SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

TEERTHANKER MAHAVEER UNIVERSITY

BAGARPUR, DELHI ROAD, MORADABAD
244001
www.tmu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Teerthanker Mahaveer University was established by an 'Act' (No. 30) of 2008 of the Government of Uttar Pradesh and is approved by UGC under section 2(f) and 12 (B) of UGC Act 1956. The University stands committed to the ideals of Lord Mahaveer - Right Philosophy, Right Knowledge, and Right Conduct in all the spheres of activity and aspire to be recognized as the ultimate destination for world class education. The multi-disciplinary University offers career oriented programmes at all levels i.e. UG, PG and Doctoral degrees across diverse streams, namely, Medical, Dental, Pharmacy, Nursing, Paramedical Sciences, Physiotherapy, Physical Education, Management, Engineering, Law, Journalism, Fine Arts, Jain Studies, and Agriculture to meet rising aspirations of the youth. During past few months, the University contributed significantly to the social cause of treating highest number of COVID-19 patients across the state of Uttar Pradesh (3800). The University established its own RT-PCR Lab which was inaugurated by Hon'ble Chief Minister of U.P., Shri Yogi Aditya Nath Ji. Deputy Chief Minister of U.P awarded the University recently for Academic Excellence in Hindustan SammanSamaroh.

The University encourages students and scholars to expand human knowledge through analysis, innovation, and insight. The University has subscribed to the EBSCO database, Clinical Key (Elsevier) and DELNET Database providing access to thousands of journals in different disciplines for full text research articles and sector specific reports. The university organises several conferences and seminars every year. The University runs Financial Assistance to faculty members scheme for promoting research in the University.

The University has established Industry Academic Collaboration Centre with BOSCH to support skill development activities. It has also established Business Incubation Centre recognized by Gov of UP under its U.P. Start-up Scheme-2020 under the aegis of Department of IT & Elect. and is amongst 37 Prestigious incubators in the entire State.

The College of Agriculture Sciences and its 4 year UG program has been accredited by the Indian Council of Agriculture Research (ICAR). The Institution Innovation Council (IIC) has awarded a 4-star ranking to the College of Computing Sciences and Information Technology (CCSIT) at TMU. Best University in OBE implementation.

Vision

"To be internationally recognized as a premier institution of excellence providing quality education, research and consultancy services to the global society."

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 Directors/ Principal are ensured. At the college/ 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.

Mission

"University's Endeavour is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world class faculty, infrastructure, technology, curricula and collaborative teaching and research with premier institutions in India and abroad."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A Multidisciplinary University with 13 diverse streams in professional and technical education.
2. Proactive and strategic approaches for curriculum upgradation with inputs from all the stakeholders.
3. Post-graduate Departments in most of the disciplines
4. Adoption of CBCS scheme.
5. Thrust on Inter-disciplinary courses and open electives courses and MOOCs across all the programmes offered by the University.
6. Progressive environment for fostering soft skills and quantitative aptitude development among faculty and students through a dedicated Centre for teaching, Learning and Development.
7. Implementation of Outcome Based Education.
8. Industry oriented collaborative programmes being offered in relevant domains catering to the local, societal, national and global needs .Good number of MoUs in place with national and international institutions of repute .
9. Strong emphasis on employability, innovation and entrepreneurial eco-system through internal and State Government support by TMU Business Incubation Centre under UP start up Policy 2020.
10. Quality initiatives relating to lab facilities like NABL and adoption of all initiatives of UGC Quality Mandate.
11. Integration of Value and Skill-based courses in the curriculum of each programme of study
12. Excellent facilities of alternate source of energy.
13. Facilities of Rain Water Harvesting, Open Well Recharge, Lake & STP as per the standard norms of water conservation.
14. e-governance for various acadmeic and administrative processes of the University
15. Advance methodologies of assessment and evaluation of students with a proper pre-decided processes and mechanism for evaluation, grievances of re-valuation and re-totalling and their redressal.
16. TMU established the Innovation Council (TMU IIC) under MHRD's Innovation Cell, an initiative launched in October 2018. The primary mandate of Innovation Cell, MHRD is to encourage, inspire and nurture young students by supporting them to work with new ideas. TMU IIC works towards inculcating the spirit of innovation among students, and developing a start-up ecosystem. TMU develops a TMU Business Incubator Center by receiving a grant of 2.0832 Crore in UP Start UP 2020 Scheme.

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Institutional Weakness

1. Student centric teaching techniques need more focus.
2. Industry immersion practices to be encouraged for practical and real life learning in students.
3. Lesser number of credit based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
4. Admissions from other countries are low.
5. Less number of publications of research paper in journals from students.

Institutional Opportunity

1. Introduce super specialisations and enhance student admissions in Masters' programmes.
2. Strengthening international exposure through association and collaborations with reputed Universities.
3. Introduction of more value -added courses in the respective domain for improving employability and special courses on Yoga, Life Skills, Value Education, Bhagwad Geeta and Indian tradition of knowledge.
4. Restructuring the programmes with renewed focus on global competency in line with NEP-2020
5. Special emphasis on advance learners can be given further to enhance the number of placements and the students who clear competitive examinations.

Institutional Challenge

1. Number of admissions from outside India is being less due to geographical location as outside India students are more inclined to take admissions in Delhi/ NCR region.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

the University aspires to be institution of excellence globally through Competency Based and outcome based educational programmes inculcating research culture with commitment for quality health care.

The varied and highly acclaimed academic programmes are instilled with dynamic and well-structured curricula incorporating contemporary knowledge, multi- and inter-disciplinary learning to address real life problems. The University has a well-enunciated policy for designing and development of curriculum within framed guidelines, and superintended by Board of Studies, Board of Faculties, Academic Council and Executive Council, keeping clear focus on learning needs that are comprehensively represented in course outcomes, programme specific outcomes and programme outcomes. These provide students with comprehensive knowledge, aptitude and skill for research and innovation, experiential learning and capacity for creativity and enterprise. To augment professionalism and employability, curriculum design includes instilling of desirable skill sets, core values, graduate attributes, internship-entrepreneurship. University strongly believes in ingraining human values, gender equality, professional ethics, sensitization towards environmental conservation and green and sustainable development among students and scholars. Curricula of many courses attempt to address concerns

and encourage appreciation for issues relevant to aforementioned spheres, emphasizing both theoretical and practical contexts. Curricula are designed and revisions are made based on prospective needs of industry/practice domains, technological advancements, national/international contexts and stakeholder feedback aligning with UGC guidelines. Choice Based Credit System provides flexibility to students to pursue papers of their choice for postgraduate and undergraduate programmes, besides electives within postgraduate programmes. The University has adopted Outcome Based Learning approach and is intensively working on Bloom's Taxonomy Framework by imparting skills in three core domains i.e., Cognitive, Affective and Psychomotor. A dedicated Centre for Teaching, Learning and Development (CTLD) has been created to train the students on soft skills, capacity and aptitude building.

All the programs of the University preserve intact local / national / global development needs. In all courses, TMU focuses heavily on outcome-based education. The course contents are driven by its specific objectives in accordance with the mission and vision of the organization. All courses offered in the programs are revised on a regular basis according to the latest developments in the industry.

Teaching-learning and Evaluation

Keeping the pivotal stakeholders in to account, the University is very much particular and emphasized much on teaching and learning of students. Also, to monitor the overall development and growth of students, it keeps an equal eye on their evaluation of learning.

For ensuring the growth of students, university has adopted the concept of identification of slow learners and advance learners. In identification of slow and advance learners, faculties identify the slow and advance learners on the basis of their marks obtained by them in their internal assessments. Depending on the score of the students, if it is a slow learner, faculties provide remedial classes to make sure their pace with the other students. Also, advance learners are provided by the special classes or assignments to help them grow and excel.

To enhance teaching learning process of students, different activities like live projects, field work, quiz competitions, surveying camp, trainings, workshops etc are being organized time to time.With a well organized training session conducted in clinical skills and simulation labs, students take hands on practice on different models. Also, for the ease of access to the content and to make a proper amalgamation of modern technology with traditional teaching methodologies, ICT tools trainings are provided to the teachers.
Evaluation processes follows the traditional examination methodologies but also updated with the modern technologies, to ensure the confidentiality, security and data management. Evaluation policies and procedure are well equipped with all the detailed features of re-evaluation, grievance redressal mechanisms. After the meeting of the members of examination, a well in time prior notice of examinations, with all the necessary information are provided to students. With after many levels of verification, examination results are declared on an average of approximately 20 days after the ending of examinations. As a result of many level verification of results, examination cell receive as low as 0.2 % of the grievances of re-totalling or re-evaluation. University follows multiple valuations for re-totalling and re-evaluation with access to answer script. University also strictly follows the inclusion of learning outcomes and faculties ensures to Course Outcomes in their assessment.

Research, Innovations and Extension

Teerthanker Mahaveer University (TMU) is dedicated to research and innovative excellence. To promote excellence in research in various departments/colleges of the University and support an ecosystem for research and extra-curricular activities amongst students, the University has implemented the Research promotion regulations called Teerthanker Mahaveer University Regulations on Financial Assistance to faculty for promotion of research. These regulations have the following schemes for financial assitance:

1. Faculty Participation in Conferences/Seminars/Workshops/FDPs
2. Incentives for Research publications
3. Promotion for Intellectual Property (IP) from Research like patents/Start-ups/Industrial Designs/Copy Rights
    1. Patents/Industrial Designs
    2. Copy Rights
    3. IP generated in collaboration with the External partners
    4. Commercialization and Benefit Sharing
    5. Encouraging Entrepreneurship and Start-ups
4. Consultancy projects
5. Incentives on External Funded projects
6. Seed Money Scheme
7. Research (PhD) fellowship
8. Financial Assistance to faculty pursuing PhD from the University

The journals publioshed by the University are View Point (Management) 2. Pharmaco Arena (Pharmacy) 3. S & T Review (Science & Technology) 4. TMU Journal of Dentistry 5. ActaMedica 6. International Journal of Research Trends in CS & IT .The total faculty publications in journals indexed in Pubmed, Scopus and Web of Science during past five year are significant and tunes to more than 2500 publications with 280 plus patents published.

Besides, the University has established Industry Academic Collaboration Centre with BOSCH to support skill development activities. It has also established Business Incubation Centre recognized by Gov of UP under its U.P. Start-up Scheme-2020 under the aegis of Department of IT & Elect. and is amongst 37 Prestigious incubators in the entire State.

Teerthanker Mahaveer University has been in the forefront in sensitizing its students pertaining to social issues through its curriculum and extension activities. The University organises blood donation camps, education awareness programmes, gender equality awareness activities and visits to slums in vicinity to create awareness among the dwellers. Different departments undertake social outreach activities which are meant for helping society and training students to shoulder all responsibilities with ease and impact.

The NSS Cell, other Departments and University Hospital in collaboration with different agencies, trusts, NGOs etc. lead extension activities to address local issues and sensitize students for their holistic development.

Infrastructure and Learning Resources

The University ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the University–'To be recognized as a premier institution of excellence providing high

quality education, research and consultancy services to the society'.

At the beginning of the academic year need-assessment for replacement / up-gradation / addition of the existing infrastructure is carried out based on the suggestions from BOS members, Heads of the departments, lab technicians and system administrator after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and also students' grievances. The Planning Board plans ahead for all requirements regarding classrooms, laboratories, furniture and other equipment.

· 	Optimal deployment of infrastructure is ensured by the University.

· 	Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians/system administrator.

· 	The optimal utilization is ensured through encouraging innovative teaching – learning practices.

· 	The available physical infrastructure is optimally utilized even beyond regular college hours, to conduct certificate courses, co-curricular activities/extra - curricular activities, Campus Recruitment Training classes, campus recruitments, meetings, seminars, conferences etc.,.

Details of Available Facilities:

· 	The University has well spacious classrooms and 12 seminar rooms out of total available specious classrooms, 221 classrooms are equipped with ICT facilities.

· 	The University has adequate number of laboratories equipped with major and minor equipment as prescribed by the concerned statutory council/body.

· 	There is Central Library with four major wings situated in different Academic Blocks and is fully automated with KOHA open source library management software which connects all computers of the library and the different departments, colleges, and faculty of the University. Books are issued through bar-coded membership cards to the students and faculty members of the University from the circulation section. The books and other reading materials are issued to the students for reading room study from the issue counter. The Catalogue of the Central Library is available on internet/intranet for search. The CCTV cameras are installed to ensure safety of the Library materials. Approx. 2500 students, teachers and other members visit the Library almost every day.

Student Support and Progression

At Teerthanker Mahaveer University, the holistic perspective of education is of prime significance. The student at the campus is facilitated by giving all round development and make him/her future ready. This is achieved through providing various learning platforms and opportunities to let them explore the varied shades of their personality.

The University Alumni Coordination Cell also keeps track of the alumni profiles, higher education progression and placements.

The deserving students are given financial assistance by giving them institutional scholarships so that the education of none is affected because of any financial constraints. It is also a way to reward meritorious students and those who excel in sports. A rightful scholarship is also provided to those belonging to jain - minority community. A full fledged scholarship department assists students in filling and applying the scholarship at state and central levels. From 2016 to 2021 around 45 percent students have been benefitted by all sorts of scholarships.

There are various schemes which are run at university/college levels for enhancing the student capability and developing essential skills such as soft skills, language & communication skills, physical & mental wellness, analytical skills, human values ,personality & professional development , employability skills and career advancement guidance as well. It prepares them for career advancement , competitive examinations, higher education and placements. In past 5 years around 25% students have benefitted through these programmes.100 percent students appearing for competitive examinations have cleared the examinations of state/national/international level. Around 50% students have been directly campus placed. Also a promising number of students opt for higher education every year, many of these institutions allow admissions only after clearance of respective entrance examinations. The achievements of students are deeply valued by the University .Our students have won numerous awards at regional, state ,national and international level for sports and cultural events. There is encouraging participation in various sports and cultural events which are organized by either university or by their individual departments/colleges. On an average 36 events are organized every year in the university.

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 Chief Executive and Academic officer 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 Deans/Principals and Registrar, Controller of Examinations and Finance Officer in the discharge of his duties as the Chief Executive and Academic Officer of the University. The University has adopted bicameral system of governance where-in the Academic Council is vested with the responsibilities relating to academic affairs while the Executive Council deals primarily with the executive and administrative affairs of the University.

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 Directors/ Principal are ensured. At the college/ 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.

The University gives all stake holders; students, faculty members, non- teaching staff and administrative staff, opportunities to contribute to the growth of the University as well as to realize their true potential.

Institutional Values and Best Practices

Teerthanker Mahaveer University values Right Philosophy, Right Knowledge & Right Conduct and hence arranges sessions on various social topics including 'Gender Equality,' to develop a better society for the future generations. Gender equity is one of the key challenge. The University through its colleges/ departments planned & conduct various activities on annual basis.

Human values & ethics is a compulsory course in the curriculum. In respect of safety & security of the women the University has taken technology based initiatives. Girls common rooms, day care centre are the common facilities available for the guidance, counseling & safety of the females. The University and its different colleges / departments regularly organize various co-curricular and extra-curricular activities for creating an environment which facilitates for empowerment of women. The University has high concern about the environment, for which different initiatives has been taken like solar energy, biogas, wheeling to grid, sensor based energy conservation equipment, use of LED bulbs & power efficient equipment.

The University has its own environment & energy policy. The environmental audit, Green Audit & Energy audit are regularly conducted through authorized agencies. The environmental promotional activities are regularly organized by the students & faculty members. The University has barrier free environment for the persons with disabilities (PWD). The different facilities are available for the PWD like ramps, lifts, washrooms, signage, human assistance, scribe, e-operated wheel chairs. The University has purchased a software to make the University website accessible for PWD friendly.

Adopting the best practices the University has initiated the incentive scheme for research promotions to academic staff. The incentive scheme shows the significant increase in the number of quality research papers & patents. The University has established Centre for Teaching, Learning & development (CTLD) to develop the soft skills & aptitude skills in the students. The significant increment has been observed in the placements.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	TEERTHANKER MAHAVEER UNIVERSITY
Address	Bagarpur, Delhi Road, Moradabad
City	Moradabad
State	Uttar pradesh
Pin	244001
Website	www.tmu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Raghuvir Singh	0591-2476813	9837933666	-	registrar@tmu.ac.in
IQAC / CIQA coordinator	Aditya Sharma	0591-2476800	9837933666	-	registrar@tmu.ac.in

Nature of University	
Nature of University	State Private University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	14-09-2008
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	09-02-2015	View Document
12B of UGC	05-11-2021	View Document
Section 3		

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Bagarpur, Delhi Road, Moradaba d	Semi-urban	140	322547.2	UG,PG, PhD		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	14
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	10
Colleges with Research Departments	13
University Recognized Research Institutes/Centers	2

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
PCI	106861_6954_6_1642754568.pdf	
DCI	106861_6954_5_1642754597.pdf	
INC	106861_6954_7_1642754629.pdf	
AICTE	106861_6954_1_1642754544.pdf	
ICAR	106861_6954_3_1642754556.pdf	
BCI	106861_6954_8_1642754584.pdf	
NCTE	106861_6954_4_1642754616.pdf	
MCI	106861_6954_2_1642755671.pdf	

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				139				167				443
Recruited	99	40	0	139	103	64	0	167	282	161	0	443
Yet to Recruit				0				0				0
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				1				66				32
Recruited	1	0	0	1	19	47	0	66	21	11	0	32
Yet to Recruit				0				0				0
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				674
Recruited	564	69	0	633
Yet to Recruit				41
On Contract	32	9	0	41

	Technical Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				166
Recruited	139	4	0	143
Yet to Recruit				23
On Contract	23	0	0	23

Qualification Details of the Teaching Staff

	Permanent Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	36	9	0	46	15	0	45	16	0	167
M.Phil.	0	0	0	0	0	0	8	1	0	9
PG	62	32	0	50	32	0	237	159	0	572
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualificatio n	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	0	0	0	0	1
PG	1	0	0	19	47	0	0	0	0	67
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

Highest Qualificatio n	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	2	0	0	2
Adjunct Professor	0	0	0	0
Visiting Professor	6	6	0	12

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Law	Endowment Chair	UR Services
2	Mathematics	Endowment Chair Mathematics	UR Services
3	Management	Endowment Chair Management	UR Services
4	Agriculture	Endowment Chair Agriculture	Jubilant Agriculture Rural Development Society
5	Pharmacy	Endowment Chair Pharmacy	Vilin Bio Med Pvt Ltd
6	Medical	Endowment Chair Medical	Apollo Hospitals Research and Education foundation
7	Dental	Endowment Chair Dental	IROLHS India

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	3577	891	0	5	4473
	Female	2366	659	0	0	3025
	Others	0	0	0	0	0
PG	Male	407	144	0	2	553
	Female	343	147	0	0	490
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	72	24	0	0	96
	Female	59	26	0	0	85
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	5

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	0	0	0	0	0
Female	0	0	0	0	0
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
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
Cycle 1	Accreditation	B++	2.82	
Cycle 2	Accreditation	A	3.15	

General Facilities	
Campus Type: Bagarpur, Delhi Road, Moradabad	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**

* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	**380**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**554**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	**TMU Business Centre, BOSCH Training Centre**

Hostel Details

Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	2	764
* Girls's hostel	3	685
* Overseas students hostel	0	0
* Hostel for interns	1	150
* PG Hostel	1	300

Health Professional Education Unit / Cell / Department

Year of Establishment:

Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	4	1
* Orientation	47	54
* Refresher	14	1
* Post Graduate	37	2

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The University has prepared a comprehensive roadmap to implement the provisions of NEP-2020 which shall facilitate the University fraternity in putting the vital components of the Policy in place in a time bound manner. The document charts out the modalities for phased implementation of the Policy at various levels, and broadly earmarks three phases which may be assessed and reviewed periodically. Phase-I (Implemented) 1. Programme Study & Evaluation Scheme Document (PSES) prepared for each programme focussing on: • Creativity and Innovation, critical thinking, Problem solving, Morals & Ethics • Holistic Education: Cognitive, Affective and Psychomotor A. Cognitive/Generic skills/critical thinking/problem skills • Blooms' Taxonomy Framework • Outcome Based Education (OBE) • Learning Outcomes: POs, PSOs and COs • Implementation: Students' handouts, Delivery and Assessment B. Affective/People skills/Social

skills/soft skills C. Psychomotor skills/Technical Skills/Professional Skills 2. The University has adopted the Choice Based Credit System where-in the students may study courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. In every programme, the courses may be of five kinds: A. Core Courses B. Elective courses: i) Discipline Specific courses ii)Generic Elective/Open Elective (Interdisciplinary) C. Ability Enhancement Courses (AEC) D. Skill Enhancement Courses (SEC) E. Value Added Courses (VAC). 3.Special courses on Yoga, Life Skills, Value Education, environmental studies, gender studies, health determinants have been introduced in all the concerned programmes to inculcate awareness and sensitivity among the students. 4.Establishment of IPR Cell and Research Advisory Board to promote the culture of quality multidisciplinary research in the University. A dedicated Ph.D cell has been established for promoting the culture of cross-disciplinary and interdisciplinary research by allowing the students to register for Ph.D. programmes in the subjects other than their core subjects. 5. Community-based projects and internships have been introduced. 6. Integration of Co-curricular, extra-curricular and extramural activities with curricular activities in all disciplines and programmes 7.Introduction of Bridge courses, Experiential Learning , Live/field projects Internships , Dissertations On-job-Trainings (OJTs) , Industry collaborative programmes , Blended learning , Industrial/Study tours , Industry guest lectures , Remedial classes , Mentoring scheme , Career & Personal counselling , Competitive Exam Preparation ,Activity clubs , Capability Enhancement & Development schemes , E-learning resources and provision for Honors degree (wherever applicable) for pass course students to earn the honors degree by qualifying those specified courses and earning the required credits through MOOCs." , Technology Integration in teaching learning and assessment process , MoUs signed with Board of Apprenticeship Training(BOAT) and other premiere industries for imparting Internship/Apprenticeship Embedded Degree programmes (Non-Engineering/Non-Technical) , Visual Arts introduced in the curricula , Optimal learning environment and student support ,

	Seed Money Projects on environment sustainability (Climate change, pollution- waste management, sanitation, conservation of bio-diversity, Green-cover, soil conservation) , Value based education (righteous conduct, truth etc.) , Learning Management System (LMS) used for teaching learning process .
2. Academic bank of credits (ABC):	TMU was not eligible to register for ABC Scheme because as per University Grants Commission (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021, notification F. No. 14-31/2018 (CPP-II) dated 28th July, 2021, "Universities and Autonomous Colleges satisfying sub-regulation (2) of regulation 1, which are accredited by either National Assessment and Accreditation Council with minimum 'A' Grade or by National Board of Accreditation for at least three programme(s) with a minimum score of 675 individually (however, if the number of programme(s) being run by the Institution is less than three, then each of the programmes should secure 675 or more marks); or top 100 National Institutional Ranking Framework (NIRF) or similar Assessment and Accreditation body(ies) to be established by Government of India from time to time or those Indian Higher Education Institutions appearing in top 1000 world ranking of Quacquarelli Symonds (QS)/ Times Education (THE); Institutions of Eminence or Institutions of National Importance as declared by Government of India are eligible to register with Academic Bank of Credits. However, as per the notification dated 12 .01.2022 regarding the amendments notified in the Gazette of India on December 28, 2021,", the commission directed all universities and colleges and informed them about the changes made in the regulations, wherein irrespective of their NAAC or NIRF ranking ,they should be able to participate and register in the academic bank of credits, TMU is planning to take appropriate steps to implement the UGC Regulations on Academic Bank of Credits in a phased manner.
3. Skill development:	Teerthanker Mahaveer University (TMU) is highly committed to provide quality education through programs and courses with emphasis on Competencies/Skill development to maximize the teaching learning outcome leading to Employability and Entrepreneurship. TMU has taken concrete

initiatives in this regard in terms of curriculum development & enrichment, training & development, academic & industry collaborations, at the local, national and global level as follows: • Adoption of Choice based Credit System (CBCS) to provide academic flexibility and curriculum enrichment incorporating various structural and pedagogical components that develop skills of students. • Centre for Teaching, Learning and Development (CTLD), established in 2019, trains on aptitude and soft skills to enhance employability of students through decision making, leadership, team work and individual development. • Implementation of Psychomotor skills in almost all the departments to equip the students with the desired set of skills defined for a domain specific job profile. • PhD programme (in Medical, Dental, Nursing, Physiotherapy, paramedical sciences, pharmacy and other non -health science programmes) provides in-depth understanding of health problems, critical thinking and problem-solving abilities thereby enhancing research skills . • For all health sciences programmes in medical, dental, pharmacy, physiotherapy, nursing and paramedical domains, fully-established modernized skill labs and hospital provides necessary exposure to diagnose and treat patients. Tertiary-care hospital with state-of-the-art equipments, skill lab & expert professionals help achieve competency. • TMU's Business Incubation Centre (TMU-BIC), recognised under Uttar Pradesh Government's initiative Start-up policy- 2020, ensures sustainable and productive ecosystem to develop entrepreneurial skills in the students. • Focussed sessions on innovation and entrepreneurship by Institutions Innovation Council(IIC-TMU) established under Ministry of Education Innovation Cell in consonance with Entrepreneurship Development Cell(EDC) & IPR cell promotes new ideas & designs and for innovations and Start-ups creating competent, skilful, employable, and enterprising graduates. • TMU has entered into more than 50 collaborations and MOU with National and International organizations viz., Monash University, Bosch India, Nvidia, Apollo Hospitals, TCS, IBM, i-Nurture, EPCH to promote skill development culminating into entrepreneurship and better employability. Bosch's has established an exclusive Industry Academia Collaboration centre at

	TMU for imparting skill development programmes to the faculty & students as well as community at large. As a result of which six skilling centres have been established under the joint certification of TMU and Bosch in 4 districts of Uttar Pradesh.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	TMU is taking appropriate initiatives in addressing both the intent and the content of the Indian knowledge system in terms of following action points: Promoting Multi-disciplinary Learning: Exposure to arts, commerce, law, language, literature, culture, theatre, music, science, mathematics, logic, sports, medicine, environment, yoga, psychology, philosophy, management, agriculture and sociology, all at the same place for the holistic development of learners based on structured feedback from students, teachers, academic and professional experts considering societal needs at local, regional, national and global level and not on rote learning. Promoting Global Exposure: MoUs with global giants like Nvidia, Bosch, IBM, ECA etc and designing curricula with global appeal and exposure to our learners. Curriculum Development: Introduction of courses encompassing all aspects of nature and human creativity in search of substance, form, and expression . Courses in Fine Arts build understanding of the role of art, in all forms of media, in contemporary and historical cultures and contemporary world by empowering students to engage in visual forms of communication. It encourages the creative and confident use of technologies including traditional and contemporary art historical studies. The University has integrated online learning by encouraging the students to enrol for selected courses on collaborated platforms including edX and other portals like SWAYAM and NPTEL for both credit and non- credit based courses.
5. Focus on Outcome based education (OBE):	OBE is considered as a giant leap forward to improve the quality of higher education, particularly technical education and help Indian graduates compete with their global counterparts. TMU has been responsive to such need and has taken a fast pace in adopting the outcome -based education as a progressive cult, in all the programmes of study. The fundamental principle underlying the learning outcomes-based approach to curriculum planning and development is defined on the basis of demonstrated achievement of outcomes expressed in terms of knowledge, understanding,

skills, attitudes and values and academic standards expected of graduates of a programme of study. It demands the students to actively engaged in the learning process and demonstrate his/her skills through more challenging tasks and higher order of thinking. Learning outcomes specify what graduates attain after completing a particular programme of study. In consistence with the Institution's vision and mission statement and after due deliberation with all stake holders, the respective heads of department finalize the same through Academic Review Committee (ARC) and Board of Studies and define outcomes at three levels: Programme Outcomes are defined at the University Level and are generally 10-12 graduate attributes as defined by NBA. Programme outcomes describe what students are expected to know and would be able to do by the time of graduation. These relate to the graduate attributes like skills, knowledge, and behaviors that students acquire as they progress through the program Programme Specific Outcomes: There are generally 5-6 PSO's and are specific to the programmes. Programme outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate at the end of the programme. Course Learning Outcomes: The CO statements are defined by considering the course content covered in each unit of a course, by using action verbs of learning levels. For every course, there may be 5 or 6 COs defining the cognitive processes, provided. They are specific to each course, mapped to POs and PSOs. The respective course coordinator presents before the team of respective principal, HOD & senior faculty for approval. The keywords used to define COs use Bloom's Taxonomy framework. Thus, TMU is determined to ensure that the implementation of outcome-based education (OBE) is focussed on the learning outcomes, which are expected to be attained at the completion of a course by a student rather than how they have attained the desired outcomes. The entire teaching learning processes and practices in all departments are being revamped to become outcome based to build the necessary skillsets and competencies in learners to increase their employability and develop an innovative and creative

	mindset in them to effectively meet the challenges of the workplace in future in the context of Industry 4.0.
6. Distance education/online education:	Once accredited with for cycle-2, the University shall plan for online education.

Extended Profile

1 Program

1.1

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

Response: 93

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8723	9420	10004	9044	7564

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of graduated students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2809	2599	2279	2110	2005

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
813	676	606	467	382

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
816	676	606	467	382

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
20203	19847	19250	17734	19401

File Description	Document
Institutional data in prescribed format	View Document

21-08-2022 09:56:43

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Response:

Teerthanker Mahaveer University (TMU) endeavours to become a world-class university by adopting best national/international practices; fostering collaborative partnerships with eminent academic institutions and leading industries.

The University offers 93 academic, professional and technical programmes (including undergraduate, postgraduate and Ph.D programmes) with curricula incorporating contemporary knowledge, interdisciplinary learning in diverse spheres with 61 Departments, including Medical, Dental, Fine Arts, Law, Education, Physical Education, Management, Engineering &Computer Applications, Pharmacy, Agriculture, Physiotherapy, Nursing, Paramedical and other interdisciplinary programmes.

Curricular design, development and revision is a continuous process for which the University has established a comprehensive system with meaningful inputs from all stakeholders within the framework of UGC and concerned statutory councils regulations . Focus on learning needs reflects clearly-stated program outcomes, programme specifics outcomes and course outcomes Within the Faculty, every department has a Board of Studies (BoS) having domain experts/ representatives from academia, industry and alumni to ensure that the curriculum of every program is contemporary and has relevance to the local/national/regional/global healthcare and developmental needs. BoS recommendations are approved through Faculty Boards by the Academic Council. Timely revision of syllabi, regular monitoring of curricula and introduction of new courses with credits for projects and internship, encouraging real-life solutions/field applications with commercial viability has imparted relevance to cater to such needs.

Some initiatives related to curriculum development include following courses focussed on specific course outcomes, programme specific outcomes and programme outcomes:

- Medical graduate programs–skill based, facilitated through integrated teaching, community-oriented, problem-based learning with Competency Based Medical Education (CBME) as per NMC.

- Undergraduate and Postgraduate programs in Pharmacy, Medical and allied health Sciences, with courses in Microbiology, EyeBanking Molecular Biology, Animal Physiology, Plant Physiology, Environmental Biology, Immunology, Orthopaedics, Cardiopulmonary, Neurology, Pharmacology, Pathology and Genetics and Drug Designing etc.

- Pharmacy–courses in Phytopharmaceuticals, Hospital Pharmacy, Drug Discovery& Designing etc.

- Law, Engineering, Medical and Allied Health Sciences, Management, Agriculture–programmes

with sufficient credits for projects, experiential Learning and internship.

- Physical education courses on sports, judo, yoga, etc.

- Department of Humanities courses on English communication, Economics, Human values

- Faculty of Engineering courses on–Mechatronics, Internet of Things(IoT), Remote Sensing, Instrumentation, Cloud Technology, Electronics &Communication, Mechanical, Electrical, and Civil engineering.

- Department of Computing Sciences and IT - Advanced training to students on technology frameworks, Java-Programming, protocol design, Experimental Animation and IT-based application across emerging verticals like, Cyber-Security, Machine learning, Big Data Analytics and Artificial Intelligence along with specialized courses in Computational Mathematics, Data Science Machine Design, etc. Collaborative programmes with courses in Artificial Intelligence, Machine Learning, Deep Learning, Internet of things (IoT), Data Sciences, Cloud Technology &Information Security, Application Development using Cloud &Analytics Platform, Mobile Applications & Web Technologies

- Other courses on environment-sustainability, human-values and ethics are also offered across all the disciplines.

- Management department–courses on Banking and Finance, Economics, Supply Chain, Hospital Administration, Entrepreneurship development and priority areas like Disaster Management, capital markets, retail banking, Export &Handicraft Management etc.

- Doctoral Program offers research opportunities on crucial issues in almost all the faculties/departments.

- CBCS and Outcome-Based Education (OBE)–open electives, generic elective courses interdisciplinary orientation and value-added courses for employability.

File Description	Document
Any additional information	View Document
Link for Curricula implemented by the University	View Document
Link for Outcome analysis of POs, COs	View Document
Link for Additional Information	View Document

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

Response: 62.37

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

Response: 58

File Description	Document
Syllabus prior and post revision of the courses	View Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Details of the revised Curricula/Syllabi of the programmes during the last five years	View Document
Any additional information	View Document

1.1.3 Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years

Response:

Teerthanker Mahaveer University (TMU) pursues quality education through programs and courses with emphasis on Competencies/Skill development leading to Employability and Entrepreneurship. Health sciences and allied medical programs avail competent team of health professionals including Doctors, Nurses, Physiotherapists, Pharmacists and Paramedics along with other non-health sciences programmes professionals for curriculum delivery and practical learning.

Employability

TMU's curriculum incorporates various structural and pedagogical components that develop skills of students. Centre for Teaching, Learning and Development (CTLD), established in 2019, trains on aptitude and soft skills to enhance employability of students through decision making, leadership, team work and individual development.

Medical graduate program (MBBS) produces Physician of first contact for community with five roles of Clinician, Communicator, Leader and member of team, Professional, and Lifelong Learner as mentioned in CBME. Postgraduate program has intensive training for higher-level focused expertise to undertake research project for publication.

Dental Postgraduate program with knowledge in respective domains, professionalism, communication skills, research & administrative skills enable students to be employable.

Nursing Programs (BSc, MSc, PostBasicB.Sc.) provide expertise and training in clinical skills, communication, counselling, community postings and hands-on training leading

Physiotherapy Programs (BPT, MPT) include sound fundamental and practical

training in Hospital- OPD and IPD with Rehabilitation Therapy for COVID-19 after-effects.

Pharmacy programmes (B.Pharm. PharmD) enable hands-on learning by honing psychomotor skills. Academic collaboration with Monash University, Australia with 'My dispense simulation programme' helps student develop and practice medicine-dispensing skills. Drug Information and Patient Counselling Centre at TMCOP provides scientific and evidence-based training to pharmacy students, medical practitioners and hospital pharmacists in updating on new drugs emerging at international level in different therapeutic areas for proper/error free medication.

Other non-health-sciences programmes in Management, Engineering and Technology, Computer Applications, Agriculture, Fine Arts also offer various opportunities

Laboratory / Practical Components

For all health sciences programmes in medical, dental, pharmacy, physiotherapy, nursing and paramedical domains, fully-established modernized skill labs and hospital provides necessary exposure to diagnose and treat patients. Tertiary-care hospital with state-of-the-art equipments, skill lab & expert professionals help achieve competency.

Entrepreneurship

TMU's Business Incubation Centre (TMU-BIC), recognised under Uttar Pradesh Government's initiative Start-up policy- 2020, with motto 'Ideas to Action' ensures sustainable and productive start-up ecosystem. Institutions Innovation Council established under Ministry of Education Innovation Cell in consonance with EDC, TMU's IPR cell promotes new ideas & designs and for innovations and startups. Regular sessions focussing on innovation and entrepreneurship enhance entrepreneurship skills, resulting in all programmes of TMU creating competent, skilful, employable, and enterprising graduates.

TMU with more than 50 collaborations and MOU with National and International organizations viz., Monash University, Bosch India, Nvidia, Apollo Hospitals, TCS, IBM, i-Nurture, EPCH promotes entrepreneurship and employability.

PhD programme (in Medical, Dental, Nursing, Physiotherapy, paramedical sciences, pharmacy and others) provides in-depth understanding of health problems, critical thinking and problem-solving abilities, thereby better employment in academic, research and applied fields.

File Description	Document
Any additional information	
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	
Link for additional information	
Link for MOUs with Institutions / Industries for offering these courses	

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).

Response: 76.34

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 71

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 93

File Description	Document
University letter mandating implementation of CBCS by the institution	
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	
Institutional data in prescribed format	
Document for Structure of Programs mentioning the Credit Allocation and Elective options	
Any additional information	
Link for additional information	

1.2.2 Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 30.11

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 28

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	[View Document]()
List of the new Programmes introduced during the last five years	[View Document]()
Institutional data in prescribed format	[View Document]()

1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 16.12

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 2032

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

Response: 12607

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	[View Document]()
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	[View Document]()
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()
Link for Additional Information	[View Document]()

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Response:

Teerthanker Mahaveer University (TMU) 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, Health Camps and Exhibition, Environmental pollution& its ill effects, World Food Day , 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.

TMU has implemented environmental studies module as per UGC guidelines, comprising ecosystem, biodiversity, environmental pollution, social issues, human population and environment at undergraduate level of all programmes.

All Departments have introduced such courses to familiarize students with environment and sustainable development related issues; such courses are offered even under Ability Enhancement courses for students across the University to create awareness and impart basic ability to conceptualize the importance of environmental concerns; they are also sensitized about the ecology through extra-curricular activities like plantation events, earth day, other sanitation programmes

Biological, Physical, Behavioural & Sociocultural, Environment, socioeconomic condition and Health services are an integral part of curriculum in Community Medicine, Paediatrics, General Medicine courses.

Right to Health issues are addressed in the curriculum and implemented during clinical postings and internships. Patient charter, Hippocratic Oath and white coat ceremony activities are the added features.

The University also organises various activities and events covering key concepts in Gender Studies, Gender and Development, Gender Sensitization, Gender and Health and Gender and Religion.Faculty of Law also offers courses in Family/Labour Law, Women & Children, Family Patriarchy/Gender Justice, Social Transformation, Human Rights and Humanitarian Law and alike. Every year, interactive sessions on women empowerment are organized on International Women's Day by all departments.

TMU also offers courses on Human Values & Professional Ethics, Understanding Human Behaviour, Ethics and CSR, Business Ethics and Corporate Governance, Ethics and Hospital Management, Business Administration and Physiotherapy as well as Medical Ethics etc. There are courses dealing with not just gender but other societal issues, including caste, class and race, human values, ethics, environmental issues as well as cultural aspects. Besides, courses on, Environmental Law, Law and Disaster Management etc. are also offered.

The students are also engaged in value added programmes to make them aware of responsibilities and the professional ethics. As a result, the University has not faced any major issues of ragging and complaints from students. The study tours and field visits make students aware about the geographical as well as demographic profile of nearby areas and contemporary issues. The University works with the objective of generating social awareness towards the cross -cutting issues faced by our society among the students.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	[View Document](#)
Any additional information	[View Document](#)
Link for list of courses that integrate crosscutting issues mentioned above	[View Document](#)
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	[View Document](#)

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

Response: 38

1.3.2.1 Number of value-added courses are added within the last five years

Response: 38

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	[View Document](#)
Link for additional information	[View Document](#)

1.3.3 Percentage of students successfully completed the value-added courses during the last five years

Response: 52.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
7859	7864	3507	2843	1572

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

1.3.4 Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

Response:

TMU aims at equipping its students with skills necessary for working at the ground level with the people in the community. The Curriculum is enriched by incorporating field work, research projects, community settings and industry interfaces.

Field visit:

Field visits are imperative to the curriculum at Teerthanker Mahaveer University. Free Medical and dental camps are carried out routinely in the nearby schools, college and villages by the students to learn about community health at large. The students also educate the locals about dental hygiene, ill effects of tobacco and alcohol consumption on health. Students from Forensic science visit the regional forensic science laboratory on a regular basis to learn about work ethics, rules, regulations and standard operating procedures of the laboratory. It also aids them to handle real life case scenario. Agriculture sciences encourage students to visit nearby village to study the crops produced by local farmers, their production, marketing patterns and livestock management etc. Students also educate farmers about seed production and storage and bring awareness about the latest technologies that can be used to maximize the produce of quality crops. Students from technical domains visit factories and incubation centers to learn about prototype designing and validation. Under Unnat Bharat Abhiyan, a flagship program of MHRD, the Institute has adopted four villages- Aurangabad(Dist Amroha), Ginnaur(MBD), Nanakbadi and Manoharpur,

Research Projects:

Research Projects are a vital and mandatory part of the PG & UG curriculum. Students are encouraged to do research and innovation- based projects. Research oriented workshops are also conducted to aid the students in their research projects. All candidates enrolled for PG and PhD programmes must undertake a dissertation/thesis under a Guide and typewritten copies of the same shall be submitted 6 months prior to the final examination.

Industry Visits:

Students visit industries pertaining to private and government sectors routinely which help enhancing their practical skills and hands on training. Such visits provide a snapshot on marketing and sales trends and also provide valuable innovative ideas which can facilitate in designing prototypes for a better tomorrow. Some of the routinely visited industries include Big Bazaar, Max, Reliance, ICICI Bank, CL Gupta Industries, Dairy Industry (Parag) etc.

Community Posting:

Teerthanker Mahaveer University has two satellite healthcare centers in Haryana and Amroha in Uttar Pradesh. Students of medical and dental domains have a compulsory posting in these centers where patients are treated free of cost. The students also learn the social aspects of community health and disease.

Internship:

Internship is an essential part of the UG curriculum and it varies in different domains. Healthcare sectors have a rotatory internship of one year where they diagnose and treat patients under supervision so that they can function independently in the future. Internship can be in-house or out-house and branches like management, agriculture, engineering etc. usually have outhouse internships in companies like Big bazaar, Reliance, Max, Wipro etc.

File Description	Document
Any additional information	View Document
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	[View Document](#)
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for feedback report from stakeholders	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 79.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
1307	1492	1458	1719	1597

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1779	1998	1909	1963	1837

File Description	Document
Institutional data in prescribed format	[View Document](#)
Initial reservation of seats for admission	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	[View Document](#)
Link for additional information	[View Document](#)

2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 5:1

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes

where State / Central Common Entrance Tests are not conducted

2020-21	2019-20	2018-19	2017-18	2016-17
3595	3914	3873	4034	3754

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2020-21	2019-20	2018-19	2017-18	2016-17
3560	3885	3820	3925	3635

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of No. of application received in each program	[View Document](#)
Document relating to Sanction of intake	[View Document](#)

2.1.3 *Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries*

Response: 17:1

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

2020-21	2019-20	2018-19	2017-18	2016-17
366	563	538	609	491

2.1.3.2 Total number of students enrolled in that year

21-08-2022 09:56:43

2020-21	2019-20	2018-19	2017-18	2016-17
2236	2987	3021	3665	2924

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	[View Document]
List of students from other states and countries	[View Document]
Institutional data in prescribed format	[View Document]
E-copies of admission letters are issued to the students enrolled from other States / Countries.	[View Document]
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document]
Link for additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers   The Institution:

1. **Adopts measurable criteria to identify low performers.**
2. **Adopts measurable criteria to identify advanced learners**
3. **Organizes special programmes for low performers and advanced learners**
4. **Follows protocols to measure students' achievement**

Response: A. All of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	[View Document](#)
Methodology and Criteria for the assessment of Learning levels Details of special programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of outcome measures	[View Document](#)
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	[View Document](#)
Link for additional information	[View Document](#)

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)

Response: 10.73

File Description	Document
List of students enrolled in the preceding academic year	[View Document](#)
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student-centric methods, are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Response:

The University practices a teaching methodology which focuses on imparting education through a student

centric approach. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stake holders, apart from boosting their confidence and encouraging independence. Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students and expect a uniform learning outcome from them all in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at their personal level.by ensuring their involvement in class activities so that they can absorb and grasp information at their own pace.

Courses of the University are defined highlighting course objectives, programme specific objectives and programme outcomes. This provides a comprehensive understanding to the student right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course. Feedback of the Course and teachers, given by students at the end of each semester provides an opportunity to identify any lacunae which can then be addressed.

Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Language Lab, Google Classroom, Industrial Visits, Field Work and Projects are some of the means utilize by the Departments to provide experiential and participative learning.

a. Each department organizes various activities and programs to enhance the growth of experiential learning amongst students.

b. Laboratory Sessions extended to regular curriculum are conducted to enhance learning of the students.

c. Summer Internship –Hands on practice sessions for students are conducted as a part of summer internship so that the students can have real time exposure.

d. Real time project development on recent technologies and their presentation where students can demonstrate their technical knowledge skills.

e. Industrial Visits to enhance practical experiential exposure.

f. Simulation labs in Medical and Nursing colleges to enhance the learning on some real-life model.

g. Field Visits: Many programs organize field visits to the students for the real time experience.

h. Surveying camp are organized every year for Civil Engineering students.

i. Regular Quizzes- Quizzes are organized for student participation at intra or inter college level.

j. Presentations- Presentation is compulsory activity inculcated in the curriculum in which students present their entrepreneurship ideas, projects, internships etc.

k. Case study Competitions- Every year Case study competition is being organized to enhance the participatory learning and experiential learning.

File Description	Document
Link for additional information	[View Document](#)
Link for list of student-centric methods used for enhancing learning experiences	[View Document](#)

2.3.2 Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning The Institution:

1. **Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.**
2. **Has advanced patient simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skills Laboratories	[View Document](#)
List of clinical skills training modals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of training programs conducted and details of participants	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3 Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

The University is adequately equipped with IT infrastructure and encourages the faculty to use ICT enabled tools including online resources for effective teaching and learning resources . Each college/department has dedicated computer lab(s) equipped with general as well as domain specific software for quality teaching and research.

The University is proud to be a part of the National Knowledge Network (NKN), an initiative of the Department of Science and Technology and Ministry of Human Resource Development, Government of India, which connects universities of the country through high speed Internet to share knowledge, learning experiences and academic resources.

Additionally, use of latest technology helps eliminate distances and dissolve boundaries, with eminent experts available to interact with students and faculty, allowing for a free flow of knowledge.

The next generation IT infrastructure at University is delivered through:

- Campus covered with high throughput indoor and outdoor Wi-Fi access points
- Lecture recording and live transmission of class lectures and events over intranet and internet
- 1 Gbps Internet Bandwidth from multiple ISP's to maintain redundancy and hassle free internet connectivity
- MAC address and user login based dual authentication for all Wi-Fi users with tracking and monitoring
- Digital Signage System introduced to distribute and inform latest information instantly

Use of ICT By Faculty

LMS: http://portal1.tmu.ac.in/

A. Power Point Presentations – All the teachers are motivated to enhance the use of power point presentations and also to use Projectors more and more to make the learning more interactive.

B. Digital Pads- Digital Pads are available for the faculties 24*7 to enhance the learning of the students and the interaction of the faculties can be improved.

C. Online quiz- Faculties create online quiz and revision test for students after the completion of each unit with the help of GOOGLE FORMS and can empower the students with real time learning experience.

 D. Video Conferencing- Students are counseled with the help of Zoom / Google meet applications. And the availability of the faculties was enhanced for doubt clearing of the students.

E. E-digital Library Setup- Digital content of every course module unit wise is easily made available by the

faculties for the students to make the digital content easily accessible.

F. Recorded Video Lectures- Faculties are guided to record the lectures and create you-tube channels to make the video lectures, to make the concept and content easily available for the students. Recording of video lectures is made available to students for long term learning and future referencing.

G. Online competitions- University motivated the faculties to organize online technical events such as online gaming, online paper presentations, case studies presentations, Poster Making, etc are organized to enhance the learning of the students.

H. Library also offers a wide range of e-resources which are extended 24*7 services via remote access facilities to all stakeholders.

File Description	Document
Any additional information	[View Document](#)
Link of the details of ICT-enabled tools used for teaching and learning	[View Document](#)
Link for additional information	[View Document](#)
Link for list of teachers using ICT-tools	[View Document](#)

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 11:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 813

File Description	Document
Records of mentors-mentee meetings.	View Document
Log Book of mentors	View Document
Institutional data in prescribed format	View Document
Details of fulltime teachers/other recognized mentors	View Document
Copy of circular pertaining to the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI	View Document
Link for additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 99.93

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	View Document
Institutional data in prescribed format	View Document
Faculty position sanction letters by the competent authority	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 23.31

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2020-21	2019-20	2018-19	2017-18	2016-17
277	208	164	71	36

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	View Document
Institutional data in prescribed format	View Document
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View Document

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 8.07

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 6558

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	View Document
Institutional data in prescribed format	View Document
Experience certificate of full time teacher	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 48.43

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
292	557	280	222	115

File Description	Document
Reports of the e-training programmes	<u>View Document</u>
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	<u>View Document</u>
List of e-contents / e courses / video lectures / demonstrations developed	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<u>View Document</u>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<u>View Document</u>

2.4.5 Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years

Response: 1.78

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	7	7	12	5

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

2.5 Evaluation Process and Reforms

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

Response: 13.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	15	15	14

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	View Document
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	View Document
Institutional data in prescribed format	View Document

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

Response: 0.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	36	50	58	49

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8461	8622	9147	8695	8345

File Description	Document
Reports of Examination Sections	[View Document](#)
Minutes of the grievance cell / relevant body	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	[View Document](#)

2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: ... The University adopts the following mechanism for the redressal of evaluation-related grievances. Options(Opt one which is applicable to you):

1. **Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**
2. **Double Valuation/Multiple valuation with appeal process for revaluation only**
3. **Double Valuation/Multiple valuation with appeal process for retotalling only**
4. **Single valuation and appeal process for revaluation**
5. **Grievance Redressal mechanism does not exist**

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document	
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	[View Document](#)	
Institutional data in prescribed format	[View Document](#)	
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	[View Document](#)	

2.5.4 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

The University has been continuously carrying out of reforms in its examination procedure through integration of IT in all the procedures and processes of the examination system. The reforms have also been implemented in the continuous internal assessment modes and components. Examination procedure has been completely automated using In house ERP using Microsoft NAV.

The following significant reforms were adopted in the Examination system.

- Choice Based Credit system has been inculcated for the benefit of the students.
- Quizzes / Surprise Test(s) /Project works and assignments are made part of evaluation.
- Tools of information technology are utilized for most of the activities associated with the conduct of examinations, evaluation and declaration of results.
- Continuous Internal Assessment (CIA) includes Mid examinations thrice in a semester for each course, periodical assignments/tests/quizzes etc. to keep the students meaningfully engaged with the subject content throughout the semester.

Reform(s)	Positive impact(s)	
Different sets of question papers are developed for each subject / course	To ensure confidentiality in the question paper.	
Setting the question papers covering all units with internal choice and moderation of question papers.	1. Maintain standards and coverage of syllabu the units 2. Students are required to study all the units i course 3. Improve the course outcomes by implementing internal choice	
Preparation of detailed scheme of evaluation by internal subject / course experts	1. Uniformity in the evaluation among the eva 2. Fair judgment for the students	
Appointment of squad consisting of senior faculty members of other reputed institutions and internal faculty to monitor the semester end examinations	Strict vigilance for smooth conduct examinations	
Establishment of Spot evaluation center	1. Confidentiality and custody of a booklets are ensured 2. Declaration of results within the stipulated	
Establishment of CCTV Surveillance System	1. Continuous monitoring of activities of exar section and spot evaluation process 2. Restricted entry and surveillance of the entr authorized persons into the examination se 3. CCTVs in the vicinity of the examination rooms to control malpractices and unwanted activi	
Encoding and decoding of answer booklets	Provides confidentiality and unbiased evaluation.	
Automation of examination management system	1. Improvement in reliability, efficiency, secu	

	transcated
	transparency, confidentiality and accuracy process 2. Software developed by the institute provide to incorporate autonomous curriculum requirements
Personal verification and revaluation system	Accountability of the evaluation process and i transparency in the evaluation
Advance Supplementary examinations and timely publication of results & issuing necessary certificates in time.	Provides more scope to final year students for the and higher studies
Inclusion of security features in grade sheets as well as in answer booklets	Chances of manipulations are nullified.
Online Examination system	to make the examination system easier for the stud
Development of Question Banks	To give different set of questions to students for co

File Description	Document
Link for details of examination reforms implemented during the last 5 years	[View Document](#)

2.5.5 Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

1. **Complete automation of entire division & implementation of the Examination Management System (EMS)**
2. **Student registration, hall ticket issue & result processing**
3. **Student registration and result processing**
4. **Result processing**
5. **Manual methodology**

Response: All of the above

21-08-2022 09:56:44

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	[View Document](#)
Snap shot of the EMS used by the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of the purchase order of the software/AMC of the software	[View Document](#)
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The University has clearly stated POs and COs for all its academic programmes department-wise in the syllabus which are uploaded on its website. They are instrumental in achieving the vision, mission and values of the University. The Course Outcomes are designed as per the guidelines of respective Statutory Councils and regulatory bodies including NMC, DCI, INC, SMF,PCI, NCTE, ICAR, AICTE, UGC etc in respect of Medical, Dental ,Nursing, Physiotherapy, Paramedical ,Pharmacy, Education, Agriculture, Engineering and other non -health sciences programmes. Program outcomes of all the programs are attained through alignment and realization of course outcomes based on the Bloom's Taxonomy framework. The Medical Graduates attributes are as per MCI norms to become a locally competent and globally responsible clinician, leader and a member of the inter-disciplinary health care team, through life-long learning process that is altruistic, ethical and committed to excellence.

Students and teachers are provided with academic calendar, wherein plan for implementation of entire curriculum is specified, and a detailed course handout to all the students providing all learning objectives and outcomes at various levels. Induction and orientation programmes are conducted for the newly enrolled students at beginning of each academic session.

The Course Outcomes are planned and designed to cover the entire syllabus and the assigned skills/competencies formulated to make students competent with respect to all domains of learning (Cognitive, Affective, Psychomotor domains). In general, the number of hours required for the course including theory and practical components, the weightage of content, the pattern of evaluation to be followed while assigning outcomes, are vital issues addressed by the faculty and members of Board of Studies.

Assessment methodology is decided keeping in mind the learning outcomes to be measured for both internal and external examinations. Their assessment is done in formative domain at department level and

summative at university level. Formative assessment methods include internal assessment comprising class tests, Quiz competitions, Seminars, assignments, etc. The students are initiated to pursue scientific research through compulsory research reports/dissertation related to their respective fields of expertise under the guidance of their teachers. Also, various projects in thrust areas are undertaken. The students participate at state, national and international levels competitions, debates, paper presentations and quizzes.

The process of CO-PO mapping measurement is as below:

Step 1 : Mapping of course outcome with programme outcome.

Step 3 : Setting weightage/threshold value to each question for CO assessment.

Step 4 : Deciding Target value.

Step 5 : Deciding strength of relationship between COs – PSOs

Step 6 : Calculating PSO attainment through direct and indirect

 assessment methods.

Thus the attainment of COs provides an evidence of attainment of POs and PSOs.

A comprehensive analysis is made at the end of semester to see how and at what levels(level 1,2 and 3), the defined POs and PSOs are attained. The preferred level of attainment that the University strives both at course and program level is 3.

Institutional IQAC actively communicates curricular changes received through structured feedback system and implements through meetings with the departments regularly.

File Description	Document	
Link for relevant documents pertaining to learning outcomes and graduate attributes	[View Document](#)	
Link for methods of the assessment of learning outcomes and graduate attributes	[View Document](#)	

2.6.2 Incremental performance in Pass percentage of final year students during last five years

Response: 83.67

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2609	2398	1968	1734	1630

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2809	2599	2279	2110	2005

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	[View Document](#)
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.37

File Description	Document
Institutional data in prescribed format	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Teerthanker Mahaveer University (TMU) is dedicated to research and innovative excellence. To promote excellence in research in various departments/colleges of the University and support an ecosystem for research and extra-curricular activities amongst students, the University has implemented the Research promotion regulations called Teerthanker Mahaveer University Regulations on Financial Assistance to faculty for promotion of research. These regulations have the following schemes for financial assitance:

1. Faculty Participation in Conferences/Seminars/Workshops/FDPs
2. Incentives for Research publications
3. Promotion for Intellectual Property (IP) from Research like patents/Start-ups/Industrial Designs/Copy Rights
    1. Patents/Industrial Designs
    2. Copy Rights
    3. IP generated in collaboration with the External partners
    4. Commercialization and Benefit Sharing
    5. Encouraging Entrepreneurship and Start-ups
4. Consultancy projects
5. Incentives on External Funded projects
6. Seed Money Scheme
7. Research (PhD) fellowship
8. Financial Assistance to faculty pursuing PhD from the University

1. Faculty Participation in Conferences/Seminars/Workshops/FDPs

The financial assistance per annum in this category shall be as follows:

S.No.	Level	Professional Development Fund (TA/DA & Registration fee)
1	Professor	Up to Rs 40000/-
2	Associate Professor	Up to Rs30000/-
3	Assistant Professor	Up to Rs 25000/-

In case the actual expenses for participation in the conferences/seminars/workshops are less than the maximum permissible limit as mentioned above, then the reimbursement shall be on actuals.

However, a faculty may be granted an additional amount by the Vice Chancellor in case of conference in a reputed foreign university.

In case the University deputes the faculty to attend a particular seminar/conference/ workshop or event of similar nature, (If Director/Principal of the College or the University administration finds that the representation by the University in such events is in the interest of the University and the same is approved by the Vice Chancellor, he/she shall be entitled for the reimbursement in the followings heads:

1. Registration fee
2. Travel expenses as per the TA rules of the University
3. Boarding and lodging charges up to Rs 3500 for a Professor, Rs 3000 for Associate Professor and Rs 2500 for Assistant Professor per day

1. Incentives for Research publications

To encourage the faculty for contributing towards the research publications, the University shall provide incentives as per the following scheme:

S.No.	Database/level of journals for publication	Incentive (Rs)
1.	Publication in journals indexed in UGC CARE list, Indian Citation Index	3000
1.	Publication in journals indexed in Scopus, PubMed, Web of Science	5000
1.	Book by National publisher with established peer review system	6000
1.	Book by International publisher with established peer review system	8000
1.	Chapter in a book of National publisher with established peer review system	1500
1.	Chapter in a book of International publisher with established peer review system	2500
1.	Full Paper publication in conference proceedings with ISBN numbers	1500

1. **Seed Money Scheme:** The Seed Money Grant Scheme of TMU, Moradabad is designed to stimulate competitive research in strategic areas of national or international importance, to promote innovative product and technology development, and/or to facilitate the start of research programs which will potentially develop into creative ventures on their own through external funding. The faculty can utilize this grant to start the research work without waiting for a grant from external agency.

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Document on Research promotion policy	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 5.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
28.3	0	0	0	0

File Description	Document
Minutes of meetings of the relevant bodies of the University	[View Document](#)
List of teachers receiving seed money and details of seed money received	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 17.25

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
58	125	112	88	89

File Description	Document
List of teachers and their national/international fellowship details	View Document
Certified e-copies of the award / recognition letters of the teachers	View Document
any additional information	View Document
Link for additional information	View Document

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

Response: 61

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	12	01	03	02

File Description	Document
Registration and guide / mentor allocation by the institution	[View Document](#)
List of research fellows and their fellowship details	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E copies of fellowship award letters	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.5 University has the following facilities

1. **Central Research Laboratory / Central Research Facility**
2. **Animal House/ Medicinal Plant Garden / Museum**
3. **Media laboratory/Business Lab/e-resource Studios**
4. **Research/Statistical Databases/Health Informatics**
5. **Clinical Trial Centre**

Response: All of the above

File Description	Document
List of facilities available in the university and their year of establishment	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Videos and geo-tagged photographs	[View Document](#)

3.1.6 *Percentage of departments with recognition by* **ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO**, *NIH etc. and other similar recognitions by national and international agencies,* **(excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)**

Response: 28.62

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

2020-21	2019-20	2018-19	2017-18	2016-17
61	14	08	4	2

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
61	61	63	63	63

File Description	Document
Institutional data in prescribed format	[View Document]
e-version of departmental recognition award letters	[View Document]
Details of the departments offering academic programmes certified by the head of the Institution /University	[View Document]

3.2 Resource Mobilization for Research

3.2.1 Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 22

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	10	01	00	00

File Description	Document
Institutional data in prescribed format	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government organizations	[View Document]
e-copies of grants awarded for clinical trials	[View Document]
Any other relevant information	[View Document]

3.2.2 Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 24

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	01	00	01	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Link for additional information	[View Document](#)

3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 0.07

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	18	03	02	04

File Description	Document
Supporting document/s from Funding Agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	[View Document](#)
Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

Response:

Teerthanker Mahaveer University has a large pool of talented students and faculty members. The University has made its presence felt amongst the highest echelons of the who's who of the world of Technology and Engineering in such a manner that, U.P. State Government sanctioned under the scheme of U.P. Start-up 2020 instituting TMU-Business Incubator Centre at the university premises. Up to now, fifteen start-ups have been incubated by TMU business incubator (TMU BIC). Besides, the University Grants Commission, acknowledged the University under section 12 B of the UGC Act 1956 on account on research and innovation activities in the University.

The University has established its Institution Innovation Council (IIC) under the under the IIC program of Innovation Cell of Ministry of Education (formerly MHRD), Govt. of India in collaboration with AICTE to foster the culture and develop ecosystem of innovation, entrepreneurship and start-ups in the University.

Besides, the IIC is also established at the level of the constituent colleges of the University viz.

Teerthanker Mahaveer Medical College & Research Centre

College of Agriculture Sciences

College of Computing Sciences & IT

Faculty of Engineering

College of Nursing

The University level and College level IICs are continuously conducting the activities to promote entrepreneurship, innovation and start-up amongst the students and skilling them for same. The activities are uploaded on the web portal of Ministry of Education on regular basis in every quarter.

The University through its IIC under the patronage of Ministry of Education (MoE), Govt. of India is continuously conducting various activities and events related with innovation and entrepreneurship such as ideation, problem solving, Proof of Concept Development, Design thinking, IPR, Project Handling and Management at Pre-incubation/Incubation stage.

During IIC-2020, the students from College of Computing Sciences & IT and Faculty of Engineering have won the first prize from the MoE, Govt. of India during SMART India Hackathon, a nationwide initiative to provide students a platform to solve some of the pressing problems we face in our daily lives, and thus inculcate a culture of product innovation and a mindset of problem solving by the Ministry of Education, Govt. of India in collaboration with AICTE.

In the year 2021, the University's IIC was rated with 4-star rating by the Ministry of Education,

Government of India for its activities during the year 2021.

The University's College of Computing Sciences &IT has also organized workshops on "Entrepreneurship Awareness" which was funded by Department of Science & Technology (DST), Govt. of India.

Recently, BOSCH Group (India) and TMU have joined hands under the aegis of Industry Academia Collaboration for Skill Development & Enhancing Employability of Youth in India. BOSCH has supported the centre with all the required equipment, technology and training modules. The focus area of this collaboration include: Skill Development of Youth- Employability & Entrepreneurship for Universities / College students and Skilling of Less-educated Youth.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Geo-tag the facilities and innovations made	View Document

3.3.2 Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years

Response:

The University organizes capacity building programs such as short term hands on training programs, continuing education programs, workshops, webinars and invited lectures regularly to support vibrant research and innovation ecosystem. These events also taught students how to initiate research; Interpret results; filing patent/copyright application etc. More than 60 programs have been conducted which include events on intellectual property rights, research methodology, Faculty development programs, training on outcome based education, COVID-19 healthcare worker training, physical fitness, physiotherapy, training programs on SPSS, Machine learning programs, Entrepreneurial Development programmes, Webinars on Artificial intelligence etc. Year wise breakup of events is given below:

2021	2020	2019	2018	2017
19	19	17	05	04

Event wise breakup is as follows:

Faculty Development Programs (FDP)	Workshops & Webinars	Training Sessions	Continuous Education Programs (CEP)	
22	15	13	04	

Subject wise breakup is as follows:

Type of event	Topics
FDP's	1. Intellectual property rights 2. Introduction to research methodology 3. Hybrid Research, Research design, Research skills, Qualitative & Descriptive research design, Mixed research methods, Validity & • 1. Entrepreneurship development 2. Online Teaching & Assessments, Experiential Learning 3. Physical Fitness in Sports 4. Physiotherapy management for COVID-19 patients 5. Quantitative data analysis using SPSS 6. Machine Learning using Python 7. Block chain Technology and Its Application 8. Adobe Flash 9. Pattern Recognition Image Analysis 10. Crisis Intervention & Code of Ethics 11. Sampling Technique 12. Professional Development, teaching pedagogy and research
Training	1. How to Plan a Start Up 2. Attitude, Ethics & Communication 3. Outcome-based education 4. Team work and team Building 5. COVID-19 (Health Care Worker Training, Dialysis training) 6. Emergency and Trauma Patients Training
CEP's	1. Dental Education on Guide to Digital photography 2. Dental Education on Road map to Scientific writing 3. Dental Education on Statistical methods and career prospects 4. Dental Education on 3D Printing
Workshops	1. Intellectual Property Rights (IPRs) & IP Management 2. Guided Meditation for professionals in Teaching 3. Intensive Teaching Workshop 4. Teaching Pedagogy and Teaching Skill 5. Outcome based education & accreditation 6. Machine Learning
Webinars &	1. Promote awareness amongst Higher Educational Innovation Cell

Seminars	2. Artificial Intelligence & Data Science
	3. Data Analytics
	4. Cyber Security
	5. Human Rights
	6. Entrepreneurial Development into the field of IOT and
	Cloud Computing

File Description	Document
Any additional information	[View Document](#)
Link of the reports of the events	[View Document](#)
Link for list of workshops/seminars on the above during the last 5 years	[View Document](#)

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 70

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
08	30	11	13	08

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	[View Document](#)
List of teachers and details of the national/international fellowships awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 14

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2020-21	2019-20	2018-19	2017-18	2016-17
05	03	04	02	00

File Description	Document
Institutional data in prescribed format	[View Document](#)
Contact details of the promoters	[View Document](#)
Certified e- sanction order for the start-ups on campus	[View Document](#)
Link for additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. **Research methodology with course on research ethics**
2. **Ethics committee**
3. **Plagiarism check**
4. **Committe on Publication guidelines**

Response: All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional code of Ethics document	[View Document](#)
Institutional code of ethics document	[View Document](#)
Details of committee on publication guidelines	[View Document](#)
Course content of research ethics and details of members of ethical committee	[View Document](#)
Copy of software procurement for plagiarism check	[View Document](#)
Link for additional information	[View Document](#)

**3.4.2 The Institution provides incentives for teachers who receive state, national or international recognitions/awards.. Option 1. Career Advancement
2. Salary increment
3. Recognition by Institutional website notification
4.Commendation certificate with cash award**

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	[View Document](#)
Policy on salary increment for the awardees	[View Document](#)
Policy on Career advancement for the awardees	[View Document](#)
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of commendation certificate and receipt of cash award	[View Document](#)
Any additional information	[View Document](#)
Incentive details (link to the appropriate details on the Institutional website)	[View Document](#)
Link for additional information	[View Document](#)

3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 287

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
235	36	16	00	00

File Description	Document
Technology transfer document	[View Document](#)
List of patents/Copyrights and the year they were published/awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	[View Document](#)
Link for additional information	[View Document](#)

3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 2.74

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
506	428	468	309	361

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
277	208	164	71	36

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	[View Document](#)
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for research page in the institutional website	[View Document](#)

3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 1.4

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional Data in prescribed format	[View Document](#)

3.4.6 Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4.7 Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years

Response: 0.01

File Description	Document
List of names of publishers : National/ International	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 2.86

File Description	Document
List of the publications during the last five years	View Document
Institutional data in prescribed format	View Document

3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 16.5

File Description	Document
Institutional data in prescribed format	View Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

Response:

Teerthanker Mahaveer University is dedicated to research, teaching, and extension of knowledge to the its students and researchers. One of very important mission of the Teerthanker Mahaveer University is to develop the human intellectual capability to its fullest potential. Inherent in this responsibility is the need to encourage the innovation and creativity within the scholars and researchers. Faculty, students and researchers of Teerthanker Mahaveer University are engaged in Research & Development work of diverse nature. Many of these R&D Programs lead to creation of intellectual property (IP) in the form of patents, know-how, copyrights, designs, instruments, devices, processes, specimens, software and other inventions, which can be commercially exploited either with or without registration under the Patents Act/Copyright Act. Such a commercial exploitation can be of considerable socio-economic benefit to the country. The University, therefore, encourages the protection and licensing of such IP to organizations, which can effectively utilize the same for commercial exploitation. This would yield financial returns to the University, and partially support the R & D efforts. The pace of modern Research and Development, resulting in new and useful inventions, initiated a need for a central policy in determining the ways of the creation, protection, and commercialization of intellectual property at Teerthanker Mahaveer University. This has resulted in establishment of the Intellectual Property Right (IPR) Cell and the Intellectual Property Policy to encourage creation and protection of intellectual property in the University.

The scope of the IPR Policy is to facilitate and help the members of faculty, researchers and students of Teerthanker Mahaveer University in identification, protection and commercialization of various IPRs such as Invention(s), Designs, Integrated Circuit Layouts and other creative& artistic works.

The University and Inventors/researchers, all share in the revenue earned from the licensing of patents for their inventions. Under the Current Policy the net earnings from the commercialization of IP owned by Teerthanker Mahaveer University is shared.

The net earnings from the commercialization of IP owned by Teerthanker Mahaveer University (TMU) are shared as follows:

S.no.	Net earnings	Inventor(s)	TMU Share
1	For the first amount 'X'	60%	40%
2	For the next amount X	50%	50%
3	For amounts more than X	40%	60%

Similarly, the policy on Consultancy & Research Projects is framed to contain the rules and regulations governing the activities pertaining to all Consultancy & Research Projects undertaken by the faculty members of the University solely or in collaboration with other individual groups or organizations. The University has expertise in various research areas to provide knowledge and intellectual inputs which are of interest to the industry and other organizations. The revenue sharing model in consultancy projects is 1:1 ratio between the University and the consultant faculty from the net amount after all overheads are met/deducted from the gross amount.

File Description	Document
Any additional information	View Document
List of the training / capacity building programmes conducted during the last 5 years.	View Document
Link to the soft copy of the IPR and Consultancy Policy	View Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	View Document

3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 119

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
58	19	29	9	4

File Description	Document
List of consultants and details of revenue generated by them	[View Document](#)
Institutional data in prescribed format	[View Document](#)
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 306

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	24	99	101	66

File Description	Document
Reports of the events organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	[View Document](#)
Link for additional information	[View Document](#)

3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 31.97

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5023	2018	3023	2164	2018

File Description	Document
Reports of the events organized	[View Document](#)
Geo tagged Photos of events and activities	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Teerthanker Mahaveer University (TMU) has a very strong presence in extension initiatives that go beyond the curriculum and aim to solve real problems/social concerns in the surrounding community. The majority of these activities are led by various Departments and their constituent Centres or student societies.

The academic curriculum in several departments and centres, such as the Medical College & Research Centre, the Dental College & Research Centre, the College of Law & Legal Studies, and the College of Agriculture Sciences, has strong components oriented toward working with diverse, vulnerable, and marginalized constituencies; finding innovative solutions to practical problems; and responding to real-life issues of individuals and communities. The range of engagements is vast, ranging from redressing hearing-impaired grievances in civil defence; identifying potential solutions for insanitation problems in nearby areas; Vegetable Market (mandi) and resolving water crises in the slums, to raising awareness about the

difficulties faced by visually-impaired women in daily lives, or facilitating diagnostic, treatment, and referral services to emotionally disturbed and socially deprived children, adolescents, and adults. Students engage with panel of lawyers in the Law Faculty's Legal Services Clinic to provide free legal assistance to low-income clients.

Many departments, such as the Faculty of Education, the Centre for Jain Studies, and faculties such as the Faculty of Management, often hold fund/item collecting drives using creative methods to help needy and underprivileged people. Tree-planting/green projects, blood donation campaigns, dental check-up camps were organized to sensitize people on health issues, NSS awareness programmes and cleanliness drives under National Swachh Bharat Abhiyan are also carried out by several units. The university also finances Innovation Projects in various colleges with the goal of discovering answers to real-world issues. Students and professors have tackled a number of societally important challenges and come up with unique and practical solutions. Initiatives to handle traffic/parking issues, produce low-cost, reliable, portable water purifiers, develop public transportation in communities, improve rural population income production skills, and monitor malnutrition in real time using mobile computing were developed.

For the above initiatives, number of Government and non-Government organizations have recognized our activities and honoured us in various platforms with awards and with letters of appreciations.

132 Awards were received from the Agencies: Indian Academy of Law and Management, Association of Education Training and Research Institute (ASSOED, India), Women Innovation Entrepreneurship Foundation, India.

File Description	Document
Any additional information	[View Document](#)
Link for list of Government/other recognized bodies that have given the awards	[View Document](#)
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	[View Document](#)
Link for additional information	[View Document](#)

3.6.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

Teerthanker Mahaveer University has been in the forefront in sensitizing its students pertaining to social issues through its curriculum and extension activities. The University organises blood donation camps, education awareness programmes, gender equality awareness activities and visits to slums in vicinity to create awareness among the dwellers. Different departments undertake social outreach activities which are meant for helping society and training students to shoulder all responsibilities with ease and impact.

The NSS Cell, other Departments and University Hospital in collaboration with different agencies, trusts,

NGOs etc. lead extension activities to address local issues and sensitize students for their holistic development. To address the issues of domestic violence, child marriages, health care, HIV/Aids, street children, runaway children, alcohol addiction and drug addiction, etc. the students and teachers have collaborated through their departments with other agencies to help society and local communities.

The NSS Cell in the University works to develop the overall personality of students through a series of regular activities which are undertaken both within the Campus and outside it in the form of special camps. The motto of the Cell is *Not Me but You*. It invites volunteers for all-round personality development through community service, group interactions, awareness generation programme, group training and leadership training programmes. The Cell has been very vibrant and active with more than 300 volunteers. It conducts regular weekly meeting of volunteers to discuss the plan of action. Students' orientation to community service, blood donation camps, awareness and sensitization in and outside Campus, village adoption under *Unnat Bharat Abhiyan*, *Vittiya Saksharta Abhiyan* and *Swaksh Bharat Summer Internship* are major activities in which the Cell has taken major initiatives. Under the "Village Adoption Program," the University has adopted 04 villages, namely Gram Aurangabad, Gram Nanakwadi, Gram Manoharpur and Gram Ginnor and provides social services to the community.

The Cell has been coordinating with Sarpanch, Panchayat Commitees, teachers, schools; Anganwad is for planning education, health and sanitation interventions. The University's NSS cell focuses on the welfare of the local community, raising awareness of social issues and taking required steps for the benefit of society. These social outreach programmes, such as Yoga for Health and Wellbeing; Water Conservation and Water Harvesting Activity; personal hygiene and health; prevention of communicable disease; awareness of gender equality; Swachcta Pakhwada Programme; Awareness Program for Sadak Suraksha; Vote for Nation Awareness Program, and others, had a significant impact on the students' holistic development as they came into contact with people from various socioeconomic backgrounds. Every year the NSS students coordinate with various departments of the University to demonstrate on a current social problem through parades, rallies.

The University also organised and commemorated events such as International Day of Non Violence, International Day of Yoga, National Voters Day, World Environment Day, Rastriya Ekta Saptah, Anti Terrorism Day, Yoga Fest, Ek Bharat Srestha Bharat Abhiyan, Swakshta Pakwada, Azadi 70, World Aids Day, World Mental Health Day etc.

File Description	Document
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	<u>View Document</u>

3.7 Collaboration

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 52

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	95	102	10	23

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified Copies of collaboration documents	[View Document](#)
Link with collaborating Institutional website	[View Document](#)

3.7.2 Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.

Response: 53

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 53

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the functional MoUs with Indicating the start date and completion date	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

The University ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the University–'To be recognized as a premier institution of excellence providing high quality education, research and consultancy services to the society'.

At the beginning of the academic year need-assessment for replacement / up-gradation / addition of the existing infrastructure is carried out based on the suggestions from BOS members, Heads of the departments, lab technicians and system administrator after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and also students' grievances. The Planning Board plans ahead for all requirements regarding classrooms, laboratories, furniture and other equipment.

·   Optimal deployment of infrastructure is ensured by the University.

·   Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians/system administrator.

·   The optimal utilization is ensured through encouraging innovative teaching – learning practices.

·   The available physical infrastructure is optimally utilized even beyond regular college hours, to conduct certificate courses, co-curricular activities/extra - curricular activities, Campus Recruitment Training classes, campus recruitments, meetings, seminars, conferences etc.,.

Details of Available Facilities:

·   The University has well spacious classrooms and 12 seminar rooms out of total available specious classrooms, 221 classrooms are equipped with ICT facilities.

·   The University has adequate number of laboratories equipped with major and minor equipment as prescribed by the concerned statutory council/body.

·   There is Central Library with four major wings situated in different Academic Blocks and is fully automated with KOHA open source library management software which connects all computers of the library and the different departments, colleges, and faculty of the University. Books are issued through bar-coded membership cards to the students and faculty members of the University from the circulation section. The books and other reading materials are issued to the students for reading room study from the issue counter. The Catalogue of the Central Library is available on internet/intranet for search. The CCTV cameras are installed to ensure safety of the Library materials. The Central Library is also equipped with Fire Alarm Control Panel and manually operated fire extinguishers. Approx. 2500 students, teachers and

other members visit the Library almost every day. A register is maintained in the library and the visitor must show his valid identity card at the entrance.

Details of Library are as:

ü No. of books: 205628 (Titles: 57108)

ü No. of e-books: 11744

ü No. of journals: 336 (National: 216, International:120)

ü No. e-journals:8870

File Description	Document
Any additional information	[View Document](#)
Links for Geotagged photographs of the facilities	[View Document](#)
Links for teaching- learning and skills acquisition facilities in the Institution	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

The University provides a combination of outdoor and indoor opportunities including facilities for cricket, football, basketball, volleyball etc. to the sports enthusiasts.

Excellent indoor facilities are available in the Multi-purpose indoor sports complex for table-tennis, basketball, volleyball, badminton, gymnastics, yoga, squash, tennis, and skating. There is a state-of- the-art gymnasium having sophisticated equipment.

The University has State-of-art Multi-Purpose Indoor Sports Complex which has housed many state and National level tournaments.

The University has a Cricket stadium and pavilion par excellence. Twenty turf wickets of the University comply with the international standards and have hosted prestigious tournaments like Ranji Trophy and Cooch Behar Tournament.

There is a football field in the campus which recently witnessed the participation of eighteen teams in Inter

Region Football Championship leading to selections in the prestigious Santosh Trophy.

There are facilities for kho-kho, hockey and kabaddi. Facilities for combative sports are in place in the University. Sports facilities for track and field athletics are available in the University which are used for daily training as well as for staging regional or local competitions. There is a 400m standard track used for athletics.

The University keeps organizing and hosting sports events from time to time so as to provide majority of the students an opportunity to learn. Witnessing these kinds of events in the University campus provides the students a broader horizon to imbibe the important lessons of sports.

Besides sports facilities various sports labs like Anatomy, Physiology & health education are also available.

File Description	Document
Any additional information	[View Document](#)
Links for Available sports and cultural facilities : geotagging	[View Document](#)

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The University has the uniqueness of many state-of-the-art buildings, sprawling lawns, well maintained playgrounds along with supporting facilities. It has been planned, designed and constructed to address broader issues that relate to resource and energy conservation. The following are main facilities available at the University:

1. A state-of-the-art centrally air conditioned auditorium with 550 seats, equipped with modern acoustics and digital projection.
2. Music and dance classes, in both modern and classical form, are organized in the evening for students keen on refining their creative potential under the guidance of eminent trainers
3. 1000 bed multi-specialty hospital which houses various clinical and para-clinical departments.
4. Shopping Complex which has ATM, Costa Coffee, bookshop, pharmacy and bank, convenience store and a Students' Union Shop, which offer a range of groceries, gifts, and supplies.
5. Punjab National Bank provides all banking facilities including lockers and ATM on campus to facilitate faculty, staff and the students.
6. A Well-furnished guest house for visiting faculty, academicians and other dignitaries connected to the University.

The University has 61 Buses,02 Tempo Travelers 09 Cars, 3 Ambulances including 2 Critical Care Ambulances, 4 Small Trucks for carriage and 2 Tractors with Trolleys, 01 JCB and 2 Tankers for agriculture and plantation purposes in the campus.

The University houses five hostels in its campus- 2 for boys and 3 for girls with a capacity to accommodate 4600 students.

Boys:2500

Girls: 2100

The hostel rooms are spacious, clean, and well maintained with attached bathrooms. The rooms are available on single occupancy basis as well as on sharing basis. To help the young minds focus on their studies, each room is furnished with beds, wardrobes, study tables, chairs and air-cooler. Solar heaters have been installed in all the hostels to supply hot water conserving electricity.

Water purifiers and water coolers are installed to provide potable water. Round the clock power back-up helps students to study without interruption. Air-conditioned rooms are also available to meet specific requirement of the students. Each hostel has a visitor's room, a spacious well-lit common room with a large screen television and comfortable seating arrangement, recreational facilities, equipments for indoor games, newspapers and magazines, Wi-Fi connectivity and a gymnasium.

Laundry facility is available in-house with commercial washing machine and tumbler drier. Spacious dining rooms and modern kitchens ensure that students are served with nutritious food in a good ambiance.

A dedicated team of wardens and caretakers helps and resolve the problems of the boarders.

The faculty members have been provided with the separate cubicles equipped with desktop/laptop and internet supply. Semi-furnished residential accommodation with round the clock water, electricity and internet supply, are the facilities available in the campus.

The University has a Central Library with four major branches situated in different Academic Blocks and is fully automated with KOHA open source library management software which connects all computers of the library and the different departments, colleges, and faculty of the University.

File Description	Document
Any additional information	[View Document](#)
Link for Photographs/ Geo-tagging of Campus facilities	[View Document](#)

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 22.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
3770	3773	3493	5731	4536

File Description	Document
Institutional data in prescribed format	View Document
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

Response:

Teerthanker Mahaveer University has the 1000 bed multi-specialty teaching hospital and Dental OPD with 350 dental chairs. The Medical, dental and other medical allied colleges have latest clinical equipments which are constantly upgraded with technological advances. All the constituent colleges meet the requirements of statutory regulating bodies in terms of clinical teaching and learning facilities. There is CPCSEA approved animal house.

The attached Hospital has separate demonstration and procedure rooms for clinical and bedside learning. The hospital functions 24X7 with more than 80% bed occupancy. 84 specialty clinics are run in the Hospital giving excellent clinical exposure to the students. There are 12 major operation and 3 minor operation theatres. The associated blood bank is functional 24x7hours. Component and aphaeresis facility is available.

The hospital is equipped with the equipments including CT scan, MRI, Mammography, Cath lab, Echocardiography, EEG, EMG, BERA, TMT, Digital, X-Rays, Color Doppler, Dialysis and other equipments as per NMC guidelines.

Lecture theatres and demonstration rooms are well equipped with audiovisual aids. In addition, computerized animal simulations in experimental exercises are used in Pharmacology so as to save animal life.

The central laboratory is functional round the clock and is well equipped with all necessary equipment basically decahead, pentahead, binocular microscope, blood-cell analyzer, and fully automatic biochemical analyzer including RT-PCR for diagnosis of SARS-COV-2.

The critical care is provided by emergency section and intensive care unit with various sub-specialties like ICU, ICCU, NICU, PICU and Burn treatment unit.

The teaching hospital provides excellent learning environment for MBBS, MD/MS and M.Sc. Medical learning as per NMC norms. The hospital has required numbers of faculties, units, beds, wards, and other support infra structure and all are being utilized in the teaching and training of undergraduate and postgraduate students. There are sufficient numbers of demonstration rooms stocked with adequate seating capacities with audio-visual aids to assist in imparting knowledge as per National Medical Commission norms and guidelines.

All medical departments and auxiliary units have computer and internet access. Teaching learning activities are conducted through bed side teaching, case presentation, hands-on-training workshop, small group teaching, lectures, seminars and utilization of skill laboratory (skill lab) which supports the acquisition of clinical skills through hands on training within non threatening environment. The skill laboratory training encourages students and the facilities are available for training both UG and PG students with simulated environment. This is done to give first hand exposure for any real life emergency.

The Department of Physiotherapy has various equipments like walking aids, Continuous passive motion (CPM), crutches, portable TENS, etc. The Department has the following labs:

 • Kinesiotherapy & Biomechanics

 • Electrotherapy

 • Neuro physiotherapy and electro diagnosis

 • Electro physiology laboratory

College of Nursing has five pre-clinical labs equipped with prescribed Models, Mannequins and charts which help the students to learn through role playing. Students are regularly posted at Dhiraj Hospital as a part of their curriculum for clinical skill development.

File Description	Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.2.2 Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

Teerthanker Mahaveer Hospital & Research Centre, Moradabad was established in 2007. To provide, medical care and education to the underserved population of Western Uttar Pradesh which lacked in medical care facilities in the areas around Moradabad and surrounding districts of Amroha, Sambhal, Rampur and Bijnor. Initially it was 800 bedded hospital which increased to 800 bedded hospital.

The Hospital provides *state of art* care facilities at affordable cost to the populace. The hospital provides these facilities which are carried out by dedicated team of 392doctors (faculty members), 554 nursing and 524 technical and other support staff according to NMC norms.

These available human resources have provided care to 5,05,106 OPD and 47,237 IPD care in 2016. This number increased to 5,88,304 OPD and 52,341 IPD respectively in 2018 and the bed occupancy has been over 80%. There has been an increase of 16% OPD patients and 11% IPD patients in the said time period of 2016 to 2018.

Bed occupancy has always been adequate as per governing body i.e. NMC. Hospital conducted 3,998 deliveries in 2016 which increased to 4,282 in 2018 which shows an increase of 7%. Owing to Covid pandemic, the administrative control of the hospital was taken over by the Health regulatory authority and routine OPD and IPD services were terminated for a significant period of time. The case-load at Covid era was terminated and it was reported to the relevant authorities.

The Hospital provides training to 150 MBBS intake each year as per National Medical Commission. Apart from undergraduate course of MBBS, training is provided to MD/MS Postgraduate and M.Sc. medical students.

Intake of MD/MS was 50 in 2016 which increased to 112 in 2021. The programme of M.Sc. Medical is offered in subjects of Anatomy, Physiology, Biochemistry, Pharmacology and Microbiology.

Hospital facilities of the Medical College and Research Centre provide modern health care including critical care and emergency services to the population at large. In a short span of time, the hospital has developed 800 beds tertiary teaching care hospital with facilities to save lives. An emergency section and intensive care units with various sub-specialties like ICCU, ICU, RICU, NICU, PICU, Obstetrics and Gynecology, and burn treatment have been added.

In General Surgery it provides facilities for Endoscopic and other critical Surgeries and also provides service for Pediatric Surgery, GI. Surgery, Neuro Surgery, Urology, and in Cardiology, Cardiac Surgery like Bypass Surgery, Valve Replacement, and Congenital Heart Disease, Reconstructive Surgery, Joint Replacement Surgery, Cancer detection, Sterility Clinic, IVF etc. In Medicine facilities Echocardiography, TMT and Cath Lab.

In Radiology provides Fluoroscopy, facilities for Ultrasound and Color Doppler Studies, Digital X-Rays, CT Scan, MRI and Mammography.

The Hospital is well equipped with modern Modular operation theaters for General Surgery, Orthopedics, Ophthalmology, ENT and Obstetrics and Gynecology.

Central Laboratory has laboratory services for in Pathology for hematology, in histopathology the is equipped with fully automatic equipments for processing histopathology slides and cytology and IHC, with the aid of decahead, pentahead, binocular microscope, 3 automatic blood analyzer for all hematological

investigation. In microbiology it is equipped with automatic machines BACT/ALERT 3D, biotech for culture sensitivity, equipment ELISA technique, equipped for anaerobic culture. In 2020 during Covid era RTPCR lab was established and inaugurated by the Hon'ble CM Shri Yogi Adityanath Ji. In Clinical Biochemistry it is equipped with fully automatic analyzer DBAF (C501), hormone estimation by VIDAL, semi automatic analyzer, nycocard reader, D10 to HPLC and 2 electrolyte analyzers EasyLyte.

SKILL LAB: Skill lab was established to support hands on training to support the acquisition of clinical skills through hands on training within non-threatening environment. Skill lab training encourages students to gain equal learning opportunity before approaching the real patient. This helps them in the process of becoming a perfect Indian Medical Graduate.

This Hospital also has additional facilities as follows:

- Hemodialysis.
- Neuro lab includes EEG, NCV, EMG, BERA.
- Endoscopy section with facilities for upper and lower G.I. Endoscopy, ERCP.
- Endocrinology lab for hormonal study.
- Urodynamic lab.
- ND-Yag laser facilities for ophthalmology department.
- Joint replacement facilities.
- Blood Bank facility for whole blood components and aphaeresis for specially platelets, FFP whole blood in dengue, burn and surgical cases.
- Facility for frozen section & IHC available.

In pandemic era Teerthanker Mahaveer Hospital & Research Centre was taking care of 5 surrounding districts of U.P. - Moradabad, Sambhal, Rampur, Bijnore, Amroha. Molecular lab was established during this pandemic period and it was inaugurated by our Hon'ble Chief Minister Shri Yogi Adityanath Ji and this lab was also NABL accredited on 28th August 2020. Approx. 17,000 RT-PCR tests for Covid-19 have been conducted till 15/08/2021.

Round the clock services provided by hospital are as follows:

1. Central lab
2. Blood Bank
3. Radiology
4. Critical care ambulance
5. Medical store.
6. CSSD
7. Emergency operation theatres
8. Senior faculty members available on call

In Ayushman Yojna 2400 patients were cured in this government plan and TMH&RC stood 1st in U.P., was awarded patients for critical diseases like knee replacement, cardiac surgery, hip replacement, neuro surgery, plastic surgery and COVID-19 were treated free of cost and the amount invested was hospital Rs. 6 crore.

Academic support:

- Free treatment/ investigations of cases of academic interest.
- Speciality Clinics.
- Students of Para medical courses are also scheduled for visits, practical training and teaching in the hospital.

Bio-waste Management:

- Strict adherence as per the existing law of the state and country, including proper segregation and disposal.
- Contract with Govt. Approved agency for disposal of waste management including incineration. (SP Green Light Environment, Waste Management LLP)

Teerthanker Mahaver Hospital and Research Centre is advancing at a very fast pace to handle patients of all types as it did for Covid patients which highly praised by the UP Government.

File Description	Document
Links for year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	[View Document](#)

4.2.3 Availability of infrastructure for community based learning

1. **Attached Satellite Primary Health Centers**
2. **Attached Rural Health Centers available for training of students**
3. **Attached Urban Health Centre for training of students**
4. **Residential facility for students / trainees at the above peripheral health centers / hospitals**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geo-tagged photographs of Health Centers	[View Document](#)
Documents of resident facility	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? A. NABH accreditation B. NABL accreditation C. International accreditation like JCI., D. ISO certification of departments /institution E. GLP/GCLP accreditation.

Response: D. Any two of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

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

Response:

The University is using KOHA software for the Library Management. Koha is an open-source full featured integrated library software (ILS) used worldwide by all kind of libraries. Library automation is concerned with managing controlling and automating library collection, activities and services. Developed initially in New Zealand by Katipo Communications with Horowhenua Library Trust in 1999 and the first installation went live in January 2000.

KOHA MODULE

Acquisition: The Koha Acquisitions module manages the library orders placed with vendors and manages the purchase budgets.

Cataloguing: The cataloguing module of Koha allows adding new bibliographic records to Koha. These records can be added to Koha through data entry or copy cataloguing.

OPAC (Online Public Access Catalogue): An OPAC is the electronic card cataloging system to look up Library resources, such as books, reports, cds or others.

Serial Control: The serials module assists in managing serial subscriptions for journals, magazines, and newspapers.

Circulation: The Circulation module allows to check out (Issue)/check in (Return) items to the patrons of the library.

Patron Management: The Patrons of Koha stores the information about the patrons. It allows to add the patrons of the library and search/browse screen for patrons.

Searching: Basic/Advance

Report: Reports in Koha are a way to gather data. Reports are used to generate statistics, member lists, circulation, or any list of data in your database.

Tools: In the Tools module, how to use all the different tools offered in Koha. For example, how to create patron lists, membership cards, setting up your organization's calendar, browsing through system logs or how to create news for the OPAC.

CONCLUSION

The Koha is one of the best web enabled open source software for library automation. Koha is integrated software system with all the required modules and fullfill the need of university library. From this point of view, it may be concluded that Koha is a useful package for the creation of a database as well as information retrieval.

File Description	Document
Any additional information	View Document
Link to Geotagged photos	View Document

4.3.2 Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Response:

The Teerthanker Mahaveer University, Library system consists of the Main Library and departmental libraries, which collectively support teaching, research, and extension programs of the institute. All students, faculty members, and employees of the University are entitled to make use of the library facilities on taking library membership; the library also provides membership facility to the corporate body and individual scholar. The library offers various facilities to the users like collaboration learning space, Document delivery service, Remote Access facility, e-library, Modern reading room, etc. The library frequently organizes various programs/workshops for the faculty and research scholars.

The library, besides having an excellent print collection of over 2,43,943 volumes of books, 376 print national and International journals, theses, reports, standards, pamphlets, it also provides access to more than 9163 e- journals and more than 3,88,08 (text & reference books) of e- books and databases in Medical, Dental, Pharmacy, Nursing, Paramedical, Physiotherapy, Management, Law, Agriculture, Physical Education, Education, engineering, and technology. Library timing is 08:45 AM to 10.00 PM,

The Library stands as a unique Knowledge Centre that offers access to essential and specialized information resources and services to meet the growing information needs. The Library provides electronic resources thorough EBSCO- (Medline complete, Dentistry and Oral Science, source, Academic search Elite, Business source Elite, eBook business subscription collection, eBook Engineering core collection, eBook IT core collection, eBook clinical collection, eBook Nursing collection), Lexis Nexis, and DELNET

etc. it provides seamless remote access too many user oriented services and e- resources round the clock. The library has one servers, 150 PCs and other accessories adequate to cater to the needs of the library users. More than 500 PC are meant for users to access, databases, e-books, e-journals and other e-resources installed in University campus. All the sections of the library are connected to the computer network and Wi-Fi enabled. Users are welcome to use their laptops in the library.

Library operations are automated using KOHA Library Management Software. Koha includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available, and much more. Koha will work for consortia of libraries. Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, ensuring interoperability between Koha and other systems and technologies, while supporting existing workflows and tools. The access of E-ShodhSindhu, Sodhganga, SodhSindhu, Inflibnet, NMEICT/ NPTEL, SWAYAM, e-PG Pathshala is also available. The library offers Reference Services, Users' Orientation Services, Circulation Services, Current Awareness Services etc.

File Description	Document
Any additional information	[View Document](#)
Links for library acquisition data	[View Document](#)

4.3.3 Does the institution have an e-Library with membership/subscription for the following:

1. e – journals / e-books consortia
2. e-ShodhSindhu
3. Shodhganga
4. SWAYAM
5. Discipline-specific Databases

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	[View Document](#)
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	[View Document](#)
Details of e-resources with full-text access	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4 Average annual expenditure for purchase of books and journals (including e-resources) during the last five years

Response: 194

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

2020-21	2019-20	2018-19	2017-18	2016-17
247	160	189	167	207

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	[View Document](#)
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	[View Document](#)
Link for additional information	[View Document](#)

4.3.5 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Four of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>
Give links e-content repository used by the teachers / Students	<u>View Document</u>
Links to documents of e-content resources used	<u>View Document</u>
Link for additional information	<u>View Document</u>

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities
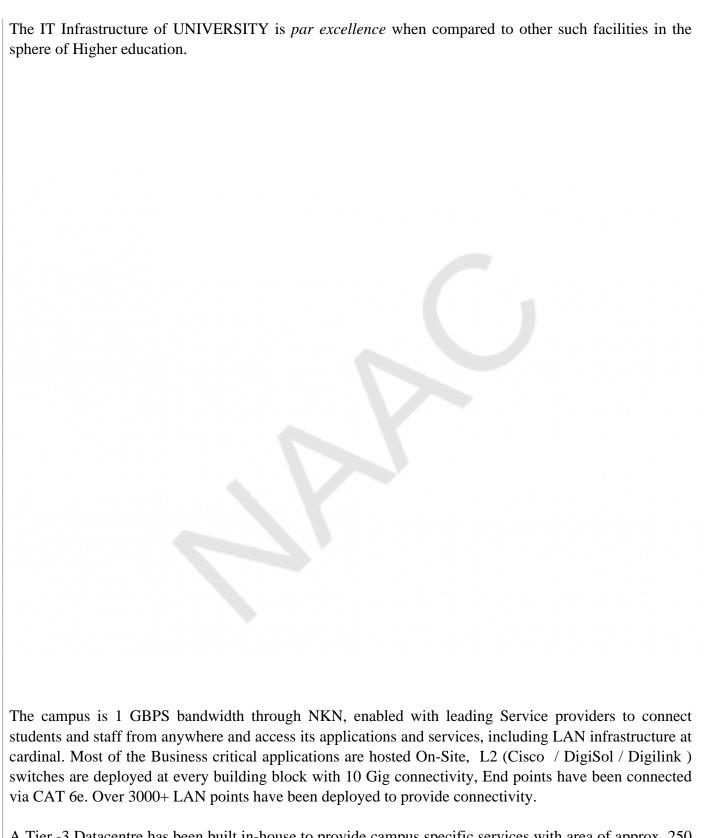
Response: 234

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 234

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Geo-tagged photographs of the facilities	<u>View Document</u>
Consolidated list duly certified by the Head of the institution.	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

4.4.2 Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

Response:

The IT Infrastructure of UNIVERSITY is *par excellence* when compared to other such facilities in the sphere of Higher education.

The campus is 1 GBPS bandwidth through NKN, enabled with leading Service providers to connect students and staff from anywhere and access its applications and services, including LAN infrastructure at cardinal. Most of the Business critical applications are hosted On-Site, L2 (Cisco / DigiSol / Digilink) switches are deployed at every building block with 10 Gig connectivity, End points have been connected via CAT 6e. Over 3000+ LAN points have been deployed to provide connectivity.

A Tier -3 Datacentre has been built in-house to provide campus specific services with area of approx. 250 sq. feet. All business critical services for example, Microsoft Dynamic ERP for core verticals, and EMC Storage for data management are hosted in data centre. We have Approx. 20 physicals and more than 6 Virtual Servers running on hybrid server hardware (Tower, Rack and Blade) deployed in local (TMU). All UNIVERSITY staff can access their email on WEB through Google Mail for email communication with OneDrive Storage on Microsoft cloud for individual office-365 ID etc.

UNIVERSITY IT Infrastructure is connected with and without Active directory, to ensure smooth network

login for staff with centralized network logon through authtenticator and service integrations. We have integrated application like OneDrive, ERP, DMS (Dental Management Software) etc. FortiGate/ Cisco ROUTER and FIREWALL Fortinet D1500 deployed currently to integrate various services like PRI, MPLS, Internet. Firewall . with capability of Approx.10000 concurrently.

CCTV Surveillance is deployed college / Hostel/ Department / Hospital using Independent NCR for Separate Building for high availability camera models, which includes IP CCTV (Bullets, Dome and PTZ) with night vision, motion sensing, zoom in-out facilities etc. Overall more than 2500 cameras have been deployed for security and safety throughout the campus.

Laboratories have been equipped with more than 1900 desktops and workstations, Desktops and Laptops have configuration of core 2 duo, dual core, quad core, i3, i5 and i7 and 2 GB/4GB/8GB/ with/without GPUs. Workstations are intel Xeon based with NVidia GPU and 16GB RAM for advanced simulations and designing purposes. More than 100 workstations have been deployed for HPC. Reprographic facilities have been provided for taking output in hardcopies. Deskjets, photocopiers, tank printers and Laser Printer in both monochrome/colour modes, Advance printers for designing and Printing for Arch/CAD/JMC courses have been provided.

WIFI services have been provided across the campus with more than 250 Fortinet Access points (Indoor / having a bandwidth of 300 Mbps for high speed. All AP's are connected with centralized controller based code app to provide seamless handover while on move.

12 Smart Class room to provide live learning experience through remote locations. More then 221 Projectors are mounted in classes for better academic delivery. UNIVERSITY also have 11 smart board in class room for digital learning and governance.

File Description	Document
Any additional information	[View Document](#)
Links for documents relating to updation of IT and Wi-Fi facilities	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

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

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

4.4.4 Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,

Response:

Technology has been playing a major role in every sector including education sector. Consequently, E learning platforms have been indispensable part of learning. Students now a days prefer E Learning and E content along with the classroom learning as students have access to all the content through internet at the ease of their home. University has been proactive in understanding the need of adaptation of technology on all the fronts including teaching and hence taken necessary steps to amalgamate the conventional teaching methodologies with recent technological trends of teaching such as online videos, teaching through online presentations and demonstrations. Faculties are required to develop e-content for the students which include online videos and written material such as pdfs, presentations, notes etc. For catering the same, university established the following:-

1. **Communication Lab:-** Communication lab is one of the major establishment of the university as it fulfils the purpose of developing e content for the university. The lab is well decorated with all the recent software and subscriptions which are helpful for developing the e content for the faculties. This lab is harnessed with high quality high speed computer systems with electricity back up so that the faculties would not face any difficulty in developing the e content. Also this lab is used as the centre for the development of communication skills for the students.

2. **Media Lab:-** Media laboratory is established by the university with the purpose of recording the videos. The laboratory is well equipped with all the necessary hardware such as recording instruments, high quality headphones, high quality sound capture micro phones, etc. These laboratories are sound proof so that no external sound can hamper the recording of lectures. Digital Pads are also provided to the faculties to explain the concept during recording.

3. **Studio:-** University has established a studio for the recording of video lectures. Studio is equipped with high resolution camera so that minute details can be recorded and can be provided to the students.

4. **High speed laptops/ Personal Computers:-**Laptops with high speed processor and personal computers with necessary software such as grammarly, adobe subscription and other important software are provided to the faculties by which they can develop their written e content, pdfs, notes etc.

5. **E book Repository:-** University has subscribed for the repository of e book and faculties have access to this repository. The e content, notes are developed with the help of these e books to enrich

the notes with best content for the students.

6. **High Speed Wifi Routers:-** As the internet is one of the foremost need for the development of E content. Therefore, entire campus is covered with high speed Wi-Fi. Special emphasise is given to the installation of wi-fi routers near to the cabins of faculties so that faculties can develop the e content without any difficulty in their cabins itself.

File Description	Document
Links for the e-content development facilities	[View Document](#)
Links for Geo-tagged photographs	[View Document](#)

4.5 Maintenance of Campus Infrastructure

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

Response: 10.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
2767.93	2707.93	1893.95	1675.61	1496.33

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Provide link to ERP	[View Document](#)
Link for additional information	[View Document](#)

4.5.2 There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Response:

- The office of Engineer-Maintenance-I and Engineer Maintenance-II are entrusted with the responsibility of Engg.& Maint. of all facilities, infrastructure as well as coordinating central facilities like allotment and maintenance of Auditorium, sports facilities. The Engineer Maintenance have a dedicated pool of Electrician, Plumber, Mason, who attend complaints.
- The individual colleges/departments of the University has the dedicated College Supervisor to co-ordinate with the Engineer Maintenance for repair and maintenance work related with electricity, plumbing and Purchase Department for college/departmental labs, computer labs, classrooms.
- The University has the Transport Department with its Head to look after all the affairs pertaining to the University transport services including allotment & maintenance of University vehicles like Bus (67 innumber), Cars, Tractors etc..
- The central facilities like auditorium, amphitheaters, and space for events are allotted by the Joint Registrar (HR) offfice. The University not only facilitates space for events but it also extends support for the organization of events by different colleges and departments. The University also extends administrative support to deploy additional security and housekeeping staff, depending on the nature and scale of event. The SOP on allotment of auditorium is attached.
- The maintenance of computers is coordinated by the IT Cell of the University.
- Central library facility is provided to be availed by all staff and students of the university. The facilities extended by Central Library are coordinated by Chief Librarian. The structured policies regarding rules and regulations of library usage is attached as additional information.

File Description	Document
Links for minutes of the meetings of the Maintenance Committee.	[View Document](#)
Links for log book or other records regarding maintenance works.	[View Document](#)
Link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 45.22

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5086	3755	3659	4356	3267

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	[View Document](#)
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of sanction letters from the University / non-government schemes	[View Document](#)
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.2 *Institution implements a variety of capability enhancement and other skill development schemes*

1. **Soft skills development**
2. **Language and communication skill development**
3. **Yoga and wellness**
4. **Analytical skill development**
5. **Human value development**

6. Personality and professional development

7. Employability skill development

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of capability enhancement and skills development schemes	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Any additional information	View Document
Link to institutional website	View Document
Link for additional information	View Document

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

Response: 40.76

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7348	4183	2288	2481	1879

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Program/scheme mentioned in the metric	[View Document](#)
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	[View Document](#)
Institutional Data in Prescribed format	[View Document](#)
Copy of circular/brochure of such programs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.4 The institution has an active international student cell

Response:

TMU is committed to make its presence felt in the international academic circles. The Directorate of International Affairs is established to promote internationalization and partnerships with international institutes.

The Directorate is functional for collaboration with institutions globally for student and faculty exchange, student mobility and higher education opportunities and signing MoU with institutes.

To ensure effective administration and astute delivery of objectives, Directorate has following structure

The nodal officer and Nucleus member initiates, coordinates and keeps track of activities with respect to the MoU. The nodal officers submit a quarterly report to Advisor- International Programme.

The Directorate facilitates the networking of students and faculty, trains them for; international work environment, fast changing industrial scenarios, academic and industrial research. The Directorate organizes and coordinates several activities and programmes to improve social and cultural skills of all stakeholders like International Culture Day, Cross Cultural Culinary workshops, Cultural Immersion Trips and Explore India Programmes.

The Directorate facilitates both incoming and outgoing students, in enjoying life and work in other countries with different cultural environment and at the same time obtain cutting edge technical knowledge and experience.

The Directorate also supports both incoming and outgoing students in streamlining documentation, local hospitality and travel.

The student admission process is facilitated by sharing information received through email/posters on notice board.

Presentations from Deaprtments/colleges of the University are organized on a regular basis for faculty and students Interaction with leadership team of the University, is arranged at the time of student induction.

The students are issued required certificates or reference letters for visits and VISA, on receiving confirmation for admission.

International Students day is celebrated every year and several events like cultural programmes, International cross culture culinary workshop, excursions to places of historical and cultural importance are organized for incoming international students. Interactions with Local artisans and industry experts are also organized to expose students to rich cultural heritage and handicraft/cottage industry of the region.

File Description	Document
Any additional information	View Document
Links for international students' cell	View Document

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. **Adoption of guidelines of Regulatory bodies**
2. **Presence of the committee and mechanism of receiving student grievances (online/ offline)**
3. **Periodic meetings of the committee with minutes**
4. **Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE

/AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 73.33

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
52	41	19	08	00

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ *PLAB/ USMLE/*Civil Services/State government examinations *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
78	41	19	08	00

File Description	Document
Pass Certificates of the examination	[View Document](#)
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 48.44

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1197	1217	1210	1081	971

File Description	Document
Self-attested list of students placed/self-employed	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document

5.2.3 Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 23.39

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 657

File Description	Document
Supporting data for student/alumni in prescribed format.	View Document
List of students who have progressed to Higher education preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.3 Student Participation and Activities

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

Response: 45

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	6	18	11	8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters and certificates.	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The University firmly believes in fostering the zeal for academic, professional and administrative excellence in its valuable stake holders (students) while synchronously imbibing good human values. To achieve this mission, the University has put in place the best practices in order to promote mutual connection, a democratic attitude and sprit of cohesion among the students of the University.

Student Council

To meet, discuss and to make representations to the University authorities on matters concerning common interests of the student, the university has students' representation body- **Student Council**

In Student Council, office bearer's students are given an opportunity of representation and participation in the student welfare activities, while ensuring a congenial learning environment on the campus.

Representation of students in academic & administrative bodies/committees

The various bodies where students are given a platform to transparently witness the endeavors made by the university for their academic enhancement, learning administrative skills, and to raise their point of views are as under-

Administrative representation

Student Council

IQAC of the University

Incubation Cell

University IIC Cell

ACADEMIC REPRESENTATION

To promote the social, cultural and intellectual development of the students, the University has faculty coordinated student activities on the yearly basis.

- The university has various student run clubs like environment club, placement club etc.
- Student volunteer groups at each college or dept. are directly and indirectly involved in arranging cultural events, recreational trips, educational trips, conferences and seminars.

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- Students actively take leadership roles as class representatives. Every class is represented by a class representative.
- Students take an active participation to arrange the programmes under the aegis of NSS.
- They are the brand ambassadors who also help in getting the new admissions.
- The feedback of students is an essential tool to make changes in curriculum.
- Students also have heavy say in addition of resources in library and laboratories.
- Students are also made part of consultative process in issues related to hostel and mess.
- Students also work towards and help in establishing the alumni connect.

File Description	Document
Any additional information	[View Document](#)
Links for Student Council activities	[View Document](#)

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

Response: 28.6

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
43	32	28	22	18

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Event photograph if available (random selection with titles and date(s) of the events marked)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

The University has a committed functional Alumni Relations Cell to ensure effective and pleasant synchronization with the alumnus of the University. The Alumni Relations Cell has following structure:

The objectives of the Alumni Relations Cell are:

1. To advance amiable relationship among alumni
2. To assimilate alumni with the current students and foster student – alumni – teacher interaction
3. To promote societal, connect of alumni by contribution to alma mater, society and country

The above mentioned objectives are achieved through multi-dimensional methods. Alumni Relations Cell has embraced and expedited enthusiastic initiatives which include promotion of events planned and directed by the alumni. Some of the procedures include: felicitating distinguished alumni; showcasing alumni activity and their contribution to the *alma mater*; through organizing alumni interaction with students and faculty; involvement of alumni in Board of Studies; inviting their valuable suggestions in elevating the curriculum to the standards of the industry and academia by extending invitation to curriculum conclave; maintaining alumni portal and alumni directory.

Strategically, the University has developed a platform on its ERP for developing the network for all Alumni. It has its own web portal, where an alumni can register through digital platforms.

The platform also has some unique functionalities:

1. Jobs Board that facilitates the exchange of job opportunities among the alumni,
2. Special Interest Groups, which allows the alumni to lead interest based discussions,
3. Holistic Alumni Directory, where you can explore professional connects within the MUJ Community.

Further, Alumni Relations Cell has taken a unique initiative to invite and organize lectures by Alumni for the students of the University to feel and witness the Industry trends beyond program. The Cell takes pride that, beyond financial contribution, Alumni have been functional in contributing intellectual-wealth to another home i.e. TMU. Alumni are also motivated to financially contribute to the University and society through different means.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Links for quantum of financial contribution	[View Document](#)
Links for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. **Financial / kind**
2. **Donation of books /Journals/ volumes**
3. **Students placement**
4. **Student exchanges**
5. **Institutional endowments**

Response: A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision and mission statement of the University is based on the core ideology and objectives of the University which states as follows:

Vision:

"To be internationally recognized as a premier institution of excellence providing quality education, research and consultancy services to the global society."

Mission:

"University's Endeavour is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world class faculty, infrastructure, technology, curricula and collaborative teaching and research with premier institutions in India and abroad."

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 Chief Executive and Academic officer 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 Deans/Principals and Registrar, Controller of Examinations and Finance Officer in the discharge of his duties as the Chief Executive and Academic Officer of the University. The University has adopted bicameral system of governance where-in the Academic Council is vested with the responsibilities relating to academic affairs while the Executive Council deals primarily with the executive and administrative affairs of the University.

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 Directors/ Principal are ensured. At the college/ 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.

File Description	Document
Any additional information	[View Document](#)
Link for report of achievements which led to Institutional excellence	[View Document](#)
Link for vision and mission documents approved by the Statutory Bodies	[View Document](#)

6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.

Response:

Decentralization and participative management is hallmark of Teerthanker Mahaveer University. This not only helps the University to move towards realization of its goals but also develop and empowers the employees by taking decisions on strategic issues of the University.

The University gives all stake holders; students, faculty members, non- teaching staff and administrative staff, opportunities to contribute to the growth of the University as well as to realize their true potential. The University has a decentralized model of administration. The formation of numerous committees, appointment of coordinators, right from the office of the HoDs to the office of the Principals, Deans and Registrar, ensure that all stake holders get ample opportunity to display their administrative acumen and smoothen academic processes.

The University, being a well envisioned institution, has coordinators at Department/College level who passionately and independently govern various activities like academic matters, curriculum designing, allocation of courses for an academic semester, examination coordination, research activities, running various students' clubs, organizing conferences, seminars, symposiums, workshops, guest lectures, conducting labs, field visits and wardenship. All these activities are steered and guided by Principals/HoDs, and Deans and supported by the administrative staff, ensuring absolute autonomy at the same time.

In the matter of finances involved, the University has the best practices of accrual-based accounting in place, ensuring excellent and transparent financial administration.

Faculty members without any prejudice are motivated and invited to associate themselves with administrative office, ranging from, academics, research, international collaborations, internships, training and placements, sports, alumni relations, e-cell, incubation centre etc. and add to their experience. **The philosophy behind this approach is to create a sense of belongingness amongst the University employees and strengthen one's skills for assuming bigger responsibilities in future.**

The administrative structure of the University ensures efficacy and adds strength to effort of its employees. All stake holders including faculty and non- teaching administrative staff can vouch for its effective administration. The University is a dynamic and vibrant Institution which ensures effective feedback for all academic and administrative processes and always look for innovative ideas to promote the well-being of its students and faculty.

File Description	Document
Any additional information	[View Document](#)
Link for information / documents in support of the case study	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The University intends to become indispensable to quality and holistic education and desires to grow at a pace commensurate to *intelligence and technological explosion* that the world is witnessing. The mission of the University is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research with premier institutions in India and abroad.

To attain such great heights to provide holistic education to the students, the University has designed and put a strategic road map in place. The University incessantly work on the various aspects of strategic road map to transform different spheres of academics, nurture an environment of research, curiosity and scientific thinking, develop an ecosystem for entrepreneurship, as well as improve the overall perception amongst the cross section of the society.

In its endeavor to provide the holistic education and effective implementation of NEP-2020, the University in its road map has adopted three phase implementation approach.

Phase-I (Implemented)

Structure of "**Programme Study & Evaluation Schemes**" (PSES) for various diploma and degree programmes based on NEP-2020

1. **Creativity and Innovation, critical thinking, Problem solving, Morals & Ethics**
2. **Holistic Education: Cognitive, Affective and Psychomotor**
3. **Cognitive/Generic skills/critical thinking/problem skills**
4. **Blooms' Taxonomy Framework**

5. **Outcome Based Education (OBE)**
6. **Learning Outcomes: POs, PSOs and COs**
7. **Implementation: Students' handouts, Delivery and Assessment**
8. **Affective/People skills/Social skills/soft skills**
9. **Psychomotor skills/Technical Skills/Professional Skills**
    1. **Bridge courses**
    2. **Experiential Learning**
    3. **Simulations/Immersion Technology**
    4. **Virtual labs**
    5. **Live/field projects**
    6. **Internships**
    7. **Dissertations**
    8. **On-job-Trainings (OJTs)**
    9. **Industry collaborative programmes**
    10. **Blended learning**
    11. **Industrial/Study tours**
    12. **Industry guest lectures**
    13. **Community projects**
    14. **Remedial classes**
    15. **Mentoring scheme**
    16. **Career & Personal counselling**
    17. **Competitive Exam Preparation**
    18. **Extracurricular/Extramural activities**
    19. **Activity clubs**
    20. **Capability Enhancement & Development schemes**
    21. **E-learning resources**

Provisions for Honors degree (wherever applicable) for pass course students to earn the honors degree by qualifying those specified courses and earning the required credits through MOOCs.

-

1. Flexible curricular structure
2. Structure and length of degree programmes (UG & PG)
3. Multi-disciplinary approach (removing disciplinary boundaries)
4. Technology Integrating in teaching learning and assessment process
5. Creating Incubation Centers, Technology Development Centers, Interdisciplinary Research Centers, Teaching-Learning Center
6. Internship/Apprenticeship Embedded Degree programmes (Non-Engineering/Non-Technical)
7. Criterion based Grading system
8. Integrating Liberal Arts in curricula (Performing Arts and Visual Arts)
9. Enhancing Community engagement via credit based projects
10. Creating Optimal learning environment and student support
11. Projects on environment sustainability (Climate change, pollution-waste management, sanitation, conservation of bio-diversity, Green-cover, soil conservation)
12. Formation of activity clubs
13. Value based education (righteous conduct, truth etc.)
14. Learning Management System (LMS)

15. Digital Repository
16. Industry 4.0
17. Andragogy

c. **Phase-III**

1.

ii. Academic Bank of Credits

iii. Open Distance Learning (ODL)

iv. Online Learning programmes (OLP)

v. International Academic Tie-ups and International Students' Office

vi. Vocational Education

vii. FM Community Radio

viii. Digitization of documents (Block chain Technology)

ix. Grass Root Innovation Centre (GRIC)

x. Industry Institute Interface Centre (I3 C)

xi. Assessment Strategy

File Description	Document
Link for Strategic Plan document	[View Document](#)
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	[View Document](#)

6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

Response:

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. Pro Chancellor
3. Vice Chancellor
4. Pro Vice Chancellor
5. Registrar
6. Dean of Faculty
7. Dean Students' Welfare
8. Director/Principal
9. Controller of Examinations
10. Chief Proctor
11. Finance Officer
12. And such other officers of the University as may be required

The Chancellor: He is the head of the University and presides over the meetings of Governing Body and Convocation.

The Pro Chancellor: He assist the Chancellor in discharge of his duties and preside over the Convocation in his absence.

The Vice Chancellor: He is the principal executive and academic officer of the University and exercise general superintendence and control over the affairs of the University and is the chairperson of the Executive Council and Academic Council and execute the decisions and recommendations of various university bodies, authorities, Central Government and the State Government made under the provisions of the Act and the Statutes, Ordinances and Rules & Regulations made there under.

The Pro Vice Chancellor: He assist the Vice Chancellor in discharge of his duties.

The Registrar: The Registrar is Member Secretary of the Executive Committee, Board of Management and Academic Council. The Registrar exercises such other powers and performs other duties as are prescribed by the Statute.

The Organogram of the University is as:

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 statutory councils:

1. Governing Body
2. Executive Council
3. Academic Council
4. Finance Committee
5. Planning Board
6. Board of Faculty
7. Board of Studies

To ensure, the quality in various academic and administrative processes, there is IQAC which on regular basis conducts the bi-annual audits.

Besides, the decision making process in the Colleges and Departments

is also well structured and defined.

In addition there are different committees and boards at university and

college levels through which decisions are taken and participation of

teaching and non teaching staff in academic and non academic

activities is ensured. Different committees and boards for the purpose

are as under:

- Admission Committee
- Academic Calendar Committee
- Attendance Committee
- Students Council
- Library Advisory Committee
- Research Development Committee
- Grievances & Redressal Cell
- Examination Committee
- Alumni Association
- Mentor-Mentee
- Anti-ragging Committee
- University Women's Cell
- University Women Development Council
- Centre for Career Counseling and Employment
- Proctorial Board
- Canteen Committee

File Description	Document
Link for minutes of meetings of various Bodies and Committees	[View Document](#)
Link for organogram of the University	[View Document](#)
Link for Annual Report of the preceding academic year	[View Document](#)

6.2.3 The University has implemented e-governance in the following areas of operation

1. **Planning and Development**
2. **Administration (including Hospital Administration & Medical Records)**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: All of the above

File Description	Document
Screen shots of user interfaces, if any	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	[View Document](#)
E-Governance architecture document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty and Staff Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

Response:

Teerthanker Mahaveer 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 include-

Statutory Benefits:

- Employees' Provident Fund - PF Linked Pension Fund (EPS) - Employees' Deposit Linked Insurance (EDLI)	- Gratuity - Employees State Insurance Scheme (ESI)

University Provided Benefits:

- Medical Insurance - Medical facilities (Concession) Card - Group Term Life Insurance (GTLI) - Group Personal Accident Insurance Scheme - Earned Leave - Earned Leave encashment - 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 - Leave Travel Concession - 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.

Further, the University organizes periodic in-house trainings on various aspects of people handling skills such as Communication Skills Training, effective communication skills, teaching skills especially for the newly recruited faculty. To ensure these activities, the University has established Centre for Teaching Learning and Development (CTLD). In the Departments, the junior faculty is also groomed by the senior faculty with respect to skillful honing of teaching skills. These sessions are held periodically, in batches, without disturbing the Academic involvement of the faculty members.

The HR Department regularly organizes orientation programs for the newly recruited faculty for providing adequate insight into the policies and regulations of the institute, professional expectations, and inculcation of a set of professional skills indispensable for their efficient functioning. During the one week orientation process, the new faculty members are apprised with the nuances of academic spheres such as Academic, Syllabus coverage, Examination and evaluation, Results and students' vacation, Research and Innovation, Research incentives, Student Welfare, General services, Gender sensitization, Infrastructure and campus facilities. Briefings on benefit matrices such as Publication incentive, Leave benefits, **Performance Management Schemes** which link the annual grades for the purpose of the Performance Incentives and such other vital information are also given. The technical hardware related requirements are fulfilled by giving a computer/laptop to each faculty member.

Non-teaching staff members are periodically provided with in-house Communication Training including specific training on English speaking sessions, Office skills, Correspondence handling, basic etiquettes, benefits of punctuality, ergonomics, Computer handling skills and such other skills that are important and vital for day to day office administration. The sessions are coordinated and supervised by the Joint Registrar (HR).

File Description	Document
Link for policy document on welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document

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

Response: 31.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
385	174	120	174	112

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
List of teachers provided with membership fee for professional bodies	[View Document](#)
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 42

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

2020-21	2019-20	2018-19	2017-18	2016-17
92	72	23	19	04

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	[View Document](#)
List of professional development / administrative training programmes organized by the University year-wise for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	[View Document](#)

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 34.42

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
787	198	122	78	35

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Annual reports of the IQAC and the University for the last five years.	[View Document](#)
Annual reports of the AQAR submitted to NAAC	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The appropriate end of all noble endeavors lies in gaining commendation and applause for the initiatives undertaken and herein lies the crux of having an effective Performance Management System. Performance Appraisal System is the cornerstone for managing and grading the performance of all employees with adequate incentives and informative feedback wherever required and based on the same, planning the blueprint of the future comprehensively.

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 the Department and subsequently evaluated by the Principal of respective College. The scores are moderated through a transparent system for each college and the assessment is subsequently appraised to the individual faculty as feedback.

Objectives of PMS

- To give due weightage for contribution in teaching, research and administration.
- To capture the contributions of the teaching staff objectively in each category i.e. Academics, Research and Administration
- To have a healthy competition among the faculty members in all three major areas of appraisal: Academics, Research and Administration
- To improve the NIRF ranking and NAAC grading of the University
- To promote team work by engaging all faculty in University development programs
- To align the individual objectives of faculty with Department/University goals
- To give more clarity to individuals in executing their responsibilities
- To bring flexibility in the evaluation system
- To enhance the effective contribution of each faculty by allowing them to choose their major area of contribution

Assessment is based on Performance objectives and the measurable parameters are as briefed as below:

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

Important Features:

- Transparency in faculty evaluation. Performance appraisal and measurable output parameters are known beforehand by the faculty
- Appraisal of his/her performance based on the objectives and measurable parameters are understood by the faculty
- Designation wise group is formed for the purpose of grading
- Performance incentives are awarded based on grading

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
- Goal setting and result orientation
- Planning / organizing abilities
- Leadership qualities
- Enthusiasm / initiatives in work involvement
- Communication skills
- Interpersonal skills / Coordination with Colleagues
- Conduct and Character
- Punctuality

Assessments are conducted by the immediate supervisor of the Department/HoD of the Department (wherever applicable) or the Head of the functional area.Areas of improvements are identified and conveyed to the staff. Commendable contributions are recorded for succession plans and for future grooming of the staff.

File Description	Document
Link for performance appraisal policy of the institution	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

The 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

The strategies for optimal utilization of resources include planned procedures executed through the Finance Committee, which has been constituted by the Executive Council, 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 / non-recurring may be incurred by the University in excess of the limits fixed by Finance Committee and Executive Council, without prior approval of Executive Council.
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
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 0

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View Document
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	View Document
Institutional data in prescribed format	View Document

6.4.3 Institution conducts internal and external financial audits regularly

Response:

Since its inception in the year 2008, 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 a quarterly basis. 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
Link for policy on internal and external audit mechanisms	View Document
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	View Document

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC has contributed significantly for institutionalizing quality assurance strategies and process in the following areas -

o   Outcome Based Education curriculum and syllabi in all the programmes of the University.

o   5-year Strategy Roadmap developed to improve NIRF Ranking

·   Quality System Key Performance Indicators (KPI) identified based on NAAC and NIRF parameters

·   Strategic Roadmap milestones based on KPIs

· Performance Management System developed based on KPIs for each department

· Established Quality Assurance Cells in each department/college to drive process improvement

o Career Advancement Scheme for Internal promotion

o External Publicity Strategy/Social Media Strategy

o Seed Money Schemes for promotion of research in the University

Two case studies:

1. Strategic Roadmap Deployment

In 2019-20, 26 faculty handpicked across all programs were assigned the task to develop a strategic roadmap to identify key initiatives for improving our NIRF ranking by 2022-23. Annual measurable milestones were developed based on NAAC and NIRF parameters. These milestones formed the basis of our Quality System's Key Performance Indicators (KPI). All departments aligned their goals to this common set of KPIs for achieving our strategic roadmap milestones. Quality Assurance Cells were established as process owners to ensure standards and remove any roadblocks a department may encounter. Process data collected from this measurement system is reviewed at leadership meetings on quarterly basis. Countermeasures to improve quality system performance are minuted in meeting minutes for subsequent follow-up and closure. Faculty and Staff annual performance appraisal goals are aligned to their department's KPI to ensure execution and milestone achievement.

2. Outcome Based Education in all the programmes of the University.

Since the new NAAC guidelines released in July 2017 introduced requirements for measuring program outcomes for non-engineering programs besides what was traditionally required for engineering programs, a massive training initiative was required. Each department nominated OBE coordinators to be trained as mentors for developing program outcome articulation and attainment matrices. Each faculty developed course outcomes mapping to their program's outcomes and lesson outcomes were mapped to course outcomes. Hands on workshops were conducted by the University's Centre for Teaching, Learning and Development (CTLD) for writing course plans and selecting pedagogic methods with appropriate assessment techniques. Attainment thresholds were established so that each department's OBE coordinator could measure their program attainment and improvements required for specific courses. By introducing program outcome attainment goals as a department's Key Performance Indicator, leadership can review and suggest improvement during IQAC Meetings for reporting to Academic Council.

File Description	Document
Link for the minutes of the IQAC meetings	[View Document](#)
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)

6.5.2 Quality assurance initiatives of the Institution include: 1. Academic and Administrative Audit (AAA) and initiation   of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality issues for teachers   and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or   International agencies (ISO, NABH, NABL Certification,   NBA, any other)

Response: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	[View Document](#)
Institutional data in prescribed format	[View Document](#)
e-copies of the accreditations and certifications	[View Document](#)
Annual reports of the University	[View Document](#)
Link for AQARs prepared by IQAC.	[View Document](#)

6.5.3 Impact analysis of the various initiatives carried out and used for quality improvement

Response:

IQAC has identified domains for quality improvement and undertaken quality initiatives/activities. A summary of the impact analysis of these initiatives can be measured in terms of student satisfaction, faculty satisfaction, knowledge generation, research outputs, academic and administrative processes, collaborations and community connect programmes as follows

S.no	Domain	Initiative/Activities	Impact	
1.	Curricular Aspects & Teaching Learning process	- Proactive and strategic approaches for curriculum upgradation with inputs from all the stakeholders - Skill-Lab activities - Academic Audit - Fostering soft skills and quantitative aptitude development among faculty and students - Focus on Industry oriented collaborative programmes	- Adoption of eme. Impler of Outcome Education. - Introduction MOOCs and added cours curriculum.	

			• Integration of Value and Skill-based courses	• Establishme Labs in Med college, nurs college and medical allie allied progra • Establishme Centre for te Learning an Developmen • Placements considerably due to enhar communicat • Good numbe MoUs in pla national and international institutions • Implementa Psychomoto almost all th programmes
2	Research, Innovations & Extension		Adoption of comprehensive Research Promotion Policy.	Publication Ince schemes implement
			Establishment of IPR Cell & Entrepreneurship Development Cell	IPR Policy, C Policy, Seed mon formulated & imple
			Establishment of TMU Institution Innovation Council and ARIIA under MoE innovation Cell.	Total 19 research sanctioned with se grants within 2020-
			Workshops on Research Methodology, IPR, Industry-academia lectures Sessions on Plagiarism Policy.	Total patents publis 5 years are 287 wit granted.
			Guest lectures on scientific writing	Inter-disciplinary re
			Revision of Ph.D ordinance	Total no. of publ 2481 in scopus/woS

			etc.	
		Skill entrepreneurship, development and community engagement activities through Industry and academic collaborations .	Awards and recogni received by student departments.	
		NSS activities		
			Projects grant rece SERB-DST.	
			No of Research considerably increas 234 within 5 years.	
			TMU- Business Centre recognized Government start scheme	
			Adoption of Innovation and Policy.	
			Initiation of start-up	
			TMU-IIC award highest 4-star ratin in 2020-21.	
			TMU awarded w performer catego ARIIA.	
			Establishment of T skill development c	
			8 Villages adopt Unnat Bharat Abhiy with NGOs, tree NSS provide opportunities	
			Total 51 MoUs do at Local, State, Na Inter-national level.	

3.	Administration	Major processes including Admission, Library and Examination section Automated through ERP . Go Green initiatives undertaken. Online portal for grievance Performance based Appraisal System adopted Administrative Audit conducted. Smart Classrooms installed	E-governance Improved library Lesser time for dec university examinat Increased particip stakeholders in g Accreditations ar participation. UGC 12 B status the University. ICAR accreditation of Agriculture. GEM certification a ASSOCHAM. ISO certification initiatives
4.	Medical and other patient care Services	Citizen/Patient Charter Daily audit of emergency services. Prescription and Mortality Audits Effective Antibiotic policy Patients' Feedback	Improved patient sa NABL Accreditatio Recognised by Government for highest no of pati Ayushman Sche During Covid 19 pa Declared L-3 hospit of the art facilities. Increased opportuni patient care and lear

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

1. **Annual Gender Sensitization Action Plan–**

Teerthanker Mahaveer University values Right Philosophy, Right Knowledge & Right Conduct and hence arranges sessions on various social topics including 'Gender Equality,' to develop a better society for the future generations. We follow a zero-tolerance policy on gender partiality, female exploitation and assist in developing a gender-neutral world of humans and for humans instead of a gender-biased society. These implementations have helped female students to develop and become accomplished individuals. Male students have also shown support for such endeavors. In this context, University / College / Department have planned various types of activities on annual basis and organize them regularly.

1. **Facilities Available for Women –**

1. **Safety & Security of women**

The university offers "Human Values and Ethics" as a compulsory course in the curriculum & "Gender Equity" is the part of that course. The University established women grievance cell, now known as Internal Complaints Committee (ICC) as per UGC guidelines, to create awareness in the university pertaining to safety, security & rights of women and resolve their related issues. The University has facility of separate hostels for girls where-in female guards are deployed for the safety of girls. The girls hostels are equipped with latest IT equipment for security like Face recognition/ biometric attendance monitoring system and CCTV surveillance. In view of the safety and local demands, separate bus facility has been provided for female students commuting to the university from various places in and around Moradabad.

1. **Counseling of Women**

The University offers guidance to the individuals and groups, who are dealing with issues that affect their mental health and well-being and help them to define goals, plan action and gain insight.

The constituent Colleges/Departments of the university regularly organize awareness programs about health & hygiene of women, awareness workshop on Girls safety, Yoga sessions, program on self-defense for girls safety, workshop on women rights etc.

1. **Girls Common Rooms**

The girls common rooms are available in each constituent college/ departments of the university and separate cabins are also allotted for the female faculty members.

1. **Day Care Center (DCC) -**

The Day Care Center is established in the University with the objective of facilitating the female employees in discharging their duties effectively and efficiently without any worry of their kids who are provided a safe and secure environment with quality care takers in the day care center. The DCC remains functional from 9 am to 5 pm on working days.

1. **Other Relevant Activities for Women –**

Women Empowerment Programs

The University and its different colleges / departments regularly organize various co-curricular and extra-curricular activities for creating an environment which facilitates for empowerment of women. To name a few, the University has organized the following events on regular basis:

- Women's Day Celebration
- Talk on women's health care
- Mission Shakti Program
- Celebration of National Girl Child Day
- Women Entrepreneurship Development program etc.

File Description	Document
Any additional information	[View Document](#)
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

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

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

Response: Any Four of the above	
File Description	**Document**
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

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

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

Response:

- **Solid Waste Management**

The biodegradable waste like food waste from mess & canteen are procured by the near-by piggery farms on the daily basis. Besides, the University has also signed MoU with Nagar Panchayat, Pakwara for the disposal of Non- biodegradable waste like plastic, tins, glass bottles etc. and ensures that the University is having efficient mechanism for the disposal of solid waste.

- **Liquid Waste Management**

In order to avoid any untoward effects and impacts of the liquid effluents, the University has established its own Sewage Treatment Plant (STP) which has the capacity of 1.5 MLD for the disposal of liquid effluent. After the STP process the treated water is used for the irrigation of agriculture field, grounds, parks etc in the university campus.

- **Biomedical Waste Management**

The University has signed MoU with SP Green Light Environment Waste Management LLP, 1st Floor, Tiwari Market, Opp Ram Janki Mandir, Bareilly – 243001 for the collection & disposal of biomedical

waste.

- **E-Waste Management**

The University has signed the MoU with Govt. authorized vendor namely Exigo Recycling Private Limited, 2nd floor, S-16, Greater Kailash- 1, New Delhi 110046 for the disposal Electronic Waste. The company ensures use of best available technology for the management of electronic waste disposal and also abides with the laws as being issued by the government from time to time. The University ensures that the service provider for E-waste management abides with all applicable laws, rules, regulations, govt. orders & applicable code of practice under the MoU with the company. The MoU with the company is renewed every five years since 2016.

- **Waste Recycling System**

In order to minimize landfill waste, the University has adopted an effective recycling system where in the biodegradable solid waste like tree leaf, grass etc are collected from the campus and dumped in the compost unit of College of Agriculture Sciences to produce organic fertilizers. The fertilizer thus produce is used by the University for gardening, nursery preparation & floriculture. Besides the University also educate concern in the campus about the significance of waste recycling system. The University has well managed mechanism for the recycling of biodegradable waste.

- **Hazardous Chemicals & Radioactive Waste Management**

The University follows the UGC guidelines for procurement, storage, usage & disposal of hazardous chemicals & radioactive waste. In view of the same the University has established its own Effluent Treatment Plant (ETP) with the capacity of 200 KLD for the disposal of hazardous chemicals. In accordance with the UGC guidelines the University has designated Dr. Vijay Pratap Singh as the Radiation Safety Officer (RSO) who is responsible for procurement, storage, usage & disposal of radioisotopes use in the campus as per the regulation laid down by Atomic Energy Regulatory Board (AERB). The RSO also ensures the radiation safety guidelines and requirements are followed in all concerned laboratories. The University has well defined SOPs for hazardous chemicals & radioactive waste management system which are displayed in respective laboratories.

File Description	Document
Any additional information	[View Document](#)
Link to relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geo-tagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Geo-tagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of Plastics**
5. **Landscaping with trees and plants**

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional informatiom	View Document
Geo-tagged photos / videos of the facilities	View Document

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

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Audit reports of the institution related to the metric	[View Document](#)
Link for additional information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

- **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: All of the above

File Description	Document
Relevant documents / reports	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Additional information	[View Document](#)
Link for relevant geo-tagged photographs / videos	[View Document](#)

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

Response:

The University strives to provide an inclusive environment which facilitates value based education, social responsibilities and good citizenry. With the objective of creating an ambiance for tolerance and harmony towards cultural, regional, linguistic diversities, the University has taken various initiatives and measures, which are briefed as below-

1. **CENTRE FOR JAIN STUDIES –**

Teerthanker Mahaveer University being a Jain University follows the ideals of Lord Mahaveer - Right Philosophy, Right Knowledge and Right Conduct in all endeavors and stands for humanism and peace. The Centre for Jain Studies has been established to impart moral education, comparative studies of different

philosophies, and comprehensive research in religious studies. Students in the Jain Studies concentration study Jain philosophy, ethics, and living streams of religious experience based on non-harming. Students get the opportunity to explore Jain culture's primary texts, doctrines, and their contemporary application. Research topics may include diaspora Jainism, sacred and commentarial literature, pilgrimage, ritual, material culture, monastic traditions, lived Jainism and cultural exchange, Jainism and ecology, and Jainism and the natural sciences. The Jain tradition is studied in conversation with the other Dharma traditions in order to deepen understanding of their mutual illumination as well as the unique contributions of Jainism. The core principles of Jain philosophy - Non-Violence, Non-Absolutism and Non-Possessiveness may prove to be the foundation for world peace. The student received theoretical as well as practical knowledge of Jain philosophy based on the principles of Truth and Non- Violence.

- **CULTURAL PROGRAMS**

The University houses students and employees from across the country having varied cultural background which provides the opportunity ofsharing the cultural uniqueness with each other. The University has the focus on promoting cultural exchanges between students of different regions so as to further human bonding and a common approach to nation building. The cultural programs not only generate understating and appreciation among a student but also build mutual bonding, thus securing an enriched value system of unity in the Nation. The University conducts various cultural activities to promote sharing of knowledge of the culture, traditions and practices of different states. The University has been organizing cultural extravaganza Rock-On. In the past eminent performers like Shaan, Sunidhi Chauhan, Sukhwinder Singh, Mika, Sonu Nigam, Band of Boys, Amaal Malik & Armaan Malik and many others have graced the shows.

In association with SPIC MACAY the university regularly organizes cultural & artistic activities with the objective of promoting the cultural connect.

Activities organized during the last 5 years:

NATIONAL FESTIVALS	
Republic Day	Independence Day

1.	
Dr. BR AmbedkarJayanti	Dr. APJ Abdul KalamJayanti
SardarVallabhbhai Patel Jayanti	▪
Subhash Chandra Bose Jayanti	University Establishment Day
Atal Bihari BajpaiJayanti	National Youth Day
CULTURAL & REGIONAL CELEBRATIONS	
Yoga & Meditation	•
▪	Basant Panchami
▪	Food Festival
Lohri Celebration	▪

	Workshop on Communal Harmony		
▪	○		

TRIBUTE TO MARTYRS

	Ek Deep ShaheedoKeNaam		
○	ShaheedonKo Salam		
Tribute to Martyrs	●		
Tribute to Pulwama CRPF Jawans			
1.			
Blood Donation Camp	Commando Training		
Sports & Games	Aadhar Card & Pan Card Camp		
Scout & Guide Camp	Contribution to PM Relief Fund		
Yoga & Meditation	Donation to Ram MandirAyodhaya		
Quit India Movement	Vote for Nation		
Fit India			

File Description	Document
Any additional information	[View Document](#)
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

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

Response:

India, as a country, includes individuals with different backgrounds viz., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race sex. The University sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct as a responsible citizen. To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing an effective, supportive, safe, accessible, and affordable learning environment. These elements are inculcated in the value system of the University community.

The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The University conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc. involving students. The University establishes policies that reflect core values. Code of conduct is prepared for students and staff and everyone should obey the conduct rules.

Guest lectures and workshops are arranged by eminent personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment. Ethical Values, rights, duties, and

responsibilities of citizens are some of the topics that are enlisted in Elocution, debates, and class presentation.

Various activities has been organised by the different colleges/ department of the university for inculcating values for becoming responsible citizens

1.	
Guest Lecture on Child Rights Day	Session on Indian Judiciary System
Awareness Program Crime on Child	High Court Visit
Workshop on Human Values	Awareness Program on BhrashtachaarMukt Bharat
Guest Lecture on Human Rights	Swacchh Bharat Abhiyan Program
Guest Lecture on Fundamental Rights	Awareness Program about Constitution
Guest Lecture on Constitutional Rights	Visit to Parliament Delhi
Awareness Program for Voting by Chief Election Officer UP	Awareness Program on Traffic Rules
Voters Awareness Campaign	

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	[View Document](#)

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

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Institutional code of conduct and code of ethics	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Link for additional	[View Document](#)
Web link of the code of conduct	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

To maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage, the National/International commemorative days are regularly being celebrated and observed in the University.

- Every year the University celebrates National Festivals i.e. Independence Day on 15th August and Republic Day on 26th January with pomp and gaiety by hoisting the national tricolour in the main Campus as well as at off campus offices. After unfurling the flag, students sing the National Anthem and other patriotic songs. On these occasions, the Vice-Chancellor also delivers Independence/Republic day messages.
- The University and its departments organize the Teachers'Day every year on September 5 in memory of Dr. S. Radha Krishnan, former President of India. Eminent educationists and teachers are invited to deliver the Teachers'Day.
- The University organizes essay competitions on the occasion of Birth Anniversary of eminent personalities like Mahatma Gandhi.
- With the objective of creating the awareness on importance of mother's feed, the medical and nursing departments organized World Feeding Day.
- Every year the College of Pharmacy celebrates World Pharmacy Day to stimulate events that promote and advocate for the pharmacist's role in promoting health in every corner of the world. Pharmacists are responsible for ensuring that people get the most out of their medications. They use their experience, knowledge, and skill to make the (medical) world a better place for everyone. Furthermore, they provide individuals with access to medications, instruct them on how to use them appropriately, and do a variety of other things.
- Celebrations of International Literacy Day have included specific themes, in line with Education For All goals and other United Nations programs. Its aim is to highlight the importance of literacy to individuals, communities and societies.
- Department of Physiotherapy celebrates World Physiotherapy Day to raise awareness about the crucial contribution the profession makes to keeping people well, mobile and independent.

The different colleges/ department of the university celebrates/ organise different national & international

commemorative days and festivals. In the last 5 years following are the activities-

1.	
World Feeding Day	World Pharmacy Day
	Doctors Day
New Year	World Literacy Day
Republic Day	World Physiotherapy Day
Independence Day	Nursing Day
Global Hand Washing Day	World Heart Day
Christmas Day	World Mental Health Day
Engineers Day	World Anti-Tobacco Day
Teachers Day	Energy Conservation Day
Children's Day	National Youth Day
Constitution Day	World Health Day
National Unity Day	Earth Day
Mathematics Day	

File Description	Document
Any additional information	View Document
Link for Geo-tagged photographs of some of the events	View Document
Link for annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice-01

Establishment of Centre for Teaching, Learning and Development (CTLD)

TITLE OF THE PRACTICE:

"Development of Soft Skills (SS) and Quantitative Aptitude (QA) of Students"

OBJECTIVES OF THE PRACTICE:

- To develop one's personality in a work environment.
- To induce professionalism thus enhancing placement opportunities and prospects for the students.
- To make students industry ready and socially responsible.

Above objectives are achieved by developing:

- Interpersonal skills
- Creativity & innovation skills
- Critical thinking skills
- Problem solving skills
- Verbal ability
- Overall personality
- Emotional skills
- Quantitative Aptitude
- Reasoning abilities

THE CONTEXT:

Back Ground: Economic reform in 1992 onwards in terms of liberalisation, privatisation and globalisation has allowed operations of large numbers of foreign companies in India. Liberalisation and privatisation have also opened the door for Indian private entrepreneurs to operate freely.

The above phenomenon had created huge demand of skilled personnel. However, demand was not met by the supply, as we had very less higher education institute in the country. Therefore, central and state governments opened many HEIs. Along with that, many private players also opened HEIs. This has led to supply taking over demand of qualified students. Many of the HEIs have not focused on skill development and overall personality development, which can make them better employees as well as better citizens.According to LinkedIn's report, 89 percent of recruiters say when a hire doesn't work out, it usually comes down to a lack of soft skills.

Thus, due to severe competition, in every industry, companies and organisation are hiring people who are having skills like good interpersonal skills, skills of creativity & innovation, critical thinking, problem solving, reasoning ability, verbal ability, emotional intelligence, appealing personality and good citizenship.

Local Conditions: It is pertinent to mention that TMU admits large numbers of students who are located within the radius of 75-100 Kms. Most of these students are from rural background. Their schooling has been in Hindi medium and overall development in terms of soft skills is below average. However, TMU being socially a responsible higher education institute always welcomes them if they meet minimum admission percentage and take the pride in developing these students at par with other students.

In view of above, TMU decided to ensure that its students have requisite soft skills and quantitative attitude. The Domain specialists may not be in position to impart these skills and therefore, four years back, TMU, decided to create a centre, which is manned by specialists in soft skills and Quantitative Aptitude. Hence, the Centre for Teaching Learning & Development (CTLD) was established.

THE PRACTICE:

1. **Courses**: Centre for teaching learning and development has designed three soft skills non-credit courses and six quantitative aptitude non-credit courses. The above referred soft skills are developed through following topics:

- Personal growth and improvement in personality
- Perception
- Positive Attitude
- Values and Morals
- High Self-motivation and confidence
- Grooming
- Goal setting and action planning
- Effective and assertive communication
- Decision making
- Time Management
- Presentation Skills
- Happiness, Risk Taking and facing unknown
- Resume Building
- Occupational research
- Group Discussion
- Personal Interview
- Creativity and Innovation
- Understanding Self and Others
- Stress Management
- Managing change
- Handling Feedback and criticism
- Conflict Management
- Cordial Interpersonal Skills
- Negotiation
- Team work
- Emotional Intelligence
- Manners, Etiquettes and Netiquettes
- Job Seeking

In case of QA courses, four courses are taught in three- and four-years programmes and two courses are taught in two years programmes. These courses develop Quantitative Aptitude and reasoning ability of students and thereby better chances in placement drives and competitive tests. QA is developed through following topics:

- Ratio, proportions and variations
- Time and work
- Logs and surds
- Coding and decoding
- Syllogisms
- Venn diagram
- Number theory
- Data Interpretations
- Data Sufficiency
- Permutations and combinations

- Probability
- Clocks and calendars
- Set theory
- Height and distance
- Functions
- Problem solving
- Crypt Arithmetic
- Speed calculations
- Percentage
- Profit and Discount
- SI and CI

1. **Faculty Development Programme (FDPs):** Faculty members are considered as backbone of any educational institution. It is the responsibility of faculty members to transform their students into excellent professionals and socially responsible citizens. However, without some capsule refresher courses on latest development, they may not be able to perform their jobs well. Therefore, CTLD on regular basis conducts FDPs to give inputs on all the interpersonal skills topics, which improve their effectiveness in and outside the class rooms.
2. **Boot Camp**: A specially designed, 20 days boot camp training is imparted to students just before the placement session to brush up the soft skills, verbal ability and quantitative aptitude.
3. **Other Interventions**: CTLD also organises many competitive events, which are open to all the students of the university to develop their communication skill, team spirit, verbal ability, cortical thinking, problem solving skills etc. Major ones are:

<>i)ii)

- **Company Specific Training:** As the process and pattern of selection by various reputed organisation are different, CTLD conducts capsule training for specific company.

EVIDENCE OF SUCCESS

- Successful placements despite of pandemic situation.
- Students successfully cleared the competitive examinations.
- Satisfaction of students expressed through testimonials.
- Excellent participation by students in Vocabaddicts-1 & 2 and Brain Manthan competitions.

PROBLEMS ENCOUNTERED & RESOURCES REQUIRED:

- As the courses are not directly linked to earn the degree, some students do not take the SS & QA training seriously.
- High attrition rate of trainers.

NOTES:

It has been found during research that 80-90% of selections during interviews and effectiveness in personal & private life depends on the soft skills. Hence, departments like CTLD are the need of the hour for any quality higher education institution as it helps in developing over all personality, discipline, dedication & motivation, and positive thinking, critical & creative thinking & problem- solving skills etc. TMU is one of

the leading institutions, which has established a dedicated in -house centre to develop above skills.

Best Practice-02

TITLE OF THE PRACTICE:

Incentivization Schemes for Research Promotion (ISRP)

OBJECTIVES OF THE PRACTICE:

* To encourage the faculty for quality research and its publication in national and international journey.
* To organize research-based seminars & Workshop.
* To encourage faculty members to participate and present their research papers in National and International Conferences/ Seminars/ Workshops/ Symposiums.
* Knowledge creation and dissemination.

THE CONTEXT:

Research is careful search for new facts in any branch of knowledge. The question of quality of research underscores whether the facts gathered through research enriches the knowledge ecosystem in a significant manner. Thus, the question of quality of research has become most important. As our country is developing nation, promotion of research is very crucial. This could be achieved, only by enabling the researchers by focusing on their core research work with a support system and helping them to gain the necessary funding, required facilities and sufficient time for research work. Therefore, promotion of research is a need of the time. The University initiates research activities through the motivation, and providing basic research facilities and incentives to the faculty and the students. Major share of the time of the teachers in a university is devoted to teaching; and research is given less importance in their routine activities. Unlike university teachers, college teachers are generally not given any incentive or motivation for their achievement in their research activities. Therefore, some encouragement is required on the part of the Management to motivate teachers to undertake research programmes. The University aims to improve overall research performance and promote research activities undertaken by various departments / faculty members. The incentive scheme provides the means to assist the research activities or reward staff with successful publication or presentation of research outputs.

THE PRACTICE:

The University has implemented the Research promotion regulations called Teerthanker Mahaveer University Regulations on Financial Assistance to faculty for promotion of research. These regulations have the following schemes for financial assistance:

1. Faculty Participation in Conferences/Seminars/Workshops/FDPs.

(Annexure-01)

1. Incentives for Research publications.

(Annexure-02)

1. Promotion for Intellectual Property (IP) from Research like patents/Start-ups/Industrial Designs/Copy Rights.
   1. Patents/Industrial Designs.
   2. Copy Rights.
   3. IP generated in collaboration with the External partners.
   4. Commercialization and Benefit Sharing.
   5. Encouraging Entrepreneurship and Start-ups.
2. Consultancy projects.
3. Incentives on External Funded projects.

(Annexure-03)

1. Seed Money Project Scheme.

(Annexure-04)

1. Financial Assistance to faculty pursuing Ph.D. from the University.

(Annexure-05)

1. Research fellowship (Ph.D.).

(Annexure-06)

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Annexure-01

Faculty Support for Workshop/ Conference

S.N.	Academic Year	No. of Faculty	Financial Support Provided in INR
1	2016-17	68	326000
2	2017-18	93	439870
3	2018-19	81	372070
4	2019-20	95	467000
5	2020-21	118	574000
Total		**455**	**2178940**

Annexure-02

2. Incentives for Research publications

To encourage the faculty for contributing towards the research publications, the
University provides incentives as per the following scheme.

S. N.	Database/level of journals for publication	Incentive
1.	Publication in journals indexed in UGC CARE list, Indian Citation Index	3000
1.	Publication in journals indexed in Scopus, PubMed, Web of Science	5000
1.	Book by National publisher with established peer review system	6000
1.	Book by International publisher with established peer review system	8000
1.	Chapter in a book of National publisher with established peer review system	1500
1.	Chapter in a book of international publisher with established peer review system	2500
1.	Full Paper publication in conference proceedings with ISBN numbers	1500

Financial support for Research Publication

S.N.	Academic Year	No. of Research Publication	No. of Faculty	Financial Support Provided in INR
1	2020-21	18	20	41416.64

Annexure-03

1. **Incentives on External Funded Projects**

The faculty is encouraged to apply for funding for major and minor sponsored research projects. Around

2.5% of the total sanctioned grant is also provided to the grant awardee as an incentive. Relaxation in terms of teaching work load is also provided in order to facilitate quality and on time delivery of the research work.

Annexure-04

1. **Seed Money Projects Scheme**

The Seed Money Grant Scheme of TMU, Moradabad is designed to stimulate competitive research in strategic areas of national or international importance, to promote innovative product and technology development, and/or to facilitate the start of research programs which will potentially develop into creative ventures on their own through external funding. The faculty can utilize this grant to start the research work without waiting for a grant from external agency.

Financial support for Seed Money				
S.N.	Academic Year	No. of Seed Money Projects sanctioned	No. of Faculty	Financial Support sanctioned (in INR
1	2021-22	20	38	28,3000

Annexure-05

1. **Financial Assistance to faculty pursuing Ph.D.**

TMU encourages its faculty members to enroll for Ph.D. and provides 50% fee relaxation to the registered scholars. Institution provides duty leave when they go for data collection. Teachers are provided with various facilities such as free internet access, laboratory and library facilities, on line resources, research journals etc. Research Fellowship of Rs 20,000 is also offered to candidates for full time Ph.D. programme to facilitate and encourage meaningful research along with teaching assistantships to meritorious candidates.

Financial support in form of scholarship to Ph.D. Scholars		
Academic Year	No. of Faculty	Financial Support Provided in INR
2017-18	1	50000
2018-19	6	300000
2019-20	8	400000
2020-21	21	1600000
2021-22	19	1900000
Total	**55**	**4150000**

Annexure-06

Professional Support for Ph.D. Fellowship		
Academic Year	No. of Faculty	Financial Support Provided in INR
2020-21	8	280987

Total	8	280987

Evidence of Success: The University has observed successful outcomes in research in the last few years.

- The number of Ph.D. registrations has increased from 6 to 234 within five years.
- 2481 research papers have been published by TMU faculty members, in the past 5 years in Scopus/WoS indexed Journals, UGC care journal and other reputed database.
- More than 29 faculty members have been awarded with a Ph.D. degree, who availed the financial assistance scheme.
- No. of Full-time research scholars is 77 out of which 12 scholars have been incentivized under research fellowship scheme
- The number of Ph.D. Supervisors presently is 124.
- Approx. Rs. 20 lakhs research grant has been received by the University within a year (2020-21).
- Faculty members have submitted projects to funding agencies like DST, ICMR etc.

Problems Encountered:

The research cell faces some challenges when working in the most demanding field of Research.

- Faculty members in medical and medical - allied programmes seem less interested to register for Ph.D. as it is not mandatory rather desirable, for promotion purpose.
- The faculty members are not able to devote all their time to research on account of their academic commitments and administrative responsibilities.
- The continued motivation of the faculty is always a challenge.
- Effective training and motivational sessions are required to clearly explain the usefulness of these practices. The practice has been in place since the last more than two years and because of its immense benefits has been adopted throughout the University.

Resources Required:

- Management provides considerable budgetary allocation to meet the expenditure in this regard.
- The University provides infrastructure for such services.
- Existing infrastructure with additional and advanced lab facilities.

File Description	Document
Any additional information	View Document
Link of the best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

DIFFERENTIATIORS

TMU in its ongoing journey serving the Education domain has been stepping up the ladder by exposing the students with exceptional differentiators.

1. **12B Status:** TMU has been awarded the 12 (B) Status from the University Grants Commission (UGC), making TMU the fifth private university in the state of Uttar Pradesh & sixteenth on a national level. Renowned digital portal Times even featured the University and appreciated the institution for benchmarking another great milestone. TMU is bestowed with numerous awards and recognitions for its excelling educational pursuits. With the addition of the 12B status, TMU explains that the financial aids from the central government will act as a catalyst to see that the University accelerates its innovation & entrepreneurial endeavors.

2. 4 Star rating for IIC:

TMU's Institution Innovation Council (IIC) bagged the highest- 4 Star Rating, awarded to the educational institutions that robustly stimulate the innovation & entrepreneurship ecosystems, driving creative minds to explore their ideas and implement them for the betterment of society. This rating has been achieved under the 'University Category' for the annual session 2020-21, rewarded from the Ministry of Education's Innovation Cell, adding a new leaf of success in TMU's basket. (Amongst the top 10)

3. Collaborations:

TMU has numerous industrial collaborations with national and international Universities, educational institutions and organizations.

- **AIC-BAMU/ Atal Incubation Centre "BIMTECH"**

TMU 'one of the Top Private UGC Approved Universities in India' has established a world class Atal Incubation Centre (AIC) supported by Atal Incubation Mission, Niti Aayog, Government of India and Birla Institute of Management Technology. AIC is one of its kind Business Incubators in India solely focusing on startups providing 360° support, world class infrastructure and a conducive environment for startups to grow. The AIC with the vision to build a "National Centre for Students Entrepreneurship" offers highly customized solutions, a huge industry network, operating facilities and access to funding to Agriculture and Engineering College students. Programs at AIC are also supported by the Ministry of MSME, MeitY and Corporates.

- **BOSCH**

TMU has teamed with the Bosch India Foundation, expertise in skill development science 1961, reinforced by the President of India's, Best Achievement Awards, 54 times, (18 times in a row) for its technical training trade programs. The collaboration was done to establish an "Industry-Academia Collaboration Centre" to conduct Bosch-supported Skill Development Programs. This centre trains individuals for free as a corporate social responsibility (CSR) and TMU is having around 6 skilling centres in association with BOSCH all over Uttar Pradesh.

- **i-NURTURE**

TMU has recently collaborated with iNurture, a pioneering edtech solution provider. iNurture implements a holistic knowledge-imparting model to prepare students for new-collar jobs in emerging industries. Its artificial intelligence-based platform assesses the employability of a student and provides necessary interventions through on-campus career development programs and placement cells, strengthening the 'employability quotient' across the entire spectrum of adult learning – from college to corporate. Usually, I-Nurture collaborates with premium Indian and global universities to power new-age undergraduate and postgraduate programs through industry-aligned curricula and advanced technology enablement.

- **Talentedge: Arrina Education Services Private Limited**

TMU's Master of Business Administration (MBA), in partnership with Talentedge, India's largest online higher education platform provide rigorous industry-relevant programs, is a unique experiential learning based 2-year full-time MBA program whereby candidates get placed within 6 months of enrolling into the program. This has been made possible through Talentedge's unique Industry-Academia partnership model that runs on "of the corporate", "by the corporate" and "for the corporate " concept. It ensures that the students are ready to hit the road and are productive from DAY 1 of joining their companies.

- **United Resourcing Services Pvt. Ltd.**

United Resourcing Services, a private entity, has recently collaborated with TMU with an aim to groom and train the students to make them 'Corporate Ready'. Workshops will be organized by UR Services on grooming, general aptitude and other training initiatives for the students, so as to prepare them thoroughly for placement. It provides training to students both in online and offline mode. The major priority is to get students placed at the leading organization.

- **Academic Collaborations**

TMU's numerous educational integrations with big names in international and national significance like IBM, Microsoft IT Academy, Cisco, Redhat, Bombay stock exchange, i-Nurture, Safeducate come in handy. The university is also an active member of 20+ professional bodies like IEEE, GIFT, AIU, ISTE, FICCI.

- **International Academic Collaborations:**

TMU has academic alliances with 10+ international universities like London School of Training (UK), Polytechnic Nantes (France), Sol Bridge International Business School (South Korea), Jean Moulin Lyon 3 University (France), Tabesh University (Afghanistan); Kenyatta University (Kenya), Asian Institute of Medical Science, Vanier College (Canada), Limerick Institute of Technology (Ireland), The University of Regina (Canada) & more.

4. TMU-BIC:

Teerthanker Mahaveer University Business Incubation Centre (TMU-BIC) has been established to provide a platform to all the entrepreneurial enthusiasts. The centre is open for everyone from the University as well as outside. The aim of the centre is to assist budding entrepreneurs into exploring their ambitious ideas and deliver them in the right way into the market by utilizing the resources like seed fund, PR, marketing, strategizing & planning etc. The venture has even been recognized by the UP state government initiative under the UP start up policy.

21-08-2022 09:56:46

TMU-BIC hopes that through their initiative the start-up ecosystem of the state elevates and escalates effectively by assisting to promote business models excellently & encouraging individuals to take benefit of this platform.

5. Infrastructure:

TMU has world-class infrastructure with elite standards of facilities in terms of both academics and lifestyle amenities. Our academic infrastructure includes smart classrooms, multipurpose library with multiple digital subscriptions of databases, upgraded laboratories, moot courts, lecture theaters, research laboratories, and posh campus environment. Lifestyle amenities at the campus includes stationery stores, eateries with multiple cuisines, PNB bank branch, ATM centres, CCTV security 24x7, gym, indoor stadium, hostels, mess, TMU Hospital(A multi super specialty hospital). The centralized facility of STP (sea wage Treatment Plant) established. University has its own ETP (Effluent Treatment Plant) for the disposal of hazardous chemicals. Campus has it's own water lake and the main purpose of rain water harvesting. The University has operational Open Well recharge system to increase the water level. has its own solar plant by which approximately 30 % power requirements is fulfilled by solar plants.

File Description	Document
Link for additional information	[View Document](#)
Link of appropriate Web link in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

TMU strives for all round holistic development so as to achieve professionalism, values, ethics in tomorrow's health care professionals through activities in sports, music, performing arts, photography. Students are exposed to national and international stalwarts for achieving excellence. TMU is having prestigious accreditations like NAAC, NABL, ICAR and 4- star rating by Ministry of Education for its innovative initiatives. TMU's faculty members and students have been receiving national and international recognitions and awards since past years at various platforms. TMU is holistically making a significant transition towards ICT driven paradigm that has enabled to fulfil the aspirations of the stakeholders in the most effective, efficient, transparent manner besides promoting democratic values. TMU has also showcased forerunning of the University in facilitating and promoting collaborative innovative programs, research, business incubation, outreach and extension work. There are noteworthy 'Quality Initiatives' evolved in a framework within which TMU stakeholders examine and enhance scholarly pursuits to enable to achieve aspiration of excellence. It has recently entered into an MoU with Education Centre of Australia, to offer distinguished, innovative, academic programs in the quest towards internationalization of education in line with NEP 2020.Employability being a product of the skills, knowledge and personal attributes, TMU has strived to improve them through many initiatives under 'Skill Development Programme ' with Bosch India and has established Industry- academia Collaboration Centre in the University to produce skill entrepreneurs. A spin-off benefit in terms of escalation in 'h' index and research funding within a span of five years is a result of greater focus on building research facilities and putting the policy in place for nurturing passionate researchers working in the thrust areas of national importance.

Concluding Remarks :

Teerthanker Mahaveer University is a Jain Minority State Private accorded with 12B status by UGC, committed to the ideals of Lord Mahaveer i.e. Right Philosophy, Right Knowledge, and Right Conduct in all its operations. One of the major objectives behind its foundation was to cater to the local, regional, national and global needs of making opportunities of multidisciplinary higher education accessible to aspiring youth to ensure all round growth and development. The pursuit for excellence is the theme of the University and broad steps are being taken to achieve this moto.

Since its inception in the year 2008 as a University, it has been giving around 1200 Health Science Professionals each year including Doctors, nurses, paramedics, physiotherapists, pharmacists as well as engineers, managers , teachers, agriculture & fine arts professionals to the country. Teerthanker Mahaveer Hospital is providing quality health care in the region and has contributed significantly to the social cause of treating highest number of COVID-19 patients across the state of Uttar Pradesh (more than 4500) in 2020-21. TMU strives for all round holistic development so as to achieve professionalism, values, ethics in tomorrow's health care professionals through activities in sports, music, performing arts, photography. Students are exposed to national and international stalwarts for achieving excellence.

The adoption of CBCS and implementation of Outcome Based Education reflects its ideology of imparting holistic education involving mind, soul and body. The curriculum has implemented components from all three domains of learning: Cognitive, Affective and Psychomotor skills. All programmes comprise of a number of courses and/or other components as specified in the Programme Study & Evaluation Scheme of the concerned programme prepared according to the norms and standards as specified by UGC/concerned regulatory council,

and National Education Policy-2020 (NEP-2020).Many steering initiatives to instil a spirit of community service are nurtured by encouraging the students to participate in several outreach programmes, sports, cultural and extracurricular activities. All the stakeholders from different walks of society have joined the University in these quality initiatives and are committed to achieve global excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 50 Answer after DVV Verification: 38 Remark : DVV has not considered Concepts of Mechanics, Fundamentals of Mechanics, Management of Common Emergencies Anthropometric Measures CCNA Routing and Switching Emergency Care.
2.3.4	Student :Mentor Ratio (preceding academic year) 2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 816 Answer after DVV Verification: 813 Remark : DVV has made the changes as per EP 3.1
3.1.4	Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years 3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>71</td><td>30</td><td>09</td><td>06</td><td>05</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>43</td><td>12</td><td>01</td><td>03</td><td>02</td></tr></table> Remark : DVV has made the changes as per shared report of research by HEI.
3.6.1	Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years 3.6.1.1. Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC,

institutional clubs etc., year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
31	34	166	116	99

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	24	99	101	66

Remark : DVV has excluded programs organized after June 2021 from the supporting documents.

| 3.6.2 | Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1 |

3.6.2.1. Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7103	2528	4683	3564	3988

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5023	2018	3023	2164	2018

Remark : DVV has given the input as per 3.6.1

| 4.5.1 | Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years |

4.5.1.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
13181	11755	12604	12108	12024

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2767.93	2707.93	1893.95	1675.61	1496.33

Remark : DVV has made the changes as per expenditure of academic support and repair and

	maintenance duly signed by CA.
5.2.1	Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

   5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years
       Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
78	41	19	08	00

       Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
52	41	19	08	00

   5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ *PLAB/ USMLE/*Civil Services/State government examinations *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years
       Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/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 for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years
       Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	10	18	44	24

       Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	6	18	11	8

5.3.3	Average number of sports and cultural activities / competitions organised at the institution level per year 5.3.3.1. Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
54	44	36	34	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
43	32	28	22	18

Remark : DVV has considered multiple activities conducted on same day as one event.

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

6.3.4.1. Total Number of teachers attending such programmes year-wise during the last five years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
803	274	163	93	50

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
787	198	122	78	35

Remark : DVV has not considered duplicate teachers. DVV has only considered programs duration of equal or more than 5 days.

6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

6.4.2.1. Total funds / Grants received from government /non- government bodies year-wise during the last five years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45	00	00	176	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Supporting copy of letter reflecting total grant received has not shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of full time teachers year-wise during the last five years Answer before DVV Verification: table1 Answer After DVV Verification: table2

table1:

2020-21	2019-20	2018-19	2017-18	2016-17
816	676	606	467	382

table2:

2020-21	2019-20	2018-19	2017-18	2016-17
813	676	606	467	382

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