workshops, and certification courses will improve students' employability and prepare them for digital challenges.

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

3.3.2

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

Response: 126

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.

2021-22	2020-21	2019-20	2018-19	2017-18
35	26	27	22	16

File Description	Document
Report of the event	View 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: 16

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.

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	5	3	0

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

3.4.3

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

Response: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	3	0	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: 1.45

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

Response: 29

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

Response: 20

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5

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

Response: 3.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
118	93	58	60	52

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: 0.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	25	23	14	12

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: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	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: 4.6

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.9

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

Response: 17

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

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:

MRU has expertise in various research and development areas to provide knowledge, trainings and intellectual inputs which are of interest to the industry and other organisations. University thus notified its consultancy policy in 2017 and amended in 2019.

University encourages its faculties to undertake personal consultancy testing projects and corporate training. Rules regarding consultancy have been framed and revenue sharing general consultancy rules, scope of consultancy offered and standard terms and conditions are included in Consultancy policy.

Consultancy services are offered to industries, service sector, Government department and other national and international areas in the expertise available in the University. The services are offered along the

lines of professional services. Consultancy Services cover varieties of activities such as Feasibility Studies, Technological Assessment; Assessment of Design and Current manufacturing process; Material energy, Environmental and manpower Audits, Product design and process Development, Software Development, General Troubleshooting, Retrofitting exercises ,Intensive efforts for transfer of highly focused skill and expertise to select groups in specific organizations, Vision and strategy statement so on. Testing and evaluation services are offered in selected specialized areas. All types of consultancy services offered on the basis of facilities available in the institute.

Following guidelines will be used for engaging in any consultancy job:

- The total consultancy money earned by the Principal Investigator / individual or a team of faculty members / staff will be distributed with the prior approval of the Vice Chancellor as per following %age sharing criteria after deducting taxes from total amount of consultancy received:-
- 30% share of total consultancy amount without utilization of University resources and 40% share with utilization of University resources as Overhead expenses to University.
- 70%/ 60% share of total consultancy money (as applicable) will be distributed among the faculty members / staff as per the recommendation of Principal Investigator after deducting recurring expenses including testing of samples, traveling allowances / daily allowances(TA/DA).
- It's not just the monetary benefit that faculty earns through consultancy, there is a provision to train more faculty for consultancy work through capacity building workshops being organized in specific domains.
- All these efforts are being reviewed on regular basis in meetings chaired by Vice Chancellor and senior functionaries.

Dean Research, which coordinates with various university units on occasion (VC office, Registrar Office, Clusters, Research Groups, Labs, Dean Office, IPR cell etc.). Facilities set up in collaboration with Industry, sophisticated instruments, regular up gradation of Lab infrastructure and equipment's, manufacturing workshops, and computing facilities, have made the journey easier. These recent measures have increased confidence among university consultants and researchers. All these measures taken by the university has resulted in delivering the consulting work in more organized and valued manner. Prestigious industrial consultancies assignments are now getting credited to faculty members' account.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Upload any additional information	View Document
Paste URL of the consultancy policy document	View Document

3.5.2

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

Response: 28.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
28.5	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	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:

MRU promotes social, cultural, and intellectual development in the neighborhood community through extension activities and programs. CSR initiatives promote social responsibility, environmental sustainability, and ethical behavior. MRU students work with Dr. O P Bhalla Foundation to promote gender equality, reproductive justice, zero hunger, and healthcare by supporting initiatives that give women and girls access to quality healthcare, education, and employment. The university has an MoU with the OP Bhalla Foundation to collaborate on its initiatives.

Initiatives:

Unnat Bharat Abhiyan: MRU university's adoption of five villages under the MHRD's initiative is a commendable effort to educate rural India. Students and faculty from the University teach these adopted villages. Students visit these villages with Clan Chiefs to assess their needs and provide assistance. By providing resources and knowledge, the initiative hopes to improve villages. Mega Plantation Drives, Donation of Old Books, Notebooks, and School Uniforms for Government School Students, Legal Aid

Camps, Skill Development Workshops, and Expert Talks on Important Issues are organized by University students. After growth and development, the University adopted five villages. It shows how education can improve society.

Blood Donation Camps: With Lions Club of Faridabad and Dr. O.P Bhalla Foundation, University hosts annual blood donation camps. Manav Rachna Leo Club students under Lions Club of Faridabad organize blood camps. Leo Club members are role models for their peers and the community by organizing blood camps.

Collaborating with NGO's: University students are increasingly working with NGOs like Prakashdeep and Earth Saviors Foundation to help underprivileged students and elderly people. These organizations have tirelessly provided food, clothing, and emotional support to those in need.

Swachh Bharat Abhiyaan: Local sanitation has been improved. The University has prioritized Old Faridabad Railway Station and Shiv Mandir in Sainik Colony. University students and faculty visit these communities and adopted villages to teach residents about basic cleaning. The university organizes rallies and competitions to raise awareness of the dangers of single-use plastic and the need to reduce plastic use.

Legal Aid Camps: The District Legal Service Authority (DLSA) and Haryana Legal Service Authority (HLSA) organize legal aid camps, including the Suraj Kund Mela (HLSA). Legal Aid Camps help people from diverse backgrounds, including those without legal representation. Lawyers, law students, and legal volunteers organize the camps to provide legal assistance to the needy.

Health & Wellness: Social awareness and aid programs are implemented. Marathon races and other sporting events raise awareness of drug abuse, menstrual hygiene, and health at the university and beyond. The university works with Datri to promote stem cell donation. University volunteers help Datri promote stem cell donation and register donors. These efforts aid blood cancer patients who need stem cell transplantation. To help rural women get sanitary napkins, the university distributes them.

Working for Humanity: The University hosts "Ek Muthi Daan" year-round. The event encourages faculty and students to regularly donate a handful of rice or wheat to the needy. This encourages giving and helps those in need of food.

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

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: 6

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.

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	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: 36

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	6	5	6	4

File Description	Document
Reports of the event organized	View 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: 20.89

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.

2021-22	2020-21	2019-20	2018-19	2017-18
675	450	156	253	206

File Description	Document
Report of the event	View 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: 41

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.

2021-22	2020-21	2019-20	2018-19	2017-18
60	58	40	27	20

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document
Any additional information	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: 23

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	5	3	0

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

Both the physical and the information technology infrastructures of MRU are of the highest quality. The university has constantly pursued excellence in student development beyond academics.

Eight academic and administrative blocks have bathrooms and water coolers. The university's infrastructure is perfect for teaching and studying. **Commodious and air-conditioned** 74 classrooms and tutorial rooms allow more students to participate in each session, encouraging cooperation and discussion while maintaining a comfortable temperature regardless of the weather, and supporting a healthy and productive learning environment.

Three smart boards, and Wi-Fi & LCD projectors in all the classrooms allow for easy access to online and multimedia resources to be used during lectures, enhancing the students' engagement and understanding of the subject matter.

The university has 15+ **laboratories/workshops** in Engineering & Sciences to accommodate the lab component in various courses.

The **computing facilities** in the university are as per the norms of statutory bodies. The system software includes Windows Education Along with Upgrade, Win Svr CAL, Win SvrStd Core; and application software includes Office 365 Suite, Quick Heal, SQL Server Standard Edition MATLAB, Adobe Creative Cloud, and Altair Hyper Works to name a few.

There are 13 **computer labs** (including the **Business Lab** and **Language Lab**) equipped with a network of computers connected to uninterrupted and secured internet with a bandwidth of **1 Gbps**. The labs are equipped with state-of-the-art technology - software and hardware, enabling students to learn and develop their digital skills and apply their learning to real-world projects.

A **centralized monitoring system** enables the IT team to proactively detect, diagnose issues and resolve issues. The institution has subscribed to a **cloud-based Education Management System (EMS)** from iCloud EMS which provides an integrated solution to enhance and digitize the academic and administrative processes.

The **AV room** in the **Swami Vivekananda Library** is equipped with audio-visual equipment often used for presentations by students. The Swami Vivekananda Library and separate libraries for the School of Law & School of Education (as per the requirements of BCI & NCTE) are a part of the university's lavish infrastructure. Separate spaces have been created as **discussion rooms** in the university designed to allow students to collaborate and work together in a quiet and focused environment. The **Centers of Excellence (CoEs)** in the university provide a hub for collaborative research, teaching and outreach

activities. The **Center for Product Design and Development (CPDD)** in the field of Smart Manufacturing and Automation in collaboration with Altair Engineering Inc. and DesignTech System Ltd. has Altair Hyper Works with modules including HyperMesh Radioss, OptiStruct, Inspire and AcuSolve. The **Centre of Excellence in Air Conditioning** in collaboration with Daikin strives to improve training in air conditioning as per international standards. The CoE is equipped with vapor-compressor refrigeration test rigs, auto-defrosting refrigerators, split air conditioner test rigs, window air conditioners including other state-of-the-art equipment. Researchers, students, and staff can use DC and RF-magnetron Sputtering System, Gas Chromatography-Mass Spectroscopy, UV-Vis Spectrophotometer and FTIR at the University Instrumentation Center (UIC) to characterize and analyze research samples.

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

4.1.2

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

Response:

Manav Rachna University's unwavering commitment to the holistic development of its students has enabled it to maintain outstanding facilities for athletic and cultural events in addition to its academic infrastructure.

The university has separate **common rooms** for both boys (K block) and girls (K and N blocks) where students from different academic programmes and cultures come together to socialize, study and participate in various activities in a stress-free environment in an informal setting. **Common rooms** are well-equipped with **indoor games**, and **recreational facilities** allowing students to unwind and relax after a long day of studying. The dedicated **Performing Art Studio (J Block)** with a mirror on the wall provides visual feedback to the students during their **Yoga, dance practice** and **rehearsals** for fests & competitions. Apart from this, the architecture of the buildings allows ample spaces within and between adjacent blocks for recreational activities.

MRU has capacious, splendid, centrally air-conditioned **auditoriums (Mandala G Block and I Block)** equipped with requisite audio-visual facilities for organizing mega events and cultural programmes. The Mandala auditorium has a capacity of accommodating nearly 400 persons which provides ample space to organize various events on a mega scale.

The university has a high-class infrastructure for steering physical activities and competitions. It is furnished with **playing grounds** and numerous **sports equipment** to aid a wide variety of games such as **cricket, football, basketball, volleyball** and **handball**. The **cricket ground** is armed with floodlights and has two well-maintained turf pitches of international standard. The university has a **volleyball ground**, a well-built **soccer ground** and a **basketball** court located in front of boy's hostel.

MRU expedites **indoor sports** activities in the **indoor sports arena** with the amenities of one **badminton court, billiards and three pool tables, and table tennis tables.** A world-class **shooting range** (near girl's hostel) and centrally air-conditioned two **shooting ranges** of 10m each aid the shooting knack among students.

The **outdoor and indoor gym facilities** on the campus are designed to promote physical fitness and wellness among the students, staff and faculty members. The special facility of an **open gym** is available for all girls' hostellers. The **gym** is equipped with all the necessary training gadgets and provides an opportunity to exercise in the fresh air and natural surroundings. For the comfort of those who want to work out in a controlled environment, the indoor facility equipped with a wide range of equipment, **free weights, treadmills** such as **cardio machines, functional training and exercise balls** is available.

To motivate students to participate in **co-curricular, technical, sports, cultural and outreach activities**, a provision of two dedicated **clan periods** every Thursday in a week is ensured. Under the guidance & support of the Dean of Student Welfare (DSW), students are motivated to join the cultural and technical societies as per their interest to hone their skills and participate in competitions during their first semester.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3

Availability of general campus facilities and overall ambience

Response:

Manav Rachna University's campus blends aesthetically with the lush green surroundings of the Aravalli Hills. The contours have been used systematically and aesthetically to make the entire campus a well-connected educational and recreational ground, as well as to allow students to breathe freely to relieve the stress of work and academics. The modern interior design of the rooms, combined with appropriate lighting and comfortable seating, creates a relaxing environment for the teaching-learning process. The inclusion of windows in classrooms allows for plenty of natural light and scenic beauty, which inspires creativity, reduces stress and promotes a productive learning environment.

The classrooms, tutorial rooms, seminar halls, discussion rooms, conference room and labs have AC facilities to maintain a healthy and comfortable temperature, which is essential for the health and well-being of students and faculty members.

The blocks departments are well-furnished with cabins for faculty members. The blocks have a pantry

facility with an office boy to assist them with tasks or errands.

The spaces outside the gates and along the sides of the blocks have been earmarked for green spaces and parking lots.

Multiple food courts/cafes like Chai Garam near the blocks make it convenient for the students and faculty members to enjoy their favorite snacks and meals and socialize during special occasions. There are separate hostels for boys and girls located on and off the campus. The hostellers get a furnished room with an easy-to-access mess offering a variety of cuisines from different cultures that will give a homely fondness while keeping hygiene in mind. A well-protected wall surrounds the campus to maintain security. The security guards are available at all the university gates around the clock. The entire campus is under CCTV surveillance which provides the campus with unquestionable security.

For students to work on projects, the Innovation Incubation Center (IIC), Research Clusters and Center of Excellence in collaboration with industry have been set up. These initiatives help students develop their ideas into viable projects, gain valuable experience and prepare for successful careers in their field.

A clinic and sick room facility has been created at the MR campus to treat health issues. For critical cases, there is a tie-up with the Multispecialty Sarvodaya Hospital. An ambulance stays on the campus 24x7 to ensure quick response in case of critical emergencies.

Designed utilizing the natural landscape, the campus has incorporated an obstacle-free Divyangjan-friendly environment with a systematic facility of tactile paths, lifts, ramps and accessible washrooms.

The Bloomz, the free daycare facility, has been created for the children of the faculty and staff. The university is well-connected; the students have an access to a reliable transport facility including public transport as a convenient way to reach the university. Over and above, the facilities like a stationery shop with a photocopying facility, PNB branch and bank ATM, access to bicycles and battery-operated vehicles for easy internal mobility, dental and physiotherapy OPD and MR Community Radio Station RMR 107.8 have been created at the MR campus for all.

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

4.1.4

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

Response: 21.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
148.65	359.53	1089.22	421.39	694.02

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	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:

The university has a cutting-edge Library System network that includes **the Swami Vivekananda Library**, as well as the **Shri Ratan Lal Lahoti Memorial Law Library** (School of Law), the **Faculty of Education Library** (School of Education & Humanities), and the **Dr. O.P. Bhalla Learning Lounge** for Ph.D. Scholars. The library has an air-conditioned user-friendly environment with a fully computerized open-access system and a touchscreen kiosk for easy access and self-service options. As a new-age library, it offers unrestricted access to information in a variety of formats and from a variety of sources, both in print and digital formats. It has a rich knowledge base of over 1.6 lakh resources in digital formats including ACM, McGraw-Hill, Knimbus eBooks Collection, National Digital Library, EBSCO Education Full Text, J-Gate (J-Gate Engineering & Technology and Management & Social Sciences, SCC Online, Lexis-Nexis, and DELNET Membership), Institutional Membership of DELNET (Developing Library Network), and Suganya Pustakalaya, as well as approximately 50 thousand print media.

AV room in the Swami Vivekananda Library is equipped with audio-visual equipment like a projector, screen, light board and sound system, often used for lectures or presentations by students. The discussion room in the library is often used for group study sessions, team meetings, or group projects.

All the libraries' operations are fully automated using cloud-based Koha Open-Source Integrated Library Management Software for its entire range of operations covering Acquisitions, Cataloguing, Circulation, Serials Management, Online Public Access Catalogue (OPAC), Administration, Flexible Reporting, and Patron Management.

The digital library sections in all the libraries enable users to access the e-resources. The digital libraries are accessible 24x7 within the campus through IP authentication. Beyond campus, the library facility is accessible by remote access login facilitated by remote login software authenticated via official email

IDs.

The library has the latest application of ICT tools like the web-based user interactive dynamic library portal that provides user guides, my account, insta-alert service, Professional Research and Reference Services, question banks, and an institutional repository. The library website is a single platform to access all library resources both within the campus on Intranet and even from outside the campus on the Internet using the dynamic library portal <https://mru.edu.in/university/swami-vivekananda-library-and-resource-centre/>.

Library has also signed MoU with Infilibnet to access **Shodhgangotri** and **Shodhganga** for uploading short synopsis and theses. The availability of plagiarism software like **Turnitin** and **Urkund** helps in the easy detection and checking of plagiarism content in the synopsis, theses, reports and research publications.

Accessible and inclusive Library: The library is inclusive and welcoming to people with disabilities, and ensures that they have access to the resources and opportunities as other users. The library has a subscription to **Sugamya Pustakalaya**. Sugamya Pustakalaya provides more than 6,53,234 e-books catering to the needs of persons with visual impairments, learning and other print disabilities

Kibo Scanning Device, for students with special needs, helps to read & translate printed/handwritten/digital text across 15+ languages in real-time via audio.

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

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: 25.68

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)

2021-22	2020-21	2019-20	2018-19	2017-18
27.74	17.48	32.63	24.65	25.88

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	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: 40.54

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

Response: 810

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
Any additional information	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: 77

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

4.3.2

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

Response:

The Information and Communication Technology (ICT) unit at MRU has a dedicated team of tech experts. This team ensures that there are no server issues and that all faculty, administrative staff, and students can easily access servers. The university has a solid IT policy in place to ensure the safety and security of data generated, as well as backups for managing any emergencies that may arise. There are budgetary provisions in place to update the university's IT infrastructure, including the Wi-Fi facility.

The IT policy includes the process of determining all IT software and hardware requirements from all stakeholders, including administrative staff, libraries, Deans and Heads, followed by approval from competent authorities for immediate procurement.

Any IT requirement raised by the department is discussed with the IT team for guidance and opinion so that a product that is futuristic and useful in the long run can be finalized. Because the university has different types of users, the network, devices, databases, and files created by users are all vulnerable to the risk of losing data, damaging devices, stealing important information, and so on, and these threats come from a variety of places. Data security is critical; so all software and applications that ensure data security are deployed. MRU is a firm believer in anti-piracy, so all software and applications are obtained from legitimate and OEM-approved vendors. Licenses are renewed on a regular basis in accordance with the Environment Policy. MRU's agreement and collaboration with Microsoft to use only its licenses and avoid piracy is an important component of this IT framework. Some of the software used are MATLAB, Adobe Creative Cloud, Altair Hyper Works with modules including HyperMesh Radioss, OptiStruct, Inspire and AcuSolve.

The IT branch's working format consists of zone-based IT Units reporting to the central unit led by the Manager of IT and his associates. Where applicable, these units provide real-time maintenance support in conjunction with outsourced AMC. Adequate funds are kept in the university budget to cover expenses such as IT infrastructure, bandwidth costs, and so on. All teaching and administrative departments work on hardware and software requirements well before the start of an academic year to consolidate the budgetary estimate based on previous records and current market conditions for approval from the Vice Chancellor. CCTV cameras monitor the physical security of the devices, computers, computing devices, and network devices. For any technological-legal requirements, all CCTV-generated data is stored for 30 days.

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

4.3.3

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

Response: 3.7

File Description	Document
Upload any additional information	View Document
Student – computer ratio	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
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files

1	View Document
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4.3.5

Institution has the following Facilities for e-content development

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

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	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: 14.56

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)

2021-22	2020-21	2019-20	2018-19	2017-18
288	256	324	462	374

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	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:

University has set systems and procedures for the optimum utilization and maintenance of academic, IT, sports and other physical infrastructure.

Utilization and maintenance of academic infrastructure

1. Optimum utilization of all academic facilities, including classrooms, laboratories and workshops is ensured through a **well-designed timetable** so that all courses are distributed evenly across the available facilities. The **time table coordinators** from all the department work in collaboration before the commencement of the academic session. The **laboratory staff** and **technical assistants** look after the day-to-day maintenance and upkeep of lab equipments and maintain stock registers. The HoDs report to the administration periodically for all the maintenance works. Maintenance of the equipment is conducted inhouse as per SOP or through Annual Maintenance Contracts (AMC) or outsourced to ensure that lab equipment is functional, safe, and optimally utilized.
2. Maintenance of IT infrastructure is mediated by a dedicated IT team under the purview of **GM IT**. The office of GM IT has a separate IT policy to support the same. IT team ensures that all the computer systems, projectors, Wi-Fi connectivity, DTH, CCTV and other IT infra of the campus are functioning smoothly without any interruption in academic delivery.
3. **Swami Vivekananda Library and Resource Centre along with (School of Law), Faculty of Education Library (School of Education & Humanities) and Dr. O.P. Bhalla Learning Lounge** provide a wide range of resources for students and faculty to support their academic and research needs. **Library** team upgrades and maintains the library resources. All the digital resources, e-books, e-journals and databases are available 24X7 through the login credentials of all students, faculty & staff. Library is open from 8 AM to 6 PM from Monday to Saturday for physical access. The students have access to Dr. O.P. Bhalla Central library located at T Block during the week from 8 AM to 8 PM and Sundays from 9 AM to 2 PM. Regular maintenance and weeding of the books is done during vacations and lean period. Well-equipped AV room in the Swami Vivekananda Library Swami Vivekananda Library, with AV facility and a light board is often used for lectures or presentations by students. Discussion room in the library is used for team meetings, group study sessions. All the libraries' operations are fully automated using cloud-based **Koha** Library Management Software for its entire range of operations covering Acquisitions, Cataloguing, Circulation, Serials Management, Online Public Access Catalogue (OPAC), Administration, flexible reporting, Patron Management in KOHA (Cloud Based) Library Management Software.

Utilization and maintenance of other common facilities & sports infrastructure

1. **Auditoriums** and **seminar halls** are important facilities that serve multiple purposes and are utilized for organizing conducting conferences and workshops, cultural events and lectures and presentations providing a space for learning, sharing, and celebrating. These spaces are booked through central team of **Director Admin office** for optimal utilization. To use these facilities, the interested units send a formal request to the **Estate Officer** in the prescribed form. The maintenance of hygiene and cleanliness of the entire campus including these facilities is managed through the outsourced team of **housekeeping** under the guidance of **Director Admin & Estate**

Officer.

2. Under the guidance of **Director Sports, Sports Officer** ensures that all the sports related facilities are regularly maintained and made available to students.
3. The **Horticulture team** ensures the maintenance and upkeep of greenery inside and outside all the blocks. This team makes efforts to maintain the lawns, landscaping, plantation and sufficient tree cover within the campus and prepares the gardens for seasonal flowers.
4. The **Chief Hostel Warden** is responsible for overseeing the operation of the **hostels** and ensuring that they are well-maintained, equipped with all the essential modern facilities and safe for the students. The Chief Warden coordinates with the food service provider/mess with the help of hostel committee to ensure that the nutritional needs of the students are taken care of.
5. Well-trained staff under the guidance of **AGM project** looks after the operations and maintenance of Gen-Sets, Tube wells, AC Plant, RO Plant, STP, Rain Harvesting, Transformers, maintenance of other civil infrastructure, plumbing, furniture and fixtures, solar units, redevelopment of the offices and instructional areas and help the other departments/offices in the regular maintenance and repair works.

Online ticketing system has been developed for regular maintenance of physical resources as the need arises. All the issues related to infrastructure are monitored and fixed in a time-bound manner.

Systematic disposal of the wastes of all types is done in the proper manner.

The entire campus is monitored through CCTVs and outsourced security staff deputed in each building.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the 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: 16.57

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)

2021-22	2020-21	2019-20	2018-19	2017-18
352	315	280	270	160

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.1.2

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

Response: 85.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
1556	1581	1535	1387	954

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for 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
Link to Institutional website	View Document
Link for 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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for 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: 94.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	36	9	5	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
057	040	010	05	01

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.2.2

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

Response: 48.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
182	205	192	165	15

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3

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

Response: 18.97

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 81

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	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: 30

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.

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	6	6	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2

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

Response:

With our founder vision Dr O.P.Bhalla's in mind, Manav Rachna University has always focused on the overall development and knowledge attained by its students.

An active Student Council exists, as does a strong representation of students in academic and administrative bodies/committees, with the goal of instilling qualities of leadership and responsibility in students.

The procedure for selecting student council members and assigning various roles and responsibilities is predetermined. Based on their keen interest and leadership qualities, these selected members are assigned roles in cultural, literary, sports, dramatic, and fashion societies. The Vice Chancellor grants final approval to the student council after receiving proper notification from the registrar's office. Committees such as IQAC, Student Grievance Redressal, Antiragging, and Academic Council, as well as student council, have representation with the goal of increasing student involvement in various university activities.

Students can improve their leadership skills by participating in Council. Manav Rachna life skills programme (MRLSP) is introduced to allow every student to earn points by participating in or organizing extracurricular and co-curricular activities, developing projects, publishing research papers, or incubating a startup and becoming a job provider rather than a job seeker. All MRLSP activities are organized by the student council for the benefit of the student body.

Mentors and department heads meet with student council members from their respective departments to ensure the system's efficiency and effectiveness in assessing teaching, learning, and supporting the administrative services provided by the institution to students.

With the assistance of coordinators, the student council organizes and conducts events under its various clubs in the categories of technical, CSR, and cultural (Dance, Music, Theater, Fine Arts, sports). Clubs/Committees are platforms that provide students with numerous opportunities to express themselves and shed their inhibitions through an enriching and engaging experience. The Student Council is involved in organizing National International Days of Importance, Swachta Pakhwara, keeping the campus green, annual cultural and technical fest, participation in Inter University Competitions/ Activities, Extension and outreach activities, organizing workshops, competitions, sports activities, organizing Alumni meets under the Alumni Association, Blood Donation Camps, Awareness drives, Legal Aid Camps, Plantation drives, and so on.

Student Facilitation Center holds regular meetings with these students to understand their concerns and to involve them in University systems and processes.

Students are members of their respective department's Grievance Redressal Committee, where they can share their concerns, make suggestions, and have their concerns addressed in a timely manner, if any.

Every semester, students participate in curriculum revision through the feedback mechanism.

Best practices from each institution are shared across the university to strengthen student platforms for holistic development of all students.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3

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

Response: 22

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	16	14	48	22

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	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:

Manav Rachna University evolved from Manav Rachna College of Engineering (MRCE), an NAAC accredited 'A' grade institution founded in 2004. Manav Rachna College of Engineering Alumni Association (MRCEAA) was established in 2010 and is actively involved. A fresh application is filed with the registry's office for Manav Rachna University Alumni Association.

The existing Alumni Association has an Alumni Base of 2500+ members including alumni of MRCE & MRU. Every School has an alumni chapter to facilitate administrative contact.

1. Engineering School Chapter

2. Chapter of the School of Sciences
3. Chapter of the School of Management
4. Chapter of the School of Education

The school of law chapter was recently established, as the first batch of law students graduated in 2022. Each Chapter has a Faculty Coordinator who helps to support and improve the alumni connection. These chapters collaborate with the Central Alumni Coordinator to establish personal connections with alumni.

Meetings of the MRCEAA Executive Council are held on a regular basis, depending on the quorum, to carry out initiatives for the benefit of the Alumni Network. The Executive Council is made up of members of the Student Welfare Department, Faculty Coordinators, Department Heads, and Alumni. In accordance with the Bye Laws of MRCEAA, all Executive Council meetings are coordinated by the Secretary of Alumni Association under the chairmanship of the President, and Treasurer of Alumni Association.

Alumni chapters always strive to improve alumni connections by creating a networking platform for alumni, organizing various events such as alumni meetups and expert talks, inviting alumni to Convocation and Orientation programs, and other activities.

MRU Alumni provide financial support as well as expert guidance to the university by mentoring and guiding students in their respective fields. Alumni who have started their own businesses or who hold senior positions in their current organizations also help with student recruitment. All important events, such as conferences, workshops, and public lectures, are shared with the alumni network in order for them to participate. Alumni can also use campus facilities such as the library and sports facilities. They are also invited to serve as jury members for various technical and non-technical competitions, to judge Hackathons, and so on. Alumni are invited to lead the Academic Procession during university convocation and to induct the graduating class into the alumni association. In the event that an alumni enrolls in higher education, the university offers a scholarship/free ship program. Furthermore, alumni are frequently invited to a variety of events such as:

- 1) Alumni Discussions
- 2) Annual Alumni Gatherings
- 3) Alumni Meeting
- 4) Cultural Celebrations
- 5) Recruitment Drives
- 6) Freshman Orientation

7) Inauguration

8) Workshops for Skill Development

Alumni are a valuable resource to the university, serving on the Board of Studies of the department for their contributions in curriculum revision and suggestions on the futuristic courses etc. They are critical in closing the gap between academia and industry. The non-financial contribution of our Alumni is more important than the financial contribution in achieving institutional goals.

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

5.4.2

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

Response: C. 20 Lakhs - 50 Lakhs

File Description	Document
Any additional information	View Document
Link for 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 educate students in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens

Mission:

- To impart outcome based holistic education
- To disseminate education in frontier areas
- To produce globally competitive, ethical and socially responsible human resources
- To produce human resources sensitive to issues of Environment and Sustainable Development
- To develop Environment and Sustainable development as a thrust area of research and development.

University governance demonstrates effective leadership in accordance with its vision and mission. According to the University's Act and Statutes, the Vice Chancellor is the university's principal executive and academic officer, who is assisted by the Pro Vice Chancellor, Deans of Schools, Deans of Students' Welfare, Controller of Examination, Heads and other coordinators, and other support and technical staff.

As prescribed by the Act & Statutes, there are different authorities of the university such as Governing Body, Board of Management and Academic Council. All authorities and officers have been appointed, and their powers and duties are strictly defined by the statutes.

All authorities/statutory bodies meet on a regular basis to define development targets, provide direction, and guidelines by integrating the academic and administrative components with the university's vision.

En-route for Vision:

- The diversity of courses offered by the university in CBCS mode in various domains, the pedagogy, the option to register courses through MOOCs, and other related activities that can aid in the holistic development of students and address the various needs of society all contribute to the achievement of the University vision.
- The university places high importance on moral and ethical values. Tradition and value orientation are

also instilled in the institute's course on Universal Human Values and Life Skills. The university observes special days such as Environment Day, International Yoga Day, and Constitution Day by organizing blood camps, visits to NGOs, legal aid camps, and numerous awareness drives as well as skill development trainings in rural areas. The University welcomes freshmen to all UG, PG, and Doctoral programs with a Hawan Ceremony to wish them a prosperous future. Through MoUs with industries, academia, and research organizations, the university has created the right environment to provide students with a strong foundation in the frontier areas of technology, managerial skills, and entrepreneurial acumen.

- University has an ecosystem for the promotion of research, innovation, and entrepreneurship through various centers of excellence, Research Clusters, Institute Innovation Council, E-Cell, IPR Cell, and delivery of specially designed courses that promote research and other related activities to produce human resource sensitive to issues of Environment and Sustainable Development.

All of these efforts have resulted in the University receiving a prestigious QS I Gauge Diamond rating in 2022, with Platinum ratings in two categories: employability and academic development, and Diamond ratings in four categories: teaching-learning, faculty quality, facilities, and social responsibility.

File Description	Document
Any additional information	View 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:

Decentralization and participative management are two institutional practices that demonstrate effective leadership. MRU empowers stakeholders to improve the quality of university services and the overall effectiveness of the university system through decentralized and participatory management. The organizational structure demonstrates how decentralized administrative processes have evolved at the university. All academic and administrative committees are organized according to their specific functions. This enables academic and administrative leadership to plan, monitor, and execute various activities at the department and university levels. When necessary, these academics and officers meet with the Vice-Chancellor to discuss academic, administrative, and developmental issues.

Decentralization and participatory management are two strong pillars of good governance that promote healthy collaboration among various units. This mode of operation promotes leadership development at all levels.

According to the Acts and Statutes, a Governing Body, Board of Management, Academic Council, Finance Committee, Internal Quality Assurance Cell, and Board of Studies are in place, with faculty

from all cadres represented. Other committees/cells such as the grievance redressal committee (Faculty & Student), the Internal Complaint Committee, the Women Cell and other committees pertaining to academic, research, and student support are in place in addition to these bodies. The committee's composition is rotated on a regular basis, and each committee has a fair representation of internal and external stakeholders(if there is any statutory requirement) for their involvement in governance.

In a brief case study on curriculum design and delivery as well as university budget preparation, a sample case study of decentralization and participative management practice is presented.

University practices decentralization and participation of faculty, students, and other stakeholders such as alumni and industry in curriculum design and delivery. New electives and value-added courses are introduced, as well as course revisions, based on feedback from all stakeholders (students, alumni, faculty, and employers). Because alumni and industry are members of the Board of Studies, they are involved in all such discussions. Faculty members have the ability to create their own rubrics for course evaluation. These course assessment plans prepared by courses coordinators are discussed in board of studies for its approval. Such collaborative efforts by all stakeholders ensure that the curriculum delivered is up to date and globally relevant.

The university prepares its budget with the participation of all departments and units. The office of Registrar consults with departments about their funding needs for the upcoming fiscal year. These requirements are compiled at each school and unit, while the overall budget is created centrally at the university level. This budget is discussed in the Finance Committee meeting before being approved by the Board of Management. The approved budget for the fiscal year is then communicated to all departments, faculties, and sections to begin purchasing lab equipment/consumables/software/academic infra/library resources, etc.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

The university has a Strategic Plan in place to provide a clear direction and framework for decision making while aligning its resources and efforts to achieve the strategic goals. Strategic Plan is deployed on university website for effective implementation, participation of all stakeholders, and transparency.

Being a newly born institution, University initially prepared the four year Plan (2016-20) in Year August 2016 and set few targets for itself. By December 2019, as most of the targets were achieved, a ten-year

strategic plan (2020-2030) was submitted for the approval of Board. This Plan was created with the set of Core Values in mind. The following principles guide the University:

1. **Excellence**, in teaching, learning, research and service
2. **Innovation**, through new research directions, programs and partnerships
3. **Creativity**, in exploring new ways to add to the body of knowledge
4. **Collaborative and Experiential Learning**, by sharing knowledge across traditional boundaries
5. **Entrepreneurship**
6. **Ethical Conduct**
7. **Social Responsibility**
8. **Diversity and Inclusion**
9. **Global Citizenship**

The plan is to be reviewed every two years, and currently university is revisiting its set targets in order to accelerate its future growth while also meeting the requirements of NEP 2020 and the National Curriculum Credit framework.

The Example

University since its inception has envisioned strengthening its Research and Innovation culture. Thus University targeted on improving its research & Innovation Infrastructure, having policies and procedures in place for facilitating the same. University religiously worked in this direction and therefore established an advanced Instrumentation Lab to boost the research work, Collaborated with various organizations and Incubators for the promotion of entrepreneurship. Startup Policy as per NISP has been implemented for the credit exchange against the startup initiative. All these efforts have resulted:

- h-index of the University raised from 23 to 31
- Increased number of publications in Scopus, Web of science & other indexed databases every Year
- Till Jan 2020, university had only 13 Patents either published or granted whereas in last two years 20 more patents have got published and granted to the faculty members with more number of filing.
- Innovation & Incubation cell has 14 ongoing startups that are being mentored by the faculty members and have received the grant of minimum 2.5 Lakh from the Incubators University has collaborated with.
- Number of research scholars I Doctoral program have increased two folds in the span of two years and many have graduated.
- There is good number of UG & PG student participation in national and international conferences.
- Many PG Students have been able to get into doctoral programs of Universities abroad due to their good research exposure at MRU.
- Students at UG Level have been winning the Hackathones and other competitions for their innovations.
- MRU Institute Innovation Council established in support of Ministry of Innovation Cell (MIC) of MHRD-AICTE has been receiving 4 star rating for the last three years
- More number of research project proposals are being submitted to various Government and other

organizations and in the last one year three such proposals worth 75 Lakh have got the approval.

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

For its effective and efficient operation, the University, which is governed by the University Act and Statutes, has a clearly defined organizational hierarchy and structure. The Acts and Statutes detail the composition of various statutory bodies, directions for the operation of various administrative bodies, and policy frameworks required to achieve the university's goal of serving society..

The Governing Body (GB): The Governing Body is the supreme authority and apex decision making body of the University for all the matters related to academic, administrative, financial and other developments. This body also has the Government of Higher Education, Haryana nominee as one of the member.

The Board of Management (BoM): The Board of Management is the chief executive body of the university and work under the guidance of Governing Body and has the nominee from Government of Higher Education, Haryana as one of the member. Vice Chancellor is the Chairperson of BoM.

The Academic Council (AC): The Academic Council being the principal academic body of the university coordinates and exercise general supervision over the academic policies of the university as per the provisions of Act, Statutes, Ordinances, Regulations or Rules of the University. This body is chaired by Vice Chancellor and has faculty members from all the cadre as well as external experts from academia and industry.

In addition to above committees, University has the **Finance Committee** responsible for the overall financial planning. For every department there is **Board of Studies** to review and update the curriculum, appointment of examiners/paper setters and deliberate on other academic issues of the department. Board of Studies is routed through **Board of Faculty** for approval from The Academic Council.

All the policies, regulations, guidelines and procedure for the functioning of various committees like Admission Committee, Anti-Ragging Committee, Research Advisory Committee etc. exists for the implementation of quality initiatives.

All the efforts are made for the participation of faculty and administration at various levels and support in the development of the university. Each School of the University is headed by the Dean. The department(s) under School is headed by respective Head of the Department(s) and a self-governing, **participatory** approach to decision- making is followed.

Appointments, Service Rules and Procedures

University has its Faculty appointments and promotion norms in place. There is a selection committee for making recommendations to the BoM for appointment to the various positions as per the formally laid down selection process like assessment of requirements, calling applications, screening the applications and shortlisting candidates, scheduling interview, declaration of result to Issue of Appointment letter.

All the employees are made aware of the various rules like TA/DA Rules, Purchase Rules, Service Rules (roles and responsibilities, promotion policy, leave rules etc.), Issue of salary slips, salary deposit directly in banks and upkeep of service record.

An online grievance redressal mechanism (Faculty & students) is operational on institution’s Education Management System portal to raise their grievance. This automatically gets allocated to the set competent authority for its timely redressal depending upon the nature of grievance.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View 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
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	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:

The Performance Based Appraisal Policy developed for employees is followed by the University and is implemented in a transparent manner. The system is designed and implemented in such a way that it provides valuable feedback and support for employee development while also aligning individual performance with university goals and objectives. The feedback is given in a constructive manner, which can lead to increased motivation and improved performance in all aspects of Teaching and Learning, Research and Development, and other Administrative responsibilities in the future.

At the end of each academic year, faculty are asked to submit the Self-Performance Appraisal Proforma, in which each faculty member fills out the self-appraisal form and submits it to their respective reporting officer/ Head of the department/ Dean/ Director. All of the details are validated, and scores are calculated to determine the incentive / increments. This also serves as a foundation for faculty members' advancement and promotion to higher-level positions.

All original documents are forwarded to the Human Resources Office and placed in the faculty members' personal files. The system is also reviewed in light of regulatory requirements and best practices from other institutions.

A separate proforma is designed for non-teaching staff, taking into account their roles and responsibilities. Non-teaching personnel are also evaluated on an annual basis. In the case of non-teaching staff, the reporting officers' assessments are forwarded to the Registrar for final approval. For performance-based promotions, the university uses the Career Advancement System (CAS).

MRU recognizes employees' contributions to the organization's development and progress and, as a result, has established and offers numerous rewarding welfare schemes to faculty and staff members in order to protect them and increase their work efficiency.

- Financial assistance is provided to faculty in the form of registration fees, on-duty leave, and travel expenses for participation and paper publication in conferences, workshops, seminars, and symposia held both in India and abroad.
- A policy exists and is being implemented to incentivize faculty for their contributions to research, innovation, and incubation.
- Annual evaluation based on teaching, research and development performance, and student feedback.
- All employees are entitled to casual leave, paid maternity leave, earned leaves, and vacations in accordance with the university's leave policies.
- Fee concessions are available for faculty/staff wards attending MREI schools.
- The university has an in-house Bloomz Day Care facility to care for the children of both teaching and non-teaching faculty members.
- Every year on January 1st, faculty and staff who have served the organization for at least ten years are recognized.
- Sabbatical leave is granted to faculty members in order for them to further their education.
- The university organizes FDPs and Skill Development courses on a regular basis for the benefit of both teaching and non-teaching faculty members.
- During Covid-19, employees and their extended family members received extensive support. Vaccination drives for all employees were also organized.

File Description	Document
Any additional information	View 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: 27.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	10	18	45	40

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

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: 29.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	35	32	14	16

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View 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: 55.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	56	117	43	18

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View 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:

The University has developed strategies for effective resource utilization and fund mobilization. As a self-financed university, having properly deployed systems for optimal resource utilization and efficient use of funds not only results in improved productivity, competitiveness, and quality assurance, but also leads to savings, investment capital, and the generation of more funds.

- Because it is a self-financing university, it relies heavily on student fees for the majority of its operations.
- The university receives donations from various organizations and philanthropists through their CSR fund, which adds to the source of funds.

- University income is supplemented by interest on FDs and other savings.
- Government and non-government funding for research projects, as well as consulting assignments taken on by faculty, contribute to the financial resources and development of research facilities on campus.
- The use of campus facilities for conducting examinations by outside agencies, as well as grants from funding agencies for organizing conferences, workshops, and seminars, all contribute to the institution's fund.
- The university has rented cafeterias, canteens, and a stationary shop.

Optimal financial utilization

The university ensures that funds are used wisely, so any expenditure is governed by a budget established by the finance committee.

- The university prepares the budget based on the income generated by student fees, taking previous years' expenditures and current environmental conditions into account.

- The fee for each program is reviewed and revised after taking into account all departmental expenses and faculty requirements based on the faculty-student ratio.

- In the month of January, all department heads and administrative heads submit their budgets for the fiscal year, taking into account the following:

-New equipment and software are required for the existing lab. -A new lab must be established.

-Funding for faculty research and academic development -Student training and workshops

-Infrastructure Repair and Maintenance -Examination -Printing & Stationery - Knowledge Partners Accreditation & Regulatory Bodies Fee, Meetings of Statutory Bodies

- Student Activities, Orientation, Convocation Ceremony, Community Outreach

- The Finance team creates the budget based on the above-mentioned inputs and discusses it with the Dean-Academics/Registrar/Pro-VC/VC.

- The approved budget is communicated to all departments for strict adherence and utilization at the Finance-Committee meeting, where it is presented and approved with or without suggested changes.

Optimal Resource Utilization:

- Various agencies use infrastructure such as computer centers to conduct exams. Exhibitions, corporate matches, and other activities are held in auditoriums, cricket grounds, and outside premises. All of these initiatives increase university revenue.

- During vacations, the university organizes skill trainings for outsiders on best lab practices and new technologies.
- The central transportation department is in charge of optimizing vehicle usage, operating and maintenance costs.

The University conducts semi-annual budget reviews in order to re-appropriate approved budget. The revised budget is then presented to the BOM for approval. University accounts are audited on a regular basis by a professional accounting firm to ensure compliance.

File Description	Document
Any additional information	View 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).

2021-22	2020-21	2019-20	2018-19	2017-18
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

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: 51

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during

the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
51	0	0	0	0

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

6.4.4

Institution conducts internal and external financial audits regularly

Response:

The University has appropriate provisions for the conduct of Internal and External Financial Audit for ensuring the accuracy and reliability of financial statements and records. University ensures to make all the transactions online to make the system fair, transparent and efficient.

Internal Audit

Internal audit is an integral component of the organization's risk management and governance process. It also ensures that organization is in compliance with laws, regulations and internal policies and procedures.

University has appointed an independent Internal Auditor team to audit books of accounts and each aspect of control from appropriateness of documentation, requisition, validation and sanction at each stage of transaction to certify propriety of the disbursements. University conducts Internal Audits to identify inefficiencies in the operations and making recommendations for improvement. This also gives assurance that any substantial risk is being managed properly.

At University's Accounts department, the processed documents are verified and approved by higher authorities of the university/ its constituent institutes for better control over all the transactions. University follows the pre-audit to payments procedure for eliminating the risk related to internal audit post payment. All the transactions are processed by the accountant followed by document verification and validation by higher authorities of the institution. The auditors also investigate into any suspected or unethical behavior and communicate findings and recommendations to management. Till date no major irregularities are reported by the auditors except minor clerical mistakes. Such issues as and when reported have been rectified with the accounts and the concerned departments.

Statutory Audit

Statutory audits performed by auditors who are not affiliated with the University provides an objective opinion on the accuracy and fairness of the financial statements and also ensure that the system comply with relevant financial reporting standards. There are Standard Auditing Practices to conduct Statutory Audit as per Accounting Standards prescribed by the Institute of Chartered Accountant of India.

Statutory Audit is conducted by the auditors from the firm appointed by BOM, who independently audit the financial statements. Once a year auditor critically scrutinizes the Ledgers, Payments, Receipts, Vouchers, Cheque issued or received, Physical Cash on the date of Audit and Books of accounts etc. of all the units of the university and clarifies doubts in respect of transactions noted if any. Auditors submit their observations and suggestions in their audit report in the set format on the financial statements like Balance Sheet and Income Expenditure statement of the institution. Till date they have not shared any such comments/observations in the report that are adverse. Based on the auditor's approval, examined accounts are signed off. The Audit report provides assurance that the financial statements are reliable and that the university is operating in compliance with applicable laws and regulations.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

At MRU, the IQAC is in charge of promoting and enhancing quality assurance and quality improvement practices in all aspects of the university's operations, including academic programs, research, administration, and student services, which entails continuous monitoring, evaluation, revision, and implementation of various procedures. The IQAC's ultimate goal is to ensure that the institution meets national and international quality and excellence standards while remaining competitive in the global education landscape. IQAC has made the following significant contributions:

Curriculum design and development: IQAC takes an active role in developing and revising the curriculum by collecting well-designed **feedback** from all **stakeholders**, including employers and alumni, which is then carefully analyzed and corrective measures for curriculum quality improvement are implemented. The feedback addresses issues such as the program's suitability of the current curriculum, the relevance of courses taught in terms of future technologies, and the balance of theory and lab-based courses. Suggestions from the IQAC that have resulted in significant improvements:

- Employability, value-added, and skill development courses to be highlighted in programme structures
- Innovative pedagogy to be incorporated during planning stages like Cooperative learning, Project-based learning, and other student-centric methods
- Conducting various activities like expert talks, and workshops for quality enhancement in relevance to teaching-learning, online content development, usage of ICT resources and others after training need assessment

Monitoring and evaluation of OBE: IQAC monitors the quality through periodic academic and administrative audits as per the SOP with the help of interdepartmental audit teams. The audit system has been developed for

- Course Plan Review (once a semester) to review course plans, teaching pedagogies and CO-PO articulation matrix. The Internal Academic Audit (twice a year) to review the progress of departments in various areas of quality assurance. External Audit in the Central IQAC meeting by the external auditors to review the reports for quality improvement. The departments are asked to propose action plans after every audit.
- Examining the achievement of COs, POs, and PSOs calculated using a well-structured approach to accomplish goals and objectives that are specified through the use of student-centered, interactive, and outcome-oriented curricula (ref: MRU –OBE manual).

Few contributions of IQAC:

- Academics, curricular and extracurricular activities, feedback, administration, welfare facilities, and our vision are used to improve quality at the institutional level.
- Stakeholder participation in the course designing and development aligned with the latest trends in the industry.
- Implementation of the Student Satisfaction Survey
- Introduction of MOOC courses across departments
- National bodies like UGC, AICTE, NAAC, NIRF, NBA, BCI, NCTE, etc. assess and accredit. Participation in various ratings/rankings/accreditations/certifications like ISO certifications, QS I-GAUGE, and Times i3c Engineering Institutions ranking polls, to name a few.

The university promotes faculty-student research collaborations and exchanges. International relationships with reputable organizations promote worldwide exposure and capability.

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

<p>6.5.2</p> <p>Institution has adopted the following for Quality assurance</p> <ol style="list-style-type: none"> 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). <p>Response: B. 4 of the above</p>	
File Description	Document
Upload e-copies of the accreditations and certifications	View 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
Link for Additional Information	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:

Since its inception, the university has made incremental improvements to improve the quality of its education and services to provide students with the best possible learning experience.

The journey from QS I?GAUGE Gold rating in 2018 to **QS I?GAUGE overall Diamond Rating (QS I-GAUGE Platinum Rating for Employability and Academic Development and QS I-GAUGE Diamond Rating for Excellence in Teaching and Learning, Faculty Quality, Facilities and Social Responsibility)** symbolizes the collaborative efforts of all the stakeholders.

The **'Institutions of Happiness'** award for fostering happiness in the academic environment at the **QS I-Gauge Academic Excellence Conclave** (New Delhi) signifies quality and excellence in imparting education.

MRU is among the **Top 2 Emerging Engineering Institutions of India** and has been ranked the **No. 1 Engineering Institution in India for Research Capability & Placements in the Times Engineering Survey 2022** consecutively for the 3rd time.

MRU has received **ISO 9001:2015, 50001:2018, and 14001:2015 certifications**, which demonstrates its commitment to continuous improvement, quality education and sustainable development and ensures consistent delivery of high-quality education and research services.

The **Environment, Green and Energy audits** represent its compliance with the environmental regulations and an inherent system for identifying areas of improvement and setting targets to achieve these improvements as a sustainable institution.

ICT integration has resulted in a significant improvement in the effectiveness of education delivery, especially during the COVID-19 pandemic. With the necessary technology and e-learning platforms in place, MRU could deliver education to students despite the challenges and has been awarded 'Certified E-Lead Institution' by QS I?GAUGE for its effective online engagement.

MRU received the **WCDM DRR Award** from the **Hon'ble Shri G Kishan Reddy Union Minister of Tourism, Culture and Development, GoI**, for the work during the **COVID-19 pandemic**.

Initiatives adopted that have led to an incremental improvement in the quality of a university:

- **Industry-integrated programmes** involving industry partners like **Xebia, Quick Heal, Altair and TrueChip** in the curriculum design, development and delivery to keep the curricula aligned with the industry needs and provide new opportunities for learning and research, and developing connections with the wider community.
- **Technical support and seed funding** for **interdisciplinary research, patents and startups** help

in developing the entrepreneurial and employability skills of the students.

- **Involving all the stakeholders for feedback on curriculum design and delivery** and monitoring student progress to identify areas for improvement are interwoven in the academic environment to keep in tune with the current trends in the industry.
- MRU has been investing in the **professional development** of faculty and students to keep them up-to-date with the latest research and trends. This has resulted in an **increase in the H-index of the university from 17 to 32 over the past six years.**
- **Interactive pedagogy, and student engagement through group projects and extra- and co-curricular activities, student chapters of professional bodies, E-cell and Centre of Excellence** have led to students' achievements in projects competitions, patents and an improvement in average salary every year.

File Description	Document
Any additional information	View 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:

Gender equity and gender sensitization are critical components of Manav Rachna University's overall philosophy and societal approach. The university takes great care to ensure the safety and security of all women on campus, as well as equal economic and social-cultural opportunities. A sizable proportion of the university's student body is made up of around 35% of girls enrolled in various programmes. Because of the university's distinct work culture and fair and healthy environment, 60% of its female employees currently hold prominent academic and administrative positions.

Safety and Security

The university organizes a variety of activities on a regular basis to promote gender equality and sensitization programmes, such as expert lectures, workshops and street plays. Female faculty members always accompany female students on outdoor activities or tours.

- Before the beginning of each academic year, the **Women Cell (WC)** develops an annual gender sensitization action plan and executes the same throughout the year. The university has several committees, including the **Internal Complaint Committee (ICC)**, **Anti-Ragging Committee**, the **Students Grievance Committee** and the **Discipline Committee**, which work diligently to increase awareness of sexual harassment issues, prevent any misconduct, quickly resolve student grievances and ensure a secure, inclusive and respectable climate on campus.
- The university places the highest focus on discipline, safety and security in the campus and hostels, and it assures a robust 24-hour surveillance system.
- The **Close Circuit (CC) cameras** have been installed at various strategic locations in the entire campus including hostels to maintain constant observation.
- Through a committed team of **trained security guards** including **female guards**, the institute offers a wide range of security amenities specifically for girls on the campus. All campus entrances and exits have security checks.
- The **female hostel warden** resides within the campus and only female supervisors work at girls' hostels to maintain close supervision throughout. Additionally, in every girl hostel, there are female sweepers for housekeeping and other tasks. Without proper permission, no males are permitted on the hostel premises.
- The campus has **adequate lighting** for the events conducted during the extended hours.

Common Rooms

There are separate common rooms for Girls & Boys with all the required facilities.

Day Care Centre for Young Children

The university values and respects the contribution made by every member. For the children of its teachers and staff members, MR has established Bloomz - the well-equipped Day Care as a free service for the kids of the staff.

Counselling

Counsellors provide assistance to students in all aspects of their lives. Expert lectures and sessions are organized to address students' stress or gender-related issues and provide the necessary guidance.

The grievance redressal committee and the online grievance portal are platforms for addressing student and staff grievances. Sessions with alumni can help female students learn more about their future career goals.

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

7.1.2

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View 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:

The Institution has a comprehensive waste management system in place that addresses the disposal of various types of waste, including solid, liquid, recyclable, and e-waste.

Management of solid waste: The University has a solid waste management system that collects and categorizes waste into biodegradable, non-biodegradable, and plastic waste. Biodegradable waste is sent to a composter on campus with a daily capacity of 75 kg of solid waste, while non-biodegradable waste, such as plastic waste, is recycled. The hazardous waste is treated and disposed of in accordance with the regulations. Manav Rachna University and M/S EcoGreen Energy, Gurugram (a Haryana State Government-licensed waste collector). The Municipal Corporations of Gurugram and Faridabad have a contract for the recycling of stationary and non-biodegradable waste. The campus has an agreement for integrated solid waste management, which includes collection, transportation, processing, and disposal.

The students organize regular collection drives to collect used clothing as well as unused notebooks and registers, which are then donated to needy and non-profit organizations.

Liquid waste management: The university's campus has a sewage treatment plant (STP) with a capacity of 200 KLD that treats the wastewater generated here. The STP is cleaned and maintained on a regular basis, and the quality of the treated water is tested on a regular basis for physicochemical parameters. The cleaned water is then reused to irrigate university gardens and for washing purposes, resulting in almost no discharge.

Sanitary waste disposal: Sanitary waste, such as used sanitary pads and tampons, is disposed of using incinerators installed in the university and the girls' hostel to handle sanitary waste disposal safely and efficiently.

E-waste management: The university has an e-waste management system in place. The university has a contract with Delhi-based BRP Infotech Pvt. Ltd., which is licensed by the Uttar Pradesh Pollution Control Board and the Delhi Pollution Control Committee to manage e-waste for collection, transportation, storage, disassembly, segregation, and recycling. Before issuing the e-waste destruction certificate, the registered vendor provides the necessary documentation.

Waste recycling system: Various types of waste (biodegradable/non-biodegradable/e-wastes) are recycled. Waste paper that has been printed on one side is reused before it is discarded. The waste papers are delivered to the Dr. O.P. Bhalla Foundation and recycled. The returned notebooks are distributed to government schools in the adopted villages. Plastic waste generated on campus is stored separately for recycling units. Desktop computers are repaired for resale whenever possible. To reuse them, used printer cartridges are also filled. Biodegradable waste is used in a bio-composter to make compost. Wastewater is partially purified in a sewage treatment plant before being recycled and used on campus.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View 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
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View 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: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View 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: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View 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:

By welcoming students and staff from different cultural backgrounds and recognizing their talents, Manav Rachna University creates a diverse and dynamic community that fosters creativity, innovation, and collaboration. This approach can also promote cultural understanding and empathy among students and staff, which are important values in today's globalized world. The university boasts of providing an inclusive environment regardless of cultural background and talent.

Celebrating cultural festivals and events: The university offers a wide range of cultural events that encourages interaction among students from diverse backgrounds. The university places significant emphasis on commemorating several regional festivals like Diwali, Onam, Eid, Guruparb, Christmas, Vaisakhi, and Ganesh Chaturthi with great passion and zeal to provide an inclusive atmosphere.

A multicultural fashion show is held to highlight cultural fusion and variety. This offers a fantastic chance for cultural convergence and serves as a training ground for teamwork and participatory involvement. The nationwide online events organized by MRU for solid and plastic waste awareness witnessed representation from various states and Union territories including Haryana, Punjab, Delhi, Goa, Maharashtra, and UP.

To bring everyone together for a single showcase event while also promoting costumes and dressing styles from other places, the annual Festival **Resurrection, multicultural Hostel Eve and Clan period events** introduce students to one another's traditions, languages and cultures.

Multicultural cuisine: The menu at the mess and canteens offer meals from several states so that the students can experience a range of gastronomic customs.

Catering to linguistic diversity: The students are encouraged to become acquainted with various languages, cultures, and mannerisms. Offering foreign languages at the Manav Rachna Centre of Foreign Languages (MRCFL) gives students more opportunities in keeping up with globalization. Every year, the day known as **Matrabhasha Diwas (International Mother Language Day)** is observed to honor the value of multilingual cultural heritage among students, faculty, and staff. The university celebrates every year **National Unity Day (Rashtriya Ekta Diwas)** wherein students, faculty and staff take a pledge on Unity, Integration and security of the nation.

Bridging the gap through sports: MRU places a strong focus on organizing and encouraging students to participate in sports events where students from various groups can interact with one another and emerge as a cohesive unit.

Towards an inclusive environment: University facilitates student centric inclusive teaching learning practices by incorporating need based assessments for students with any kind of disability (Learning disability, Tunnelled vision etc.). The university encourages students and faculty members to participate in various events like group assignments, competitions, and conferences where they get to meet people from different cultures, religions, geographies and socio-economic environments. This leads to exposure to alternative ways of teaching-learning, establishing life-long bonds, personal development, and

preparation for the global economy. Cultural exchange programmes with overseas academic partners are also organized. The International summer school at Lahti University Finland, the cultural extravaganza for the Carleton students, and the online International Exchange between the students of Manav Rachna University and SEIKEI University Japan are some of the initiatives in this direction.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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:

Response:

MRU believes students, instructors, and staff must understand the Indian Constitution's core duties, directive principles of state policy, and fundamental rights. Spreading awareness of the Indian Constitution includes:

Curriculum: The "Constitution of India" is required as a fundamental course. The Constitution, its provisions, essential rights, and duties are taught in full. Every year, Universal Human Values courses emphasize that human values shape everyone's life, including education and career, and define their personality.

Constitution Day: November 26th is celebrated enthusiastically. Many activities will highlight the Indian Constitution.

Celebrating National Days: January 26th, Republic Day, August 15th, and Independence Day are honored with events. On January 25, universities celebrate National Voter Day to encourage faculty, staff, and students to vote. To promote youth democracy and emphasize the right to vote.

Moot Court, Legal Aid and Awareness Camps: By connecting the courses to real-world governance, and societal and legal challenges, it is ensured that the students have a thorough understanding of our constitution through moot courts. The students provide legal aid to the masses by organizing legal aid camps in collaboration with District Legal Services Authority. Law students sensitize the staff, faculty and students of other departments about their Rights and duties under various statutes including the Maintenance and Welfare of Parents and Senior Citizens Act, 2007; Consumer Rights, and the Right to information by organizing awareness camps.

Training Workshops like Legal Rush and **Mooting Competitions** are organized for law students.

Lectures, Panel Discussions: Conducting workshops and seminars on the Indian Constitution is an effective way to create awareness among faculty and students.

Throughout the academic year, various sessions for promoting a healthy mind, body, and soul, as Yoga workshops for holistic wellness are organized. The fundraising and donation drives (rice and other food items – EK Muthhi Daan, clothes, stationery) are organized in association with the NGOs like Jagriti Sewa Trust, Prakash Deep, Earth Saviours addressing the issues such as hunger and poverty, which are closely linked to constitutional values such as social justice and equality. The university also organizes blood-related disorders awareness drives, and blood and stem cell donation camps/registries in association with agencies like Lion’s Club, Jeevandayini and Datri in the campus every year. These camps sensitize students about the importance of donating blood and stem cells for the cause of saving valuable human lives and inculcate good human values and a sense of empathy strengthening the values of community and social responsibility. It is an act of citizenship and social responsibility towards the community and society. Student and faculty can exercise their rights to healthcare and contribute to the welfare of others.

MRU promotes biodiversity conservation and environmental protection in accordance with the Fundamental Duties and Fundamental Rights of the Indian Constitution by organizing visits, lectures, competitions, workshops, street plays, and publishing awareness material, Initiatives like Say No Plastics for students, faculty, staff, and community in association with agencies like IUCN and MOEFCC and participating in BNHS butterfly and dragonfly counts.

7.1.10

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View 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:

MRU values instilling patriotism, love, and pride in its stakeholders. When materialism and glamour replace traditional values, celebrating national holidays with passion and grandeur restores student and staff ideals and legacy.

MRU has enthusiastically commemorated Independence Day and Republic Day annually. On both historic days, hundreds of students, faculty, senior bureaucrats, and top management attend the national flag hoisting ceremony and cultural event. The university invites distinguished Army leaders and troops to swear the students to defend civil society standards and serve the nation. Many MRU executives are Army veterans.

Every year, **International Women's Day** is celebrated to empower and celebrate the female population both on and off campus by holding special lectures, workshops and other events on Gender Equity. **National Youth Day** is observed to recognize the anniversary of Swami Vivekananda's birth every year on the campus. **Teachers' Day**, celebrated on 5th September, is a special day dedicated to honoring and appreciating the hard work and dedication of educators. Various cultural events both by students and faculty members including the much-awaited Fashion Show by teachers are organized every year. On the celebration of **Mahatma Gandhi ji's birthday**, numerous events are held as part of the "**Swachh Bharath - Swasth Bharat**" or "Clean India Campaign" to commemorate **Swacchata Pakhwada** around the year. **Voters Day** (25th January) and **Constitution Day** so known as Samvidhan Divas, is celebrated in India on November 26th every year to commemorate the adoption of the Constitution of India to raise students' understanding of their fundamental rights and responsibilities. The day of international yoga "SAATHI SANG YOG", and "POSE AND LOSE" is enthusiastically observed by organizing offline/online sessions and competitions to raise awareness about the benefits of practicing yoga and to promote improved physical mental emotional and spiritual health. Similarly, the days of environmental importance like **Water Conservation Day**, **World Environment Day** and **World Earth Day** are celebrated by encouraging sustainable practices by organizing various awareness sessions, workshops, competitions and cleanliness drives. The MRU also observes other significant holidays, such as Swami Vivekanand Jayanti, and World Kindness Day by hosting seminars with eminent individuals, famous people, and other influential figures to inspire and encourage students to excel in their careers.

World Cancer Awareness Day and **World Marrow Donor Day** are celebrated every year in association with various renowned agencies and NGOs to raise awareness about cancer and bone marrow donation by organizing awareness sessions and donation drives encouraging students, staff, and faculty to take action toward a healthier and more compassionate world.

Diwali is commemorated with a No Crackers drive, student competitions, and a staff cultural program in the evening. Lohri bonfires are enthusiastically celebrated. The institution enthusiastically celebrates regional festivals including Onam, Eid, Guruparb, Christmas, Vaisakhi, and Ganesh Chaturthi to promote cultural diversity and build community among students and staff.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices-I

Title of the Practice: Teaching Learning Practice: Creating an Ecosystem of Higher Education Par Excellence at MRU

Objectives of the Practice

In a highly competitive era of science and technology, students ought to be far more intellectually alert and capable than their predecessors. This is possible only when they are mentored and guided by the teachers who can inspire and ignite their imagination and instill a love of learning. Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects, and teach them to think creatively. Therefore, in the academic pursuits, effective teaching to bring excellence and creating a learning ecosystem holds the key. MRU is committed to unlock the potential of every learner for creating a better world, by offering opportunities for self-development and acquire skills to be useful in the workplace.

The Context

- At present, the higher education systems in India have understood the rising trend and become a powerhouse of digital initiatives, universities are constantly tweaking their curriculum and teaching pedagogies in order to fulfill the needs of the learners who demand flexible as well as innovative pedagogies. Keeping their needs and aspirations in mind, innovative pedagogies like blended learning, collaborative learning, project based learning, in the teaching learning process, are being followed. Besides technology is being used for combining traditional classroom teaching with technology-based learning, such as online videos, virtual reality simulations, and interactive games have become extremely imperative in the context of present education system.
- Giving emphasis to the use of game-based mechanics, such as points, leader boards, and rewards, to engage students in the learning process and motivate them to achieve their goals. Project-based learning triggers enormous involvement of students to take ownership of their learning

by working on real societal projects and helps them to acquire a skill set required in the industry.

The Practice

The quality of education imparted to students at Manav Rachna University is directly related to not only the faculty cohort of the education system but also the teaching learning process. Despite drastic technological development in the teaching process, learning from teachers is still the primary source of knowledge for many students. Therefore, it is essential to create an assemblage of committed teachers with scientific temperament and attitudes to experiment who can bring dynamism as well as innovations to the teaching table. Inquiry-based learning which encourages students to ask questions, seek answers, and explore their own interest by providing opportunities for independent research and investigation is one of the best teaching practices which our teachers at MRU invariably follow. Agility in terms of designing the curriculum in collaboration with its Industry experts and collaboratively delivery of the same makes it recent and relevant as per industry requirement.

MRU is focused on collaborative learning that promotes group work, peer-to-peer teaching, and student-led discussions to foster a sense of community and encourage students to learn from each other. University has successfully implemented the concept of Agile Classrooms with the support of knowledge partner, Xebia, for the delivery through these approaches. MRU was the first campus in India to have agile classrooms. Agile practices followed in industry have been mapped with respect to the classroom environment. These specially designed classrooms enable students to work in team and faculty to develop a better evaluation technique, improve performance of students both in soft skills and technical skills through continuous monitoring of their progress on the visual boards. This has helped them to acquire the skills useful in the workplace.

Faculty often use personalized learning pedagogy which puts focus on adapting the teaching and learning process to the individual needs, interests, and abilities of each student, using data and technology to personalize content and assessment. MRU teachers also use problem-based learning methodology in which we encourage students to apply their knowledge and skills to real-world problems and challenges. Like project-based learning, flipped classroom is another teaching methodology wherein reversing the traditional classroom model by having students watch recorded lectures and read materials outside of class and then using class time for interactive discussions, group activities, and hands-on projects brings novelty to the teaching learning practice as a result of which students find the entire process quite enterprising. Students have early exposure to research through modules on research paper writing, Policies are in place for students to earn credits for their involvement in innovations and start-ups.

Close monitoring, intimate mentoring of students by faculty, real-time interaction with the parents ensure a smooth progression for students and a readily available counseling to address to their emerging problems.

Evidence of Success

Success of the efforts are evident from the students achievements in terms of their certifications from NPTEL and other MOOC courses. Professional accretion, general awareness, communication skills and placements of a large cross-section of students have shown a marked improvement. Experts from industry have throughout been instrumental in guiding the university continuously on the implementation of delivery through Agile methodology and its result is getting reflected not just in terms of number of placements but salary packages of the students and their level of satisfaction at the workplace.

University also conducts one semester course on Engineering Exploration. This course focuses on Engineering Design, Mechanisms, Platform Based Development, Data Acquisition and Analysis, Project Management, Sustainability and Ethics. For the entire semester, students undergo an intensive training on various aspects of project development like problem solving, software and hardware interface, report writing etc. and finally develop a multidisciplinary project in teams. Offering this module orients the student to work on projects using latest technologies, participate in various competitions and remain technologically equipped. Some departments, Law Department in particular, practices service learning pedagogy which allows teachers to integrating community service and volunteering into the curriculum to provide students with opportunities to apply their knowledge and skills to benefit their communities. Our students often visit to the nearby villages, Surajkund Mela, and other community gatherings to spread awareness among people of various social evils like dowry system, domestic violence, child marriage, and female foeticide etc. and render legal aid services.

Problems Encountered and Resources Required

- Implementation of new pedagogies is one of the problems arises in absence of ongoing support and lack of professional development. Providing continuous support and encouraging active learning instead of over-relying on conventional lecture style certainly helps the consistent implementation of new pedagogies.
- Inflexibility and rigidity of traditional teaching methods is another problem which has been encountered by many. Adopting a growth mindset and be open to trying new pedagogies and incorporating student feedback is being used and seen as a possible solution.
- Conventional evaluation practices are often seen as a stumbling block for effective implementation of new teaching practices. To overcome this, variety of formative and summative assessments are being used to get a holistic understanding of student learning.
- Time constraints and demands on teachers are also some unavoidable problems that can be solved using additional resources, support, and opportunities for collaboration to help teachers balance the demands of teaching and implementing new pedagogies. During last four years several FDPs have been organize to train faculty on interactive pedagogies.
- Industry expert guidance and mentoring is required for student teams so as to provide them concrete and feasible solutions to real world problems which demand strong industry academia collaboration.

Notes (Optional):

- MRU has adopted Academic Bank of Credit, Multiple Entry Multiple Exit, earning credits through internships in Industry / Research & Development Organization, working on projects and startups etc.
- Best teacher awards have also been established and good teachers are honoured publically.
- Manav Rachna Life Skills points have been introduced for the holistic development of students. Students can earn these points through participation/ organization of Extracurricular, co-curricular, research & innovation activities.

Best Practices- II

Title of the Practice: Flexible Curriculum Design Unique to Learners

Objectives of the Practice

Curriculum of a university is the key to shaping the academic journey of students. Curriculum design plays vital role in setting the right approach for the learners to pursue their higher education .With the changing needs of the industry and society, University has understood the flexible course options that students require to balance studies, career and other life commitments which is why university adopts the flexible curriculum designs to meet the demands of the learners. This flexibility enables students to tailor their academic pursuits to achieve their career goals. This approach not only recognizes the fact that students have different abilities, interests and learning styles but also encourages them to choose courses of their interest in order to give impetus to their dream career.

The Context

- Higher education institutions are increasingly faced with student diversity which calls for a curriculum that adapts to and is accessible for students with different needs and capabilities. In this flexible curriculum, learners are provided ample opportunities to create a potential learning ecosystem.
- Curriculum flexibility that has been mustering popularity in recent times is the design of blended curriculum which is a mix of digital and face-to-face education to stimulate and support learning. It brings a great amount of variety to the teaching learning process as the digital component offers flexibility without losing human richness of face-to-face contacts, can present the content in different ways and on different levels, can offer choices in learning activities and material, thus realizing programmatic and pedagogical responsiveness to students' learning needs. Apart from this, the digital component can bring parts of education to distant locations and provide students the opportunity to study at any time they prefer.

The Practice

Manav Rachna has the policy that promotes inclusive education and greater degree of learning flexibility. Its ordinance encapsulates a curriculum which is both responsive and blend able. Students not only enjoy greater flexibility in selecting courses through additional internship policy and policy to earn credits through start ups, students can earn credits in exchange of Internships and their start up journey without any impact on their academic progression. Students have flexibility to earn 30-40/% credit towards their degree by taking MOOCs from Coursera, Swayam, NPTEL or any other platforms which are approved by the department.

The Additional Internship Program is an unique practice followed by MRU. Keeping in mind the growing trend of the industries/ companies to hire skilled professionals, University puts emphasis on creating industry ready human resource. This policy allows students to go for internship opportunity available to them during the semesters when no Core Courses are being offered by the department, which is after 5th semester for engineering programmes and earn upto 70% of credits in exchange of this internship. Remaining credits cab be earned by registering for the elective courses through MOOCs. In case a student wants to extend his/her internship for one more semester for which there has to be request from the organization where he/she was previously working, he/she will be allowed to do so.

Overall, Manav Rachna University is dedicated to providing quality education, assessment, and flexibility in academic credit requirements to help students achieve their full potential. University truly believes in the ethos that every learner is unique. It constantly endeavours to recognize the learning

abilities along with strengths and weakness of students and devises teaching pedagogies and assessment rubrics accordingly.

Students who wants to initiate their Startup Journey at any stage or want to works on any innovative idea is free to do so and can earn credit for the same. Student is regularly monitored for his progress, mentored for not to loose the sight. Such students are expected to either represent the University at National or International level competition or Incubate their idea. This approach gives a new dimension and technique to teaching strategies and techniques that aim to create a more inclusive and supportive learning environment for students of all abilities and backgrounds. This has been practiced at MRU in view of the fact that each student has their unique interests, and learning styles, and desires to be provided with variety of instructional methods and assessments that cater to their diverse needs.

Evidences of Success

- Karan Aditya Ghoshal, student of B.Tech CSE 2019-23 has been able to avail this opportunity to the maximum. Being Advanced Learner, massively benefited from the internship that he experienced, took classes for Cyber Security in RCC, educating students on Cyber Security, since June 2020.
- At the end of his 3rd Semester in December 2020, he got the opportunity to work as an intern with KPMG-Egyde Cyber security, Canada as a Junior Cyber Threat Intelligence Analyst with a package of Rs 12 LPA. After 8 months of Internship he got promoted to Cyber Threat Intelligence Analyst as an intern only & his package was revised to Rs 24 LPA in August 2021.
- He managed his academics along with the remote internship as classes were running in online mode due to COVID-19.
- He was granted a Canadian work visa and a compensation of Rs 45 LPA w.e.f 18th April 2022. For this internship requirement, in his 7th semester, he had to move to Canada.

Recognizing learner's unique strengths, abilities and learning styles, the university adopts variety of instructional methods and assessment mechanisms which help teachers to evaluate the performances of students' objectively. This approach yields better outcomes as well as brings a tinge of novelty.

- Rudra from ECE who had difficulties in writing and could not express his thoughts and ideas in writing though he possessed exceptional skills in technical project work. Showcasing a natural inclination towards VLSI design and chip development, choose to pursue a career in VLSI and design verification.
- Rudra has closely been observed by faculty during his first year, faculty members recognized his strength in technical project work and his struggle with reproducing answers on paper. Therefore, they implemented differentiated approach in his evaluations by giving him more project work in the field of VLSI and communication, aligning the project assigned with the courses of that semester and assessments based on project implementation.
- Rudra has developed some of the projects like:
 - **Smart Security System**
 - **Voice-Controlled Home Automation**
 - **Autonomous Robot**
 - **FPGA-based Image Processing and Speech Recognition**

Problems Encountered and Resources Required

- With students being able to choose their courses and study paths, at times, it can be difficult to ensure that they are all meeting the same level of academic rigor.
- Offering a flexible curriculum often means more faculty requirement and have better faculty to student ration which some time is difficult to meet in certain streams.
- The university also faces some sort of inconveniences with regard to resource allocation especially if there is limitation of resources.
- At times, faculty and staff have resistant to change due to lack of awareness and therefore it gets difficult to implement such flexibility.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

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:

Manav Rachna University has established an enviable reputation for excellent teaching practices coupled with high student satisfaction and employability. It has a vision that predominantly focuses on grooming responsible global citizens which is why it meticulously designs some of its courses, strongly mapped with the Sustainable Development Goals. **Aligning with two of its mission to produce human resources sensitive to issues of environment and sustainable development and to make environment and sustainable development as a thrust area of research and development**, Elective Courses like E-Waste Management, Environment and Sustainable Development, Green Computing, Environment Management and Natural Resources are being offered to students across all disciplines. This testifies the uniqueness of Manav Rachna not only to create an ecosystem of responsible citizens but also cater to non-conventional courses which are skill based to solve real life problems and impart them the credibility to be fit for certain types of employment.

To provide students a life-changing experience giving them practical knowledge, skills and core values like peace, compassion and forbearing is one of the prime missions of MRU. It is committed to developing high performing human capital that could drive the global economy. Education is fundamental to attaining full human potential, developing an equitable and just society, thus ensuring national development.

In line with this, Manav Rachna University established **Manav Rachna Centre for Peace and Sustainability (MRCPS)** in Oct 2019. With a vision to bring peace and sustainability to humanity, the centre is marching in its mission to educate, conduct training and promote research in all spheres of peace and sustainability. The centre, with the objectives to provide education & training in different

aspects of peace and sustainable development, inculcate values of peace and sustainability along with promoting research among youth focusing on creation of sustainable communities with an attitude of health and wellbeing of all, inculcate the core value of peace and sustainability in the entire value chain of academia through its curricular, co-curricular and extracurricular activities route.

MRCPS, in collaboration with other organizations conducts research on relevant issues. **MRCPS has the Advisory Board which boasts of Padma Vibhushan Dr Karan Singh as a Chairman and other luminaries like** former Chairman, UGC, former member NDMA, Chairman Terre Policy Centre, UNEP, Founder of WISCOMP, Head, Department of Psychology, Delhi University, Chairperson of Bharat Soka Gakkai (BSG), Chairperson, IPRA, Retired Officer in Chief- Indian Army as its eminent members.

In a short span of over 3 years, the centre has developed several structured and practice oriented extra-curricular programmes for youth to inculcate values and promote indulgence in art and culture related pursuits to develop peaceful mind. The centre emphasizes on peace and sustainability, develops life skills of students, provides awareness and trainings for many SDGs including environmental consciousness, culture of peace and harmony and conducted yoga sessions during the pandemic.

- **MRCPS** after long deliberations and discussions with the departments has identified the SDGs University is actively involved in and has therefore established five verticals **PRAKARSH, PARASHAKTI, SAHRITA, SAMRUDDH, SADBHAV** to support in their attainment.
- The entire curriculum is mapped with 17 SDGs which is one of the distinctive features. It follows innovative teaching pedagogies, tweaks the curriculum as the situation demands.
- University follow Project based learning approach through which students undertake a project related to any of the SDGs to solve local problems. Rubrics designed for the evaluation of projects also has a weightage for its correlation with the SDGs.
- A course on **Essentials of Peace and Sustainability** based on experiential learning and project based learning approach is offered as an. This course is also offered online by Fakir Mohan State University, Orissa as a part of OER4W initiative of UNESCO.
- MRU has collaborated with IPRA for joint delivery of research and developmental projects, Conferences / Seminars.
- MRCPS in collaboration with Centre for Value Based Education, DTU and Heartfulness Education Trust organised FDP on “Leadership Mastery through Self-Management”.
- MRCPS also organized an International conference on Sustainability of Food-A Global Perspective in collaboration with MRIIRS.
- The university has partnered with UNESCO-MGIEP to offer the online course SEEK (Self directed Emotional Learning for Empathy and Kindness) developed by UNESCO-MGIEP in collaboration with Life University, USA. 1800 students of MRU from various disciplines have successfully completed the course.

A number of initiatives have been taken by various departments within the university to create sustainable human development.

- Green Chemistry Network is an initiative by the Chemistry Department which organizes conferences on sustainable development every year while Peace Club is another feather in MRU's cap which undertakes various activities relating to peace and sustainability.
- Manav Rachna University became the member of Smart Campus Cloud Network and took a voluntary pledge to develop the roadmap towards making University carbon neutral on December 12 2020 in virtual event NOT Zero Net Zero organized by TERRE.
- Faculty and students committees have been formed to make the campus Carbon neutral. The university Art Gallery provides students hands-on learning experiences in visual arts, exposing them to a diverse range of artistic styles and mediums thus enabling them to grow creatively. This also helps the university to attain some of the SDGs.

The university received WCDM DRR Awards for the work carried out by the MRCPS during COVID 19 pandemic for mitigating its impact which was given by the Hon'ble Shri G Kishan Reddy Union Minister of Tourism, Culture and Development, Government of India.

It has also received the 'Institutions of Happiness' award for fostering happiness in the academic environment at the QS I-Gauge Academic Excellence Conclave held at the India Habitat Centre, New Delhi.

We always remember that an educational institution is a place of learning and growth, where the pursuit of knowledge and understanding takes center stage. Beyond the classrooms and lecture halls, the university is deeply engaged with its local and global communities to address real world problems and make a difference. We are committed to look beyond the surface and consider the diverse and dynamic characteristics that make it truly unique.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

MRU has always endeavoured to cater to the diverse learning needs of its students and provide them ample opportunities to explore and nurture their potential. The impact of the same is getting reflected in their achievements in various National and International competitions, winning Smart India Hackathons, representing the country at Singapore India Hackathon, Students publications in high-impact journals, getting internships right from 2nd year with companies like KPMG and placements with packages of 54 LPA for the year 2023.

Various active learning pedagogies including project-based learning, agile methodology and flipped classrooms have been adopted by the University. These pedagogies have resulted in higher learning performance compared to earlier conventional face-to-face learning practices. These new pedagogies have led to publications, thus raising the overall H-index of the University to 32 which is the highest among all the state Private Universities of Haryana that was established before the establishment of MRU.

The university is living up to its name of making responsible and respectable citizens and has also made its mark in the area of sustainability, creating awareness and action around peace and sustainability through its Center for Peace and Sustainability. More than 1200 students got registered for UNESCO MGIEP's SEEK programme and completed their certification which is the highest among all the institutions to date. University received WCDM DRR Awards for the work carried out by the Centre for Peace and Sustainability during COVID-19 pandemic for mitigating its impact. University received the 'Institutions of Happiness' award for fostering an academic environment that leads to the feeling of happiness. The award was presented to MRU at the QS I-Gauge Academic Excellence Conclave and was among the 33 institutions qualified for receiving the honour.

University believes in the autonomy of all its stakeholders, keeping focus on quality and continuous improvement. The flexibility in education system that is being discussed with respect to National Education Policy 2020 has already been embedded in the University's Academic and Assessment Processes and our presently part in parcel of its character. Faculty are having the freedom to design their assessments and students have the flexibility to choose their learning path through electives, studying at their own pace, registering for higher or lower credits, earning credits through MOOCs, additional internships, or start-up projects etc.

Concluding Remarks :

With its vision to create ethical and responsible global citizens, the University is working in the direction for its students to be creative, innovative and think not just differently but from the futuristic and realistic perspective. The process of preparing this self-study report, enabled us to have a critical look at our own strengths, weaknesses and challenges. This entire process was a great learning experience. MRU is submitting the application for an assessment by NAAC for its first cycle of assessment and is submitting this Self Study Report (SSR). We are grateful to NAAC for providing us an opportunity to look at all the processes in a comprehensive manner and make a humble attempt to align all processes such that it helps us in serving the student community and society at large in the best possible manner.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years. Answer before DVV Verification : 104 Answer after DVV Verification: 25</p> <p>Remark : As per given brochure, it is seems to be made up papers without original dates, hence by excluding such documents input is edited.</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years. Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>1317</td><td>995</td><td>1441</td><td>1325</td><td>860</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>450</td><td>320</td><td>460</td><td>425</td><td>360</td></tr></tbody></table> <p>Remark : Input edited as per 1.3.2 metric.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1317	995	1441	1325	860	2021-22	2020-21	2019-20	2018-19	2017-18	450	320	460	425	360
2021-22	2020-21	2019-20	2018-19	2017-18																	
1317	995	1441	1325	860																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
450	320	460	425	360																	
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>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>204</td><td>190</td><td>198</td><td>210</td><td>191</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>54</td><td>41</td><td>69</td><td>58</td><td>65</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	204	190	198	210	191	2021-22	2020-21	2019-20	2018-19	2017-18	54	41	69	58	65
2021-22	2020-21	2019-20	2018-19	2017-18																	
204	190	198	210	191																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
54	41	69	58	65																	

Remark : Input edited as per given supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
41	13	10	16	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	3	2	1

Remark : Input edited as per given documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12.96	17.20	23.21	20.58	36.44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.96	17.20	15.21	10.58	21.44

Remark : Input edited from supporting documents.

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

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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
88	35	2	12	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	3	1	3

Remark : Research funding from so called Hare Krishan International Limited in CSR CL Educate 16 cases under CSR. Inderjit Mehta Constructions Private Limited 38 cases Lala Madho Ram Bhagwan Dass Charitable Society 108 cases FFV Services Private Limited 51 cases

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).

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).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
150.00	44.33	0	19.15	25.00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as All grants from above Companies shown again

3.2.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
129	0	0	2.482	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	0	2.482	0

Remark : One research project grant is not in assessment period , Hence input edited accordingly.

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

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

Answer before DVV Verification : 239
 Answer after DVV Verification: 06

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

Answer before DVV Verification : 120
 Answer after DVV Verification: 120

Remark : Input edited as All grants from same Companies shown again.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	21	19	20	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	5	3	0

Remark : Input edited as per given documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	3	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	3	0	0	0

Remark : Input edited as per given patents which are published.

3.4.6 Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	25	23	14	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	25	23	14	12

3.4.7 E-content is developed by teachers :

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

Answer before DVV Verification : A. Any 5 of the above

Answer After DVV Verification: E. None of the above

Remark : Given documents are not opened.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
193.24	4.05	1.37	5.50	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28.5	0	0	0	0

Remark : Input edited as No evidence for most claims . Sports activities coaching cant be considered.

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

last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	18	51	5	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	1	1	1

Remark : Input edited as Awards from Government/ Government recognised bodies only to be considered

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:

2021-22	2020-21	2019-20	2018-19	2017-18
40	15	25	23	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	6	5	6	4

Remark : Input edited as Activities through NSS/NCC, Government and Government recognised bodies to be only considered

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1801	1195	1678	1509	1030

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
675	450	156	253	206

Remark : Input edited as per above 3.6.3 metric.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
300	67	45	46	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	58	40	27	20

Remark : Compulsory Internships of students/ without MoU not considered input edited as per.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	5	5	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	5	3	0

Remark : As per given Mou, some of the Mous are not acceptable.

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**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : Input edited from supporting documents.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
396.09	334.62	512.24	571.71	548.60

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
288	256	324	462	374

Remark : Excluding the salary input is edited accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
757	583	471	380	339

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
352	315	280	270	160

Remark : Some of the sanction letters are not acceptable. Hence input edited accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
242	249	295	173	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
182	205	192	165	15

Remark : Input edited from supporting documents.

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

5.2.3.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 87

Answer after DVV Verification: 81

Remark : Input edited as Some students destination course is not proper degree program

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	13	11	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	6	6	5

Remark : Input edited as per given awards.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	71	25	28	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	16	14	48	22

Remark : Input edited as per given documents.

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

Answer before DVV Verification : A. ? 100 Lakhs

Answer After DVV Verification: C. 20 Lakhs - 50 Lakhs

Remark : Input edited as per given documents, Proof of transfer from alumni or receipts not added. Only self declaration and annual statements.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	12	51	57	58

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52	10	18	45	40

Remark : Input edited as per given documents.

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
74	56	65	37	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52	35	32	14	16

Remark : Input edited as per given reports, FDP less than 5 days not consider.

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	39.67	0	0	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
51	0	0	0	0

Remark : Input edited as per given clarification documents, HEI provided a proof of funds received only for year 2022-21.

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).**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. 4 of the above

Remark : Input edited from supporting documents.

7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per given clarification documents input is edited</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited as per given clarification documents.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited from supporting documents.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 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

Answer before DVV Verification : A. Any 4 or all of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : Input edited as per given clarification documents.

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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>23</td> <td>22</td> <td>20</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>23</td> <td>22</td> <td>20</td> <td>19</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	23	23	22	20	19	2021-22	2020-21	2019-20	2018-19	2017-18	23	23	22	20	19
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2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1859</td> <td>1759</td> <td>1891</td> <td>1616</td> <td>1103</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1859</td> <td>1759</td> <td>1891</td> <td>1616</td> <td>1103</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1859	1759	1891	1616	1103	2021-22	2020-21	2019-20	2018-19	2017-18	1859	1759	1891	1616	1103
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