# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## LINGAYA'S VIDYAPEETH

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Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## March 2024

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

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**Vision**

Traditionally believing that God is the Source of all Truth, Goodness, and Beauty, Lingaya's Vidyapeeth seeks to develop in students a wisdom that translates academic achievement into responsible citizenship, sincere professional service, a deep respect for life and beauty in God's Creation and Recreation.

**Mission**

- To commit to excellence in thought and action;
- To impart knowledge and skills and to mould attitude required for careers in Technical and Management fields by careful guidance and instruction for self-learning in both formal and informal modes;
- To dedicate oneself to improve social and economic status and enhance the quality of life for all;
- To strive to maximize human welfare through education and produce effective knowledgeable staff, practitioners and educators who will be guided by vision, compassion, knowledge, disciplined discovery and deep respect for human values;
- To provide an individual engineering and other professional learning experience for each student;
- To develop critical thinking, analytical ability and creative skills;
- To supplement the curricula with teamwork, leadership, persuasive oral and written skills, project management, financial aspects, social concerns and ethics; and
- To establish Industry-Institution interaction for technology, research and development.

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

**Institutional Strength**

The university has adopted the NEP-2020 in all programmes as elective courses, minor elective courses and vocational courses.

All the departments and hostels have their own well-equipped and well-furnished computer labs with internet connectivity.

Timely conduction of the examination and declaration of the results.

**Institutional Weakness**

The university has a smaller number of other state students and no International student. Inadequate number of Patents and Consultancy.

The examination system needs reforms to evaluate the learning outcomes.

Formal mechanism for entrepreneurship.

More formal linkages with reputed research centres, organizations and institutions of importance.

**Institutional Opportunity**

Increasing the number of collaborations with institutions/organization of international repute.

Active participation of Alumni Association to strengthen financially and academically to the university.

Opportunities to start UG and PG courses in emerging and multidisciplinary areas linking rural society.

Opportunity to offer more skilled development and entrepreneurial courses.

Establishment of Industry supported labs.

Encourage and mentoring students for NET/GATE/GPAT/UPSC and other competitive examinations. To get the funds from Government for co-curricular and vocational courses.

To promote unity in diversity of languages under the vision of "Ek Bharat Shreshtha Bharat" language centre.

**Institutional Challenge**

Receiving financial support from the State Govt. and several funding agencies.

Increasing the consultancy services for financial resource generation.

Maintaining a trade-off between offering "affordable" and "quality" education.

To attract and retain good quality senior level faculty due to accessibility and locational hindrance. Increasing the number of other state as well as foreign students.

Sustenance of start-ups and entrepreneurship.

Limited scope for Industry-institute interaction.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Lingaya's Vidyapeeth is located in Haryana and it was established with a noble vision of transparent and fair process to impart quality education to backwards and rural area students. Effective curricula and syllabi are designed in Board of Studies (BoS) meeting conducted based on the guidelines of university, UGC, AICTE, BCI, PCI, State Govt. and feedback from various stakeholders. The designed ordinances and syllabus submitted to Academic Council for its approval. The Academic Council, on deliberation, recommends modifications and suggestions for the implementation. The curricula and syllabi are revised at regular intervals based on the upcoming needs and latest trends and accordingly named as per regulations of NEP-2020. The academic flexibility also supports for the introduction of new programmes based on the industrial and social needs. Hence, the curricula are designed based on the current trends of the local industries in the surrounding region of the university and satisfying national and global requirements. The Choice Based Credit System (CBCS) supplements the industry requirement and to develop specific skill sets. All the programmes are with well-

defined COs and mapped with POs and PSOs.

The curriculum of the university gives high importance not only for the technical and professional aspects, also for life skills and sustainability which addresses the environment and energy related issues. The curriculum pertaining to life skills which addresses professional ethics, gender, human values are offered are known as cross cutting issues. Equal opportunities are given to both the genders in terms of admissions. Employment, co-curricular and extracurricular activities through various committees like Women Cell, Mission Shakti, Students Council and sports etc. To promote gender equity,and Internal Complaint Committee are established to address the women related issues. Students are sensitized on issues related to gender equity, environment sustainability, human values and professional ethics by including courses in curriculum. Human Values and entrepreneurship development courses have been introduced in the curriculum to develop a holistic perception for self-exploration among themselves.

**Teaching-learning and Evaluation**

The university regularly conducts an induction program for fresher students at the commencement of academic sessions to provide information related to discipline, classes, examination system, sports, NSS, Rovers & Rangers and programmes cultural activities.

Evaluation is conducted by a continuous evaluation process in the form of internal tests, assignments/tutorials, class attendance and end-semester exams. Students are categorized as slow and advanced learners based on their performance during the semester.

Slow Learners are assisted with remedial classes, additional assignment/tutorials, improvement test, counselling through mentors/professional counsellors and extra classes. Advanced learners are encouraged to participate in various competitions to improve their logical and design thinking, to apply for industrial training and higher studies.

For experiential learning, students are taken to educational and industrial visits and they are encouraged to go for in-plant training of 6-8 weeks internship is mandatory for every student at the end of either second, fourth or sixth semester. A group of elective/open elective courses are included with a practical component so that every student gets an experience of practical learning in the domain of their choice.

ICT tools are used for quick assessment and feedback on the teaching-learning process.

The academic calendar is prepared well in advance for odd & even semesters. The university follows a centralized examination and evaluation system by appointing experts through Board of Studies for each paper.

The Examination Management Systems (EMS) is maintained to integrate many of the activities of the internal and end semester examination.

Each department has its own vision & mission. COs are communicated/ disseminated via different forums to all stakeholders. PSOs and PEOs are framed consistent with the mission of department. Each course has specific COs which help to attain POs. All question papers including internal tests and assignments include questions with corresponding CO being addressed. Course-exit survey through online feedback from students is discussed in department and IQAC & subsequent actions are taken. Attainment is based on 75% external and 25% internal assessments for each course. Rubric-based assessments are used for laboratory and projects. Module &

programmes coordinators ensure quality of assessment questions & COs coverage.

## Research, Innovations and Extension

Research and Development activities at university level is promoted by Research Development Policy. Teachers are motivated & given financial support to apply for Research Grants to various funding agencies. Teachers & researchers are also supported for research paper publications, patents, book / book chapter publications, collaborations with national & international conferences/seminars/workshops & FDPs.

Selected candidates for Post-Doctoral Fellowship are paid a monthly stipend by the university from its own resources as per UGC norms for a period of three years.

The student's projects are also promoted by the Research and Development Cell. The centralized research laboratories for research intensive activities. The institute encourages IPR creation and it has laid out a well-defined IPR policy for commercializing the IPR through incubation centre. Till now the university has 12 published patents.University encourages students to actively participate in a series of activities to bring awareness about the social as well as the socio- economic issues. During the pandemic university team distributed masks, food, hand wash and sanitizers to the rural people.

## Infrastructure and Learning Resources

The university encourages and facilitates students to participate in various activities such as sports, cultural, yoga, NSS, Rovers Rangers etc. In its campus there is an outdoor stadium for sports facilities like 400m standard track, volleyball court, football/cricket ground etc., and has Indoor sports complex with Gymnasium, Table Tennis, Badminton court, yoga centre, etc., where inter collegiate and Inter University National games are organized. IT infrastructure and associated facilities have been augmented periodically as per norms of the governing. body. Computer systems are upgraded with the latest configuration as per the need and requirements of the various departments including Wi-Fi.

## Student Support and Progression

The Capacity development and skills enhancement Programmes viz., art of living, yoga, physical fitness training, health & hygiene awareness, communication skill etc. are organized regularly by the University. Dean Student Welfare, proctorial board, Internal Complaints Committee, Women Cell and Anti Ragging Committee has been constituted.

The University have a central training and placement cell and a career guidance cell which assists the students to secure placement by arranging job interviews for private and multinational companies. The Centre also extends counselling services to the students by periodically organizing personality development programmes, special sessions for CV development etc.

## Governance, Leadership and Management

The leadership and management of the University is visionary and runs programmes in campus and affiliated

colleges. The vision and mission of the university guides us in reaching our objectives and goals.

While taking strategic planning into consideration along with the vision, mission and its objectives, the University sets short-term and long-term plans to undertake various academic and administrative activities. The University Act and Chancellor of the University delegates authority to the Vice- Chancellor, Registrar, Finance Officer, Controller of Examination, Principal of affiliated colleges, Dean, Directors, Head of the Department and Coordinators of various programmes / cells / committees. The Head of the Institution/Vice-Chancellor is empowered with full autonomy for monitoring of administration and academic activities. Administrative authority is decentralized to the Registrar, Finance officer, Deans, Directors, HoDs and other administrative officers.

**Institutional Values and Best Practices**

The University has implemented effective gender action plans. Girls secure more gold medals each year at the Convocation. This shows that the University policy on gender equity has a functional framework. Important practices have been implemented for Solid Waste Management, Liquid Waste Management, E-waste Management, and Hazardous Chemicals Management. Separate storage facility has been used to collect the E-waste. The University is ISO certified for quality, energy and environment. The institute has a rainwater harvesting system.

Students and faculty join hands to promote National unity and values rooted in the contemporary contexts of various social issues. University also organizes National Festivals, Birth/Death Anniversaries of great Indian personalities, International Women's Day, International Yoga Day, Sports Day, Teachers Day, Freshers, Farewell Party and various other extra-curricular activities. Students regularly celebrate Teachers' Day and National Youth Day. National commemorative days e.g. Independence Day on August 15 and Republic Day on January 26 are observed. Engineers' Day on September 15 are celebrated by paying tributes to Dr. Visvesvaraya. Martyrs' Day is observed on January 30 in remembrance of the assassination of Mahatma Gandhi. Gandhi Jayanti and University Foundation Day are celebrated on the October 02, Unity Day and Sardar Patel Jayanti on October 31 are celebrated every year by organizing essay, quiz, poster and rangoli competitions, extempore etc.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
| --- | --- |
| Name | Lingaya's Vidyapeeth |
| Address | Nachauli, Jasana Road, Old Faridabad. |
| City | Faridabad |
| State | Haryana |
| Pin | 121002 |
| Website | https://www.lingayasvidyapeeth.edu.in/ |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Vice Chancellor | M. P. Gupta | 0129-2598200 | 8295974241 | - | vc@lingayasuniversity.edu.in |
| IQAC / CIQA coordinator | Manoj Malik | 0129-2598267 | 8920967027 | - | iqac@lingayasvidyapeeth.edu.in |

| Nature of University | |
| --- | --- |
| Nature of University | Deemed University |

| Type of University | |
| --- | --- |
| Type of University | Unitary |

| Establishment Details | |
| --- | --- |
| Establishment Date of the University | 05-01-2009 |
| 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 | | |
| 12B of UGC | | |

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

| Location, Area and Activity of Campus | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** | **Programmes Offered** | **Date of Establishment** | **Date of Recognition by UGC/MHRD** |
| Main campus | Nachauli, Jasana Road, Old Faridabad. | Urban | 11.7 | 27607.92 | B.A (H)English B.A (H) Psychology B.A. PASS B.Arch B.B.A B.Com. B.Ed. B.Pharmacy B.Sc. (Chemistry) B.Sc. (H) Agriculture B.Sc. (Maths) B.Sc. (Physics) B.Tech CSE B.Tech ECE B.Tech MAE B.Tech ME B.Tech. (Civil) BA+LLB BBA+LLB BBA+MBA Integrated BCA BJMC Card | | |

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

| Type Of Colleges | Numbers |
|---|---|
| Constituent Colleges | 0 |
| Affiliated Colleges | 0 |
| Colleges Under 2(f) | 0 |
| Colleges Under 2(f) and 12B | 0 |
| NAAC Accredited Colleges | 0 |
| Colleges with Potential for Excellence(UGC) | 0 |
| Autonomous Colleges | 0 |
| Colleges with Postgraduate Departments | 0 |
| Colleges with Research Departments | 0 |
| University Recognized Research Institutes/Centers | 0 |

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | | : Yes |
|---|---|---|
| **SRA program** | **Document** | |
| AICTE | 104137_5336_1_1701772005.pdf | |
| NCTE | 104137_5336_4_1701772013.pdf | |
| PCI | 104137_5336_6_1701772193.pdf | |
| BCI | 104137_5336_8_1701772197.pdf | |
| COA | 104137_5336_18_1701772201.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 | 27 | | | | 31 | | | | 190 | | | |
| Recruited | 15 | 8 | 0 | 23 | 20 | 7 | 0 | 27 | 165 | 15 | 0 | 180 |
| Yet to Recruit | 4 | | | | 4 | | | | 10 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 145 |
| Recruited | 100 | 35 | 0 | 135 |
| Yet to Recruit | | | | 10 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 35 |
| Recruited | 25 | 8 | 0 | 33 |
| Yet to Recruit | | | | 2 |
| On Contract | 0 | 0 | 0 | 0 |

**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. | 15 | 8 | 0 | 20 | 7 | 0 | 165 | 15 | 0 | 230 |
| 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 |

| Temporary 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 |

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| Part Time 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 |

**Distinguished Academicians Appointed As**

| | **Male** | **Female** | **Others** | **Total** |
|---|---|---|---|---|
| Emeritus Professor | 3 | 1 | 0 | 4 |
| Adjunct Professor | 2 | 1 | 0 | 3 |
| Visiting Professor | 15 | 4 | 0 | 19 |

**Chairs Instituted by the University**

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|---|---|---|---|
| 1 | NIL | NIL | NIL |

**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 | 1650 | 0 | 0 | 0 | 1650 |
| | Female | 721 | 0 | 0 | 0 | 721 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 353 | 0 | 0 | 0 | 353 |
| | Female | 50 | 0 | 0 | 0 | 50 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 15 | 0 | 0 | 0 | 15 |
| | Female | 8 | 0 | 0 | 0 | 8 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 100 | 0 | 0 | 0 | 100 |
| | Female | 20 | 0 | 0 | 0 | 20 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 370 | 0 | 0 | 0 | 370 |
| | Female | 180 | 0 | 0 | 0 | 180 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Does the University offer any Integrated Programmes? | No |
|---|---|

**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 | 2.42 | [15593709491.pdf](15593709491.pdf) |
| Cycle 2 | Accreditation | B+ | 2.62 | |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|---|
| Department Of Civil Engineering | [View Document](#) |
| Department Of Computer Science And Engineering | [View Document](#) |
| Department Of Electronics And Communication Engineering | [View Document](#) |
| Department Of Mechanical Engineering | [View Document](#) |
| School Of Agriculture | [View Document](#) |
| School Of Architecture And Planning | [View Document](#) |
| School Of Basic And Applied Sciences | [View Document](#) |
| School Of Commerce And Management | [View Document](#) |
| School Of Computer Applications | [View Document](#) |
| School Of Education | [View Document](#) |
| School Of Humanities And Social Sciences | [View Document](#) |
| School Of Law | [View Document](#) |
| School Of Pharmacy | [View Document](#) |
| School Of Vocational Studies | [View Document](#) |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The vision outlined by the National Education Policy (NEP) 2020, aimed at delivering high-quality education and nurturing individuals to become global citizens, has been enthusiastically embraced by the university. This vision sparked a vibrant dialogue among faculty members about the core principles of NEP, which emphasize embracing diversity in all aspects of curriculum and pedagogy, leveraging technological advancements in education, fostering critical thinking and innovation, and promoting practical skills and creativity. In alignment with NEP's directives, the university has launched innovative interdisciplinary courses that bridge various departments, enhancing the existing framework of interdisciplinary and multidisciplinary research and academics. This approach is geared towards the comprehensive development of students. Academic programs have been thoughtfully restructured to incorporate a wide range of multidisciplinary and interdisciplinary courses, selected from a carefully curated pool. This redesign ensures that students enjoy unparalleled flexibility in choosing courses that pique their interest from different schools, thereby fostering a rich, diverse educational experience. This proactive stance by the university in adopting and implementing the recommendations of NEP 2020 reflects its commitment to not only advancing educational standards but also preparing students to thrive in a global context. |
| 2. Academic bank of credits (ABC): | The National Bank of Credit (ABC) Postal has been successfully integrated into the nad.digilicke.gov.in platform and is now operational for the academic year 2023-2024. Lingaya Vidyapeeth has adopted the Choice Based Credit System (CBCS) / ECS, enhancing its educational framework. |
| 3. Skill development: | Lingaya Vidyapeeth has embarked on a collaborative journey with the corporate sector and various industries, enabling departments to design and offer bespoke vocational courses. The institution is committed to providing short-term vocational skill certificate courses, integrating vocational education into the broader educational ecosystem encompassing |

| | schools, colleges, and universities. This initiative ensures that students are not only exposed to theoretical knowledge but also gain practical skills that enhance their employability. To bridge the gap between academic learning and practical application, Lingaya Vidyapeeth offers its students opportunities for internships. These internships are available with local industries, businesses, artists, craftspeople, and even research internships with faculty members and researchers within the university or at other higher education institutions and research organizations. Such experiences allow students to immerse themselves in the practical aspects of their studies, thereby enhancing their skills and improving their job prospects. In its commitment to skill development, the university has developed and is currently offering more than 22 vocational and skill development courses on campus. This initiative not only enriches the educational experience of the students but also prepares them to meet the demands of the modern workforce. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Lingaya Vidyapeeth has taken a significant step towards integrating the rich heritage of Indian knowledge into its curriculum. This initiative draws upon ancient literary works, texts, scriptures, and monuments, reflecting India's profound historical and cultural legacy. The university offers a diverse range of programs across various levels, including post-graduate, graduate, diploma, certificate, and doctoral studies in fields such as science, engineering, medical science, social science, and the humanities. The curriculum is meticulously designed to ensure that each course includes at least one unit dedicated to the contributions of Indian scientists, philosophers, and other eminent figures. This approach not only enriches the academic experience but also fosters a deeper appreciation for India's intellectual and cultural contributions to the world. Additionally, Lingaya Vidyapeeth offers minor and elective papers that allow students to explore various disciplines, with a special focus on languages, Indian values, and ethics. This holistic educational approach aims to equip students with a comprehensive understanding of their subjects while instilling a sense of pride and respect for India's rich heritage. |
| 5. Focus on Outcome based education (OBE): | Outcome-Based Education (OBE) is a learner-centered approach that structures course delivery and |

assessment around achieving specific objectives and outcomes. This methodology emphasizes the assessment of student performance based on outcomes at various levels. Course outcomes are defined statements that encapsulate the critical and significant learning achievements that students are expected to demonstrate by the end of a course. Typically, a course will have three or more defined outcomes, depending on its significance and scope. Program Outcomes (POs) are more focused statements that detail the abilities and skills students are expected to possess upon graduation. These outcomes are designed to align closely with the desired attributes of graduates, ensuring that the education provided is directly relevant to their future professional and personal development. The University has adopted the OBE framework across all its programs, with the notable exceptions of the Faculty of Pharmacy and Law. This adoption has led to a comprehensive overhaul of the curriculum, assessment methodologies, and reporting practices. The aim is to prioritize the development of higher-order learning skills and mastery of subject matter over the mere accumulation of course credits. This shift towards OBE highlights the University's commitment to enhancing educational quality and ensuring that graduates are well-equipped to meet the demands of their future careers.

| | |
|---|---|
| 6. Distance education/online education: | The university does not currently offer distance or online education. |

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | In 2021, the University took a significant step towards fostering electoral awareness and participation among its community by establishing the Electoral Literacy Club (ELC). This initiative is aimed at empowering students to become informed citizens, capable of exercising their voting rights effectively and responsibly. Through a variety of engaging activities such as debates, mock parliaments, elocution contests, essay writing competitions, and more, the club seeks to deepen students' understanding and appreciation of the electoral process. The objectives of the Electoral |

Literacy Club are multifaceted and designed to equip students with both the knowledge and the practical skills necessary for active participation in democracy. These objectives include: - Providing students with hands-on knowledge about voter registration, the election process, and other related topics to ensure they are well-informed. - Enhancing students' familiarity with Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trails (VVPATs), thereby building trust in the integrity and reliability of the electoral process. - Encouraging students to exercise their right to vote, emphasizing the importance of each vote and advocating for responsible, confident, and ethical voting practices. - Utilizing the enthusiasm and energy of ELC members to spread awareness about voting rights within the wider community, thereby amplifying the impact of the club's efforts. - Assisting eligible members who have not yet registered to vote in completing their voter registration, ensuring that no eligible voter is left behind. - Cultivating a culture that values voting, promotes informed and ethical voting practices, and adheres to the principles of "Every vote counts" and "No Voter to be Left Behind." Through these objectives, the Electoral Literacy Club plays a crucial role in shaping the next generation of voters, who are not only knowledgeable about the electoral process but also committed to participating in it actively and ethically.

| | |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The University has taken proactive steps to ensure the effective establishment and operation of the Electoral Literacy Club (ELC) by appointing student representatives and coordinating faculty members. This strategic move has led to the ELC being a vibrant and functional entity, marked by its diverse and inclusive representation. The club's membership spans across various academic units within the university, encompassing both teaching faculty and students, thereby ensuring a wide range of perspectives and insights. The structure of the ELC is designed to foster broad participation and engagement, with each constituent academic unit being represented by one teaching faculty member and one student. This approach not only facilitates a comprehensive understanding and dissemination of electoral literacy but also encourages active participation from different segments of the |

| | university community. Through this inclusive model, the ELC aims to enhance awareness, knowledge, and active engagement in the electoral process among students and faculty alike, contributing to the development of informed and responsible citizens. |
|---|---|
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The Electoral Literacy Club (ELC) at the University has embarked on an innovative journey to enhance voter awareness and participation through a series of creative and engaging programs. These initiatives are designed to educate and motivate the university community about the importance of voting and the electoral process. The activities organised by the ELC include: Voter Awareness Rallies: These rallies are organised to spread awareness about the importance of voting and to encourage the university community to participate actively in the electoral process. Guest Speaker Sessions: The ELC invites experts to talk about the procedural aspects of obtaining Voter IDs, thus simplifying the process for potential voters and ensuring they are well-informed. Speech Competitions: Competitions focusing on the significance of each vote are held to engage students in discussions about democracy and the impact of their participation. Pledge Ceremonies: These ceremonies are organized to foster a sense of commitment among students and faculty towards voting, emphasizing the responsibility that comes with this right. Door-to-Door Awareness Campaigns: Through these campaigns, ELC members actively reach out to the wider community, spreading the message of the importance of voting and how each vote contributes to the democratic process. On-Campus Voter Registration Booths: To facilitate the voter registration process, the ELC sets up booths on campus, making it convenient for students and faculty to register as voters. These collective efforts by the ELC highlight its commitment to not only promoting voter education but also ensuring inclusiveness and active participation in the electoral process. Through these varied and dynamic programs, the ELC aims to cultivate a well-informed and engaged voter base within the university community. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to | The University has taken a proactive stance in addressing electoral issues and fostering democratic values through its engagement in socially relevant initiatives. By organizing voter awareness rallies and |

| | |
|---|---|
| advancing democratic values and participation in electoral processes, etc. | conducting door-to-door awareness campaigns, the University has demonstrated a strong commitment to enhancing civic responsibility among its students and the broader community. These efforts are a testament to the University's dedication to nurturing an environment of informed and conscientious citizenship. Through such initiatives, the University is making significant contributions to the promotion of democratic principles and encouraging active participation in the electoral process, thereby reinforcing the importance of each individual's role in shaping the democratic fabric of society. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The Electoral Literacy Club is currently in the process of confirming student voter enrolment, actively working to ensure students obtain their Voter IDs. This initiative is part of a broader effort to foster student engagement in the electoral process, highlighting the club's commitment to promoting informed and active participation in democracy. |

# Extended Profile

## 1 Students

### 1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3972 | 3164 | 2307 | 2275 | 2151 |
| File Description | | | Document | |
| Institutional Data in prescribed format | | | [View Document](#) | |

### 1.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 676 | 834 | 558 | 676 | 577 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

## 2 Teachers

### 2.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 187 | 119 | 192 | 149 | 167 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

### 2.2

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

**Response: 170**

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

# 3 Institution

## 3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 690.83 | 778.66 | 692.02 | 866.11 | 154.07 |

# 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, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University**

**Response:**

Lingaya's Vidyapeeth, through its statutory bodies, diligently works to imbibe the essential foundations to meet the most contemporary developmental demands at the local, regional, national and worldwide levels. The institution believes that observation, perception and empirical methodology are the tools to inspire, involve and transform the students with necessary mind-set, domain knowledge and abilities to cater to the developmental needs and priorities of the communities they will serve. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are mapped and aligned to ensure that the overall objective is met keeping in mind the Institution's Vision and Mission to dedicate oneself to improve social and economic status and enhance the quality of life for all.

Additionally, the implementation of choice-based credit system has added verticals to the learnings through the interdisciplinary approach. The open elective basket offers students a vast selection of courses, including management, science, engineering, law, architecture, social science, behavioural science, health science etc. Critical topics like ethics, professionalism, human values, gender equality, environmental sustainability, and so on are gently incorporated into the curriculum. An effective implementation of this outcome based education ensures that our students demonstrate the pre-defined graduate attributes and achieve required competency to compete on local, national and global platforms.

The curriculum prepares its students to actively participate in the contemporary milieu, encourage and anticipate paradigm shifts and respond to change in the local, national and international community by virtue of interdisciplinary learning of outcome based evaluation and project based learning.

The offered curriculum equips the students with the knowledge, skill and competencies required to address the developmental needs and the challenges related to poverty, socio-economic concerns, gender, environment and climate change, livelihood, entrepreneurship, technology and innovation, mental health, and state welfare schemes. The curriculum also includes projects and fieldwork to encourage students to work on real-life situations and explore field applications with commercial feasibility.

Through its innovative pedagogical practices, the institution inculcates in its students the abilities for critical thinking, learning by doing and creative problem-solving. Various work and service opportunities are embedded throughout the curriculum viz. research & design projects, collaborative education practices, service-learning program, internships and cultural immersion.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.1.2**

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

**Response:**

Employability, entrepreneurship, and skill development are given prominence significantly in the institution's wide range of programmes. Lingaya's Vidyapeeth offers educational programmes that are continually updated to reflect modern requirements and are made to match the demands of the market. The prime aim of the institution is to provide its students with relevant and useful knowledge that will empower them to launch successful businesses or jobs; ultimately enabling the students to become job generators from job seekers. Understanding that industries are dynamic and that the employment landscape is always evolving, the institution takes proactive steps to make sure that course syllabi are concurrent and in line with the most recent developments in technology and industry trends.

A variety of disciplines are covered by the offered programmes. Every programme is carefully designed to achieve a balance between theoretical ideas and real-world applications, encouraging students to learn by doing and developing their problem-solving abilities. Along with valuing academic achievement, these components also place a strong emphasis on developing soft skills like critical thinking, analytical ability, creative skills, effective communication, leadership, teamwork, and flexibility. The institution focuses on generating students who can enter the global workforce with ease and contribute significantly to their professions by fostering these qualities. Moreover, the institution's commitment to the emphasis on entrepreneurship drives students to think creatively, come up with original concepts, and comprehend the complexities involved in launching and running a firm.

The syllabi of the courses offered in various disciplines encapsulates the emerging trends, latest industry requirement, and instill the necessary skills to address all contemporary requirements. The formulation of various bodies of the institution such as the Board of Studies, Academic Council, Training & Placement Cell, Corporate Resource Centre and IQAC include the members from industries who provide an important venture in academic decision making. The inclusion of real-time industry inputs into the syllabi provide a broad spectrum of industrial gradient to students.

Through the Industry Institutional Interaction Committee (IIIC), the institution synergizes the institute and the industry to provide an excellent platform for the students to nurture their budding ideas and transform them into future entrepreneurs. Through emphasizing hands-on learning, cultivating critical employability skills, and promoting entrepreneurship, the institution plays a pivotal role in moulding the

future workforce and advancing the socioeconomic development of the country.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 29.97

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

Response: 677

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years  :**

Response: 2259

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

## 1.3 Curriculum Enrichment

**1.3.1**

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values,**

**Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

In line with its vision and mission to maximize human and social welfare through education, Lingaya's Vidyapeeth continues to foster a holistic approach to education by integrating crucial crosscutting issues into its curriculum. The outcome-based curriculum offered by the institution integrates a range of courses that are aimed at cross-cutting issues relevant to human values, professional ethics, environment and sustainability, gender, health determinants, right to health issues and emerging demographic changes.

**Gender Sensitization:** Through the core and elective courses offered at different levels of various programs, the institution instills in its students the explicit conceptual framework of various aspects of gender such as gender notion, gender dynamics, gender dichotomy, stereotype, prevailing gender-based radical practices leading to marginalized groups, gender diversities, gender justice.

**Human Values and Professional Ethics:** The curriculum is integrated with topics related to human values and professional ethics to foster a sense of social responsibility and ethical conduct to help students develop into a well-rounded individual who are not only technically competent but also ethical, compassionate and considerate. The institution propagates human values and professional ethics through the varied foundational, interdisciplinary and elective courses offered by various departments. The objectives of the courses are to imbibe the values of objectivity, respect and discipline, tolerance towards one another, accountability, openness, honesty, and integrity amongst its students transforming them into conscientious human beings and effective professionals.

**Environment and Sustainability:** The institution recognizes the importance of environmental sustainability and ensures that its graduates are encouraged to adopt and implement the learned abilities to tackle sustainability concerns and bring a positive impact for building a more resilient and environmentally conscientious global community. The integration of inter-disciplinary viewpoints offered through various courses covers a range of topics with urgency and depth such as imparting basic knowledge about environment, environmental and its allied problems with its causative factors, environmental protection and environment improvement, global environmentalism, bio-diversity conservation, pollution abatement, protection of natural and living resources, environmental impact assessment, ethno-botany, sustainable development goals and equitable uses of resources for sustainable livelihood.

**Health Determinants & Right to Health Issues:** Various courses focused on the concepts of health and wellbeing are infused into the curriculum of many programs offered by the institution that sensitize and educate students about the current spectrum of health within the country and worldwide. The curriculum covers an extensive range of topics such as health and physical education, different models of health and illness parameters on the basis of medical and bio psychosocial health, understanding and dealing with psychological disorders, biopsychology, abnormal psychology, counselling psychology, stress as a health determinant, stress management .

**Emerging Demographic Changes:** A range of courses offered through various programs at all levels in the institution are aimed at imparting awareness about the existing demographic changes hindering the collective growth of social and global dimensions leading to the real-world problems. Our programs reflect the commitment of our institution towards these intersecting concerns, making our students ethical, moral, socially responsible and environmentally sensitive global citizens in addition to being effective professionals.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 136

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

**1.3.3**

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

**Response:** 9.43

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

Response: 213

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

Response: 2259

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

## 1.4 Feedback System

**1.4.1**

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

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

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Feedback analysis report submitted to appropriate committee/bodies | [View Document](#) |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | [View Document](#) |
| Action taken report on the feedback analysis and its report to appropriate committee/bodies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any | [View Document](#) |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 51.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2524    | 2524    | 1564    | 1656    | 1626    |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1634    | 1405    | 673     | 676     | 717     |

| File Description | Document |
|------------------|----------|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Document relating to sanction of intake as approved by competent authority | [View Document](#) |
| Admission extract signed by the competent authority (only fresh admissions to be considered) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

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

**Response:** 85.39

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 386 | 214 | 150 | 224 | 154 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 411 | 246 | 203 | 287 | 174 |

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

## 2.2 Catering to Student Diversity

**2.2.1**

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

**Response:**

This criterion addresses an institution's efforts to provide excellent teaching-learning opportunities for

students with a range of backgrounds and skill levels. It is vital to take into account interactive teaching strategies that include students in higher order "thinking" and exploration. Some of these strategies include concentrated group discussions, debates, projects, presentations, experiments, practicums, internships, and the utilization of ICT resources. It also delves into the faculty members in charge of the study programs' sufficiency, competency, and ongoing professional growth. Students are admitted to the programs through an open, well-managed admissions procedure that complies with all regulations and governing bodies' standards, including those of the state and federal governments. The crucial factor takes into account the institutions' efforts in addition to their adherence to the numerous regulations.

The programmes and strategies adopted by Lingaya's Vidyapeeth to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. Gender equity and admission opportunity for differently-abled students are also considered.

Teaching-Learning Process Diversity of Learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the Lingayas Vidyapeeth rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies facilitates effective learning. In Lingaya's Vidyapeeth the teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge. Teacher quality is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, and the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep well-informed of the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence. Evaluation process and reforms is the key aspect looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

Learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the programmes. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programmes. Lingayas Vidyapeeth conducts online feedback report from students to assessing the teacher performance and up gradation of teaching learning process. On the base of student's feedback the concern facility is rewarded as best teacher award to inculcate the competitive environment in the organization.

| File Description | Document |
| --- | --- |
| Upload Any additional information | [View Document](#) |
| Provide link for additional information | [View Document](#) |

**2.2.2**

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

**Response:** 21.24

| File Description | Document |
|---|---|
| List showing the number of students in each of the programs for the latest completed academic year across all semesters | [View Document](#) |
| Certified list of full time teachers along with the departmental affiliation in the latest completed academic year. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The Lingayas Vidyapeeth departments have adopted student-centric methods to fulfil the desires and aspirations of the students to attain true and practical knowledge that can be utilized for solving real-life problems. The department adopted teaching-learning methods including meaningful discussions among the students under interactive mode involving self-motivated and problem-solving approaches that will lead to the practical utility of their knowledge through MOOC courses, quizzes, workshops, etc. Faculty members often resort to the formation of micro-groups among the students to initiate group discussions, presentations, and assignments to be solved by students to optimize the interactive content. In addition, workshops and discussions are organized to enhance students' knowledge and keep them aware of global academic advancements. Teachers encourage student-centered learning by allowing students to share in decisions, believing in their capacity to lead, and remembering how it feels to learn.

In the beginning of the session the Lingayas Vidyapeeth organizes two week induction Programme for first year students so that they might be well familiar with the rules and regulations of institutional activities. The students are grouped in different groups and uniform daily activities time schedule for every group is followed. The various activities completions, Sports, talent hunt completion; debit competitions are organized so that the students can show the hidden talents. After the induction Programme the orientation Programme is organized to welcome new students. Induction program help new students to be familiar with location of various schools, departments, physical infrastructures specially laboratories and department research centers etc.

In addition to the traditional teaching-learning methods, the Lingayas Vidyapeeth departments provide innovative student-centric methods such as Hackathons, Workshops, Seminars, Virtual Lab, Simulation,

Role-play, Review web literature, Videos, Demonstration, Activity-based learning, Flipped Classroom, Guest lecture, Professional practice school, GD/ debate, Peer learning groups, Google Classroom, Project-based learning, Real-time case studies, Worksheets, PPT, Mind map, Journal Review, Proto-type model, Crosswords, Research projects, Language games, Viva, Poster presentation, Public Speaking to encourage Participative, Problem-solving and Experiential learning.

Departments arrange either industry visits or exposure visits for students to provide exposure and to get insight into the internal working environment of the companies. It prepares students to the practical challenges that organizations face in the business world. Moreover, it helps the student in internalizing the different facets of the functions and technologies being used in the organizations. As part of academic development, all Schools organize guest lectures, seminars, workshops and symposia on new age topics by internal or external experts. Group assignments, group discussions, brainstorming sessions and projects are part of the curriculum design that ensures peer learning. Flip class pedagogy and material sharing with students ensures learning at the pace of the learner. Lingayas Vidyapeeth, since inception is committed to ensure the holistic development of the students through student-centric learning processes.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Provide Link for Additional Information | [View Document](#) |

## 2.3.2

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

**Response:**

Information and communication technology (ICT) tools enable teachers and students more power. They change the methodology that which teaching and learning are conducted from being primarily focused on teachers to being student-centric. As a result, students learn faster and gain more opportunities to do so. They also save money and do away with the need for paper. In addition to saving money, they also allow for more efficient and dynamic material delivery during class lectures by reducing lecture time. They make dynamic teaching and learning techniques accessible and make student management simple. ICT is a potent instrument for reforming and changing education. By using ICT appropriately, the institutions have been able to increase student interest and make the connection between classroom instruction and real-world scenarios.

The students enjoy learning and perform better with the uses of (ICT) tools. Besides the chalk-and-talk method of teaching, the college makes intensive use of ICT-enabled tools, including online resources for effective teaching and learning processes. In Lingayas Vidyapeeth the faculty uses both traditional as well as ICT tools. Every school and department has ICT-enabled classrooms with LCD projectors, Wi-Fi connectivity, software, and PowerPoint presentations developed by teachers to expose the students to advanced knowledge and practical learning. The labs are updated with new software like Python, Matlab, Microsoft Office, and the latest Excel utility. The institute uses an extensive number of ICT resources,

together with other computing and storage capabilities including cloud-based systems, to save paper and go "green." Drive by Google. The faculty uses different methods of teaching based on the needs of the learners and the subject taught. Faculty also uses the conventional methods like lecturing, which are teacher-centered, and other methods which are interactive, collaborative, and ICT-enabled such as Microsoft Teams, and Google Classroom. The institution is also using IT-enabled learning tools such as PPT, Video clippings, animations, and video demonstrations from online sources apart from providing reading materials and lab manuals through emails and other methods for effective teaching-learning process.

The faculty uses ICT-enabled classrooms with audio-visual aids and Wi-Fi facilities for student-centric learning through e-learning platforms, PPTs, etc., and the use of several other innovative media like Whats app. Emphasis is laid on fieldwork to enable students to appropriately apply classroom teaching to solve problems. Problem-solving methods: The department encourages students to acquire and develop problem-solving skills. For this, the department organizes online expert lectures on different topics; and participates in different technical tests and other competitions. Regular assignments based on problems, Mini Project development, Regular Quizzes, Case studies discussion, Class presentations, and Debates within the department event. Google classroom is used to manage and post course related information-learning material, quizzes, lab submissions and evaluations, assignments, etc.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| List of Active mentors | [View Document] |
| Provide Link for Additional Information | [View Document] |

## 2.4 Teacher Profile and Quality

**2.4.1**

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 69

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 248 | 226 | 226 | 226 | 226 |

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). | [View Document](#) |
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.2**

**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

**Response:** 69.41

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 118

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

**2.4.3**

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

**Response:** 11.27

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

Response: 2108

| File Description | Document |
| --- | --- |
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:** 24.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 25 | 25 | 24 | 24 | 25 |

| File Description | Document |
| --- | --- |
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.5.2**

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

**Response:** 0.61

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 30 | 18 | 9 | 26 | 0 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3912 | 3105 | 2256 | 2234 | 2105 |

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

**2.5.3**

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

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

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

The Lingayas Vidyapeeth departments have itemized learning outcomes that are integrated into the assessment process in various ways. We make the students aware of these points by clearly mentioning the program outcomes of each paper in the syllabus itself.

 Outlining the Lingayas Vidyapeeth goals, missions, and vision in the syllabus, plan, and website. Including the Lingayas Vidyapeeth goals, mission, and vision and stating them at the department entrance. The Institute has contributed, in large part, to the recommendations of the UGC on Evaluation Reforms in Higher Educational Institutions in India. The recommendations provide necessary mechanisms to implement outcome-based education in Educational Institutions in India.

Lingayas Vidyapeeth policy describes a systematic approach to define the Programme Objectives (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of all programs offered while developing the curriculum, which is initially discussed in department board meetings under view of senior experts of the respective stream and approved by Board of Studies and Academic Council. Each course has been defined with course outcomes (COs), with reference to the specific competencies that can be achieved. Further, CO of each course is mapped with Programme Outcome/s(POs), with appropriate levels of correlation viz; High-3, Medium-2, Low-1. These mapping are done according to

the nature of discipline and courses offered. The key objectives of these outcomes are to assess level of knowledge, skill and other competencies through continuous and multiple assessment processes. More than 70% of the courses are focused to measure hands-on skill and hence each course type has been defined with Theory/Practice/Project component.

By organizing workshops, and spreading awareness for making the students aware of the same by inviting alumni. Lingayas Vidyapeeth Departments follow outcome-based education; hence the Program Educational Objectives (PEOs) Program specific outcomes (PSO) are defined by each department. For defining the PEOs and PSOs we follow the consultative process involving the stakeholders and are in line with the vision and mission of the college and department as well as the graduate attributes. The process is explained in the chart. Program outcomes are derived from the Program Education Objectives and are fine tuned to the specifics of each program. All students are apprised of the objectives and expected outcomes of their Programme on admission during the compulsory Orientation programs. Students are also educated and provided with the detailed syllabus and course outcomes in each course and the assessment strategy for each course.

The course title, credit, type, course outcomes and mapping of COs with POs are defined in the syllabus. The syllabus is available in the website of University under each programme. In addition to this, the University has developed digital content at university website for each course/programme which describes the Course objectives, Course Outcomes, Mapping of COs with POs and session plan of the course. Each session has learning materials, practice components and projects to be carried out by students.

| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Provide links as Additional Information | [View Document](#) |

**2.6.2**

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

**Response:** 81.36

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

Response: 550

| File Description | Document |
|---|---|
| percentage of students of the final year (final semester) eligible for the degree program-wise / year wise | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Certified report from the Controller of Examinations indicating the pass | [View Document](#) |
| Annual report of COE highlighting the pass percentage of students | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

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

**Response:** 3.58

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1**

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

**Response:**

The reputation of any educational institution depends on the rapid growth in the scientific knowledge through research and development and its impact on the society. Research and developmental activities creates and disseminates new knowledge in various fields, promotes innovation and motivate the faculties as well as students for excellent learning and teaching. Research is the foundation of knowledge that brings new energy, builds state of the art facilities, promotes research publications, develops collaborations and the success of an institution in attaining its objectives and mission is greatly depends upon the alignment of the faculties and students with all the aspects of research initiatives and innovation.

The purpose of the Research Policy is to create an utmost atmosphere of research among faculty and researchers at Lingaya's Vidyapeeth. The policy will serve as an overall framework within which all research activities and innovation may be carried out. 3. Scope

The Policy will be implemented to all the researchers of the Lingaya's Vidyapeeth. This policy shall apply to all the research and related activities of the Vidyapeeth and for the purpose of this policy research and related activities will inter alia include.

a. Research activities including basic, strategic and applied research undertaken either for fulfilling the requirements of academic degrees or for solving problems.

b. Scholarly activities intended to expand knowledge boundaries by analysis, synthesis and interpretation of ideas and information by making use of rigorous

Methodologies.

c. Knowledge compilation and communication initiatives for keeping abreast of academic developments in any knowledge domain such as writing of textbooks, chapters of textbooks, monographs; developing/updating curriculum, etc.

d. Research projects of students undertaken as part of the curriculum or for enriching it

**Objectives**

a) To cultivate, promote and strengthen the institutional research activities

b) To create and administer a research fund for supporting and facilitating research initiatives and projects of faculty members and students

c) To develop rules, procedures and guidelines for granting research support, institutional awards, and supporting all other related activities

d) To develop rules, procedures and guidelines for granting study leave, sabbatical leave, duty leave, reduction in workload, etc. for faculty members undertaking research activities

e) To provide a modality for proper coordination of all research activities carried out at Vidyapeeth

f) To guide faculty members in the effective integration research projects with the regular curriculum implementation and curriculum enrichment activities.

g) To identify and inform researchers about the appropriate research opportunities announced by different academic, research, industry or government organizations

h) To promote interdisciplinary research and establish modalities for preparing and undertaking joint research projects covering more than one knowledge domain as well as policies for involving external agencies/experts in such projects

i) To identify and establish linkages including MOU s for long term relationships with national and international research organizations for widening the scope of research opportunities and funding options available to the faculties and students of the Vidyapeeth

k) To encourage and facilitate the publication of the research work/projects in reputed academic journals

| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Provide links as Additional Information | [View Document](#) |

**3.1.2**

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

**Response:** 8.94

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14.06   | 7.23    | 4.0     | 8.07    | 11.32   |

| File Description | Document |
|------------------|----------|
| Sanction letters of seed money to the teachers is mandatory | [View Document](#) |
| List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.1.3

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

**Response:** 2.35

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

Response: 4

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

## 3.1.4

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

**years**

**Response:** 0.91

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

Response: 03

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

Response: 330

| File Description | Document |
|---|---|
| List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E copies of fellowship award letters (mandatory) | [View Document](#) |

## 3.2 Resource Mobilization for Research

**3.2.1**

**Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 02

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

**3.2.2**

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

**Response:** 0.01

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

Response: 2

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

## 3.3 Innovation Ecosystem

**3.3.1**

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

**Response:**

Incubation centre offer various services and facilities required for the start-ups to survive & grow, provide office space, IT infrastructure and mentoring. They often assist start-ups in raising fund under various government schemes and at a later stage, support the innovator by providing him with networking facility and also mould them to pitch before an investor in future.  Incubation Centre is designed to accelerate the growth and success of budding entrepreneurs through an array of business support resources and services that could include physical space, capital, coaching, common services, and networking connections. It is a unique and highly flexible combination of business development processes, infrastructure and people, designed to nurture new and small businesses by helping them to survive and grow through the difficult and vulnerable early stages of development. Incubation Centre aims to help the students of the university build a business by providing them with Management Training, Business Plans and prototypes.

Incubation process can be classified into pre-incubation stage, incubation stage and accelerator stage. During the pre-incubation stage, the incubation centre will assist the entrepreneur to develop his idea into a prototype and helps to understand the technical feasibility of the proposed project. At the incubation stage, the start-up companies are provided with workspace along with required infrastructure and necessary assistance to set up their business venture. Accelerator stage will reform a start-up through a highly systematic approach.

**Need for Incubation**:

Business incubation provides growth for SMEs and startups with the ideal location to develop and grow their businesses, offering everything from virtual support, provide direct access to hands-on intensive business support, finance and expertise and to other entrepreneurs to really help businesses and to grow - faster. Starting any business is fraught with uncertainty, financial burdens and resource issues, Incubators are ideally placed to help innovators and entrepreneurs to overcome some of the hurdles and to negotiate a path to the all-important finance and mentoring all entrepreneurs need. It provides the support functions, mentorship and resources to individual entrepreneurs and enables them to get expert advice and technical guidance.

Entrepreneurship in India is on the verge of explosive growth and throws new opportunities for the ecosystem to take shape. Creating sustainable entrepreneurship development business in the area of ICT, nurturing the innovative ideas to commercially viable business prepositions and encouraging commercialization of R&D outputs into commercial ventures are the role of incubation centers.

Incubation centers provide following services:

1. Help with basics business
2. Networking activities
3. Marketing assistance
4. High-speed Internet access
5. Access to bank loans, loan funds and guarantee programs
6. Links to strategic partners
7. Access to angel investors or venture capital
8. Advisory boards and mentors
9. Management team identification
10. Technology commercialization assistance
11. Help with regulatory compliance
12. Intellectual property management

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](View Document) |
| Link for Additional Informationa | [View Document](View Document) |

**3.3.2**

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

**Response:** 2

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| e- Copies of award letters issued by the awarding agency | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.4 Research Publications and Awards

**3.4.1**

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

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

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

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

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

## 3.4.2

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

**Response:** 30

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

## 3.4.3

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

**Response:** 0.81

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 73

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 90

| File Description | Document |
|---|---|
| PhD Award letters to PhD students. | [View Document](#) |
| Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.4.4**

**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

**Response:** 0.97

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 165

| File Description | Document |
|---|---|
| List and links of the papers published in journals listed in UGC CARE list and | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Link re-directing to journal source-cite website in case of digital journals | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |
| Link to the institutional website where the first page/full paper (with author and affiliation details) is published | [View Document](#) |

**3.4.5**

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

**Response:** 0.36

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

Response: 61

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

**3.4.6**

*E-content is developed by teachers :*

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

**Response:** D. Any 2 of the above

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

**3.4.7**

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

**Response:** 7.94

**3.4.8**

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

**Response:** 16.5

## 3.5 Consultancy

**3.5.1**

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Letter from the corporate to whom training was imparted along with the fee paid | [View Document](#) |
| Letter from the beneficiary of the consultancy along with details of the consultancy fee. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| CA certified copy of statement of accounts as attested by head of the institution. | [View Document](#) |
| Audited statements of accounts indicating the revenue generated through and corporate training/consultancy. | [View Document](#) |

## 3.6 Extension Activities

**3.6.1**

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

**Response:**

Lingaya's Vidyapeeth is committed to emphasizing an encouraging environment to provide our students with an excellent education. The continuously changing social landscape and fast pacing industries require highly skilled professionals who are up-to-date with all the whys and the hows, as well as, the whats. That is why our students are taught using the constantly updating curriculum with a holistic approach. Extension activities of a University provide a link between the University and the community. To strengthen non-academic domain and to encourage students to show active participation in extra-curricular activities, Lingaya's create an environment and opportunities that help them demonstrate culture and ethics. For the fulfillment educational aspirations of Indian people, specifically, under-privileged sections of society.

Extension Activities aims at enabling our student/volunteers to develop social responsibility and learning by doing. Service attitude is essential for any professional to flourish in his/her job. Our extension activities has multiple dimensions such as National Service Scheme, Red Ribbon Club, Electrol Literacy Club, Road Safety Club, Unnat Bharat Abiyan, Swachh Bharath Abiyan, Jal shakthi Abiyan etc.The professional as well as lifeskill development of engineering graduates is balanced through extension activities. Students go the adopted villages to involve themselves in the field work thereby knowing the real conditions of the villagers. Organised Women's Empowerment Programme – International Women's Day 2020 Celebration, Voluntary Blood Donation Camp at SMVEC campus jointly with JIPMER Hospital, Puducherry, Conducted Road safety awareness rally for the Public at Madagadipet village, Social survey in the villages by NSS volunteers, Voluntary Blood Donation camp conducted jointly with Blood Bank Jipmer in view of Founder's DayExtension Activities enable our students to

develop social responsibility and learning. Extension activities like National Service Scheme, Road Safety Club, Unnat Bharat Abiyan, Swachh Bharath Abiyan. Some initiatives in many programmes/courses and either taken at department/ centre level or through NSS/Outreach program of university like sensitization of people on issues related to health, sanitation, education, rights and duties, environment, government policies-schemes, earning and women's empowerment. Lingaya's Vidyapeeth continuously working on extension and community welfare through its various curricular & extra-curricular work and regularly conducts events, workshops in neighbourhood areas by organizing plays/nukkad nataks, film screenings, and discussions on contemporary social issues to create awareness among masses about their rights, access to information, exploitation, discrimination, employment opportunities.

**Objectives**:

- Understand the community in which they work
- Understand themselves in relation to their community
- Identify the needs and problems of the community and involve them in problem-solving
- Develop among themselves a sense of social and civic responsibility
- Utilize their knowledge in finding practical solutions to individual and community problems
- Develop competence required for group-living and sharing of responsibilities
- Gain skills in mobilizing community participation
- Acquire leadership qualities and democratic attitudes
- Develop capacity to meet emergencies and natural disasters and
- Practice national integration and social harmony

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**3.6.2**

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

**Response:** 62

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

**five years.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 15 | 06 | 19 | 09 |

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

## 3.7 Collaboration

### 3.7.1

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

**Response:** 24

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

*The institution has adequate infrastructure facilities for*

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

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

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

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

**Response:**

The college has augmented its infrastructure systematically and continuously over the years. The college has state of the art infrastructural facilities like adequate classrooms, laboratories, computing equipments, staff rooms, conference halls, seminar hall, reading room, Apple room, Moot court room, prayer room and yoga room. The college has excellent classrooms to conduct their regular classes. To ensure its optimal utilization, besides conducting regular classes, the classrooms are used for conducting remedial coaching, certificate courses, annual and semester examinations, departmental meetings, mentoring sessions, association activities, indoor competitions, Parent-Teacher meet, alumni meet, and competitive examination center.

There are 10 digital classes used for smart learning for students as well as teachers. The digital classes are equipped with smart technology like Projector, smart white board, smart key board, wifi facility etc. students are updated and enjoy learning with latest technology.

There are 109 Labs in the college campus. All the Laboratories of the college are fully equipped with advanced equipments. Each department has its own computing facility with the latest software to meet their own requirements for carrying out academic and research works. In addition to the regular curriculum, students are encouraged to pursue their study/project work in the emerging areas of research. The college has provided LCD projectors, smart white boards, key boards, Digital rooms, wifi, printers with scanning and Xerox facility to each department for effective ICT enabled teaching learning. All the departments and computer labs are connected with wifi. Computer labs, language lab, networking center, various software, and tools are available for facilitating the teaching and learning process.

**Class Rooms:** The college has sufficient number (115) of ventilated, spacious class rooms for conducting theory classes. The Class Rooms are equipped to meet the conventional teaching tools and furnished comfortably to meet the student requirements.

**Seminar Hall:** The College has (14) seminar hall for organizing special lecturers and meetings with a seating capacity of 200. It consists wifi, projector facility, white board facility and with fully air conditioning facility.

**Auditorium:** The auditorium has a seating capacity of (1500), which is used to organize workshops, seminars and conferences with sophisticated ICT equipment.

**Indoor Games:** A fully furnished indoor games hall is utilized to play Table Tennis, Chess, Caroms, pool, a multi- purpose Auditorium with Audio/ visual and have a 1500 seating capacity which is used for indoor games like Badminton, table tennis etc, These facilities are provided to students in the college campus.

**Yoga:** The College have a Yoga Centre to revive the ancient tradition and culture to provide a healthy practice along with academics. This leads to an increased performance of the students in all respect. The College also provides certificate and diploma courses in Yoga. Ample space is provided to practice Yoga in the College premises.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**4.1.2**

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

**Response:** 3.54

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 15.86 | 9.10 | 47.47 | 26.01 | 14.06 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

Integrated Library Management System-ILMS

The global changes in libraries and information services, particularly with the adoption of information and communication technologies (ICT), have created a profound impact on the functioning of academic libraries. The developments in ICT have changed users' expectations of academic libraries in several ways. The modes of collecting information and disseminating knowledge have undergone tremendous changes in recent times. To meet the requirements and demands of end-users effectively, academic libraries need to identify and adopt good practices and benchmarks, which will enhance the value-based services of libraries. Patrons visit a library to read, consult, and borrow reading and reference materials. Hence, the atmosphere in the library should be inviting, which is ensured through the cleanliness of the areas inside and outside the library. Maintaining a calm and neat atmosphere in the reading and stack areas is essential for concentrated reading and searching of materials. The Central Library of Lingaya's Vidyapeeth aims to provide the users with a clean and green atmosphere, including a dust-free environment in the stack and reading areas.

The Central Library of Lingaya's Vidyapeeth is automated library management software named "Schoofi". All of the library's books are bar-coded for automatic check-in and check-out. This also helps to achieve optimum productivity in delivering accuracy, volume, and reliability. It is very helpful in providing book circulation statistics. It also helps in answering various questions related to issue history and book returns, most published books, high-demand books, etc.

The benefits of software are numerous, such as centralized management, improved access, easy cataloguing, efficient circulation, real-time reporting, multi-lingual support, interoperability, community support, and security. All of the library's books are bar-coded for automatic check-in and check-out. This also helps to achieve optimum productivity in delivering accuracy, volume, and reliability. It is very helpful in providing book circulation statistics. It also helps in answering various questions related to issue history and book returns, most published books, high-demand books, etc. The Web OPAC facility helps users search the library catalog and access resources remotely, eliminating the need for a physical presence in the library. Users can instantly check the status of books, such as whether they are available for borrowing or currently on loan. Lingaya's Library provides to students and faculty members Online Delnet, British Council, HBR, National Digital Library.

**OPAC Facility.** The Library OPAC facility allows users to browse the catalog and search for an item of interest available in the library's holdings. The OPAC terminals are also available in the library to facilitate this service. There are cords that can be searched by: title, author, subject, key words, publisher, and call number.

**E-Resource Sharing Facility**: The access of e-resources like Delnet, AIR, NDL & British Library, etc. is also linked with this Library Software. The users can also use these subscribed resources by Id/Password.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the Paste link for additional information | [View Document](#) |

## 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 0.55

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 3.26 | 3.75 | 6.45 | 3.93 | 0.0 |

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

The Information Technology (IT) Policy of Lingaya's Vidyapeeth outlines the essential guidelines governing the responsible use of all IT resources provided by the university. This encompasses centrally allocated facilities and those designated by individual departments. Every member of Lingaya's Vidyapeeth is expected to be acquainted with and adhere to this policy. The policy extends to all users, including faculty, staff, students, and others, who access, transmit, or store various types of information using university-owned or personal IT resources.

**Objectives of the IT Policy:**

The primary goal of this policy is to ensure the appropriate utilization of IT resources and prevent misuse by users. Lingaya's Vidyapeeth aims to maintain, secure, and ensure the legal and proper use of the information technology infrastructure established on campus. Users are obligated to use IT resources to support the university's mission of teaching, learning, research, and administration. Key objectives include:

1. Guaranteeing the integrity, reliability, availability, and superior performance of the University IT Systems.

2. Ensuring the protection of the official e-identity assigned by Lingaya's Vidyapeeth to each individual.

3. Mandating that all users adhere to the procedures outlined in this policy document and any other rules incidental to these procedures.

**Internet Bandwidth and Connectivity**:

The institute has a 1GBPS Vodafone-Idea Internet leased line, a 100 Mbps Jio Fiber line, and a 20 Mbps RF connectivity with load balancing to ensure 100% uptime on campus. This infrastructure caters to the connectivity needs of the entire campus, including schools and hostels.

**WiFi Access Points:**

WiFi access points are strategically placed across the campus, including various schools and hostels, providing faculty and students with round-the-clock connectivity.

**Email Policy & Data Backup:**

The Email Policy emphasizes the use of official email accounts provided by Lingaya's Vidyapeeth. Employees are required to set strong passwords, change them every 90 days, and use Google Workspace Apps for data storage. The policy encourages official communication over emails, limits personal usage, prohibits password sharing, and strictly forbids engaging in illegal activities using official email accounts.

**CCTV Surveillance Policy:**

CCTV surveillance is implemented with fixed position cameras strategically placed at entrance and exit points of each school. Signage boards notify individuals about the surveillance.

**E-Waste Recycling Policy:**

The university has a policy for the proper disposal of non-usable electronic equipment, classified as e-waste. The Competent Authority decides on its early disposal through approved licensed vendors to prevent environmental harm.

**Review and Monitoring:**

The IT Policy is subject to review at least once every two years, or as deemed necessary by the competent authority, to keep pace with advancements in the IT sector. The review is conducted by a committee chaired by the Vice Chancellor, with members including the Dean-Academics, Registrar, Head of Departments, and other nominees.

**Violation of Policy:**

Any breach of the IT Policy at Lingaya's Vidyapeeth is considered a violation and misconduct. In such cases, resources may be deactivated immediately by the IT department. Regular adherence to the policy ensures a secure and responsible IT environment on campus.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**4.3.2**

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

**Response:** 4.7

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

Response: 845

| File Description | Document |
|---|---|
| Stock register/extracts highlighting the computers issued to respective departments for student's usage | [View Document](#) |
| Purchased Bills/Copies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 4.3.3

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

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

**Response:** B. Any 6 of the above

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 0.7

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.71    | 3.26    | 3.75    | 6.45    | 3.96    |

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

**4.4.2**

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

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

**Response:**

**Policy and procedures to maintain and utilize physical and academic support facilities in the campus**

The Lingaya's Vidyapeeth has a defined process, procedures and monitoring mechanisms to ensure proper maintenance and utilization of infrastructure, library, sports, laboratories, classrooms, seminar halls, auditoriums, lifts and other service installations.

The academic requirements in classrooms, laboratories and other infrastructural resources are identified at the start of each semester. The Labs catering to the needs are provided with advanced computers with LAN and Internet with Wi-Fi access. Maintenance work is undertaken during weekend on the basis of periodical report.

• **Maintenance Work Orders**: All maintenance requests is submitted through a work order system. Work orders are prioritized based on the severity of the issue, the potential impact on campus operations, and the availability of resources.We keep maintenance registers at the reception (Construction/paint, electrical & plumbing) to check the maintenance required for all the buildings.

•**Critical Equipment**: There are few critical equipment like RO, STP, Solar power plant, IT server room etc. Regular inspection and maintenance of all this equipment is monitored by their concerned supervisor/ coordinator. Their log books along with repair details are maintained by department coordinators.

•**Library**: library has a good collection of Text Books, Reference Books, journals, magazines, etc. A provision of the budget for the library maintenance is made by the management. Faculty recommends the desired titles to the library and are procured from time to time. In addition, the library at Departmental level fulfils the specific needs of students and teachers.

•**Transport**:  The University has a transport facility managed by administration to ensure the buses, vans, ambulances and cars are maintained properly efficiently.  Ambulance is available in the campus 24 X 7 for students and faculty to meet any emergency.

•**Work Shops**: Periodic report on requirement of repairs and maintenance in Workshop are raised by the departments and forwarded to Administration office for compliance.

•**Sports Complex**: Various sports facilities are available and being used regularly for competitions practice. The indoor and outdoor games are facilities regularly monitored and reports are submitted to Manager Administration for its upkeep, repairs and maintenance.

•**Computers:** An IT cell headed by a senior member to oversee the procurement, maintenance, repairs and replacement of digitalized systems like computers, laptops, projector, audio -visual devices etc. There are adequate numbers of the latest configuration computers with internet connections, Wi-Fi facility, connected through LAN and the utility software's installed in administrative offices, department laboratories, library etc. Hi-Tech Surveillance System with HD cameras along with day/night facility recording in a control room and maintained by IT..

•**Electrical Maintenance**: A department for monitoring the power distribution system. 11 KVA substation, Gensets 720KVA, solar panel 250KW etc. are undertaken as per the maintenance schedule.

•        Banking/ATM facility and services

•        Cafeteria facility

•        Books and Stationary facilities, Reprographic services etc.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 65.71

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3026 | 2522 | 1550 | 1015 | 1000 |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (in English). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.1.2**

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

**Response:**

Over the past five years, Lingays University has proactively addressed the career counseling needs of its students through a multifaceted approach that includes both traditional and digital methods. Recognizing the pivotal role of effective guidance in shaping students' futures, the university has implemented several initiatives aimed at providing comprehensive support.

We have gone additional mile by adding a cornerstone of these efforts which is the establishment of a dedicated Corporate Resource Centre within the university. This physical space serves as a focal point for students and entire Lingayas Vidyapeeth seeking guidance on professional paths. CRC ensures comprehensive guidance for abroad studies, managing both internal and external facets, offering tailored support for exams like IELTS/GATE.  The pre-guidance provided equips individuals with the skills needed to successfully navigate interviews, fostering a path towards academic and professional success.

Guidance for freshers often commences with industrial visits, providing firsthand exposure to real-world applications, coupled with insightful interactions with guest speakers. These experiences lay a strong foundation, bridging academic learning with practical insights, shaping well-rounded professionals from the outset.

Personalized one-on-one sessions, considering factors such as a, extra curricular activities, and personal preferences to assist students in charting their career trajectories.

In tandem with traditional counseling, Lingays University conducts online sessions catering to the diverse needs and preferences of its student body. This digital approach ensures accessibility, especially for students facing geographical constraints or time limitations, providing real-time interaction or access to pre-recorded sessions for on-demand guidance.

The university has also demonstrated a commitment to supporting students in competitive examinations, organizing workshops, seminars, and expert sessions. These events offer insights into various exams, syllabi, and effective preparation strategies, often featuring guest speakers, including successful alumni or industry professionals.

Recognizing the evolving demands of the job market, Lingays University has integrated skill development programs into its career counseling framework. Workshops and training sessions focus on essential skills such as communication, problem-solving, and critical thinking. These initiatives ensure that students not only excel in competitive exams but also develop the competencies needed for success in their chosen professions.

In conclusion, Lingays University's proactive efforts in career counseling over the last five years demonstrate a commitment to the holistic development of its students. Through a combination of traditional and digital counseling methods, strategic collaborations, and a focus on skill development, the university equips students with the tools to make informed decisions about their academic and professional journeys. Lingays University continues to play a crucial role in shaping graduates who are well-prepared and adept at navigating the complexities of the contemporary job market.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**5.1.3**

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

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

**Response:** B. Any 3 of the above

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

**5.1.4**

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

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

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

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 43.03

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 118 | 312 | 205 | 258 | 224 |

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

**5.2.2**

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

**Response:** 32.89

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 200 | 120 | 118 | 190 | 97 |

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

**5.2.3**

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

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

**Response:** 0.99

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

Response: 33

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 6

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

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

| File Description | Document |
|---|---|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

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**5.3.2**

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

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

**Response:**

.

The Student Council at our university stands as a dedicated force committed to cultivating a positive and harmonious campus environment. Through tireless efforts in addressing and resolving student concerns, the council plays a pivotal role in fostering an atmosphere of unity and understanding.

A core aspect of the council's mission is to provide a platform for leadership development, encouraging students to actively engage in a myriad of activities that not only contribute to their personal growth but also strengthen the sense of community among peers.

Open lines of communication are a cornerstone of the council's approach.

This ensures that student ideas and interests are not only heard but shared across the entire university community. In doing so, the council actively contributes to institutional development by championing values, ethics, and harmony throughout the campus.

Collaborating closely with fellow students, the council takes the lead in organizing cultural, technical, and sports activities like the annual ZEST function, debate competitions, filming and photography contests, Nukkad Natak etc, elevating the overall university experience. Simultaneously, the council shoulders the responsibility of proposing initiatives to the University administration, demonstrating a proactive commitment to enhancing the quality of life on campus.

Every year, students in the current batch democratically elect members of the student council at the institute. The institute guarantees student participation in a range of groups and committees, including:

Placement Committee: The placement committee is chosen to work with the institute's placement team, and its members actively participate in administering the campus placement procedures, collaborating with applicants and business experts.

• Magazine Committee: The committee members are in charge of the institute's yearly cultural magazine and monthly news letters. The Magazine secretary chairs the committee.

• Grievance Committee: Decision-making in the Grievance Committee is transparent since elected student members are involved.

• Anti -Ragging Committee: Students representation in Anti -Ragging Committee ensures transparency in decision making.

• Canteen Committee: Members of Canteen Committee manage the canteen of institute by ensuring healthy and hygienic food.

• Cultural Committee: The Lingayas Vidyapeeth student council is led by a Joint Cultural Secretary and a Cultural Secretary, who are actively involved in planning and managing cultural events such as Octave, Vista, Manthan, Guru Purnima, Youth Day, Independence Day, Republic Day, and so on.

• Sports Committee: The sports committee organizes various sports events during Cricket League ,Corporate Football League is organized with club members etc.

• Hostel Committee: The Lingayas Vidyapeeth student council is led by a Joint Cultural Secretary and a Cultural Secretary, who are actively involved in planning and managing cultural events such as Octave, Zest, Manthan, Guru Purnima, Youth Day, Independence Day, Republic Day, and so on.

• Alumni Committee: The members of committee associate with alumni's for mentoring, grooming, Career Counseling , placement, they actively participate in arranging alumni meets.

By participating in various committees' students get exposure of social and corporate atmosphere. It helps to develop leadership skills, team building, decision making, time management, self-discipline among the students and create robust managers for industry. It helps the institute to generate fresh ideas which infuses dynamism in the institute's environment.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 5.3.3

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

1. Sports competitions/events

    **2. Cultural competitions/events**

    **3. Technical fest/Academic fest**

    **4. Any other events through Active clubs and forums**

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

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:** 6.81

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 1.10 | 0.40 | 1.6 | 2.65 | 1.06 |

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

**5.4.2**

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

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

**Response:**

Vidyapeeth has an active registered Alumni association, the registration is renewed every year. The members meet at least once in a year and discuss all the issues pertaining to the development of the Vidyapeeth academically. The alumni participation basically is in areas of identifying the gaps between the levels of learning within the campus and the levels of learning expected by the industry. Vidyapeeth arranges lectures by alumni in different departments so that the students can be motivated to prepare themselves for careers in an environment of global competition.Lingayas Vidyapeeth has an active registered Alumni association; the registration is renewed every year.The members meet at least once in a year and discuss concerned issues pertaining to the development of the institution both academically and otherwise.The alumni participation basically is in areas of identifying the gaps between the levels of learning within the campus and the levels of learning expected by the industry.Vidyapeeth arranges lectures by alumni in different departments so that the students can be motivated to prepare themselves for careers in an environment of global competition like GATE, CAT, GRE, TOEFL etc.The most visible involvement of the alumni is by contributing their time to participate in activities of the university, mentoring students, leveraging their contacts to support university administration, faculty and students in their various endeavours, etc.71% of people with a mentor say their company provides them with good opportunities to advance in their career, compared with 47% of those without a mentor.

Our alumni make a significant impact on students by providing mentorship, expertise and professional development support. They enhance the overall educational experience for students, prepare them for successful career and strengthen the relationship between alumni and their Alma mater. Their contribution is there for the following strategies:-

Alumni Mentorship Program : Under this program they offer valuable guidance, advice to students based on their career interests, to navigate similar path to attain success.

Career Services and Networking events:- Under this program they provide students with opportunities to learn from alumni's career experiences, build professional networks and explore career opportunities.

Guest Lectures and workshops:- Under this category alumni are being invited to deliver guest lecture, workshops and seminars on relevant topics related to their expertise. In these events alumni share their knowledge, experiences to enrich our students learning and boost them to real-world perspectives.

Alumni Association and Networks:- Under this category virtual and non-virtual alumni meets are being organized to bring alumni and students together, fostering a strong sense of community and mutual support. Furthermore these events create a sense of networking among alumni.

Alumni as Ambassadors:- Under this category our alumni promote the university's reputation and achievements within their professional networks and communities.

Feedback and Input:- Under this category alumni's feedback is obtained based on their experiences as former students, helping the University continuously evolve and adapt to the changing needs of students and the broader higher education landscape.

Conclusion:- The importance of alumni contribution to the University is a long-lasting association based on trust and affection then the relationship. We must extend beyond these limits.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

Lingaya's Vidyapeeth (LV) demonstrates a robust alignment of institutional governance and leadership with its vision and mission, evident through various institutional practices such as the implementation of the National Education Policy (NEP), sustained institutional growth, decentralization, and active participation in governance.

The university's vision, "Par Excellence with Human Touch," and mission underscore the commitment to holistic academic growth, shaping students into responsible professionals to meet global, national, and regional needs. Over the past 25 years, these guiding principles have evolved from mere statements to a living reality, influencing every aspect of the institution's functioning.

**Vision:**

Lingaya's Vidyapeeth's vision centers on developing wisdom in students by acknowledging God as the source of truth, goodness, and beauty. This wisdom translates into responsible citizenship, sincere professional service, and a deep respect for life and beauty in God's creation.

**Mission:**

The institution's mission is comprehensive, aiming for excellence in thought and action, imparting knowledge and skills for technical and management careers, dedicating itself to improving social and economic status, and enhancing the quality of life for all. Additionally, Lingaya's Vidyapeeth strives to maximize human welfare through education, fostering critical thinking, analytical ability, and creative skills.

**Reflections in Governance:**

The leadership's commitment to continual improvement and sustainable development is reflected in its governance and administrative practices. The institution maintains a culture of excellence in teaching-learning, knowledge creation, assimilation, and integration.

Participative management and decision-making are at the core of governance, creating an environment conducive to realizing the vision and mission. Teachers actively participate in administrative and executive processes, holding various roles and responsibilities within the university structure.

**Academic and Administrative Initiatives:**

Lingaya's Vidyapeeth promotes a dynamic engagement between curricular and extracurricular learning experiences, emphasizing a student-centric curriculum. Faculty members contribute to achieving the institution's vision and mission through teaching, administrative roles, and active participation in committees.

The institution practices decentralization in both academic and administrative activities, with various committees overseeing different aspects of functioning. This decentralization fosters efficient planning and execution, contributing to the smooth functioning of the Vidyapeeth.

The Vidyapeeth follows an academic calendar that outlines crucial events, including admissions, internal assessments, and extracurricular activities. Self-assessment is a regular practice, conducted through internal audits and group meetings, involving all stakeholders—teachers, staff, students, and non-teaching staff.

Participative management is further emphasized through inclusive decision-making processes. Ideas and feedback from stakeholders are actively sought to enhance academic goals, organizational progression, and campus life. This approach infuses a positive attitude, leading to increased efficiency, improved communication, heightened morale, motivation, and job satisfaction.

**Transparent Governance System:**

Decentralization and participative management are evident across academic and administrative spheres. The multi-layered transparent governance system incorporates written policies, distinct job descriptions, well-structured councils, and committees. Accountability is ensured through consultation, evaluation, and follow-ups.

Lingaya's Vidyapeeth's governance and leadership practices embody its vision and mission, contributing to sustained institutional growth, NEP implementation, and active participation in governance. The institution's commitment to excellence, participative management, and transparent governance positions it as a dynamic and forward-thinking educational hub.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

Lingaya's Vidyapeeth strategically outlines its institutional goals, focusing on efficient teaching and learning procedures, effective leadership, and participative management. Through structured governance, human resource development, financial administration, counselling, training, placement, admissions, IT policies, and various committees, the institution manifests its commitment to holistic development and transparent operations.

**Efficient Teaching-Learning Procedures:**

Lingaya's Vidyapeeth emphasizes academic planning, preparation of academic calendars, and teaching plans aligned with Outcome-Based Education (OBE). The institution employs lesson plans based on Course Outcomes (CO) and Program Outcomes (PO) mapping. Continuous assessment, practical teaching methods, e-learning resources, and a research-oriented culture are promoted. The institution provides mentoring, individual support, transparent feedback systems, and conducts workshops and seminars for performance enhancement.

**Effective Leadership and Participative Management:**

Lingaya's Vidyapeeth implements a reporting structure for faculties, emphasizing decentralization in academic, administrative, and student-related authorities and responsibilities. Regular faculty meetings are conducted, and portfolio assignments contribute to a participative management culture. Meeting minutes are communicated, consolidated, and submitted for management approval, ensuring effective communication and decision-making processes.

**Governance:**

The University's governance structure, as outlined in its Act, designates the Board of Governors as the apex body, with the Academic Council responsible for program approvals. The Board of Studies comprising academic and industry experts, approves syllabi changes. This structured approach ensures a clear hierarchy and approval process for academic programs.

**Human Resource Development and Administration:**

The University has a comprehensive HR policy, including a well-designed SOP for recruitment, employee induction programs, self-assessment through the ERP system, and a Handbook for Faculty outlining rules and responsibilities. A performance appraisal policy guides promotions and incentives, recognizing faculty and staff excellence.

**Finance Administration:**

Financial administration is seamlessly integrated into the ERP system, promoting transparency in data related to student fees, procurement, inventory, faculty and staff salaries, and operational expenditures. This approach ensures clear visibility into the financial aspects of the institution.

**Counselling, Training & Placement:**

Lingaya's Vidyapeeth prioritizes psychological counselling for holistic student well-being and career counselling through a mentoring system. The placement process adheres to a placement policy applicable to all students, fostering a supportive environment for career choices and development.

**Admissions:**

Transparency in admissions is maintained through the public display of fees and scholarship structures on the institution's website. A student handbook is provided, outlining rules and responsibilities for students, ensuring clarity and adherence to regulations.

**IT Policy:**

The IT policy encompasses asset management, security, project management, and e-waste disposal. This comprehensive approach ensures the efficient and secure utilization of information technology resources within the institution.

**Committees:**

Various committees, including the Internal Quality Assurance Cell, Academic/Examination Committee, Time-Table Committee, Library Advisory Committee, Research Committee, Staff Council, Special Fee Committee, Finance/Purchase Committee, Scholarship Committee, Building and Infrastructure Committee, Career Guidance Cell, Grievance Redressal Committee, Internal Complaints Committee, and Anti-Ragging Committee, contribute to the execution of all activities, reflecting the institution's commitment to quality assurance, academic excellence, administrative efficiency, career guidance, and student welfare.

Lingaya's Vidyapeeth has strategically positioned itself with a comprehensive set of institutional goals and policies, ensuring excellence in teaching and learning, effective leadership, transparent governance, and overall holistic development of its stakeholders. The institution's structured approach reflects its commitment to providing a conducive and transparent environment for education and growth.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Strategic Plan and deployment documents on the website | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.2.2**

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

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

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

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

**Performance Appraisal System:**

Lingaya's Vidyapeeth has implemented a robust Performance Appraisal System to assess the academic, research, and extension activities of its faculty members. Annually, each faculty member is required to fill a prescribed Performa detailing their accomplishments. This information is then compiled into a comprehensive university-level annual report, providing a holistic view of the institution's academic and research landscape.

**Promotional Avenue:**

Aligned with UGC guidelines, Lingaya's Vidyapeeth has a structured Performa for promotions. Faculty and staff members are required to fill out the form, accompanied by supporting documents. The claims are meticulously verified by both departmental Internal Quality Assurance Cell (IQAC) and the university-level IQAC. The final recommendations from the university IQAC are considered for arranging personal interviews, ensuring a fair and transparent promotional process.

**Welfare Measures:**

Lingaya's Vidyapeeth prioritizes the well-being of its employees by extending various welfare measures permitted by the government. This includes health center facilities, free checkups, and camps for regular health monitoring. The institution also grants different types of leaves such as casual leave, special leave, duty leave, earned leave, maternity leave, and sabbatical leave. Residential quarters with essential amenities are provided at nominal costs, contributing to a comfortable living environment.

In addition to these, Lingaya's Vidyapeeth facilitates various financial benefits, such as loans for Provident Fund, participation in Group Insurance Schemes, retirement benefits, and gratuity. These measures are designed to support the financial well-being and long-term security of the faculty and staff members.

The institution understands the importance of maintaining physical health, and to this end, it provides additional facilities like a sports complex, swimming pool, and gym. These amenities are available for both teaching and non-teaching staff, promoting a healthy and active lifestyle. Regular yoga coaching

sessions further contribute to the overall well-being of the faculty and staff, recognizing the importance of holistic health.

The Institution not only focuses on academic and research excellence but also places a significant emphasis on the welfare and growth of its faculty and staff. The structured Performance Appraisal System and transparent Promotional Avenues showcase the institution's commitment to recognizing and rewarding the efforts of its workforce. The welfare measures, both health-related and financial, further contribute to creating an inclusive and supportive environment for all members of the Lingaya's Vidyapeeth community.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.3.2**

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

**Response:** 17.69

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 13 | 15 | 32 | 39 | 45 |

| File Description | Document |
|---|---|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format (data template) | [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](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.3.3**

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

**Response:** 40.54

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 74 | 52 | 60 | 73 | 71 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E-copy of the certificates of the program attended by teachers. | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**utilisation of resources**

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

**Response:**

**Resource Mobilization Policy: Fostering Sustainable Growth:**

Lingaya's Vidyapeeth recognizes the critical importance of financial resources in fulfilling its mission and vision. The Resource Mobilization Policy goes beyond mere fundraising; it aims to establish a sustainable ecosystem that ensures long-term growth and development for the institution.

**Objectives:**

1. **Financial Sustainability:** The primary goal is to ensure the long-term financial stability of Lingaya's Vidyapeeth, especially in the absence of government grants, by leveraging its own resources.

2**. Infrastructure Development:** The policy aims to enhance facilities, technology, and resources to provide a conducive environment for quality education.

3. **Academic Excellence**: To attract and retain top-tier faculty, support research initiatives, and offer scholarships to deserving students.

4. **Student Support:** Providing financial aid, career services, and holistic development opportunities to students to foster an inclusive learning environment.

**Key Strategies:**

1. **Diversified Revenue Streams**: Lingaya's Vidyapeeth aims to explore various funding sources beyond tuition fees. This includes alumni contributions, corporate partnerships, endowments, and grants.

2. **Fee Differentiation:** The institution plans to offer flexible fee structures, scholarships, and need-based financial aid to ensure education remains affordable and accessible.

3. **Resource Optimization:** Efficient management of existing resources, minimizing waste, and leveraging technology for cost savings to maximize the impact of available funds.

4. **Strategic Partnerships**: Lingaya's Vidyapeeth emphasizes collaboration with corporations, NGOs, other educational institutions, and government agencies for mutually beneficial initiatives that contribute to resource mobilization.

5. **Transparency and Accountability:** The institution commits to maintaining clear financial records and ensuring responsible utilization of funds, promoting transparency and accountability in its financial dealings.

**Procedures:**

1. **Policy Development:** The Board of Management of Lingaya's Vidyapeeth takes the lead in formulating the Resource Mobilization Policy. This includes outlining objectives, strategies, and ethical considerations to guide the institution's financial practices.

2. **Resource Assessment:** The Finance Committee of Lingaya's Vidyapeeth plays a pivotal role in identifying potential funding sources, assessing associated risks, and developing targeted strategies to optimize resource mobilization efforts.

3. **Relationship Building**: The institution emphasizes the importance of fostering long-term relationships with donors and partners. These relationships are built on mutual trust and a shared commitment to making a positive impact on education.

4. **Monitoring and Evaluation:** Lingaya's Vidyapeeth commits to regularly assessing the effectiveness of its resource mobilization efforts. This includes monitoring the progress of strategies and adapting them as needed to ensure ongoing success.

In conclusion, Lingaya's Vidyapeeth's Resource Mobilization Policy reflects a strategic and comprehensive approach to securing financial resources. By diversifying revenue streams, optimizing existing resources, and fostering strategic partnerships, the institution aims to ensure financial sustainability, infrastructure development, academic excellence, and robust student support – all contributing to its overarching mission and vision. The commitment to transparency and accountability further strengthens the foundation for sustainable growth.

| File Description | Document |
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| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.4.2**

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

**Response:** 24.61

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 24.61 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure | [View Document](#) |
| Annual audited statements of accounts highlighting the grants received. | [View Document](#) |

## 6.4.3

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

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

**Response:**

**Mechanism for Settling Audit Objections at Lingaya's Vidyapeeth: Ensuring Financial Integrity**

Lingaya's Vidyapeeth places a paramount importance on financial accountability and transparency, conducting both external and internal audits regularly. The institution has established a systematic mechanism for settling audit objections, ensuring the robustness of its financial control systems.

**1. Types of Audits:**

**External Financial Audit**: Conducted annually, this audit focuses on verifying the annual financial statements of Lingaya's Vidyapeeth by an independent auditor.

**Internal Audit**: Carried out throughout the year on a monthly/concurrent basis by an Internal Auditor, aiming to strengthen the institution's Internal Control System.

**2. Objective of Audits:**

**External Financial Audit**: The primary objective is to obtain an independent assessment of Lingaya's Vidyapeeth's annual financial statements, ensuring accuracy and compliance with relevant financial standards.

**Internal Audit**: This audit focuses on enhancing the Internal Control System, identifying potential areas for improvement, and ensuring adherence to internal policies and procedures.

**3. Settlement Process for Queries and Objections:**

**Discussion with Concerned Personnel:** Queries or objections raised by the Audit Team members are

initially     discussed and resolved with the concerned/dealing person in the Finance & Accounts Department. This step ensures a quick resolution at the operational level.

**Involvement of Head of Finance & Accounts Department:** Unresolved queries or objections, if any, are escalated to the Head of the Finance & Accounts Department. The Auditor engages with the department head to discuss and settle outstanding issues, fostering collaboration between audit and finance functions.

**Escalation to Vice Chancellor/Chancellor:** If the Auditor remains dissatisfied with the response from the Head of the Finance & Accounts Department regarding any query or objection, the matter is further escalated to the Vice Chancellor or Chancellor.

**Final Disposal by Apex Authority**: The Vice Chancellor or Chancellor takes a final view on the query or audit objection, ensuring its ultimate disposal in accordance with generally accepted accounting and auditing standards. This step adds an extra layer of scrutiny to guarantee principled decision-making.

**4. Transparent and Accountable Resolution:**

Lingaya's Vidyapeeth's approach to settling audit objections is transparent and accountable. The involvement of higher authorities, including the Vice Chancellor or Chancellor, ensures that decisions are made at the appropriate level, reflecting a commitment to thorough and principled decision-making.

This transparent resolution process aligns with the institution's dedication to financial transparency, compliance with industry standards, and the continuous improvement of its internal controls.

Lingaya's Vidyapeeth's meticulous mechanism for settling audit objections reflects a structured and transparent approach. By involving relevant stakeholders at various levels and adhering to established standards, the institution safeguards the integrity of its financial processes. This commitment to accountability and transparency contributes significantly to the credibility and reliability of Lingaya's Vidyapeeth in financial matters.

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| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**learning outcomes, at periodic intervals**

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

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

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

**Response:**

Lingaya's Vidyapeeth has successfully institutionalized a range of practices through Internal Quality Assurance Cell (IQAC). These initiatives align with the institution's Quality Policy and Strategic Perspective Plans, demonstrating a commitment to continuous improvement and achieving excellence in the institution.

The IQAC chalks out its quality initiatives to be undertaken in academic and administrative domains and formulates a strategy to effectively implement and efficiently achieve the outlined initiatives during the academic year.

A noteworthy stride during the post-accreditation cycle has been the integration of laboratory components into the curriculum. This initiative not only enriched the academic experience but also aligned education with practical applications, fostering a more comprehensive learning environment.

The IQAC has also actively promoted feedback mechanisms for elective subjects and interdisciplinary programs through formalized feedback forms. This structured feedback loop is instrumental in adapting the curriculum to meet the diverse needs of the student body.

Under the initiative of Student Enrolment & Profile, the IQAC has encouraged gender balance and worked towards catering to student diversity. This inclusive approach contributes to a more equitable and supportive learning environment.

To enhance the teaching-learning process, the IQAC has developed an Academic Calendar with a focus on effective implementation by incorporating timelines. Faculty development programs have been a cornerstone, encouraging faculty members to improve the faculty's pedagogical and other skills and familiarise them with teaching strategies and resources.

The establishment of an R&D Policy and corresponding changes in the R&D Cell showcases the institution's commitment to fostering research and development. Budget approvals for state-of-the-art instruments and IT ERP Infrastructure integration further demonstrate a dedication to staying technologically advanced.

The formation of NSS Groups, improvements in sports and health infrastructure, and facilities for differently-abled individuals reflect the institution's holistic approach to student well-being. The library

has undergone significant improvements through computerization, automation, barcoding, and an increase in the number of books. High-end technology has been implemented in IT infrastructure, and Management Information Systems (MIS) and Learning Management Systems (LMS) have been incorporated for quality monitoring.

Staff development programs have been organized to enhance competency skills, contributing to a well-rounded and skilled faculty. The IQAC's continuous functioning over the past few years underscores its sustained commitment to quality assurance.

The attainment of the QRO Certificate ISO 9001:2015 in 2022 is a testament to Lingaya's Vidyapeeth's adherence to quality management systems. The scope of certification covers a wide array of activities, including doctorate, master's degree, bachelor's degree, diploma courses, certificate examinations, library seminars, and workshops across various disciplines.

In terms of academic performance, IQAC initiatives have significantly contributed to improvements at Lingaya's Vidyapeeth. The focus on strengthening teaching-learning practices, adopting digitization initiatives, conducting academic audits, and promoting industry-institute interaction has created a dynamic and evolving educational ecosystem. One key area of focus for the IQAC has been the development and standardization of templates for data collection, ensuring compliance with statutory bodies. This systematic approach enhances transparency and accountability, aligning the institution with regulatory requirements.

Lingaya's Vidyapeeth's commitment to quality enhancement through IQAC initiatives has not only shaped a conducive learning environment but also positioned the institution as a benchmark for excellence in education and research.

| File Description | Document |
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**6.5.2**

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

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

**Response:** B. Any 4 of the above

| File Description | Document |
|---|---|
| Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period. | [View Document](#) |
| List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents | [View Document](#) |
| List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date. | [View Document](#) |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

**6.5.3**

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

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

**Response:**

Lingaya's Vidyapeeth has undertaken several quality enhancement initiatives aligned with its Quality Policy and Strategic Perspective Plans over the preceding years. The Internal Quality Assurance Cell (IQAC) has played a pivotal role in this journey, focusing on various aspects to ensure a holistic and progressive academic environment.

One significant aspect of these initiatives involves the meticulous development and implementation of templates by the IQAC for data collection to meet the requirements of statutory bodies. This proactive approach ensures compliance and accountability in line with regulatory standards.

The integration of laboratory components into the curriculum stands out as a major stride in enhancing the quality of education. This initiative not only enriches the learning experience but also aligns the academic structure with practical applications, fostering a well-rounded education.

In response to the evolving needs of students, the IQAC has facilitated feedback mechanisms, formalizing the collection of input on elective subjects, interdisciplinary programs, and curricula. This structured feedback loop aids in continuous improvement and adaptation to the diverse needs of the student body.

Diversity and gender balance have been actively encouraged under the Student Enrolment & Profile initiative. The IQAC has taken steps to cater to the diverse backgrounds of students, fostering an inclusive learning environment that values and supports individual differences.

The teaching-learning process has been enhanced through the development of an Academic Calendar, providing a timeline for effective implementation. Faculty development programs, including mentor-mentee sessions, have been organized, encouraging faculty members to enroll in PhD courses and thus contribute to their professional growth.

To bolster research and development, the IQAC has formulated an R&D Policy, coupled with necessary changes in the R&D Cell. Budget approvals for state-of-the-art instruments and IT ERP Infrastructure integration underline the commitment to staying technologically advanced.

The campus infrastructure has witnessed substantial improvements, with the formation of NSS Groups, provision for differently-abled individuals, and enhancements in sports and health facilities. The library has undergone computerization and automation, incorporating barcoding for efficient cataloguing. The implementation of high-end technology in IT infrastructure, along with the incorporation of Management Information Systems (MIS) and Learning Management Systems (LMS), further reinforces the institution's commitment to quality monitoring.

Notably, Lingaya's Vidyapeeth received the QRO Certificate ISO 9001:2015 in 2022, affirming the adherence to quality management systems across various activities. The scope of activities covered by the certification includes doctorate, master's degree, bachelor's degree, diploma courses, certificate examinations, library seminars, and workshops.

IQAC's engagement in the analysis of feedback from different surveys, including Student Satisfaction Survey and feedback on curricula, has been instrumental in driving improvements. The incorporation of ICT-based teaching/learning methods through EMS and MOOCs, such as those offered by NPTEL-SWAYAM, has further enriched practical courses.

In the realm of academic performance, Lingaya's Vidyapeeth has witnessed significant improvements attributed to IQAC initiatives. The focus on strengthening teaching-learning practices, adopting digitization initiatives, conducting academic audits, and promoting industry-institute interaction collectively contributes to a dynamic and evolving educational ecosystem.

Lingaya's Vidyapeeth's journey exemplifies a commitment to continuous improvement, fostering a quality-centric academic environment through strategic planning and the diligent execution of diverse initiatives by the IQAC.

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

The Lingaya's Vidyapeeth, has taken several measures to enhance safety & security on campus by constituting Internal Complaints Committee (ICC),Women Grievance Redressal Cell (WGRC) installing CCTV cameras & by providing 24*7 hours security. The Institute has also ensured gender equality in representation of women in all top positions. The Placement cell, Office of the Dean, HODs, HR etc. all are headed by women. 70% administrative posts are governed by females in the campus. University is evident by the following facilities –

**(A) SAFETY AND SECURITY**

- Security checkpoints are provided at all campus entries and exits.
- Rotational duty by all faculty members for discipline and security.
- Strict implementation of Anti-Ragging measures and keeping the campus ragging free.
- Awareness campaigns on women safety and gender sensitivity through street plays rallies, awareness activities and camps student volunteers

**(B) COUNSELING**

- Faculty counsel the students during mentoring regarding academic performance, career plans and personal issues. Mentor-Mentee system has been already introduce in the campus.
- Head of the Department monitors the students and counsels the students regarding their psychological issues.
- ICC members enquire and counsel the students addressing their problems time to time and arranged guest lectures to spread health, stress or gender sensitization issues.
- Eminent persons from police department and constitutional members are invited to counsel the students regarding ragging, eve teasing and harassments during college events.
- Formal and informal avenues for counselling male and female students and staff for academic and other issues/problems.
- Grievance Redressal Committee for staff and students is available.

**(C) COMMON ROOMS:**

- In most of the Departments, common rooms have been allocated for men and women for indoor games, discussions etc.
- Girls waiting halls and rest rooms are provided in each block in the campus along with bed,

curtains, mirror etc. with required facilities.
* All the facilities have monitored by ICC & WGRC..
* Health Care Clinic is available in the campus with qualified Doctors & Nurses.
* Central Library provides separate reading space for girls.

### (D) GIRLS AND BOYS HOSTEL FACILITY :

* Well-trained vigilant female Warden and Assistant Wardens appointed to the Girls Hostel in the campus.
* Separate medical room is available in hostel premises.
* Code of conduct is displayed on Notice Board.
* Female security guards are also available.
* "MAHILA HELPLINE" no is also display on various places of hostel.

### (D) OTHER MEASURES : In this includes –

* Curriculum and Coursework.
* Co-Curricular activities

### 1. FIELD VISITS AND COMMUNITY OUTREACH:

The university has taken initiatives through nearby villages regarding practical exposure to the societal needs. In the gender sensitization training, are made aware of mainstreaming gender equality in their work, labour division based on gender, access to resources, decision making, gender awareness in project activities, and project planning for gender inclusion. The Life-Long Learning Education (LLLE) programme provides opportunity to girl students to get trained in entrepreneurship and self– employable skills. As part of NSS activities, university in corporation with neighboring villages, to help transform women about their over all development.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Provide the link for additional information | 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**
**6. Wind mill or any other clean green energy**

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

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

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**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:**

In Lingaya's Vidyapeeth there are many key operations which are settled in the university and which are environment friendly and it has no negative impact on environment. University is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that a few or less natural resources are consumed.

**Solid Waste Management**:

Different type of waste such as paper, metal, food, etc. generated by all kinds of activities regularly carried out in the university, spread over a large area. In order to minimize environmental impact, there are many more methods to manage the solid waste management how to make efforts to segregate waste at its source of production and dispose of it.

**Liquid Waste Management:**

The University has a Sewage Treatment Plant to recycle the waste water. This plant treats the waste water and makes it fit for use in washrooms, cleaning purposes and watering plants and trees. The recycled water is used to plants in the university garden through a proper mechanism. The treated water

is filled in tanks for use in cleaning floors and washrooms. This minimizes the consumption of water in the campus.

**E-Waste Management:**

Lingaya's Vidyapeeth in association with Green Vortex Waste Management, Government authorized recycling unit in Gurgoan, Haryana has an E-Waste Manifest. In which 830 KG E-Waste has dispose of. E-Waste is included- CPUs, Laptops, Telecom networking Switching Station, Printers, PCBs, AC, Mobile Phones, Photocopiers, Scanners, Fax, Electrical Panels, Monitors, LCDs, Old Telephones, Batteries, Capacitors, IGBT. Card Readers, Speakers, Multimedia, Electrical Items, Regulators, Meters, Switches, Fan Starters Choke, CPU, Cartridges, Transformers, Plastic Waste, CDs, Storage Devices, Thumb Drives, Power Control Units, Key Boards, Mouse, Plastic Parts, Hand Sets.Under this agreement the items are under Sale basis and Service Charge Basis.

**Hazardous Waste Disposal:**

As according to Agreement for Disposal of Hazardous Waste Disposal of generated waste oil has requested to purchase the used lube oil from the University has accepted the second party on the terms and conditions which are mentioned in the agreement. The used oil sold to the second party under the supervision of the University concerned employees. And loading of the vehicles when the oil is taken from to the second party. And the vehicle for transportation of hazardous is in perfect condition and the driver has a valid license and other necessary papers. Total Quantity No of containers 220 Ltr. Oil.Waste will be stored as per the categorization and adequately segregated.

**Waste Recycling System:**

The Canteen waste, paper etc. has recycled in the university campus. This waste is manage in the following ways-

• Reuse of one side printed Paper for Internal Communication.

• Two types of Waste bins are provided at campus for biodegradable and non- biodegradable waste.

• Horticulture waste is disposed by the Faridabad Authority.

1. Number of Dustbin : 250

2. Waste disposal quantity 3500KG approx. per Month

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

**7.1.4**

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

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

**Response:** B. Any 3 of the above

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

**7.1.5**

**Green campus initiatives include**

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

**Response:**

Lingaya's Vidyapeeth appraises its moment in implementing green concepts on the campus. Lingaya's Vidyapeeth believes in education combined with environmentally friendly practices to promote imperishable development. The infrastructure and capability available on campus are the very best. Campus of the Lingaya's Vidyapeeth has green land extends over 3 acres in a spacious, noise-free, clean, green zone and serene atmosphere perfectly suited for all stream of education.

The following practices are undertaken by the Lingaya's Vidyapeeth to save the environment:

1. **Restricted Entry of Automobiles**- Due to protection of Environment, Lingaya's Vidyapeeth has applied policy for Restricted entry of Automobiles. In this regard, near the main entry gate and

near parking areas signage of Restricted entry of Automobiles have been applied.

2. **Use of Bicycles/Battery-Powered Vehicles-** The Lingaya's Vidyapeeth encourages using battery-powered vehicles to save energy. The Lingaya's Vidyapeeth have two battery-powered vehicles which has utilised within the campus to commute things.

3. **Pedestrian-Friendly Pathways-**There is Pedestrian-Friendly Pathways which is used by students and faculty as well. Entry of vehicles inside the campus is restricted. Security people are assigned duties on every turn and crossing to the campus. There are many signages which show the visibility of Pedestrian friendly pathways.

4. **Ban on the Use of Plastic**- To save the environment and sustaining cleanliness the Lingaya's Vidyapeeth has used only steel dustbins. In this continuation no plastic cups, glasses, plates and spoons are used by university. This is totally banned and in this regard instruction has been given to all canteen vendors. Even though signage related to Ban on the use of plastic have applied in canteen sport ground, assembly hall, hostels, mess etc. In all the buildings of the Lingaya's Vidyapeeth we use different colour dustbins.

5. **Landscaping with Trees and Plants**- Within the campus, the Lingerie's Vidyapeeth maintains a clean and green environment. Lingerie's Vidyapeeth is more concerned with keeping a green campus and being environmentally friendly, which ensures that pure oxygen is available throughout the building. The campus has been made greener by the addition of more trees, providing a pleasant environment for students to learn and faculty members to work in. The Lingaya's Vidyapeeth has 3 acre green cover campus with the 633 trees in the campus along with approximately 280 shrubs.

To promote green campus as per government policy and UGC, university has implemented "ENVIRONMENT & GREEN CAMPUS INITIATIVE POLICY". To monitor and implementation of this policy there are a committee continued. This committee has conducted many awareness programs, sessions, ralliesin this regards. Students and faculty members of university take part in such type of activities.

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.6**

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

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

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

**Response:** C. Any 2 of the above

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

## 7.1.7

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

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

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

**Response:**

The Lingaya's Vidyapeeth provides barrier-free environment where physically challenged people can grow and move about safely and freely and use the facilities within the built environment.The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. According to the persons with disabilities Act 2016, discrimination against disabilities is strictly prohibited. Lingaya's Vidyapeeth is provided inclusive

environment to support divyangjan in all aspects whether it is financial aid in study or to provide best infrastructure for them. Assistance technology like websites, software and provision for enquiry, counseling, reader and scribe are provided by the Lingaya's Vidyapeeth. Ramp-Rails, an inclined plane, are built in addition to staircases in the Central Block. The ramps are carefully designed as per specifications to be used by the differently abled people. University buildings have provision of lift for barrier free access for students, staff, visitors and differently abled people. There are seven lifts in the campus. There are four differently abled friendly restrooms in the university. These accessible restrooms carry the fixtures and fittings that are comfortable and convenient to the differently abled people. Nonslip floor, sliding door and grab bars provide easy access to the differently abled people. The Reception Counter provides all the needed information to the differently- abled and human assistance. Screen reader is an assistive software program which help the visually impaired or the blind to work with computer. The Non Visual Desktop Access (NVDA) is free; open-source software. It is installed in the computers Lab to help the visually challenged students in learning. Certificate has provided by the authorities for the physically challenged persons for the examination and other facilities. There are also provisions related to extra time given to such type of students in the examination. And even though writer is also provide to them for examination on behalf of their request. Wheel chair facilities are also provide to the students to move here and there. In campus, Medical facilities are also provided to physically challenged students. In this regard good doctors and nurses are available in campus. Railings are also available to feel secured to physically challenged persons. The Lingaya's Vidyapeeth recognizes that people with disabilities are valuable human resources for the institution and seeks to create an environment that provides equal opportunities, protection of their rights, and full participation in the academic environment. To fulfill the constitutional obligations U/a 21(A) the right to education has enforced by the university which means that educating students with learning difficulties and identified disabilities has the right to fulfillment of their educational needs. Therefore, in view of this, the Lingaya's Vidyapeeth has implemented  policies for physically challenged  students in the teaching and learning process.

| File Description | Document |
|---|---|
| Upload supporting document | [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 such other diversities (within 500 words).**

**Response:**

The Lingaya's Vidyapeeth believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. Minority/SC/ST scholarships are provided for economically poor and eligible students to promote education. With great fervor the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. On birth anniversary of Swami Vivekanand

on January 12 Vidyapeeth celebrates Youth Day every year. Lingaya's Vidyapeeth regularly organizing events on Constitutional and Human values, National and International Days, Events, Festivals and cultural activities to bring tolerance and harmony among the students, faculty, staff and other stakeholders.

Lingaya's Vidyapeeth organizes two days Youth and Cultural festival named as ZEST every year which is related to holistic environment of Students. NSS of our Vidyapeeth participates in various programmes related to social issues and organized activities every year under the initiatives of 'Swachh Bharat Abhiyan', 'Har Ghar Tiranga', 'Unnat Bhart Abhiyan' which are started by Government of India. Lingaya's Vidyapeeth faculty, staff and students collaboratively celebrate/conduct various cultural and regional festivals, Independence day, Republic day, New-year's day, Fresher Party, teacher's day, induction programme, orientation and farewell program, rally, oath, plantation, Youth day, Women's day, Yoga day, New Year celebration etc. Religious ritual activities like Diwali, Holi, Christmas and Lohri celebrations are performed in the Hostels /campus. In addition to academic and cultural activities, Vidyapeeth has world class infrastructures for a variety of sports activities for the physical development of the students.

Various departments of the Lingaya's Vidyapeeth organize different activities like as school of education has organized Beti Bachao, Beti Padhao on 17th April 2018, department of Basic & Applied Sciences has organized symposia on dated 10th Feb,2023. Topic was Role of women in science : opportunities and challenges. School of Law has also organized various activities in this regard like as Awareness Camp on Domestic Violence on 30th December 2021, Webinar on Socio-Legal Importance of Women Empowerment on 15th November 2022, Poster Making Competition on Zero Discrimination on 1st March,2023 Seminar on Uniform Civil Code on 20th March 2023. Lingaya's Vidyapeeth has also organized guest lecture on Strategies for Psychological Welness of Girl Students on 14th August 2018, Session on emotion on anxiety management on 5th September to 13th September, 2022. By the great efforts, university is providing an inclusive environment related to tolerance and harmony to faculty and students towards cultural, regional, linguistic, communal, socio-economic and such other diversities.

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

**7.1.9**

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

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

**Response:**

The Constitution of India assigns high values and responsibilities on citizens to become a good citizen of the India. These objectives are in the focus of Lingaya's Vidyapeeth. Our constitution gives us a way of life and imposes some duties and responsibilities on the citizens. The University has already introduced The Constitution of India at Degree level across all engineering as a compulsory paper. In addition to this many regular programs are conducted by Institute Innovation Council (IIC) cell of the institute to educate women and girls about their rights. Lingaya's Vidyapeeth designs various activities to create awareness about the national identity and symbols. Lingaya's Vidyapeeth also conducted various outreach program, lectures, activity, webinar and competition for educate the students along with employees.

**1. Fundamental Duties and Rights of Indian Citizens**: Lingaya's Vidyapeeth has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The Indian Constitution has provided 6 Fundamental Rights to Indian Citizens and imposes certain duties and responsibilities upon its citizens, which are essential for the well-being and progress of the society as a whole. The Fundamental Duties were added to the Constitution by the 42nd Amendment Act, 1976. The Constitution of India provides for 11 fundamental duties like as to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem, to cherish and follow the noble ideals related to national struggle for freedom and protect the sovereignty, unity and integrity of India. It defends the country and renders national service. It also promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities and provide opportunities for education.

**2. Constitutional Obligations:** Various departments of the Lingaya's Vidyapeeth and NSS unit are actively involved in conducting several activities for inculcating values for being responsible citizens like- Blood donation camp, workshop on Human rights, Voters awareness program, sanitation campaign 'Swachhata hi Seva' etc. Faculty and Students of the Lingaya's Vidyapeeth celebrates the various days. Every year Republic Day is celebrated on 26th January by Lingaya's Vidyapeeth highlighting the importance of Indian Constitution. Independence Day is also celebrated on 15th August every year to highlight struggle of freedom and importance. The Constitution Day is also celebrated on an annual basis on 26th November and thus contributes to the spreading of Constitutional values and ideals amongst all. The programme initiates with Preamble reading of the constitution followed by lectures on the sensitization of students on responsibility towards the constitutional values, rights, duties and responsibilities of citizens. Webinar on Elements of Constitutionalism has also organized on 5thAugust 2020.Human Right Day is also celebrated on 10th December 2021.

| File Description | Document |
|---|---|
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | [View Document](#) |
| Any other relevant information | [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 institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

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

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice – I**

**Title of the Practices: Need Based Financial Support to Economically Deprived and Section of Students.**

**Best Practice – I** Need Based Financial Support to Economically Deprive Section of Students.

| Objectives of the practice: | Lingaya's University was established in the outer skirt and rural belt of Faridabad with a mission to provide higher education to all those who hail from rural habitation and making them a partner in the mainstream of education and learning. Thus, University visualized and recognized hardship encountered by parents if they send their siblings to the university, Accordingly Lingayas University acknowledged their concerned and devised and initiated scheme and mechanism to provide financial support to the students with the following objectives : a) To extend financial support to the poor students, especially from the rural areas, to save them from discontinuation of their studies owing to poverty. b)To support financially all the deserving poor students without any discrimination of caste, creed or gender. (c) To promote the 'equality' among the students |
|---|---|
| **The Context** | The noble objective had its teething as well as challenging troubles in its designing and implementation. (a) Pooling up of the required resources was a tough |

| | |
|---|---|
| | task. |
| | (b) The University struggled a lot in deciding the eligibility criterion for the aid. |
| | (c) After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, creed or gender. |
| **The Practice** | In and around the areas of the University, rural life throwing the people into miserable conditions of abject poverty, illiteracy and ill-health. |
| | **(a)** So, sending their children to the University for higher education becomes almost impossibility for the poor parents in the rural areas, in the context of higher education demanding higher amounts of money. |
| | **(b)** Though, sometimes, they do venture to admit their children to University but they are unable to give sustained financial support throughout the course of study |
| | **(c)** So, it is evident that without financial support from an external source, the rural youth cannot hope to successfully complete their higher studies. |
| Evidence of Success | Some beneficiary details and their higher studies- |
| | In the year **2022-2023**. |
| | No. of Students Benefitted- **Aprox 1000** |
| | Amount of Financial Assistance-**Rs.13,99,25,808.00** |

|  | Scheme and practice of Financial Assistance will continue for successive years<br><br>This way the practice has a positive impact on the academic abilities and attitudinal changes among the beneficiaries. The review results of the aid indicate that the humble assistance not only enables the poor students to acquire higher education but also moulds them to be responsible citizens to continue the legacy of helping the students of successive batches. |
|---|---|
| **Problems Encountered and Resources Required** | In the beginning of designing the best practice, some groups of the students opposed the idea that the welfare scholarship holders too should be given the opportunity.<br><br>(a) They also expressed growing apprehension that the funds collected for the purpose would be misused.<br><br>(b) As a result, most of the students and staff did not come forward to contribute to the fund.<br><br>(c) Some even blamed that the idea of the Endowment Scholarships is not based on social justice.<br><br>(d) The University had to overcome many of these impediments to persuade the alumni and other philanthropists in favour of instituting the endowment scholarships to encourage more students to develop a keen spirit of competition to secure the endowment scholarships. |

**Best Practice – II**

**Title of the Practice - Digital Monitoring System**

| Best Practice – II - Digital Monitoring System. | |
|---|---|
| **Objective of the Practice:** | **Digital Monitoring System** (DMS) mainly helps teachers to monitor the progress and performance of the students. It also helps the Management and Principal to keep track of faculty performance. Various kinds of reports can be generated easily using it which helps teachers to analyse the student performance quickly and precisely. For this purpose Lingaya's Vidyapeeth use Schoofi Software as Digital Monitoring System. |
| **The Context** | Lingaya's Vidyapeeth maintains digital records of students and faculty data such as attendance, test marks, course study material, and so on. Students' counselling minutes, curricular, co-curricular, and extracurricular achievements and activities are also well maintained in it. The online attendance management system has been built to eliminate the time and effort wasted in taking attendance. It is software that fulfils the requirement of academic record maintenance. It not only maintains the attendance data but also has the feature of maintaining the unit test marks of the students. Overall academic performance of the students can be easily monitored. With the help of Schoofi the faculties upload teaching plans of their respective subjects. |
| **The Practice** | Every activity of the faculty and students is continually updated on Schoofi. Being an online |

| | |
|---|---|
| **(Go point-wise and focus on practice and its outputs** | portal, retrieval and updating of information are convenient. Updating Schoofi is considered an integral part of the academic process. A timely update of attendance helps teachers and class coordinators to monitor the performance of students |
| **Evidence of Success** | Monitoring and tracking of students' performance is enabled using Schoofi. Reports can be generated at any instant and allow slicing and dicing of information pertaining to their performance. During PTM reports of overall attendance and marks of individual students are obtained in a report on a single click. With an automated attendance management system, you can drastically save time and effort in keeping track of students. Eliminate duplicate data entries and errors in time and attendance entries. Improve visibility to track and manage student attendance & absenteeism across multiple campuses. |
| **Problems Encountered and Resources Required** | <ul><li>Damage to the hard disk or CPU is a problem and is addressed by frequent back-ups. The software may slow down the process and the software must be updated regularly. Delay in updating leads to ambiguity.</li><li>Authorization and authenticity must be monitored closely.</li><li>Inconsistency in data entry can generate errors.</li><li>Measures need to be taken to prevent false information.</li></ul> |

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Best practices as hosted on the Institutional website | [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:**

**Giving back to society and Environment**

"This society should sincerely serve the cause of the education needs of the common man of this cosmopolitan city." This was the mission set by our founder Dr. Picheswar Gadde in 1956 and with this spirit of sincerity, we believe in high standards of academic, professional, and societal performance. We believe that college life is not all about academics, games, friends, and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals. The Lingaya's University Graduate Students of all departments has committed itself to the task of inculcating social values and responsibilities in its students. In line with its vision of working towards the socio-economic development of the country, the Lingaya's University has taken utmost care to give back to the community. Several student committees are formed to carry out the duties towards society. The one-week long intense induction program gives the freshmen an insight into the institute's values and vision. Along with other sports cultural and technical activities, the NSS unit plans activities like tree plantation and field visits to expose the students to the pressing issues in our society. A session on Universal Human Value (UHV) is arranged by experts. Not only that, every first-year faculty member has completed a short-term course in UHV, they also interact regularly with the students through open discussions on various topics. Several activities are undertaken for the first-year students to expose them to the pressing environmental issues that ail us. They are taken on field visits to related industries and encouraged to participate in competitions dealing with environmental issues. The poster competition event 'Promethean' was introduced last year exclusively for the first-year engineering students to present their ideas to address the environmental issues. As a special thrust, societal development is also instilled on a large scale into the students through the active NSS unit which undertakes various services to inculcate social values. Throughout the year, the NSS unit undertakes a plethora of events ranging from street plays, cleanliness drives, tree plantation drives, donation drives, waste management drives, gender equity, field visits and many more. The NSS unit has also been was also a part of the plastic recycling drive initiated by Bisleri which was successfully implemented in the campus. It emphasized on the topic: Plastic is not bad. How you dispose plastic is bad. The institute ensures that the social values and feeling of giving back to the society is not limited to the NSS unit. In addition to the activities by NSS, many students too come up with ideas to contribute to society too, and at GST, we encourage them to go forward by supporting them in executing the ideas. The students have conducted donation drives for flood affected people in the past. One of our students was a part of the CDAC team, which was developing robotic chairs for COVID wards in the hospitals. Students have also developed an app portal to spread awareness about COVID 19. Keeping in mind the concerns regarding mental health during the lockdown, the portal also served as a platform to showcase initiatives and experiences of students during the lockdown. The institute has been following a reduced paper drive since the last five years. All communications are only done using G Suite. The students also contribute to this initiative, and all our event registrations are paper free and done only through web portal. We also strictly prohibit use of thermocol for any creative activities and most of the creative work is done by recycling of old material. "Those who have the ability to act, have the responsibility to act." Abiding by this principle, SIESGST has committed itself and taken on priority the task of an inclusive social upliftment and adopted 'Project Beacon' as the institute's social responsibility. 'Project Beacon' incorporates a set of training programs for the targeted youth that are recognized by and are relevant to the requirements of industries. To begin with, seven vocational trades

of Carpentry, Welding, Metal Turning, Sewing & Tailoring, Plumbing, Electrician and Computer Operator were taken up. Each of these courses was preceded by a foundation course to get the candidates acquainted with minimum functional Banking Skills, Computer Skills, Spoken English, and Mathematics. At the end of the training, the students were placed with service providers, contractors or in industries for internship, after which they were facilitated to take certification examinations from concerned agencies and supported to find placement. 'Project Beacon' is a small step to give meaning and purpose to someone's life. As it is rightly said ? It costs a candle nothing to light another candle. Hence, Lingaya's University has pledged to be the candle of inspiration and go on to light the Beacon of Knowledge. SIESGST has now successfully completed 4 batches of training under Beacon. Every faculty member and students are encouraged to contribute to this cause.

All the student clubs also do their bit by organizing several charity events under their banners like Dream Run-Mini Marathon for a social cause, stage plays, charity concerts and many other fundraising cultural events. At GST, every student, as individuals and together with staff, takes part in this endless odyssey of giving back to the society, and to transform it to make it a better place.

| File Description | Document |
|---|---|
| Appropriate webpage in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |