



# **SELF STUDY REPORT**

**FOR**

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

**MATS UNIVERSITY**

**MATS UNIVERSITY, GULLU (AARANG), RAIPUR-493441 (C.G.)**

**493441**

**matsuniversity.ac.in**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

MATS University was established under Chhattisgarh Act No. 29 of 2006 (Chhattisgarh Private Universities Establishment and Operation Act, 2006) and promoted by Shri Bhagwan Mahaveer Jain Educational Cultural Society under the Visionary leadership of Shri Gajraj Pagariya with the objective of promoting quality higher education in Chhattisgarh. In the year 2015; MATS was recognized as a minority University by the Government.

The University is Chhattisgarh's oldest Private University and consistently ranked in the top few Universities in Central India. Our reputation for excellence and breaking new ground has been forged by a continuous stream of exceptional people. We proudly count among top entrepreneurs, business owners and leading professionals as our distinguished alumni. Today, our vibrant culture continues to attract some of the best and brightest academic leaders as well as students from all over the country. True to our motto "Ready for Life", we prepare our students to face the competitive world. We strive towards making our students successful with high technical knowledge, professional leadership and entrepreneurial skills coupled with ethical values. The institution has stood for quality and excellence and strives to be the best in the years to come. We at MATS University prepare our students to make the best out of the available opportunities. Well qualified and experienced faculty and skill development trainers make sure that our students enhance their critical thinking, analytical and technical ability. Life at MATS leads the students to think high, aim high, adopt creativity, innovation and continue learning.

MATS University has two Campuses. The Main Campus is in Aarang and the City Campus is in Raipur. The Main Campus in Aarang is renowned for its modern architecture and lively atmosphere. Spread over an area of 30 plus acres, surrounded by lush greenery, it is located 42km away from the state's capital. The Campuses are well connected with the railway, bus, and airways.

The multidisciplinary University offers career oriented programmes at all levels i.e. Undergraduate, Postgraduate and Doctoral degrees across diverse streams, namely Engineering, Pharmacy, Education, Management, Law, Journalism, Arts, Science, Commerce to meet rising aspirations of the youth.

### **Vision**

To become a world class centre in providing globally relevant education. MATS University will be the Global University, known for its quality academic programs and outstanding faculty, products and services to students and clients independent of place and time constraint. MATS University would be a benchmark institution for lifelong partnership with students, the workforce and public and private enterprises. Building on its proud tradition, MATS University will extend educational opportunity to those who will make our state (Chhattisgarh), our nation, and global society a better place to live and work.

### **Mission**

To foster an intellectual and ethical environment in which the spirit and skills within MATS University will

thrive so as to impart high quality education, training, research and consultancy services with a global outlook and human values. To create and develop technocrats, entrepreneurs and business leaders who would strive to improve the quality of human life. To create truly world class schools of Management Sciences, Engineering Sciences, Education, Information Technology, Basic and Applied Sciences, Arts and Humanities, Life Science, Fashion designing and Interior Designing, Business Studies, Physical Education, Law.

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

### **Institutional Strength**

- A Multidisciplinary University with diverse streams in professional and technical education.
- Very good Infrastructure and the institution is surrounded by lush green fields
- Qualified and dedicated faculty members with good team work.
- Progressive and Committed Management.
- Clear Vision, Mission, Goals and Objectives.
- Adoption of CBCS scheme.
- Proactive Internal Quality Assurance Cell (IQAC) to ensure quality in Teaching learning process.
- Facilities available for various indoor and outdoor games and sports
- Financial support to participate in national and international level events.
- Green Initiatives and Waste management system
- Extension and service to society through NSS and other Government bodies.
- Credible Community Connect and Meaningful Presence resulting in Strong Academia-Community linkage.
- Representations of pertinent stakeholders in the cells and committees ensures transparency
- Constant Endeavor to upgrade quality.
- Inculcating the spirit of innovation among students, and developing a start-up ecosystem.

### **Institutional Weakness**

- A limited number of international faculty
- Inadequate Research Commercialization
- Less than desired Alumni and Philanthropic contribution
- Rural base contributing to Locational disadvantage for Internationalization.
- Slender International visibility / mobility

### **Institutional Opportunity**

- fully Implementation of NEP 2020
- To obtain NIRF Ranking
- Aspiring to be Institute of Eminence
- Seeking additional International accreditations and rankings
- Exploring further opportunities of Internationalization
  
- Unbundling full potential of Entitled status for Online and ODL Education
- Strengthening international exposure through association and collaborations with reputed Universities.

- **Increased focus on higher education:-** Govt. on India focusing more on higher education to provide quality education for UG and PG courses
- **Digitization:-** Digitisation will present a huge opportunity for educational institutions in terms of saving costs as well as reaching out to more students.
- **E-learning platform:-** Investment in e-learning and starting of Massive Online Open Course (MOOC's) is an opportunity waiting to be harnessed for quality education and to generate resources particularly through distance education mode

## **Institutional Challenge**

- To increase the enrollment.
- To generate financial resources from Government/ Non- Government bodies.
- Attracting competent faculties at Professor Level.
- To enhance digital tools for benefit of students and faculty.
- Redefining and developing strategic planning.
- To train the rural and tribal students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The robust curriculum of MATS University plays an important role in guiding young people to become competent professionals having good understanding of their ethical and social responsibilities. Institute offers DSc/ DLit, Ph.D., Postgraduate, and Undergraduate programmes and the focus is on Outcome Based Education in all programmes offered and courses have well defined course outcomes that are aligned with Institute's vision and mission. To make the curricula relevant to the local, national, regional and global developmental needs and to increase employability of our students, regular feedback and suggestions from subject experts, students, alumni, industry experts are being incorporated on a regular basis to update the courses. In order to meet industry needs and to keep up with latest technology trends, new courses are frequently introduced. Institute follows a well defined process for the purpose of introducing or revising courses. Courses to be introduced or revised are presented at the Board of studies (BOS) for their critical review and then the recommendations of BOS are placed before the Academic Council for approval.

To provide flexibility to its students, the academic system of MATS University allows students to opt for departmental or open electives In order to create a conducive environment where students can become able professionals, have commitment to human values and become culturally and socially responsible human beings, certain value added courses emphasizing on Professional ethics, morality, human values, social awareness, sustainability are offered. At MATS University , we strive to provide a learning and research oriented environment to our students so that they can flourish to their full extent.

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

The University follows the norms of competent and regulatory statutory bodies while adopting admission related criteria. In order to have a transparent admission process, publicity is done on various platforms such as print, digital and broadcast media. University also focuses on attracting right talented people with qualifications

as per UGC norms; as the University believes that faculty forms the backbone of any educational system. At MATS University, there are more than 200 well-qualified and dedicated full-time faculty. They are supported by Emeritus, Adjunct and Visiting Professors. The University gives a lot of importance on development of faculty to meet the challenges of modern day education, blended learning, use of information and communication technology. The faculty is encouraged and provided assistance for attending Short Term / Refresher courses, Seminar, Workshops in institutes of repute. The teaching – learning quality is monitored through Feedback Mechanism and Academic Audit. The examination system is at par with the best practices in education field. The students are assessed through continuous evaluation as well as end-term examination in each semester. This provides the students enough opportunity for employability and enhances their domain knowledge. The University follows the best practice of continuous assessment, where assignments / tests are regularly given and they contribute to the final grades. All the test results are shown to the students and errors, if any, are rectified. Remedial classes are arranged on required basis.

The Institute strictly adheres to the academic calendar for TLE. The examination process is tuned for continuous evaluation, transparency, timeliness, objectivity and fairness. All results are declared as per schedule of the academic calendar; on the average, within 10 days of the end of examination in each semester. Students are given ample opportunity to discuss their exam-evaluations with concerned faculty at every stage. The results are prepared and maintained through ERP software. Ph. D. evaluation follows UGC guidelines.

The institute has adopted Outcome Based Education in its academic programs. The stated and well publicized learning outcomes/ graduate attributes are fully integrated into the assessment process. Attainments of CO, PO and PSOs are evaluated every semester.

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

MATS University strives to achieve a balance between Teaching – Learning and Research. The faculty members are encouraged to enhance their research activities and publications through assistance and on duty leave to attend conferences and workshops. Leaves are also sanctioned to faculty members to pursue PhD from institutes of repute. Through the of Research Committee a direction is given to faculty members to pick up the research work and promote research culture in the University. Faculty members and students have presented a number of papers in conferences and have published papers in journals of repute. The University has been focusing on research among the faculty members. Ph.D. programmes in different disciplines have been strengthened and more than 150 Research Scholars are working for their Ph.D. Schools organize National / International Conferences, Seminars, Workshops that provides a platform for academia and industry to come together and discuss about technological advancements and future trends and strengthen the concept of Lab to Land. Students are also actively involved in research activities through Research & Development projects, dissertations, Paper Publication through seminars, presentations with a strong focus to enhance research temperament & culture among students & research scholars.

The University has formulated a clearly defined Consultancy policy to encourage teachers to undertake consultancy with outside organizations. Students of the University are continuously engaged in the extension activities in and around the campuses. The University has functional MoU's with institutions of national, international importance, foreign universities, industries and corporate houses.

### **Infrastructure and Learning Resources**

MATS University has developed as a modern world class campus, with intellectually vibrant ambience in a serene and lush green environment. It has two campuses at Arang & Raipur respectively. The sprawling campus is spread over an area of over 39 acres. The University has adequate physical infrastructure to facilitate teaching, research, extracurricular activities, and residential facility for faculty, staff and students. Infrastructure facilities constitutes adequate lecture halls/classrooms, tutorial rooms, laboratories, libraries, conference halls, hostel, faculty residences and mess facilities. Raipur campus is centrally air conditioned and has 24 hour 100% power back-up. Some other facilities includes gyms, laundry, medical dispensary, central RO & Hot water supply, tuck shop, ATM, guest house, CCTV & parking facilities. The Institute houses a modern central library named as Learning Resource Centre (LRC) which is spread over two locations with central air-conditioning. It has complete wi-fi availability, an e-resources access area with desktops, reading area, books, e-journals. Internet bandwidth of 1.1 Gbps, and computerized issue/return of books. The campus has a full-fledged Information Technology Centre (IT Centre) which manages all IT services and develops the IT infrastructure in the Institute. All Faculty, Staff and students are allocated user id and password to avail these services. The centre has deployed all major network security tools such as Firewall, IDS, IPS and Antivirus software to safeguard Institute network. These facilities go a long way in making information and knowledge “omnipresent”. There is well defined practice for the maintenance of facilities.

### **Student Support and Progression**

MATS University is committed to provide support for all round development of its students. To achieve this, apart from academic activities, the university provides a number of co –curricular and extra – curricular activities. A number of clubs have been established for the same. Students are also encouraged to participate in competitions held in other Universities. Special attention is paid for soft skills development and personality grooming. In certain cases, external agencies are hired and in every department the professionals working in the Corporates are called under the series called “Corporate Talks”. Several merit / merit-cum-need scholarships are disbursed among the students under Chancellor’s Scholarship. To help students excel and gain competitive edge over the others at MATS University, it stresses on developing both functional skills and practical outlook. The Training and Placement Cell works tirelessly towards ensuring employment for all students across various industries. The University helps budding entrepreneurs in establishing successful business through its Incubation Centre. MATS University organizes Placement Expos and activities at a regular basis to enable students to become effective team leaders and players in the Corporates.

We have active Alumni cell at institutional and departmental level, that conducts alumni meets and interactive sessions. Alumni are part of certain institute committees and their suggestions are incorporated. This holistic approach not only nurtures academic growth but also equips students with the resilience and expertise required to thrive in their future careers.

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

The governance structure is well defined in the Statutes of the University for the smooth functioning of the University so that it can have the operational effectiveness and strategies developed in tune with the Vision and Mission of the University. The Vice Chancellor is the head of the University and exercises general superintendence and control over the affairs of the University and executes the decisions of various authorities of the University. The Vice Chancellor is well supported by the Head of Schools/Principals and Registrar, Controller of Examinations and Finance Officer in the discharge of his duties. The University has adopted system of governance where-in the Academic Council is vested with the responsibilities relating to academic

affairs. Realization of the University Vision requires nurturing of leadership at different levels in the University. The university has a well-defined organizational structure in which powers and responsibilities are well defined, with operational autonomy to give desired results. In all decision making bodies of the University, representation and participation of Head of Schools are ensured. At the school/ department level committees faculty members are involved. Regular meetings at various forums with teaching and non-teaching staff helps in sharing of ideas, their problems and suggestions to improve learning environment in the campus. This process of decentralization results in participation of faculty and non-teaching staff in the decision making process in the University. It brings faster decision making accountability and transparency in University operations. All important decisions taken at the college and University levels in different committees and statutory bodies are recorded; records are preserved for future use.

All HR operations are conducted as per the governing policies on recruitment, promotions, and appraisals of employees. The university provides all its employees equal opportunity for career growth through a robust performance-based appraisal system. Several welfare schemes and best practices for the overall growth of employees are in place. All the appointments and promotions are duly approved and ratified by the Board of Management. IQAC contributes for the implementation of quality in the area of academics and administration.

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

MATS University prioritized promotion for gender equity in all its campuses. Girl students share around 40% of enrolment. Guest speakers are invited to speak on gender related issues highlighting contribution of woman to the society. We believe in inclusivity and equal opportunities are provided to all irrespective of gender, caste and religion, social status, or any other consideration. Special facilities are provided in each campus institute for promotion of gender equity which include Girls common room: The room is provided with toilets, drinking water facility, security, Woman security guards both on the campus and hostel (Security check points are provided at all important points and campus. CC cameras provide surveillance on 24x7 basis), Medical facilities in each campus are available, A counsellor to deal with gender sensitization issues and emotional support, Woman empowerment cell to redress grievances and also conducts awareness, and empowerment programs, and Internal compliance committee to address and resolve issues relating to sexual harassment. The University has also established solar power generation plants and connected to the grid. Further, energy conservation measures are implemented through LED fittings and power efficient equipment. The campuses of the University are made environmental friendly by virtue of tree plantation and the introduction of proper waste management practices. Water conservation is taken care with the help of rain water harvesting, waste water recycling. Due to the largeness of the campuses, water requirements are to be attended by having sufficient number of bore wells and open wells. Special care is taken to provide facilities for barrier free environment for physically challenged. Lift facility is available at several buildings. University has put in all the efforts to sensitize students and employees towards constitutional obligations. The two best practices of the University are stated to be (1) Social Sensitization and (2) Academic Review and Academic Preview. The Institutional distinctiveness of the University is hosting **Chhattisgarh Olympics**.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	MATS UNIVERSITY
Address	MATS University, Gullu (Aarang), Raipur-493441 (C.G.)
City	Raipur
State	Chhattisgarh
Pin	493441
Website	<a href="http://matsuniversity.ac.in">matsuniversity.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dr. K. P. Yadav	0771-4078995	8827894500	-	dr@matsuniversity.ac.in
IQAC / CIQA coordinator	Vijay Bhushan	0771-4078996	7803944222	-	dean@matsuniversity.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	03-11-2006
Status Prior to Establishment, If applicable	



<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	03-09-2009	<a href="#">View Document</a>
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	MATS University, Gullu (Aarang), Raipur -493441 (C.G.)	Rural	31.55	50405.84	Twenty One		
<i>Off Campus</i>	<i>Mats Tower, Pandri Campus, Dist- Raipur, Chhattisgarh</i>	<i>Urban</i>	<i>7.5</i>	<i>21303.34</i>	<i>Thirty Four</i>	<i>29-10-2021</i>	<i>09-11-2021</i>

## **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" style="width: 100%;"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td><a href="#">100713_5607_4_1704277961.pdf</a></td> </tr> <tr> <td>AICTE</td> <td><a href="#">100713_5607_1_1704277383.pdf</a></td> </tr> <tr> <td>AICTE</td> <td><a href="#">100713_5607_1_1704277383.pdf</a></td> </tr> <tr> <td>AICTE</td> <td><a href="#">100713_5607_1_1704277383.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">100713_5607_8_1710136967.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">100713_5607_6_1704277490.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">100713_5607_8_1710136967.pdf</a></td> </tr> <tr> <td>AICTE</td> <td><a href="#">100713_5607_1_1704277383.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">100713_5607_8_1710136967.pdf</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">100713_5607_4_1704277961.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">100713_5607_8_1710136967.pdf</a></td> </tr> <tr> <td>AICTE</td> <td><a href="#">100713_675_1.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">100713_5607_8_1710136967.pdf</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">100713_675_4.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	NCTE	<a href="#">100713_5607_4_1704277961.pdf</a>	AICTE	<a href="#">100713_5607_1_1704277383.pdf</a>	AICTE	<a href="#">100713_5607_1_1704277383.pdf</a>	AICTE	<a href="#">100713_5607_1_1704277383.pdf</a>	BCI	<a href="#">100713_5607_8_1710136967.pdf</a>	PCI	<a href="#">100713_5607_6_1704277490.pdf</a>	BCI	<a href="#">100713_5607_8_1710136967.pdf</a>	AICTE	<a href="#">100713_5607_1_1704277383.pdf</a>	BCI	<a href="#">100713_5607_8_1710136967.pdf</a>	NCTE	<a href="#">100713_5607_4_1704277961.pdf</a>	BCI	<a href="#">100713_5607_8_1710136967.pdf</a>	AICTE	<a href="#">100713_675_1.pdf</a>	BCI	<a href="#">100713_5607_8_1710136967.pdf</a>	NCTE	<a href="#">100713_675_4.pdf</a>	
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NCTE	<a href="#">100713_675_4.pdf</a>																														

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	28				56				166			
Recruited	16	10	0	26	24	29	0	53	92	72	0	164
Yet to Recruit	2				3				2			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				120
Recruited	80	31	0	111
Yet to Recruit				9
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				51
Recruited	48	3	0	51
Yet to Recruit				0
On Contract	0	0	0	0

## Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	16	10	0	24	29	0	12	4	0	95
M.Phil.	0	0	0	0	0	0	11	1	0	12
PG	0	0	0	0	0	0	69	67	0	136
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

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

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	School of Sciences	National Science Chair	Shri Bhagawan Mahaveer Jain Educational and Cultural Society

#### **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	702	116	0	0	818
	Female	395	62	0	0	457
	Others	0	0	0	0	0
PG	Male	195	24	0	0	219
	Female	278	38	0	0	316
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	29	8	0	0	37
	Female	16	4	0	0	20
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	49	14	0	0	63
	Female	84	9	0	0	93
	Others	0	0	0	0	0
Diploma	Male	0	9	0	0	9
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	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

### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
B++	2.76			
Cycle 1	Accreditation	4		<a href="#">View Document</a>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Mats Law School	<a href="#">View Document</a>
Mats School Of Arts And Humanities English	<a href="#">View Document</a>
Mats School Of Arts And Humanities Hindi	<a href="#">View Document</a>
Mats School Of Arts And Humanities Psychology	<a href="#">View Document</a>
Mats School Of Business Studies	<a href="#">View Document</a>
Mats School Of Education	<a href="#">View Document</a>
Mats School Of Fashion Designing And Technology	<a href="#">View Document</a>
Mats School Of Information Technology	<a href="#">View Document</a>
Mats School Of Library Science	<a href="#">View Document</a>
Mats School Of Management Studies And Research	<a href="#">View Document</a>
Mats School Of Pharmacy	<a href="#">View Document</a>
Mats School Of Physical Education	<a href="#">View Document</a>
Mats School Of Sciences	<a href="#">View Document</a>
Mats University	<a href="#">View Document</a>
School Of Engineering And Information Technology Department Of Aeronautical	<a href="#">View Document</a>
School Of Engineering And Information Technology Department Of Civil	<a href="#">View Document</a>
School Of Engineering And Information Technology Department Of Computer Science	<a href="#">View Document</a>
School Of Engineering And Information Technology Department Of Electronics And Communication	<a href="#">View Document</a>
School Of Engineering And Information Technology Department Of Mechanical	<a href="#">View Document</a>
School Of Engineering And Information Technology Department Of Mining	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<ul style="list-style-type: none"> <li>• Innovation is essential for the education sector. The ways in which curriculum decision making is organised reflects different implicit approaches on how educational systems pertain to promote</li> </ul>
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	<p>innovation in education. Curriculum holds an outstanding place when seeking to promote innovation in education, as it reflects the vision for education by indicating knowledge, skills and values to be taught to students. It may express not only "what" should be taught to students, but also "how" the students should be taught. Curriculum innovations can include new subjects, combinations of old subjects or cross-cutting learning objectives. They may also take a form of new content, concepts, sequencing, time allocation or pedagogy. • MATS University always believes in holistic development of student who will fit into the society. Hence, we have strong faith in bringing out the cognitive, affective and psychomotor potentials of the individual by making effective innovations in the Curriculum design and development. • We introduced the School System from the inception with the objective of development of qualitative academic curriculum and to foster inter-disciplinary and multi-disciplinary studies. • In line with NEP, the University offers a wide array of Undergraduate and Postgraduate Programmes in Liberal Art, Applied Sciences, Information Technology, Commerce and Professional, Law and Engineering. • The institution offers flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. • The School Deans have prepared systems for Multiple Entry and Exit in Academic Programmes. • The University has MOUs with Industry, University, Institute of repute at national and international level to promote STEM. • The curriculum structure has Open electives ranging courses from all programs.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>• The institution has registered under the ABC through NAD to permit its learners to avail the benefit of multiple entries and exit while pursuing their chosen programme. The verification process of NAD is in progress. • There are international MOUs for faculty and student exchange. The joint degrees between Indian and foreign institutions, and to enable credit transfer will be implemented as per guidelines of UGC. • All faculty members are part of the BOS and are encouraged to design their own curricular and pedagogical approaches within the approved</p>

	<p>framework, including textbook, reading material selections, assignments, and assessments etc. • The credit transfer through MOOC courses are as per the guidelines of UGC.</p>
<p>3. Skill development:</p>	<p>Vocational programs will be introduced based on National Skill Qualification Framework (NSQF) in the Schools. We aim at providing quality vocational education by combining class room centered formal education and training with experience sharing of Industry practitioners and internships in business houses. The focus is on integrated knowledge acquisition and upgrading human skills towards creating a new league of employable youth. The University is already conducting skill-based courses as designed by the university in various programs. Also, under the employability &amp; skill development of students, the University has introduced , Soft Skill Development, Universal Human Values, Basic Human Rights, and Communication skill. etc. Training and Placement Cell is putting efforts for the skill development of the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>• Language is an integral part of human life. It plays a vital role in the learning process and knowledge enhancement of students. The establishment of school of languages is in perspective plan. • Faculties have contributed for translating NPTEL- SWAYAM courses into regional languages. The classroom delivery in bilingual mode English and vernacular where ever necessity has been felt. Indian languages such as Sanskrit, Pali, Prakrit and classical, tribal and endangered etc, Indian ancient traditional knowledge, Indian Arts and Indian Culture and traditions.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>• Outcome Based Education is an approach to education in which decisions about the curriculum, instruction and assessment are driven by the exit learning outcomes that the students should demonstrate at the end of a program or a course. • In outcome-based education, “product defines process”. • It is the opposite of input-based education where the emphasis is on the teaching and the system is happy to accept whatever is the result. • The Vision, Mission of the Institute as well as schools are framed through a well defined process involving all stakeholders. • The PEOs and POs of the programs are defined in line with the accreditation bodies and regulatory authorities. • The curriculum is OBE</p>

based. Faculty members are developing the COs for their courses based on the guidelines issued by IQAC. • There is a structured framework for attainment of COs and POs using Direct and Indirect assessment tools. • Every Department calculates the Programme and Course attainment in order to understand the effectiveness of the programme in imparting the Knowledge, Skills and Behaviour. • The departments that could match the Programme outcomes with the target plan methods to maintain the good performance in the future. • The Departments that fall short of the target find out the reason for the gap by analysing the Po-Co matrix. The corrective measures in terms of syllabus upgradation, teaching methodologies and any other necessary measures are devised to match the target in future years.

6. Distance education/online education:

• The Covid-19 pandemic has affected our lives in various ways. All the countries across the globe resorted to imposing lockdowns to contain the spread of the virus. Lockdowns in turn disrupted the normal way of life. Since schools and colleges had to be closed because of the lockdowns, students have been studying online. Teachers have been conducting classes online over various applications such as google meet, zoom etc. • India as a country had never taken to online education before but the pandemic forced us to resort to it sooner than we thought we were ready to adapt to it. This has had various implications for students and the education system. The fact that we have successfully managed to ensure that education is not hampered because of the pandemic is highly commendable, however, there are certain things that reflect the grey areas where we as a country need to work on. • Online education has not only proven useful to ensure continuous imparting of education to school and college-going students but it has also transformed the way that candidates prepare for competitive exams in India. • The perspective plan of the Institute includes starting of vocational courses through ODL and online mode in the institution after the result of NAAC A&A process. • The institute practices blended learning. • State of Art Media Center is available. • The University has planned for Online Education. In this line the NAAC A&A process is ongoing. After the result University will commence the Online

education.

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in MATS University with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The University has the ELC functional with the Students and Faculty as members.</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>Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. We created awareness and interest among faculties and students through workshops. We educate the targeted population about voter registration, electoral process and related matters through hands ethical voting, enhancing participation of the under privileged sections of society.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 2. To develop a culture of electoral participation and maximize informed and ethical voting.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give experience-based learning of the democratic setup. We also conduct poster presentation, debates, essay writing and other programmes which create an awareness regarding electoral procedures.</p>



# Extended Profile

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## 1 Students

### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4151	4439	4242	3849	3539
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1215	1708	1369	1263	729
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
247	240	228	242	247
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

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

**Response: 630**

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1341	887	620	1226	936

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

##### 1.1.1

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

**Response:**

**MATS University** provides a robust learning environment that ensures sterling academic performance while fostering a deep sense of self-reliance, moral integrity, social responsibility and national pride in students. In line with current and emerging demands, we offer a wide array of undergraduate, postgraduate and research programmes in the Engineering, Pharmacy, Humanities, Sciences, Commerce, Management, IT, Law and Education. It offers 27 UG, 23 PG, and PhD programmes. Since the inception, the University has developed curriculum along the lines of industry requirements. Modifications have been incorporated to accomplish the needs of a changing society within the framework prescribed by UGC and regulatory bodies.

The choice-based credit system (CBCS) adopted by the institute permits students to learn subjects/technologies across various domains. They can take up inter-disciplinary courses, apprenticeship, internships and projects, and develop a multifaceted personality. The courses of each programme are designed to provide the students with sound domain knowledge, and promote their skill sets, critical thinking and creativity.

The institute carefully designs courses for all the programs offered keeping in mind the needs of the nation and the region. The institute has meticulously drawn the graduate attributes and Program Outcomes (PO) and Program Specific Outcomes(PSO). The vision and mission is contributed by innovative curriculum architected by amalgamating teaching, research and outreach activities. Structured committees at the department level (BOS) and at the Institute level (Academic Council ) with domain experts from reputed organizations/industry formulate the syllabi for all the disciplines inline with NEP 2020.. Student feedback through course end survey is considered for the updations during the revisions of the curricula. The University provides Academic Flexibility to introduce new courses for overall development and up gradation to match the current societal needs. The choice-based credit system adopted in the institute has given scope to the students to learn cross domain subjects/technologies and take up inter-disciplinary project work for the development of rounded personality.

The curriculum has been developed largely on the lines of the UGC regulations and changes/modifications have been incorporate in appreciation of the needs of the local community.

**Unique curricular practices to meet with local/national/regional/global needs**

**Contributing to National Development**



- Developing intellectual skills among youth using appropriate methods and strategies
- Developing scholastic abilities so as to enable students to successfully perform in various competitive examinations
- Applying innovations evolved from various fields to uplift the social living standard of rural people.

#### **Nurturing global competencies among students**

- Making graduates employable through necessary skill development
- Focusing on community-oriented programmes for knowledge acquisition and up-gradation of skilled human competencies. in order to address the emerging research areas

#### **Inculcating value-system among students**

- Developing positive attitude and inculcating moral and social values
- Providing opportunities for students to organize and participate in cultural programmes and imbibe Indian Knowledge Systems. Traditional values depicted in our scriptures.
- Value Added courses on IKS

#### **Promoting the use of ICT**

- Integrating technology into the curriculum as well as teaching-learning process
- Fostering easy access to digital learning resources
- Utilization of all applicable MHRD- NMEICT initiatives.
- Certification in MOOC courses

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

### **1.1.2**

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

#### **Response:**

MATS University is committed to provide its learners with a comprehensive and relevant education as evidenced by the intertwining of employability, entrepreneurship and skill development courses within the Programs and the curricula offered. This focus of the University ensures that students are well-equipped to meet the demands of the contemporary job market. We are dedicated to incorporate contemporary knowledge and skills, into the course syllabi, thereby, enhancing the employability quotient of its graduates. The programs offered by us are carefully designed to enhance the employability of the graduating students by transforming them into industry-ready, towards a fulfilling career. The University understands the importance of providing students with a strong foundation in their

respective fields of specialization, while simultaneously equipping them with the abilities, skills and knowledge that employers value. The curriculum is regularly reviewed through industry consultation and updated to incorporate state-of-the-art requirements of the cutting-edge Industry. This ensures that students graduate with up-to-date domain-specific knowledge coupled with an innate ability to adapt to evolving professional landscapes. Entrepreneurship is a key focus at the University and the programs offered reflect this commitment and recognizes the importance of nurturing an entrepreneurial mindset and equipping students with the skills needed to succeed in a competitive business environment.

Entrepreneurship Courses and Workshop are integrated into the Curriculum, allowing students to explore their innovative potential, develop business plans, and learn from successful entrepreneurs. The University also provides resources and support for aspiring entrepreneurs, including access to an Incubation Centre, Mentorship Programs and Networking Opportunities. Skill development is another integral part of the Programs, offered by the University. It aims to equip its students with a diverse set of skills that are essential for success in the modern workplace. Courses and Workshops on Leadership, Communication, Critical- Thinking, Problem-Solving and Teamwork are integrated into the Curriculum-Design. Additionally, the University collaborates with Industry-partners to identify and incorporate industry-specific skill-enhancing Modules, into the Syllabi to make the Students Industry-worthy and Domain-relevant. Recognising the need to keep the various course Syllabi relevant and aligned with contemporary industrial needs, each School interacts with both Industry-experts, directly or through its Placement Cell and with Academic Experts through Direct-contacts, Research networks, Collaborative Arrangements [MOU] and so on. The Faculty-members of schools, discuss the inputs and suggestions in detail and suggest suitable changes and improvements to the appropriate Board of Studies. They actively engage in professional development activities, attend conferences, and participate in workshops to stay abreast of the latest advancements in their respective fields. And also values feedback from students, alumni, industry professional and recruiters. Regular surveys and evaluations are conducted to assess the effectiveness of the Programs and gather input for further improvement. This process enables incorporation of the Industry needs and their integration into the respective curriculum, towards a more relevant and comprehensive education-impart.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 37.77

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

Response: 914

#### 1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without

repeat count) during the last five years :

Response: 2420

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

MATS University strongly believes in inculcation of human and social values, gender equality, professional ethics, promotion of environmental conservation and sustainable development among the students and research scholars through its curricula. The sensitization is done through teaching, research and extra-curricular activities, cultural events and other extension activities organized regularly by various Departments/Centres and NSS. The NSS team organises many environmental and health care activities like Swatch Bharat Abhiyan, World Water Day, Mental Health Day, Health Camps and Exhibition, Environmental pollution& its ill effects , Traffic awareness programme and a mega Voluntary Blood Donation Camp, to enlighten students with different issues and its effects on environment and to address the issues related to environmental sustainability and human values. Along with a standardized learning plan, the curriculum is enriched by including the following courses addresses **Gender Sensitization, Environmental aspects, Human values and Professional Ethics, etc.** This enriches the knowledge base of the students and improves the self-actualization and belongingness to the society.

Category	Name of the courses
Gender	Human Resource Management Organizational Structure, Gender School and Society, Social Justice & Human Rights, Law & Justice in the Globalizing
SDG-5	

	World, Law and Social Transformation, YOUTH GENDER AND IDENTITY.
Environmental & Sustainability SDG -11	Paryavaran Adhyanan, Environmental Sciences, Vermicompost and Organic Farming, Environmental Studies, Environmental and Analytical Chemistry, Environmental Biotechnology, Water Pollution and Management, Air Pollution and Climate Change, Environmental Law, Environmental Management & Sustainable Development, Renewable Energy Sources.
Professional Ethics and Human Values	Constitution of India, Professional Ethics and Human Rights, Universal Human Values, Patrakarita Me Press Kanoon Aur Achaar Sahita, Business Ethics & Corporate Governance, Social Work with Communities, Clinical Paper II- Professional Ethics & Professional Accounting System & Research, Clinical Paper IV- Public Interest Lawyering, Legal Aid and Para Legal Services, Human Rights, ORGANIZATIONAL BEHAVIOUR, HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT – I.

The institute organizes seminars, conferences, workshops, guest lectures on gender, environment and sustainability, human values and professional ethics from time to time. Daily prayer, Common prayer meeting, Spiritual retreats, Youth camps and Spiritual discourses facilitate the students to inculcate moral, ethical and culture-based values.

MATS University ensures the integration of a wide-spectrum of professional and value-based courses within each programme to sensitise students to professional ethics, human values, gender, environment and sustainability, consistent with SDG-4 (Quality Education). Dissertation/Project Writing, internships in industry/firm, and field study are integral part of the Undergraduate and Postgraduate programmes offered by the University, which promote SDG-8 (Industry, Innovation and Infrastructure).

The National Education Policy (NEP) 2020 implemented in the undergraduate programmes of the University through its Undergraduate Curriculum Framework (UGCF 2022) from the academic session 2022-23 has provided academic flexibility to students in choosing programmes, developing comprehensive and vigorous educational pathways through academic, multidisciplinary, skill enhancement (SEC), valued-added (VAC) and ability-enhancement (AECC) courses. Internship, apprenticeship, social outreach, field based research projects, entrepreneurship, research and innovation, are built into the curriculum, consonant with the foundational goals of NEP 2020.

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

### 1.3.2

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

**Response:** 98

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

### **1.3.3**

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

**Response:** 84.21

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

Response: 48

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

Response: 57

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

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 80.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
2222	2294	2414	2366	2184

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

2022-23	2021-22	2020-21	2019-20	2018-19
2119	2015	1874	1698	1510

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 74.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
990	1089	825	999	1010

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

2022-23	2021-22	2020-21	2019-20	2018-19
1283	1303	1400	1372	1267

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

## 2.2 Catering to Student Diversity

### 2.2.1

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

**Response:**

It is desirable that an University assesses the learning levels of students before starting the process of



teaching-learning. MATS University believes in customizing the teaching and learning processes to suit the requirements of students. The school counsels the students before the admission so that they take an appropriate decision. After the admission, the students are categorised as Advanced and Slow learners based on their intermediate and Undergraduate marks. In the subsequent semesters the learning abilities of the students are evaluated through mid semester examinations, assignments, classroom interactions and mentoring. Based on the performance of the activities, students are categorized as advanced and slow learners and the same is made known to all the stakeholders.

Through brain storming sessions, Schools have listed a host of strategies for advanced learners and slow learners for appropriate curricular interventions and needful procedures.

**Catering the needs of advanced learners:**

- Advanced learners are guided by Dean/Head Committee to go for additional courses with self learning like NPTEL, MOOCs, Certification courses etc.
- Exposed to new technologies like IoT, AI & ML, Data Science, etc.
- Encouraged to participate in competitions, Smart India Hackathon, Smart Vity Hackathon, Coding Contest etc.
- Students are encouraged to be the members of professional bodies.
- Assisted for internship and short term courses.
- Guided to take up various certification courses
- Assisted in participation and presentation in national and international conferences/ seminars/ workshops, etc.
- Encouraged and guided to do their mini/major project works by applying advanced technologies
- Encouraged to run club activities

**Catering the needs of slow learners**

- Bridge courses in basic programming, mathematics, and communication skills, etc are conducted for lateral entry students to fill the gap between diploma and engineering and to improve their confidence and knowledge levels
- Remedial classes/extra classes are conducted for slow learners by subject experts/senior faculty for clarifying their doubts in the specific subjects
- Special attention/counselling by the mentors
- Mentors communicate with their parents for improving the academic progress of such students
- Special courses in soft skill/ communication skill etc are conducted by Training and Development, career counselling and placement cell
- Guided to take up various certification courses

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

**2.2.2**

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

**Response:** 16.81

<b>File Description</b>	<b>Document</b>
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

#### **Response:**

MATS University adopts student centric methods to make the Teaching Learning Process more effective for the holistic development of students through Experiential learning, Participative Learning and Problem Solving Methodologies. Faculty of the school imparts subject knowledge as per the syllabus and curriculum and foster self management and usage of knowledge, holistic development and skill development through participatory learning activities.

The following activities have been adopted by the faculty and they adorn student-centric methods:

#### **Experiential learning:**

- **Laboratory Sessions :** Curriculum was designed in such a way that sufficient emphasis is laid on hands-on experiments required for comprehensive understanding of the subjects. The laboratories, software and model experiments which are beyond curriculum as well as oriented towards R & D.
- **Industrial Visits:** Study without practical approach is not considered as worth in this challenging and competitive environment. Putting that aim in mind we always take our students to various industries in order to make them understand the classroom concepts in a better way.
- **Field Works and Internships:** The main motto of Field works/Internships are educational and career development opportunities, providing practical experience in a field/discipline.
- **Industry Oriented Mini Projects:** Students are encouraged to take up any industry oriented application in his/her field of interest in their respective branch/field.
- **Community Outreach Programme:** Students are taken for community visits under social innovation and practise. We make them understand real world societal problems. After visits they should understand and design solutions for at least one problem.

### Participative Learning:

- **Expert Talks, Workshops and Seminars:** Students are encouraged to participate in workshops expert talks and seminars organized by various professional societies, esteemed institutes and industries.
- **Group Discussions and Role Plays:** The purpose of a group discussion is not to win an argument but it is to help each group member explore and discover personal meanings of a text through interaction with other people. Students get an opportunity to participate in group discussions.

**Problem Solving Methodologies:** Science often involves the construction and use of a wide variety of models and simulations to help develop explanations about natural phenomena. Models make it possible to go beyond observables and imagine a world not yet seen. All the schools use this method effectively for higher level of teaching and learning.

**Project Based Learning :** Project Based Learning is a teaching method in which students learn actively by engaging in real-world and personally meaningful projects. Students of different schools work on a project over an extended period of time from a week up to a semester that engages them in solving a real-world problem or answering a complex question.

Faculties utilize three types of ICT tools such as

1. **Generic Tools for Learning :** Starting from productivity tools to simulation & modelling to access, extend, transform and share information
2. **Content-Based Resources :** To access a vast source of educational resources that effectively can be integrated with the curriculum objectives e.g MHRD-NMEICT, Blogs, NDL.
3. **Interactive Instructional Courseware:** Self-paced learning materials e.g Google Class Room, LMS, Video Lecture, Course material in website etc

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

### 2.3.2

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

##### Response:

During their years journey through the programme students often need mentoring, guidance and counselling from a loving friendly faculty members. Direct academic issues can be easily communicated to the student. But finer nuances e.g. career options or fear of a subject/course need greater involvement of the mentor. Obviously, a student should have the same mentor all through the three years of his/her journey. A similar system as discussed above, namely 'Mentor Mentee' exists in this University since 2007.

**Mentoring System:** The new process has been established as 'Mentoring System'. Each faculty is assigned as mentor of a group of 20 to 25 students.

**Responsibilities:** The mentor performs the following functions. A mentor can always do more for the benefit of the students.

1. Meet the group of students at least once a week.
2. Continuously monitor, counsel, guide and motivate the students in all academic matters.
3. Advise students regarding choice of electives, project, summer training etc.
4. Contact parents/guardians if situation demands e.g. academic irregularities, negative behavioral changes and interpersonal relations, detrimental activities etc.
5. Advise students in their career development/professional guidance.
6. Keep contact with the students even after their graduation.
7. Intimate HOD and suggest if any administrative action is called for.
8. Maintain a detail progress record of the student.
9. Maintain a brief but clear record of all discussions with students.

**Head of School(HOS):** He/She follows the tasks like:

1. Meet all mentor of his/her department at least once a month to review proper implementation of the system
2. Advise mentors wherever necessary.
3. Initiate administrative action on a student when necessary.
4. Keep the head of the institute informed.

The faculty advisors perform the following functions:

- To maintain personal details of the students including their address, contact numbers, overall academic performance and progress. It helps in monitoring the academic growth of the students.
- To advise the students regarding the choice of projects, summer training, etc.
- To counsel and motivate the students in all academic matters-direct or indirect.
- To guide the students in taking up extra academic and professional activities for value addition as a member of the society.
- To contact the parents / guardians of the students in case of their academic irregularities, behavioural changes, etc,
- To advise University authorities in matters of leave or absence, official recommendation etc.
- To advise the students in matters of their career.

Type of Mentoring done are:

- Professional Guidance - regarding professional goals, selection of career, higher education.
- Career advancement - regarding self-employment opportunities, entrepreneurship development, morale, honesty and integrity required for career growth.
- Course work specific - regarding attendance and performance in present semester and overall performance in the previous semester.
- Lab specific - regarding Do's and Don'ts in the lab.

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

## 2.4 Teacher Profile and Quality

<p><b>2.4.1</b></p> <p><b>Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years</b></p> <p><b>Response: 97</b></p>											
<p><b>2.4.1.1 Total Number of Sanctioned year wise during the last five years</b></p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>250</td> <td>245</td> <td>245</td> <td>245</td> <td>250</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	250	245	245	245	250
2022-23	2021-22	2020-21	2019-20	2018-19							
250	245	245	245	250							
File Description	Document										
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>										
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>										
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>										
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>										

<p><b>2.4.2</b></p> <p><b>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</b></p> <p><b>Response: 52.38</b></p>	
<p><b>2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years</b></p> <p><b>Response: 330</b></p>	

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

### 2.4.3

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

**Response:** 6.98

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

Response: 1725

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:** 18.4

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

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

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

**2.5.2**

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

**Response:** 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	0	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
4151	4439	4242	3849	3539

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

### 2.5.3

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

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

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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



## Response:

- The course outcomes are clearly defined using Bloom's Taxonomy for all academic programmes and courses of the Schools
- The course outcomes are measurable and stated using active verbs (Bloom's taxonomy).
- They are expressed as complete declarative sentences that clearly describe the **knowledge, skills, and competencies** that students are expected to acquire as a result of completing their course.
- The outcomes are assessed and measured to identify the extent to which goals are accomplished.
- All Program Outcomes/ graduate attributes have been adequately addressed through the core courses and their Course Outcomes.
- Process of dissemination of Vision, Mission and POs / PSOs among the stakeholders and it's awareness:
  - The Vision, Mission and POs / PSOs are published on college website, departmental webpage through which it is disseminated to those stake holders who visits these websites.
  - The Vision, Mission and POs / PSOs are displayed in HoD cabin, meeting room, Departmental Notice Boards, Class Rooms, and Laboratories etc. This also is one of the ways of conveying these to stake holders particularly students, faculty, parents, visitors etc.
  - The Vision, Mission are published in project thesis by the students. This is also the one way of conveying these to students, faculty, parent and other stake holders.
- Apart from this, Vision & Mission statements are informed to all the stakeholders of the programs through faculty meetings, student awareness workshops, student induction programs, parents meet, etc.
- Newly admitted students are informed about these concepts during induction programs.
- Every teacher, before start of his/her first lecture, informs course objectives and course outcomes.
- After completion of each unit of the course, teacher again informs about the CO and tests the students for its attainment.
- COs are displayed on all examination question papers and laboratory experiment manuals.
- Students are also informed about the objectives of any new program/ activity conducted for them and how it will be beneficial for them in fulfilling the POs and PSO.
- Feedback is taken from students after every semester in terms of achievement of POs and PSO through academics and other activities conducted in the campus.
- Thus, continuously POs, PSO and COs are disseminated to teachers and students.

The assessment tools and processes used for measuring the attainment of each of the program outcomes and program specific outcome are as mentioned below:

### Method of Assessment of POs/PSOs

- The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.
- Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.
- The knowledge and skills described by the course outcomes are mapped to specific problems in University examination, internal exams and assignments. Throughout the semester the faculty records the performance of each student on each course outcome.

**Average attainment in Direct Method = University Examination + Internal Assessment**

**The weightage varies from program to Program.**

Indirect assessment strategies are implemented through feedback from students, parents and alumni.

## 2.6.2

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

**Response:** 98.77

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

Response: 1200

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.84

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

MATS University has well-defined Research Promotion Policy which enunciates the support rendered to members of the faculty, PhD scholars and students who pursue diligent research. The University policy is hosted in the Institution website for easy access to all stakeholders and maintain transparency.

The policy describes the strategies adopted by the Department of Research to support and sustain the conduct of high-quality research. The Research Committee is headed by the Vice Chancellor who is assisted by Research Coordinators of the schools for effective administration. As an effort towards quality sustenance in research, MATS University has constituted the Research Advisory Committee, with highly acclaimed personnel as advisors, to steer MATS University as notable research hub in the international arena. Further, the Research Promotion Committee, headed by the Vice-Chancellor as Chairman, convenes regularly to review and monitor the proceedings of Research Committee. Salient features of the University's Research Promotion Policy:

1. The policy describes the infrastructural facilities available to promote research. Notable among this is the Central Research Laboratories that is established in two campuses with state-of-the-art infrastructure for carrying out research.
2. The policy describes the SOP of the Institution for receiving intramural research funding in the form of Seed money. The proposal received from staff undergo stringent scrutiny by external experts to verify the relevance, novelty and utility of the project. The institution has dispersed intramural research grant.
3. Support for Extramural research: The institution hand-holds researchers to apply for extramural research funding both from Government and non-government organizations. Workshops, seminars, and workshops are conducted on Scientific Writing and Grant Writing by the Department of Research.
4. The policy describes the strategies adopted by the institution to promote research by students, scholars and staff.

The concerted efforts taken by the institution in promoting research has resulted in tangible research output in terms of publications, intellectual properties, and improved patient care which culminate in overall societal good.

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

### 3.1.2

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

**Response:** 50.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
52.21	52.38	70.92	48.05	28.84

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

### 3.1.3

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

**Response:** 0.32

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

**Response:** 2

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

### 3.1.4

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

**Response:** 62.5

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

Response: 105

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

Response: 168

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

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Governme006Et**

**and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 1442.66

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

### 3.2.2

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

**Response:** 0.04

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

**Response:** 23

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

## 3.3 Innovation Ecosystem

### 3.3.1

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

#### **Response:**

MATS University has dedicated Innovation and Incubation Centre, that provides a platform for students, research scholars, researchers, field experts and industry personals to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking risks and thinking big.

**Innovation Centre:** With the rapid development in science and technology, INNOVATION CENTRE has been established. A distinct office for the innovation activities was setup. The main objectives are to:

- Invoke innovative ideas and increase job opportunities.
- Motivate students to participate in technology transfer management.
- Increase effectiveness and utilization of resources on research and development activities.

The MOUs established helps broadening the scope of research, its utilization and intellectual property rights.

**Incubation Centre:** The Incubation Centre was setup and it provides creative atmosphere where new ideas and projects can flourish. Incubation centre offers

- A Platform on business incubation and innovation to provide spaces for incubation, counselling services on business management and technological solutions.
- Interaction with the industries and other peers, finding the workable issues and provide appropriate solutions.
- A systematic process designed for innovators to convert their concepts, ideas into product.

The centre works on the growth of staff and students, identifying the tools, devices, technologies and constructing a network for commercializing the products or services. Innovators and entrepreneurs are benefited in technology, expertise and facilities.

**Entrepreneur Development Cell:** The ED Cell was established with a faculty Coordinator and in the individual department a faculty as a committee member. The key vision of the cell is to shape the future entrepreneurs to transform the world for a better living. The mission statement for the cell is to create and foster entrepreneurial culture among students by identifying, training and motivating students to become entrepreneurs. The Cell has the objective to create awareness of opportunities and benefits on entrepreneurship for students and make their dream business through innovative products and to develop entrepreneurial culture. Further, the cell strives to create sustainable start-up business and provide awareness among students on industrial business and availability of financial assistance to start ventures.

#### **Overall Objectives:**

1. Transfer of knowledge, methodology and practice of technology-based entrepreneurship and support to students with creative thoughts and ideas.

2. Encourage students and faculty to participate in innovation, idea generation and product development.
3. Create awareness on patents among faculty, students and researchers.
4. Link higher educational institutes and industries.
5. Create platform to share knowledge and implement real time research and applications

Motivate and create a permanent network among the students and researchers for knowledge exchange and technology transfer. The key idea is to connect/link companies, investors, researchers and innovating minds under one roof.

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

### 3.3.2

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

**Response:** 25

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

## 3.4 Research Publications and Awards

### 3.4.1

**The institution ensures implementation of its stated Code of Ethics for research**

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

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



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

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

### 3.4.2

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

**Response:** 36

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

#### **Other Upload Files**

1

[View Document](#)

### 3.4.3

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

<b>Response: 2.52</b>	
<b>3.4.3.1 How many Ph.D s were awarded during last 5 years</b>	
Response: 174	
<b>3.4.3.2 Number of teachers recognized as guides during the last five years</b>	
Response: 69	
<b>File Description</b>	<b>Document</b>
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<b>3.4.4</b>	
<b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b>	
<b>Response: 0.54</b>	
<b>3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years</b>	
Response: 341	
<b>File Description</b>	<b>Document</b>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.5

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

**Response:** 0.18

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

Response: 111

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

### 3.4.6

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

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

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

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

### 3.4.7

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

**Response:** 7.12

### 3.4.8

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

**Response:** 17.5

## 3.5 Consultancy

### 3.5.1

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

**Response:** 324

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

2022-23	2021-22	2020-21	2019-20	2018-19
324	0	0	0	0

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

### 3.6 Extension Activities

#### 3.6.1

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

**Response:**

As a socially responsible University, we inculcate values, create awareness on duties and responsibilities in the students so as to engage them in assisting the neighbouring Communities to overcome issues like illiteracy, poverty, unemployment, casteism and economic disparities. The University has one NSS units and one NCC units which mould the students in nation building activities. The University is the forerunner in implementing various outreach and extension activities, namely,

- Swachh Bharat Abhiyan
- Unnat Bharat Abhiyan
- Village Adaptation
- Literacy Movement (Each One Teach One)
- Blood Donation
- Tribal development
- Nature Conservation through Green House and Nature Club, etc.

**Major Interventions** The major impacts created among the backward communities and downtrodden in the adopted villages and neighbourhood of the University include:

**Sanitation and Hygiene:** In the adopted villages, the NSS unit conducts sanitation and hygiene

campaigns regularly.

**Women Empowerment:** The Women Empowerment Cell organizes awareness programmes on self defence, self confidence, legal rights, legislations empowering women, self sustenance and women entrepreneurship.

**Literacy Programmes:** Awareness programmes on financial literacy, child education and computer literacy are conducted.

**Blood Donation:** Regular blood donation camps are held in association with Government and private hospitals.

The University has initiated major intervention programmes like Tribal Literacy Programmes, Cleanliness Campaigns under Swaachh Bharat Scheme. Ban Plastic Bag / Cup, Environmental Education, No Food Waste, Road Safety awareness, Promotion of Organ Donation, Women Empowerment, Safety and Personal Hygiene Child Labour Abolition Promotion of Digital / Online Payment.

**Impact on Students** The University, through extension activities,

- transforms the students as agents of social change to provide lasting solutions to social problems. Engaging the students in extension activities has created a sense of service-mindedness among the student community.
- It helps to instill social responsibility groom overall personality and create awareness on social issues

### **Impact on the Society**

The interventions through extension activities have resulted in improved

- literacy rate
- hygienic surrounding improved health and cleanliness.

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

### **3.6.2**

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

**Response:** 140

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	28	11	28	23

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

### 3.7 Collaboration

#### 3.7.1

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

**Response: 44**

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



## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

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

**Response:**

The University infrastructure policy mainly consists of the infrastructure requirements in terms of the growing needs and current demands to ensure its optimal utilization to meet the challenges of changing global education worldwide.

Infrastructural facilities available for curricular, co-curricular and other activities in the University are listed below:

1. ICT enabled classrooms equipped with multimedia projectors for state of the art presentation system.
2. Classrooms with smart board facilities
3. Photocopy (Xerox) and scanning facility available for preparation and dissemination of study materials and questions papers. Scanners of high quality for creating PDF version of teaching materials cum study materials, Document scanners are present for various academic purposes.
4. An Air-conditioned Seminar Hall –equipped with the modern audio-visual system is used for seminars, workshops, invited lectures, etc.
5. Air-conditioned Conference room for important academic meetings and discussions among the faculty members.
6. Most of the teachers work on major or minor research projects. University provides a superb lab infrastructure for carrying out research.
7. Computer labs for the students with internet facility
8. Broadband connectivity with Wi-Fi system ensures uninterrupted internet facility.
9. Solar power generation unit for promoting the use of non-conventional energy resources and for minimizing the electric consumption of the University.
10. The Library has a robust collection of around 50,000 books and bound volumes of journals and current subscriptions to journals, magazines, news papers along with CDs and videos.
11. Currently library is subscribing a number of online databases of international and national spheres. Library has online International/National Databases.
12. The University has established Moot Court Hall and Legal Aid Cell.
13. English Language Laboratory

14. Media Centre and Interior Designing Museum
15. There are different wet and dry laboratories including a central instrumentation room, stores and wash area
16. Girls and boys restrooms are provided in each campus.
17. Special restrooms for differently-abled persons
18. Auditorium
19. Drug Musium,

The University has facilities for various indoor and outdoor sports and athletic activities. Facilities for Outdoor games like Volleyball, Football, Basket Ball, Cricket, Athletics, Kho-kho, Kabaddi and Indoor games like Table Tennis, Badminton, Carom, Chess, Yoga, etc are available. Activities of the NCC wing are coordinated by faculty members and various activities are planned and organized by NCC throughout the year. These programmes include conduction of various awareness programmes in camps, blood donation, activities in old age homes, conducting public awareness programmes etc. Special lectures and talks are arranged on topics related to health, hygiene, yoga and safety.

**Sports Activities:**

Infrastructural facilities available for extracurricular activities in the university are listed below:

- Gymnasium
- Sufficient number of playgrounds
- Sports accessories for Cricket, football, BasketBall, Volley Ball, Hand ball, Throw Ball, Badminton and table tennis in ample quantity.
- One yoga teacher in the University is available for consultation and training.
- Indoor sports complex

**Cultural Activities:**

- Annual Fest - MATSOtsav
- Annual Prize Distribution Ceremony
- Science Exhibition
- Saraswati Pooja
- Observance of days of National significance
- Elocution, Recitation and Debate competitions
- Technical Fest
- Skill and talent based competitions

Every year the University keeps on adding new equipments of sports and promotes its students to participate in inter University competitions.

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

**4.1.2**

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

**Response:** 32.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
446	313	349	69	454

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

University has successfully implemented computerized ERP software since 2012 and RFID for improving efficiency and productivity of academic and administrative process. This software contains students and staff members data bases with the facilities of providing books issue and return to maintain data for students / staff to whom books are issued for certain period of time and also if books are returned on time. Also, the OPAC facility is provided to librarian and library staff which are meeting the norms but in order to satisfy the functional needs of staff members therefore the ERP software was upgraded to SOUL 3.0. Soul is equipped with the features of acquisition, cataloguing, circulation serial control, OPAC facilities with supporting facilities of web OPAC. The SOUL 3.0 3.0 supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of materials. It also supports requirement of digital library and facilitates link to full text articles and other digital objects. The Web link is introduced in the library with the features like Books Search, Availability, Library Account

Detail, Book purchase request. OPAC facilitates to the user to see details of the books, and also can go for requisition of books with the help of library site. This facility is available for students and teachers for projects, research and teaching –learning aids. ERP fulfills the academic resource needs of the students as well as staff members which have resulted into better library usages.

**Acquisition** – The Module enables library staff to handle all the major functions, such as

- Suggestion Management
- Order Processing, Cancellation and Reminders
- Receipt, Payment & Budgetary Control
- Master Files such as currency Vendor, Publisher
- Reports

**Cataloguing** – It is used for retrospective conversion of library resources. It also facilitates library staff to process the newly acquired library resources.

**Circulation-** This Module takes care of all possible functions of circulation. Sufficient care has been taken in designing this module starting from membership management, maintenance & status of library items, transaction, ILL, overdue charges, renewal & reminders, search status and report generations.

**OPAC-** One of the major attraction of SOUL 3.0 is its robust online public access catalogue. OPAC has simple & advanced search facility with the minimum information of the item by using author, title, corporate body, conference name, subject headings, keywords, class numbers, series name, accession number or combination of any of two or more information regarding the item.

**Serial Control-** Managing Serials is the most complicated job for a library. The module keeps track of serials in the library effectively and efficiently.

**Administration** – The module of SOUL 3.0 with inputs from various SOUL 3.0 users and requirement of the library staff, their user rights. The module is divided into three major sections for accommodating the new features that are user management, system parameters and masters.

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

<p><b>4.2.2</b></p> <p><b>Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years</b></p> <p><b>Response: 0.8</b></p>
<p>4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR</p>

in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
15.5	7.5	1.56	6.72	9.05

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

MATS University Information Technology (IT) Policy sets forth the central policies that govern the responsible usage of all users of the Institution's information technology resources. This comprises the IT facilities allocated centrally or by individual departments. Every member of the Institute is expected to be familiar with and adhere to this policy. Users of the campus network and computer resources ("users") are responsible to properly use and protect information resources and to respect the rights of others.

**Wi-Fi & Internet**

MATS UNIVERISTY is having 1GBps Internet Leased line connections, locally networked and connected through Wi-Fi. All the Laboratories of different department are having Internet facility connected through intelligent switches. The entire college campus covered with adequate Wi-Fi Access points to access Internet and Intranet educational resources. The Wi-Fi facility has been extended to all the hostels connected through Wireless bridges with Fiber optic cable. With this addition the University

provides internet and intranet access to all students and staff for instructional purpose.

**Security:**

- All the access points are password-protected.
- Wireless Intrusion Prevention Systems (WIPS) or Wireless Intrusion Detection Systems (WIDS) are commonly used to enforce wireless security policies.
- MAC filtering for device registration is applied for Wireless devices/Laptops.

**Internet access policy**

Groups are created department wise, Faculties, Clientless, management, HOS,

- Each user has username and password for accessing the Internet. (Client user).
- The users are applied with Access Policy, Web Policy, QOS policy, Application policy.
- The user’s access report and operations is generated.

**Access Policy:** Firewall rules have been applied and configured on each group for accessing the Internet.

- Users are allowed to access the websites, Email, other servers and other Internet services.
- Device registration is applied for the all devices for connection.

**Web policy and Filtration:**

The University has adapted the web policy and applied filtration for unhealthy and non working websites.

- Access to the information through the Internet for enhances the educational using www.
- The websites are classified as Productive, Neutral, Unhealthy, and Non working.
- Productive means domain jbvi allowed sites, allowed websites banking, irctc, redbus. etc.
- Neutral websites means Educational Institutions Electronics Cultural Institutions Education and Reference Material Health and Medicines ... etc.
- Unhealthy means Porn, Crime and Suicide, Militancy and Extremist, Phishing and Fraud, Weapons ...etc.
- Non Working means Blogs, Games, Finance, Entertainment, Astrology etc..

**Application Policy :**

The applications are categorized general Internet, Software updates, Gaming, Social networking, etc.

- Educational applications, software updates are allowed.
- Chatting , Social networking & Mobile applications are blocked
- Network services are allowed on request bases.

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

### 4.3.2

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

**Response:** 4.4

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

Response: 943

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

### 4.3.3

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

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

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

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 54.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
876.4	489.8	366.7	589.5	408.0



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

#### 4.4.2

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

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

#### **Response:**

The maintenance and utilization of physical, academic and support facilities are governed by standard procedures. Adequate academic, physical and support facilities are available on the campus. In order to ensure their maintenance and optimum utilization, various systems and procedures are established so as to benefit all the stakeholders.

#### **1. Maintenance of Physical Infrastructure and Support facility:**

Institute believes in maintaining a spic and span campus as a necessary prerequisite to achieving a salubrious environment. In view of this, Maintenance Committee has been formed which ensures that the maintenance of the physical, academic and support facilities is carried out in a planned and systematic manner as per the standard policies developed by the Institute.

##### **a) Routine Maintenance:**

Cleaning, Dusting, Sweeping and Mopping of all areas is undertaken daily by the contractual housekeeping staff and is supervised. Regular cleaning charts and progressive maintenance records are maintained. For minor repairs, the Institute has a workforce of Carpenters, Masons, Electricians and Plumbers.

##### **b) Preventive Maintenance:**

**Painting:** The University has prepared a Calendar to ensure that all the areas are periodically painted.

**Air Conditioning:** Many areas of the Institute are air conditioned. The maintenance of the Heating,

Ventilation, and Air conditioning (HVAC) system is outsourced. The agency services the machines monthly and submits its report to Director Technical.

**CCTV:** The University has installed multiple CCTVs on the Campus. The maintenance of the system is outsourced. The agency inspects the equipment monthly and submits its report to the Dy. Registrar Administration.

**Water Testing:** Regularly done by Chemistry and Environment Lab.

**Water Tanks / Septic Tanks:** All the underground and overhead water tanks are cleaned by professional service-providers once a year using sophisticated equipment including UV equipment.

**Audio-Visual System:** The high end AV systems are covered under Annual Maintenance Contract.

**Pest Control:** The Pest control which includes combating general disinfection, rodent treatment and larva breeding is done periodically as per pre-decided calendar. Anti-Termite treatment is also done periodically.

Apart from the above all the Laboratories are maintained in proper working conditions in terms of the premises as well as all pieces of equipment, i.e., consumables and non-consumables, as overseen by the concerned Lab Incharges. Separate registers are maintained for lodging complaints, stock keeping works executed, etc.

Maintenance and upkeep of all computer systems in the Institute is carried out by a dedicated team comprising of the system administrator and technicians. Complaints/grievances about systems and/or peripherals are raised by faculty members and routed through their respective heads of the school to the system administrator for necessary action. However, the procurement of new systems is carried out only after the approval of the Registrar and the Management. The system administration team also ensures the provision of all LAN connectivity for proper access to internet facilities in the University.

All the classrooms, seminar halls, auditoriums, are ICT enabled and maintained under the supervision of the Dy. Registrar Administration.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 63.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
2809	2779	2711	2423	2213

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

**Response:**

MATS University has a centralized 'Training and Placement Cell (TPC)– a team of Young, Energetic, Go-getter, and Goal Oriented Professionals. The department functions round the year to achieve the dreams and goals of budding professionals at the University. For the same,TPC leaves no stone unturned.

The TPC is an interface between the Industry and Academia to streamline the placement and related process for students and serves the community at large by grooming students. A strong Industry-Academia Interface is the sinquanon for the success of a department like TPC.

TPC works in close coordination with all schools of the University to guide students to choose the best Career option for them on the basis of their bent of mind, flair, dexterity, and qualification. It also assists students in identifying and developing their academic and career interests, and to set their short-term and long-term goals through individual counseling and group sessions.

To move hand-in-hand with the pace of industry, MoUs have also been signed, in the area of Faculty Development Programme, Syllabus Restructuring and Upliftment, Online Certifications, Multi-party Agreements, Specialized Trainings, Guest Lectures, Workshops, Placements, etc. The TPC helps the studnets to enhance their skills based on the industrial needs.

TPC runs Soft Skills and Technical Skills training and assessment programme with the help of its own in-house team and also with the help of third party agencies of national repute. The schedule of these classes are very smartly knit with the regular time table of various programmes, so that, students may assess and explore themselves during their course itself.

Apart from that, the seasoned and accomplished professionals from diverse fields visit the campus throughout the year to interact with students and share their industry experience. Regular Seminars, Conferences, Workshops, etc. are organized for more interactive, nuanced, and informative learning.

The positive result of the same is quite visible. MATS University enjoys stellar reputation among the leading companies which visit the campus every year to recruit our students.

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

**5.1.3**

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

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

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

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

#### **5.1.4**

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 74.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
633	960	704	607	435

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

## 5.2.2

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

**Response:** 60.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	451	407	389	178

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

## 5.2.3

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

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

**Response:** 1.24

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

Response: 78

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

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response:** 108

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	22	20	12	23



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

### 5.3.2

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

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

#### **Response:**

The Institute has an active Students Council (Student conclave) which has student representatives. The members of the Student Council are selected through a specified composition.

#### **Objectives of the student council:**

1. Promote the spirit of Indian citizenship and belongingness.
2. Hitch up the level of cultural events and cognitive awareness among the students of the college.
3. To impart strength and confidence to the ideas of students and volunteers who work for the college
4. Create awareness and strengthen trust in the members of the Council, academic and administrative staff of the college.
5. Adapt permanently to the vision, mission and objectives of the college.

#### **Composition:**

1. One final year (undergraduate) student representative of each department/advanced learner
2. One student (master level) representing each programme.
3. Four students nominated by the Head from various communities like SC/ST, divyang and girl students.
4. Student In charges of various units.

#### **Selection/Eligibility Criteria for Council Members:**

1. The candidate shall not have any disciplinary action taken by the disciplinary committee of the

Institute.

- 2.The candidate must be regular and full time and they should also not have any dues of hostel/Institution fees in the institution.

**Roles and Responsibilities:**

- 1.Prevention of ragging is the top priority in the University and prevention of ragging through counseling of the senior students and with the help of faculty and administrative members.
- 2.Govern the junior and the needy students to improve their technical and organizational developments through symposiums, workshops, and seminars.
- 3.Accompany with administration and faculty for the smooth functioning of various works.
- 4.Students facilitated and motivating for physical fitness through sports activities.
- 5.Instruct through various programmes with eminent personalities for career and personality developments.
- 6.Directorship of Annual sports day, cultural and technical fest.
- 7.Map out the programmes in the campus for healthy and clean environment
- 8.Tie up with various social organizations to understand the community through various activities like NSS, and clubs.

Through active participation, members of the Student Council and other student representatives frequently serve in following Academic and Administrative Bodies/Committees: IQAC, Class Review Committee, Library Committee, Canteen Committee, Hostel Committee, Women Empowerment Cell, SC/ST Cell, Cultural Committee, Sports Committee, NSS Committee, Anti-Raging committee, Training & Placement Committee, Grievance Redressal Committee, NCC Committee and Incubation Centre.

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

**5.3.3**

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

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

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

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 101.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.67	16.19	29	26.26	20.75

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

## 5.4.2

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

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

#### **Response:**

MATS UNIVERISTY alumni association is a registered body with registration number 12201822140 of 9th January 2018 under Society. All graduated students become members of alumni association. The members of the alumni association have regular interaction with the management, Principal, faculties and staff members regarding the overall development of the institution. The Alumni association committee is formed every three years in Alumni meet and holds one executive committee meetings on an average every year and future plans are discussed.

The main objective of the Association is to bridge the gap between the college and alumni. Annual Alumni meet is held in the month of December every year. Alumni meet is a formal function which consists of Registration, , inauguration, formation of alumni association, alumni interaction with students, followed by lunch/dinner.

#### **The activities and contributions of alumni association are as follows:**

Alumni contribution for development of institution through non-financial means:

#### **Role in academic activities:**

- The Alumni serve as resource persons for Guest Lectures and seminars.
- The Alumni conduct mock personal interviews.
- The Alumni discuss business and entrepreneurship opportunities.
- The Alumni gives feedback on the syllabus and infrastructure available in college.
- The Alumni offers job oriented training.
- The Alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers.
- The Alumni guide the students about career opportunities in different fields.
- Alumni share their professional experiences with students.

- The Alumni extend their support in campus placements and summer and winter internship programmes.
- Some of the Alumni are employed as faculty in the University. They play an important role in academic and institutional development.
- Some of the members of alumni association are representatives of the IQAC committee.

**Role in Social responsibility:**

- The Alumni participate in blood donation camps organized in the college every year.
- The Alumni participate in Swachh Bharat organized by the college.
- The Alumni help in arranging the NSS extension activities.
- The Alumni organize Practical Sessions on meditation for the students.
- The Alumni motivate the students to follow their path for the betterment of society.

**Alumni contribution for the development of the Institution through financial means:**

Each alumnus contributes towards membership of Alumni association.. The alumni also contribute to Institute towards development apart from Membership Fee. The Alumni has contributed Rs 1Cr to the Institution in the last 5 years.

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

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

MATS University stands as an epitome of institutional governance and leadership harmoniously aligned with its published vision and mission. This good governance not only reflect the core values of the institution but also propel it towards excellence. Key aspects of this can be observed in its commitment to decentralization, implementation of the NEP- 2020, sustained institutional growth, and active participation in institutional governance, all seamlessly integrated into comprehensive short-term and long-term perspective plans.

**1. Institutional Governance:** The University places at most importance on active participation in institutional governance. The institution has cultivated a culture where faculty, students, and administrative staff are not just stakeholders but active contributors to the decision-making processes. The organizational setup, committee structures, and open communication channels ensure participation of all stakeholders. Appropriate governance is taken care by the Chancellor, Vice Chancellor and Registrar of the University through regular monthly Academic meetings, time to time visits to the departments, interacting with the students and staff of the university and keeping a record of all academic and non academic activities. The approvals are passed by the Governing Body, Board of Management and Academic Council. Under the leadership of Visitor of MATS university (The honorable Governor of Chhattisgarh), the Management plays a pivotal role in facilitating University's Vision and Mission in tandem with societal inclusion leading to socio-economic development of the region.

**2. Sustained Growth:** The trajectory of MATS University sustained institutional growth is a demonstration to visionary leadership and effective governance. The institution has witnessed continuous expansion in both infrastructure and academic offerings. Through strategic planning and resource allocation, the university has evolved to meet the changing needs of students, academic need of the states and the dynamic landscape of higher education. This growth reflects a commitment to maintaining relevance and excellence in the ever-evolving educational ecosystem.

**3. Decentralization :** Decentralization is a keystone of MATS governance framework. The institution believes in empowering various departments and academic units, fostering a culture of autonomy and accountability. This approach ensures that decision-making processes are not only efficient but also inclusive. Faculty, students, and administrative staff actively contribute to the decision making processes, creating a collaborative environment that values diverse perspectives. Both statutory and non-statutory bodies are established to ensure effective decentralized academic and administrative governance.

**4. Perspective Plans:** MATS University's commitment to visionary leadership is evident in the meticulous planning outlined in its short-term and long-term institutional perspective plans. These plans

serve as comprehensive roadmaps, outlining strategic initiatives that steer the institution toward its goals. Emphasizing adaptability and continuous improvement, these plans are living documents that guide the institution through challenges and opportunities. They reflect a commitment to excellence, innovation, and the fulfillment of the university's broader mission and vision.

**5. Implementation of National Education Policy (NEP):** The university has initiated and effectively integrated many of the vertical of education policy into its academic fabric, ensuring that teaching methodologies, curriculum framework, and assessment practices align with the contemporary global standards advocated by the policy.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

The University has perspective plans since its inception. The perspective plan is in the form of strategies to be adopted for the growth of the University for every five years. The strategies proposed in the plan are reviewed every year and action taken and future plan is presented for the University statutory bodies. The Strategic Plan of the University contains various key performance indicators that covers strategies to improve admissions, starting new programs, establishing collaborations, enabling faculty enrichment and accreditations, technology integration in academic and administration matters, promotion of research and development, improving training and placement, and offering industry linked courses, contributing to green initiatives. The University has well-crafted policies serving as a framework for decision-making and to ensure consistency in operations. Policies are reviewed and revised as and when required approved by statutory bodies. To achieve the goals set in the strategic plan, the responsibilities are distributed among various schools/ departments/sections of the University.

As per the provisions of the Act and Statutes of the University, following are the officers of the University to look after the affairs of the University and ensure that the University has the strategy and plans in line with the vision of the University:

- 1.Chancellor
- 2.Vice Chancellor
- 3.Director General
- 4.Pro Vice Chancellor
- 5.Registrar
- 6.Dean of Faculty

7. Dean Students' Welfare
8. Director/Principal/ HOD
9. Controller of Examinations
10. Finance Officer and such other officers of the University as may be required

Besides, in accordance with the provisions of the Act and Statutes of the University, following are the statutory bodies of the University which ensures that various processes and functioning of the University are in accordance with the provisions of the Act and Statutes and norms & standards as laid down by the other central and state regulatory authorities

1. Governing Body
2. Board of Management
3. Academic Council
4. Finance Committee
5. Board of Studies
6. IQAC
7. Grievance Redressal
8. Anti Ragging
9. Internal Complaint Committee

To ensure, the quality in various academic and administrative processes, there is IQAC which on regular basis conducts the bi-annual audits. In addition there are different committees at University through which decisions are taken and participation of teaching and non teaching staff in academic and non academic activities are executed.

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

### 6.2.2

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

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

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



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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

MATS University is strongly committed to the cause of felicity and upgradation of its talented workforce. The teaching and non-teaching staff is asset of the University. Synchronously, the concern and attention expended towards the well-being of employees is also meticulous and magnanimous. Some of the pivotal schemes to ensure the holistic well-being of all teaching and non teaching staff includes-

**Statutory Benefits:**

- Employees' Provident Fund
- Gratuity
- Employees State Insurance Scheme (ESI)

**University Provided Benefits:**

- Medical facilities (Concession) Card
- Earned Leave
- Higher Education Policy
- Subscription to Professional Societies and Organizations
- Institutional Accommodation
- Conference Facilities
- Incentives for Excellence in Teaching and Research
- Scholarship on Course fee for Employees' Spouse / children

- Financial Support for Patent filing and Research publications
- Leave Facilities – As per rules
- Close User Group Mobile Plan

Besides the cardinal necessities of life, intellectual stimulus is one of the most important needs to keep the staff invigorated and contented. Towards this aim of keeping the intellectual barometer continuously active and constantly upgrading the subject-related and concomitant skills, the University regularly organizes faculty development programs for its teaching and non-teaching staff. This is further facilitated by the research oriented policy of the University under which every teaching faculty member can attend professional development programs, seminars, conferences, workshops that are relevant to the parent department in which the faculty is working. The financial support is given to the faculty under the rules applicable for attending FDPs and participating in a variety of academic endeavors.

The University has carefully drafted and meticulously executed Policy and Guidelines for Performance based evaluation system known as “Performance Management System (PMS)” to review and appraise the performance of the faculty and non-teaching staff annually. Each faculty and non-teaching staff is assessed on various criteria. The elaborate system is initially applied through the Head of schools and subsequently evaluated. The scores are moderated through a transparent system for each school and the assessment is subsequently appraised to the individual faculty as feedback. Assessment is based on Performance objectives and the measurable parameters are as briefed as below:

1. Teaching
2. Research & Publication
3. Self-Development
4. Project/Consultancy & FDPs
5. Peer/Industry/Institutional Connect
6. Student support & Counselling
7. Conferences/Seminar/workshops/Events organized/participated

**Appraisal System for Non-Teaching Staff:** On the similar lines of the “Performance Management System (PMS)” for teaching staff, the performance of the Non-teaching staff is also assessed annually to review and appraise their performance. Each non-teaching staff is assessed on various criterion as briefed hereunder.

**Criteria areas for assessment of the performance of Non-teaching staff are:**

- Job / functional Knowledge
- Discharge of assigned responsibilities
- Willingness to accept additional responsibilities
- Quality of work
- Leadership qualities
- Enthusiasm / initiatives in work involvement
- Communication skills
- Interpersonal skills / Coordination with Colleagues
- Conduct and Character
- Punctuality

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

### 6.3.2

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

**Response:** 59.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
148	144	138	145	145

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 60.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	141	140	141	148

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

#### **Response:**

The process of mobilization of funds at the University is primarily undertaken through the following instruments-

1. Student fee
2. Interest on Bank FDRs
3. Bank Borrowing
4. Other earnings from training or workshops
5. Organization of sponsored seminars, conferences and symposiums
6. Research fund/ Consultancy fund
7. Promoters

The strategies for optimal utilization of resources include planned procedures executed through the

Finance Committee, which has been constituted by the Governing Body, are -

1. All decisions related to investment are reviewed and approved by the Finance Committee.
2. The Finance Committee reviews the provisions as laid down in the Investment Policy on a periodic basis for efficient functioning of treasury.
3. All surplus is invested in Long Term Bank Deposits and Bank Repaying thereby ensuring sturdy financial stability throughout the year.
4. The core objective of investment is to conserve capital for utilization in the operation and to generate maximum returns over a short-term period.

**Best Practices for utilization of resources:** The University has streamlined processes with limits fixed by Finance Committee for recurring and non-recurring expenditure for a year which may not be exceeded.

1. There is special emphasis on ensuring that money is expended on the purposes for which it is budgeted and not diverted to other spheres, thereby confirming that there is not even the slightest diversion of funds lending opacity to financial processes. No expenditure, recurring / nonrecurring may be incurred by the University in excess of the limits fixed by Finance Committee and Governing Body.
2. Every year, annual accounts are prepared and audited and presented to the Finance Committee for adoption. Estimated budgets for the next year are presented to Finance Committee for discussion and approval.
3. The University regularly monitors quarterly, half-yearly and annual cash flow statements for ensuring optimal utilization of financial resources.
4. In the case of all research grants received, a separate ledger account is opened for each project to facilitate close monitoring and utilization of funds.

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

#### 6.4.2

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

**Response:** 274.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
154.76	117.43	0	0	2.03

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

### 6.4.3

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

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

#### **Response:**

Since its inception in the year , the University has meticulously conducted both independent external audit (statutory audit) as well as internal audit. The timelines for the same are stringently adhered to and executed with the necessary due diligence. Whereas statutory audit is done once in a year, internal audit is executed on regular basis through out the year. Internal audits streamline all transactions and check the compliance level across the hierarchy. Internal audit is more focused on authenticity of financial transactions and monitoring of tax and other regulatory compliances. Statutory auditors appointed under the regulations of the University conduct the external audit in accordance with generally accepted auditing standards prescribed by the Institute of Chartered Accountants of India. They conduct the audit procedures to obtain reasonable assurance about whether the financial statements are free from material misstatement and give a true and fair view of the state of affairs at the year end. The external auditors also review the status of procedural and transactional compliance in all financial transactions of the University largely conducted through ERP.

All audit objections are being monitored through Follow-Up tracker for early resolution before signing of financial statements and audit reports. The audit objections are settled through various procedures insuring uniform compliance.

There is a yearly procedure of reviewing and updating to ensure that the same Audit objections are not repeated and the entire process is transparent and uniform in its planning and execution. Updating of procedures as per amended rules is done seamlessly and promptly with full focus on the sanctity of processes and systems.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

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

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

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

**Response:**

#### **IQAC Contributes**

- To a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture.
- To the enhancement and integration among the various activities of the institution and institutionalize many good practices.
- To provide a sound basis for decision making to improve institutional functioning.
- To monitor the utilization of resources with the accomplishment of academic and administration for affording the social responsibilities.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.

Through the establishment of IQAC, institute organizes meetings of IQAC head and members with frequency of twice in a year, in these meetings, various committee has been formed for academic and administrative activities like teaching and learning methodologies under student grievance cell, guest lectures on content beyond syllabus by the expert academician/ industry person, signing number of MOUs with the industries and institutes, various seminars and workshops for women empowerment and harassment related issues, taking feedback from students regarding academic and administrative facilities, also institute concentrated about student's skills development in curricular as well as extracurricular activities by engaging the students in various paper presentations, conferences, seminars and mini project competitions and various activities and seminars, solving hostel issues for students etc.

To impart quality education to students and to maintain an effective teaching learning process, quality assurance cell has been formed.

**Quality Assurance Processes –Practice : Establish systematic process in academics and administration**

- At the beginning of every year, an academic calendar has been prepared and circulated to all stake holders.
- Meeting with stake holders are mentioned and conducted as per the schedule.
- Class and course committee meetings have been scheduled and conducted. The grievances and the comments given in the meeting have been addressed by IQAC.
- College day and Sports day are conducted as per the calendar plan.
- Holidays and special working days also mentioned.
- Counselling schedule have also been scheduled and the comments given in the reports also addressed by IQAC.
- Online feedback have also been scheduled periodically and collected in time.
- Based on the feedback from students, faculty members have been directed properly to overcome the issues.
- Periodic reviews and audits are conducted by the IQAC.
- Orientation programmeshave organized every year for the young and newly joined faculty members to adapt themselves to the systematic process of the institution.
- Internal assessment tests are periodically conducted as specified in the academic calendar.
- Question paper and the answer scripts are audited periodically.
- Course end survey is conducted at the end of every course, to know about the satisfaction level of teaching learning process in each subject.
- By the end of every month, all faculty meeting is organized by the Principal to ensure the smooth run of all activities in each department.

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

**6.5.2**

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

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

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



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

### 6.5.3

**Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)**

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

**Response:**

Through frequent benchmarking against National and International standards, IQAC has been working hard to support all academic divisions in the institution in making continuous progress. IQAC suggestions were used to integrate the following modifications. In order to move students' attention from only academics to developmental activities like MOOCs, self-study, and real projects to foster their personal growth, a review of the credit system was carried out as a student-centric exercise for certain programmes. The Institutes, Schools, and Departments were urged to have Board of Studies meetings before the start of the academic session in order to examine and amend academic programmes. This improved the efficacy of course delivery in accordance with market demands.

The incremental improvements observed in the last five years are likely a result of the multifaceted contributions of IQAC in fostering a culture of quality and continuous improvement within the University in terms of policy formulation, faculty development, research promotion, stakeholder engagement, and student support collectively contribute to the improvements in quality.

**INCREMENTAL IMPROVEMNTS BY IQAC**

Criteria	Initiatives implemented
1	<ul style="list-style-type: none"> <li>• OBE based Curriculum implementation</li> <li>• Value Added courses for Campus Placement, Soft skill, Life skill.</li> <li>• Enhancement in Internship</li> </ul>
2	<ul style="list-style-type: none"> <li>• Effective mentoring system for all round development of students. Proctor System</li> <li>• Integrated ICT in Teaching Learning process.</li> <li>• NPTEL Active chapter.</li> <li>• Students are encouraged for Industrial Projects.</li> <li>• Reformation in Internal Assessment process.</li> <li>• Students result is enhanced.</li> <li>• Outcome Based Education is Practiced by Faculty and Students</li> <li>• Experiential learning through Smart India Hackathon, Project competition etc.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Start up programs organized</li> <li>• Innovation contest conducted to transform student's innovation into products.</li> <li>• MOUs signed.</li> <li>• Patents published. Research culture enhanced.</li> <li>• IPR Cell for to promote Industry academia innovations practices. Industry persons talk and entrepreneurship development programs organized.</li> <li>• MoE- IIC activities</li> <li>• Extension Activities and adoption of villages</li> </ul>
4	<ul style="list-style-type: none"> <li>• ICT enabled Class room, Smart Class Rooms and Seminar Halls</li> <li>• Enhancement in Library facilities and Digital Library</li> <li>• Enhancement in Internet Bandwidth</li> <li>• Virtual Lab</li> <li>• Maintenance Committee to ensure well maintained campus and its units.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Career Guidance, Guidance for Competitive examination and Soft Skill training by external experts.</li> <li>• Enhancement in Placement and Higher studies</li> <li>• Improvement in Alumni Engagement</li> </ul>
6	<ul style="list-style-type: none"> <li>• Perspective plan for 2020-2030 in place to monitor the implementation and future aspects</li> </ul>

	<ul style="list-style-type: none"> <li>• Enhancement in faculty and staff welfare measures.</li> <li>• External peer review is through involving experts from Industry/ Reputed Institute in committees, Invited talk series, curriculum part delivery and audits</li> <li>• NIRF Participation</li> <li>• ISO 9001: 2015 Certification</li> </ul>
7	<ul style="list-style-type: none"> <li>• Implementation of Solar System</li> <li>• Rain Water Harvesting Structures</li> <li>• Green, Energy, Environment Audits</li> <li>• Improved in Green Initiatives and Waste Management system.</li> <li>• Green, Environment and Energy Audit</li> </ul>
<b>File Description</b>	<b>Document</b>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

As per the recommendation of the National Commission for Women, Govt. of India., the Internal Complaints Committee of GEC has been working since 2018. Several awareness programmes were conducted.

Several competitions were held during the awareness programmes and active students were awarded for motivation. Students were made aware of their legal rights by invited expert speakers and legal advisors who are expert on women issues.

MATS University approximately has **40%** of female staff and **45%** female students. Women occupy a good number of top posts in the hierarchy in the institute and play an important role in policy making by being in the key positions.

The Institute celebrates "Women's" Day annually and motivates all the staff to organize discussions for understanding the role of women towards a progressive society. Female students are motivated and supported for various academic and non-academic activities.

#### **Safety and Security:**

1. The institute is secured by dedicated security guards on each floor, grounds, departments and every important location within the institute premises.
2. There is a security control room which manages the surveillance with the help of CCTV cameras, available at all the junction points and open areas without compromising the privacy of female staff and the students.
3. Various events are organized towards self-defence training programs for female students.
4. Reserved seats are provided to female and differently abled staff /students in all institute transport.
5. Feedback boxes are provided in departments, hostels and common areas and important suggestions and urgent grievances are directly reported to the authority concerned.
6. Day Care Center is functional.

The ICC Cell promotes gender amity, upholding the right to protect against Sexual harassment in the workplace. ICC Cell seeks help from the police department and local judiciary to create awareness about "She Laws" & law protection to women.

**Counselling:**

A professional Counsellor is extending counselling & Mental Wellness services to students. Psychological problems, family counselling, maladjustment, deviations, interpersonal relationship, stress-related problems are dealt with. How to promote mental health, the significance of yoga and meditation, effective ways to memorize, healthy habits and positive thinking and trends in the lifestyle etc. are addressed.

**Common Room:**

1. A visitors’ room is available at the reception of the institute. Any outsider who wants to meet any student/staff should meet in the visitors’ room by making a proper record entry.
2. A Dispensary with a part time doctor and certified nurse is available with first aid facility in case of any illness.
3. The Gym and Yoga room is available for female student/staff with separate timings.
4. Ladies common rooms are provided in every block and floor.

The institution ensures that several measures are taken to promote the gender equity by providing the following services and facilities on the campus apart from the audit courses introduced in the curriculum.

**Support for working women and empowerment:**

- Leadership capacity building programs are regularly conducted to nurture the leadership qualities among the women
- International Women’s Day celebrated on March 8th in every year

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

**7.1.2**

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

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

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

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

### 7.1.3

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

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

#### **Response:**

Sustainability is the biggest challenge of the 21st century and every human being, organization, and all efforts should be focused on protecting, sustaining, and promoting our environment and ecology to reverse the tide of destruction, checkmate the menacing lethal elements, and substitute the depletion of natural resources with more creation in a focused manner, involving all human beings as the stakeholders on the Earth.

MATS University established a sewage treatment plant (**STP**) for the reuse of wastewater for gardening purposes and sewage sludge as fertilizer. A "**Biogas Plant**" was put to use the food and kitchen waste from hostels to produce gas. The most appreciated best practice is the "**Pollution Free Saturdays**" where no vehicle is allowed to move in the campus.

#### **Solid waste management:**

- The institute has dustbins for all floors, all the departments, common areas, canteen, mess and every other open area.
- The institute segregates recyclable and biodegradable waste. The copies and other papers are recycled and made available to students as laboratory record books at a very nominal rate.
- The other biodegradable dry solid waste such as dead leaves, papers etc. are not allowed to burn or dump in the ground, rather they are converted into compost by adopting composting process.

- Use of plastics is strictly banned inside the premises. Hence, plastic cutleries are not in use anywhere in the campus.
- Use of papers is highly discouraged in all departments and only urgent and unavoidable works are paper dependent.
- Filter paper waste from the Chemistry/Environmental Laboratory is collected in a separate bin. The collected waste is then sent for composting purpose.
- Broken glassware is collected in a separate bin over a week and then submitted for the solid waste disposal.

#### **Liquid waste management:**

- A sewage treatment plant with a capacity of 30kl per day is installed and the treated water is used for irrigation in the institute and gardening purposes.
- Eco friendly floor cleaners are used for floor and rest room cleaning and the water is disposed off to the sewage treatment plant for recycling.

#### **Hazardous Chemical waste management:**

Liquid Chemical waste is drained through the sinks present in the laboratory which is connected to the Chemical Waste Storage Tank. The waste is collected over a week and then sent to waste water treatment.

#### **E-waste management:**

Bins are made available for all the stakeholders near the computer centre to collect the E-waste and the E-waste is disposed through authorized vendors for recycling.

Buy back agreement is preferred during purchase of computers, machineries, electronic equipment. LED bulbs are the only replacement for lighting appliances. The whole campus and hostels are covered by LED light only.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### **7.1.4**

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

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

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

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

### 7.1.5

#### Green campus initiatives include

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

#### Response:

MATS University is housed in a lush green campus of 40 acres. The institute prides itself for being at the forefront of creating a sustainability conscious campus. Various initiatives in this direction help us to create a more environmentally-friendly, green and sustainable campus environment. There are adequate parking lots in hostels and academic areas for bicycles. One significant aspect of our Green Campus initiative is the restricted entry of automobiles. The institute has followed this policy for a few decades now. This policy was put in place to reduce air pollution, better living experience and promote a healthier lifestyle. Students and staff are motivated to use bicycles, battery-powered vehicles or walk for commuting within the campus. Institute has promoted the usage of EV's in the campus for local transport. The institute has pedestrian-friendly pathways, some paths are earmarked as exclusive pedestrian only paths. These initiatives help in providing a safe and convenient route for students and staff to travel within the campus.

An essential measure in our Green Campus initiative is the strict ban on the use of plastic and thermocol. Plastic and thermocol waste poses a severe threat to the environment, and by eliminating its use on campus, we contribute to the reduction of pollution. People are motivated to use reusable alternatives. Institute has a very efficient waste disposal mechanism in place. The waste disposal mechanism helps in reducing the overall bad environmental impact on the society at large. The campus has a mechanism to separate wet and dry waste. Landscaping plays a crucial role in creating a green and sustainable campus. The University has always been a place with plants and trees of wide variety. The institute has taken special care to plan and provide aesthetic value, overall well being of the students and staff through the development of parks and orchards. This commitment to landscaping with trees and plants aligns with our dedication to creating a harmonious coexistence with nature. Various activities of the Institute like registration of students, allotment of hostels, examination, library etc. are fully automated to ensure a



paperless campus. We are mostly using the institute ERP system or emails for all official communication. Other than those activities, where we cannot avoid (eg. Question papers during formal examinations) paper is seldom used. The Green Campus initiative serves as a testament to our institution's commitment to environmental awareness. Through these collective efforts, we aim to inspire a sense of responsibility and environmental consciousness among our students, staff, and visitors, contributing to a greener and healthier future.

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

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

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

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

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

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

### 7.1.7

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

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

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

**Response:**

In recognition of the diverse needs of our student body, the institution has undertaken a concerted effort to establish a Differently-Abled (Divyangjan) friendly, barrier-free environment. Our commitment to have an all inclusive environment is visible through various measures across the campus. It helps the institute to provide a friendly and equitable environment for all its students and staff. Our endeavors to accommodate divyangjan are clearly visible through various measures. We took across the length and breath of the built environment of the institute. Ramps and lifts are strategically installed throughout the campus, it helps the students and staff to access the classrooms, lecture halls, and other essential areas. These accessibility features not only enhance physical mobility but also promote a sense of independence and autonomy among Divyangjan individuals. In addition to physical infrastructure, our institution places a strong emphasis on providing Divyangjan friendly washrooms. These facilities are equipped with specialized amenities, including grab bars, and spacious layouts, designed to meet the unique needs of individuals with diverse abilities. Navigating the campus is made easier through comprehensive signs around the campus. Illuminated lights, clear display boards, and signposts are strategically placed to aid individuals with visual impairments in navigating their surroundings independently and safely. These measures not only enhance accessibility but also promote a sense of empowerment and self-reliance among Divyangjan individuals. In addition to physical and technological accommodations, our institution is committed to providing personalized support services to meet the individual needs of Divyangjan students. This includes the provision of human assistance, readers, and scribes for academic tasks, as well as the availability of soft copies of reading material, lecture video recording, screen reading options, and font enlargement features. These facilities ensure that the academic and social environment is available for every individual irrespective of physical limitations. Our institution's efforts to create a Differently-Abled friendly environment help in achieving our commitment to inclusivity, accessibility, and social equity. Being diversity and inclusivity at the core of our institute's soul, we make sure that every individual can reach to its fullest potential.

**7.1.8**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other**

**diversities (within 500 words).**

**Response:**

We have made efforts to provide an inclusive atmosphere that encourages peace, tolerance and harmony among students and faculty. By virtue of the admission process, students across the all districts of the state and cross sections take admissions based on the merit as per the state council guidelines apart from few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for the holistic development. In order to ensure holistic development of students and staff, the institution encourages them to involve in community service to develop good citizenship.

**Tolerance and Harmony towards Cultural & Regional factors**

To promote cultural and regional heritage with diversity, different festivals and cultural events are organized on the campus to reflect the integrity and unity. To create awareness among the students about the various cultural and regional importance local tours are arranged giving cross culture interactions. Some of the popular regional festivals are celebrated which are identified based on the demographic distribution of the students and faculties. In the similar fashion, various competitions are also conducted on the campus enabling the students to understand the traditional cultural arts of the region. The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different like Telugu, Bangla, Hindi etc. The institution has a very effective approach to maintain tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity among the students. Yoga, guided meditation sessions, seminars on human values are organized every semester to create coherent environment and respect for individual. Organizing youth day, republic day, womens day, science day, engineer's day, Independence Day, matra bhasha divas, state formation day etc. promotes nationalism and patriotism among the students and staff community.

**Linguistic factors:**

For linguistic tolerance and harmony once in a year we conduct essay competitions in their own languages in which they can write in their mother tongues also as directed by MHRD we started conducting Matra bhasha divas.

**Communal factors:**

Institute encourages the community outreach of the faculty and students by involving them in various community related activities carried out with financial support. The institute also conducts outbound get together programs giving opportunity for the faculty members promoting the cross cultural interactions. We organize Ethnic day, Women's day programmes to empower the women/girls of all sects. Students and staff demonstrates communal harmony by celebrating the festival Dewali, Eid, Christmas and Holi collectively irrespective of religious, racial, cultutal and lingual identities.

**Socio-economic & other diversities**

Majority of the students graduating from the University are from rural areas and are belong to middle class. More than 70% of the students got employment and supporting their families. The institute strives

for uplifting the students and their families socially and economically.

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

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

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

**Response:**

MATS University is also committed in creating the best citizens for the country. The Institution firmly preaches and practices its Values and beliefs. The Values are also inculcated amongst the Student and Staff community to ensure that they come up as role models for the society.

The Institution has the following Values and Beliefs

1. Humility
2. Entrepreneurship
3. Teamwork and Relationship
4. Deliver the Promise
5. Learning and Inner Excellence
6. Social Responsibility
7. Respect for Individual

The Institution has organized many sensitization and awareness programs for both Students and Staff to inculcate the Organization Values which are in line with our Constitutional Obligations, Rights, Duties and responsibilities as citizens.

The Institution has organized many training programs on Values and Beliefs with majority staff as participants. These programs are both in classroom and online mode. Similar department level programs have been conducted for all the students.

Students are being actively engaged in various outdoor Social Activities through NSS. Apart from these the young students are engaged with many outdoor social activities which are based on

- Lakshya – Career Guidance, Motivation, Goal Setting, Scholarship,
- Vikasa – Personality Development, Soft Skill Development and Sharing Inspirational Stories,
- Suchana – Awareness about RTI, Govt. Schemes, Awareness on Government Identification cards

and their benefits, Awareness on various Govt. Organizations and their works,

- Avagahana- Health and Hygiene, Campaigns, Street Plays on Moral and Social Values, Field Visits, Camps,
- Siksha- Support in preparing for Competitive Examinations, Tutorial and Talent test.

Awareness rallies, camps and drives have been drawn on various important concepts like World AIDs Day, Swachh Bharath, International Women's Day, etc. Plastic Free drive was also carried out intensively in the local area series of awareness programs for all the shops and also cloth bags were distributed by replacing their plastic bags.

The Institution with its continuous Student and Staff engagement in the above-mentioned Training programs, Awareness Sessions and Outdoor engagement activities ensure that they are moulded an ideal citizen.

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

#### 7.1.10

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

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

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

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice 1**

1. **Title: Social Sensitization of Students and Society**
2. **Goal/Objective:** Contrary to popular belief, a student's life involves more than just passing tests, getting a degree, and getting good grades. It's not the same as before. Socially conscious students understand that contributing to their community is one of their main duties. In order for students to be effective both inside and outside of the classroom, it is crucial that colleges and universities instill in them a fundamental sense of social responsibility and raise awareness of social causes and concerns.
3. **Context/ Purpose of Social Sensitization to Students and Society: The purpose of social sensitization to students with the aim to develop positivity in environment and promotion of**

**individual philanthropy when students** learn that the institution where they study is interested in generous activities like chancellor scholarship for economically compromised students from villages of Aarang block. MATS University follows the motto of 'giving back to the society' which is clearly reflected in the way the university educates and teaches their students and society members of Aarang block.

The following are the main social initiatives and practices run by MATS University in nearby village of Aarang block including 5 adopted villages

**4. Evidence of Success: Different Practices of Social Sensitization to Students and Society:** Here are some glimpses of what is the aim of these social initiatives:

S.N.	Practices	Purpose
1.	<ul style="list-style-type: none"> <li>Koshish</li> </ul>	MATS University started a social initiative in 2021 with the goal of assisting educators and school children via the implementation of health awareness-based, inspiring, and educational programmes in nearby villages of Aarang block
2.	Social Awareness	<p>Number of Programs conducted to promote Fundamental Duties and Social Awareness among society members of Aarang block like:</p> <ol style="list-style-type: none"> <li>1. Program (Nukkad Natak) organised</li> <li>2. An awareness program was organized under a Mental Health campaign in Amethi village.</li> <li>3. Sports activity (C.G Olympics)organized for village students.</li> <li>4. MATS University opened a Psychotherapy Centre OPD in main campus Aarang.</li> <li>5. Visit at Eklavya residential school Bhoring, to motivate and encourage students.</li> <li>6. Organized open science exhibition.</li> <li>7. Swatch Bharat Abhiyaan at gullu village.</li> <li>8. Sickle Cell awareness program at Amethi village</li> </ol>
3.	<ul style="list-style-type: none"> <li>Aakash</li> </ul>	MATS University runs a program

called "AAKASH" under which use of technology related to drones and fix wing aircraft for problem solution to society as viable solution to the problems were done.

## **Best Practice 2**

### **1. Title of the Practice: Academic Preview and Academic Review**

### **2. Goals : The objectives are**

#### **Academic Preview-**

- To assess the academic preparedness of faculty for effective curriculum delivery. (Plan)
- To verify and validate components of Academic Administration Plan (AAP), and ensure its completeness by a panel of experts. (Check)

#### **Academic Review-**

- To verify the Course Files compiled by faculty members for their respective courses. (Do & Check)
- To assess the proper implementation of AAP, to suggest remedial actions and corrective measures if any. (Check & Act)

#### **Underlying principle of this practice:**

Preparation is the key to success (Academic Preview); feedback is the key to continuous improvement (Academic Review).

### **3. The Context:**

- Academic planning and preparation is meticulously monitored (Academic Preview) and its efficiency is checked and quantified in a well-defined process (Academic Review).
- Academic Preview and Review are uniquely designed to meet the Institute's requirements to ensure quality education.
- Development of systematic mechanism for compliance is achieved through the Preview/Review Processes.

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

MoE, and UGC focus on quality education in higher educational institutes through faculty development and curriculum enrichment. MATS University also believes in this philosophy and has therefore initiated Academic Preview and Review Processes to help set benchmarks for quality education and to streamline academic activities .



MATS's Preview and Review Processes are strategically designed in terms of planning, implementation and their continuous improvement. Academic Preview of every faculty member is conducted before a semester begins and Review at the end of the semester.

### **Academic Preview:**

As "Well begun is half done", MATS has introduced Academic Preview which contributes to meticulous planning and use of appropriate academic resources for effective course delivery. It is carried out in three stages:

Stage 1: Faculty prepares all documents as per check list provided by IQAC

Stage 2: Faculty then submits action plan for curriculum implementation and to address gap .

Stage 3: HOS verifies and validates the academic preparedness and prepares annual academic activity calender.

### **Academic Review:**

Academic Review is an evaluation of the implementation of AAP. Faculty appears for the Review process with respective Course File that contains well-documented proofs of all predefined items along with duly filled in formats circulated by IQAC. It is carried out in

Stage 1: Faculty submits standardized self-evaluated Review form to HOS. HOS validate the information at the Department level and the same is forwarded to the IQAC

Stage 2: The IQAC Audit team verifies the contents in the Review Form, Course File, Lab Manuals based on guidelines.

Stage 3: Report is submitted to the IQAC and feedback is communicated to the faculty.

### **Uniqueness:**

- Development of a comprehensive AAP.
- Systematic mechanism for pre-teaching (planning) and post-teaching (evaluation) compliance through the ever evolving SMARTER (S=Specific, M=Measurable, A=Attainable, R=Relevant,T=Time bound, E=Evaluated and R=Reviewed) Academic Preview/Review Processes.

**5. Evidence of success:** Academic Preview and Review are successful endeavours at MATS and lead to curriculum enrichment. Implementation of Preview and Review processes has brought in significant positive changes in performance in the following areas:

- Innovative teaching learning styles
- Development of E-learning resources
- Adherence to academic calendar and AAP
- Proper documentation retrieval.

### **6.Problems Encountered and Resources Required:**

- Designing and developing of Academic Preview and Review process –identifying parameters, assigning weightages and deciding the marking scheme.
- Preparation of Course File comprising predefined items
- and relevant evidences which requires meticulous documentation skills.
- Creating awareness of the significance of the Preview/Review Processes, and orienting faculty towards the same.

**Preview and Review processes:**

Increasing awareness among faculty regarding:

- Innovative teaching-learning methodologies such as crosswords/mobile based exams etc.
- Online courses (MOOCs)
- Mechanism for preparing e-books (digital content)

**Due to word limits the brief write up is given here. Please click the following link for the detail write up**

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

Sport is a continuum that begins with kids engaging in structured physical exercise, where enjoyment takes precedence over competitiveness and progresses through increasingly competitive levels of play to elite representative status.

MATS University believe that any efforts to improve a sports system must take account of local conditions and culture. To ensure resources are used in the most productive way, programs for improvement depend on a clear definition of the essential elements of a successful system.

Most of the local bodies, districts and states have some sports system through which they provide sporting and physical recreation opportunities for their populations. Many states or regions within countries, are keen to develop or improve their existing sports systems in order to promote the benefits of sport for the domestic community, as well as to enhance their reputations nationally or internationally. An efficient sports system consists of two key elements. First and foremost, it is essential to have a large youth sports participation base. In terms of health and welfare, this helps the community and lowers the

cost of healthcare with increasing productivity. It offers the foundation upon which sport can be developed to a progressively elite standard. The second is the cultivation of top athletes who are recognized at the local level as possessing the ability to compete at the highest level with distinction, so improving the state or country's standing. The connection between these two objectives is the need for clear pathways through which talented athletes can progress from the community, village and block to the elite level.

Success of the system as a whole depends on the quality of education, constant competition and appropriate facilities at both levels. At the community level, the inculcation of a love of sport within the community through an emphasis on providing experiences and basic skill development is vital. At the elite level, specialized coaching, intense competition, sports education and athlete welfare are important. Experience shows that there must also be clearly identified pathways through which talented athletes can progress from the community to the elite level. The MATS School of Physical Education provide guidance and coaching to Aarang block peoples and sports persons before hosting **Chhattisgarh Olympics at Block** level by MATS University. Sport is essentially about beauty and grace, power and precision, commitment and dedication. It covers all elements of society and provides many with the opportunity to express them through physical activity, in the same way that people express themselves through other cultural activities. Sport is important in the cultural life of most nations, and most today aspire to develop or improve their sporting capabilities. Sport promotes community harmony, the goal of excellence, and individual expression. In addition to promoting civic leadership and self-esteem and facilitating interpersonal engagement, it also helps to build societal unity. Additionally, sport improves society's health and general well-being. For every member of the community, it encourages social interaction and community involvement. Exercise and sports play a significant role in promoting health and lowering disease rates, particularly obesity, which is a growing concern in many nations. Well-being boosts productivity within a society, and widespread physical activity lowers the risk of illness and, consequently, medical expenses. Physical activity enhances mental health. It makes a substantial contribution to fostering positive attitudes and behaviours in the community as well as self-esteem, particularly in the most underprivileged members of society or among young people from impoverished backgrounds. It encourages collaboration and communal identification. It gives them a constructive way to let off steam and gives them the chance to have more fulfilled lives. It is now acknowledged that athletic engagement enhances academic achievement in universities and colleges. Since 2021, MATS University organizing 3 days **Chhattisgarh Olympics at Block, during the program** Janpad Panchayat Adhyakch, CEO Aarang, Sarpanch of many villages, Chancellor of MATS University, Vice-Chancellor, Registrar, faculty members of physical education department and all participant upto age 18 were present at campus. CEO Aarang brief the event and he thanks to the MATS management to provide such huge infrastructure facilities for both indoor and outdoor games and sports. Sports facilities on University campuses will allow the University to host a range of events. Events that are organized at MATS University include Interdepartmental Sports tournaments, Sports activity for village students, Indoor Games Competitions, Chhattisgarh Olympics at Block level, etc. Students will be encouraged to attend University by these activities. The exercises will maintain the pupils' interest and help them identify whatever athletic talent they may have. Time to time sports activity organised to promote inherent talent of the village students and provide them a platform to express their ability to perform with various types of game. In this program, participation of village students was always encouraged and appreciated by the authorities of MATS University.

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

## 5. CONCLUSION

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### **Additional Information :**

MATS University is one of the fastest growing Private Universities of Chhattisgarh. MATS University is governed as per its Statutes and Ordinances that are Gazette notified and also as per the norms of concerned Regulatory Bodies like UGC, NCTE, BCI, PCI etc. All rules and Regulations of the Governments whether state of center are observed meticulously. Apart from imparting quality higher education the University is actively engaged in the task of Social responsibility. Our faculties are periodically sent to the nook and corners of the state to offer free career Guidance and Counseling to the students of the state that are unable to reach to us. Our students and faculties have proved their knack in higher education by excelling at various platforms. Adhering to the Swachh Bharat Abhiyan of Honorable Prime Minister, we are actively participating in the Cleanliness Mission of the village Gullu where we are situated and the surrounding area of our Raipur Campus through various means. MATS University shall soon emerge as an axis of Excellence in Higher education around which the entire state's Higher Education shall gyrate.

### **Concluding Remarks :**

Since inception, MATS University has made significant advancements despite being situated in tribal state. In order to keep its promise to deliver quality education along with required infrastructure to the citizens of Chhattisgarh and to keep pace with other universities of the state as a Minority University it has engaged itself to guide and implement its actions and investments. The University focuses on its seven values to enhance the academic orientation among the youth of Chhattisgarh. It also helps MATS University be recognized as one of the leading private universities of the state, which aids recruitment and entrepreneurship. Increased efficiency and productivity in MATS University's administrative functions frees resources to invest in teaching, research and entrepreneurial skills, while also enabling staff members to fully realize their potential by providing them comfortable environment and resources. And all of these changes generate positive and enthusiastic environment amongst MATS University's well wishers, supporters and favorable factions from the society which encourages them to be part of our university as volunteers, promoters and donors. Past years have been a time of significant accomplishment and change across MATS University. In this way the university is moving ahead under the visionary leadership of Shri Gajraj Pagariya in promoting quality higher education in various disciplines for emerging as a leading private University of the state. MATS University stand strong with its mission and vision and the values makes the matsonians – Ready for Life....

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. <b>Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</b> Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>1177</td><td>1201</td><td>860</td><td>1038</td><td>1091</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>990</td><td>1089</td><td>825</td><td>999</td><td>1010</td></tr></tbody></table> <p>2.1.2.2. <b>Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years</b> Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>1283</td><td>1303</td><td>1400</td><td>1372</td><td>1267</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>1283</td><td>1303</td><td>1400</td><td>1372</td><td>1267</td></tr></tbody></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1177	1201	860	1038	1091	2022-23	2021-22	2020-21	2019-20	2018-19	990	1089	825	999	1010	2022-23	2021-22	2020-21	2019-20	2018-19	1283	1303	1400	1372	1267	2022-23	2021-22	2020-21	2019-20	2018-19	1283	1303	1400	1372	1267
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3.1.3	<p><b>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</b></p> <p>3.1.3.1. <b>Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years</b> Answer before DVV Verification : 152 Answer after DVV Verification: 2</p> <p>Remark : DVV has made necessary changes</p>																																								
3.1.4	<p><b>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</b></p> <p>3.1.4.1. <b>The Number of JRFs, SRFs among the enrolled PhD scholars in the institution</b></p>																																								

	<p><b>during the last five years</b></p> <p>Answer before DVV Verification : 119 Answer after DVV Verification: 105</p> <p><b>3.1.4.2. Number of PhD Scholars enrolled during last five years</b></p> <p>Answer before DVV Verification : 168 Answer after DVV Verification: 168</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :1442.66</p> <p>Remark : DVV has made necessary changes and have excluded FD in bank</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p><b>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years</b></p> <p>Answer before DVV Verification : 29 Answer after DVV Verification: 23</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.3.2	<p><b>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :25</p> <p>Remark : DVV has made necessary changes</p>
3.4.2	<p><b>Total number of Patents awarded during the last five years</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :36</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.4.4	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p><b>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years</b></p> <p>Answer before DVV Verification : 368 Answer after DVV Verification: 341</p>

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : 125

Answer after DVV Verification: 111

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	36	14	32	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	28	11	28	23

Remark : DVV has made changes as per the outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community.

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

Answer before DVV Verification :

Answer After DVV Verification :44

Remark : DVV has made changes as per the MoUs/linkages with institutions/ industries.

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

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

Answer before DVV Verification:

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



1109.24	697.78	544.59	835.47	625.49
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
876.4	489.8	366.7	589.5	408.0

Remark : DVV has made changes as per expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	28	26	15	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	22	20	12	23

Remark : DVV has made changes as per the report shared by HEI.

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
156	152	141	152	151

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
148	144	138	145	145

Remark : DVV has made changes as per the report shared by HEI.

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176	155	147	146	156

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
155	141	140	141	148

Remark : DVV has made changes as per the Management Development Programmes.

**2.Extended Profile Deviations**

**Extended Profile Deviations**

No Deviations