



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MEDI-CAPS UNIVERSITY

MEDI-CAPS UNIVERSITY, A. B. ROAD, PIGDAMBAR, RAU INDORE

453331

www.medicaps.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Medi-Caps University, Indore is one of the the most reputed organizations for technical and professional education in central India. Since its inception, the group has constantly sought to foster an environment that assist nascent technocrats develop into actual professionals. Started from 1999, four colleges were established: International Institute of Foreign Trade and Research, Medi-Caps Institute of Technology and Management, Medi-Caps Institute of Science and Technology, and Medi-Caps Institute of Techno Management. Medi-Caps University was established in 2015 with a mission to build a conducive environment for aspiring technocrats and help them to become true professionals. Faculty at University are its greatest asset. They are highly competent. Since last 23 years, this has aided in honing the credentials of our graduating students in a variety of sectors, including engineering, management, pharmacy, agriculture, and sciences.

University offers 25 UG, 15 PG, 1 Integrated PG and 17 Doctoral programs in across 7 faculties i.e. Engineering, Management Studies, Commerce, Science, Pharmacy, Agriculture and Arts & Humanities. In academic year 2022-23, university had around 400 faculty members and around 10,000 students.

There are seven Departments of Engineering i.e. Civil Engineering, Computer Science & Engineering, Electrical Engineering, Electronics and Communication Engineering, Information Technology, Mechanical Engineering, Computer Application; five Departments of Science i.e. Computer Science, Chemistry, Forensic Science, Mathematics, Physics; one Department of Management Studies i.e. Management Studies; one Department of Agriculture i.e. Agriculture; one Department of Art and Humanities i.e. Communication Skill; one Department of Commerce i.e. Commerce; one Department of Pharmacy i.e. Pharmacy. From year 2023-24, a new department of Biotechnology is introduced.

All the B.Tech., M.Tech., M.C.A. and M.B.A. programs are AICTE approved, B Pharm. Program is PCI approved and remaining programs are approved by UGC. The University is also recognized in 2(f) category of UGC Act. Campus area of University is 28.62 acres and build up area is 83513.78 sq. mts.

Vision

Be an internationally acclaimed University recognized for its excellent teaching, research, innovation, outreach and creating top class technocrats and professionals who can serve mankind as multi skilled global citizens.

Mission

- Establish state-of-the-art facilities for world class education and research.
- Conduct scholarly research and creative endeavors that impact quality of life.
- Attract quality staff and students to cater for diverse needs and preferences and widen participation.
- Build a foundation for students to be successful at all levels through high-quality, innovative programs.
- Collaborate with institute, industry, and society to address current issues through research and align curriculum.
- Involve in societal outreach programs to identify concerns and provide sustainable ethical solutions.

- Encourage life-long learning and team-based problem solving through an enabling environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. One of the prestigious private universities of Central India.
2. 58 academic programs across 18 departments in areas of technology, management, agriculture, science, pharmacy, and arts.
3. Choice Based Credit System (CBCS) and Outcome Based Education is implemented in all these 44 programmes. All the courses have components which enhance employability, entrepreneurship and skill development.
4. Remarkably good Faculty Student Ratio leading better student mentoring
5. Highly qualified faculty members
6. Good faculty retention
7. Transparency in Examination system (answer books are shown to the students before the declaration of results)
8. 100% automation in Examination system leading to quick release of results
9. Innovative practice of giving seed money to teachers for their research work
10. Technology Business Incubation facilities in the name of Medi-Caps Innovation and Incubation Centre (MIIC) with 05 start-ups incubated during the last five years.
11. 170 MoUs with national and international research laboratories/ institutes/industries
12. All the building of the campus are Wi-Fi enabled with 1 GBPS internet support
13. Decentralized and participative management with representation from government, academicians, experts from industries, local bodies, students etc.
14. Strong alumni network
15. Geographic location advantage such as well-connected location on national highway Mumbai-Agra Road and near to Special Economic Zone (SEZ) Pithampur.
16. Affordable fee structure
17. Able leadership
18. Excellent student discipline
19. Excellent placements
20. High demand for admissions
21. Better internship opportunities
22. Effective teacher guardian scheme
23. Good grievance redressal mechanism
24. Better general infrastructure
25. State-of-the-art library and auditoriums.

Institutional Weakness

1. Being a state private university, success in attracting diverse talent from other states is limited
2. Solw dependence on self-funding for sustenance
3. Limited scope for infrastructure expansion due to land constraints.
4. Being predominantly a techno management university, limited scope for Student Progression to Higher Education

5. Limitation of fund utilization because of moderate fee structure compared to more aggressive styles of private chain of universities.
6. The university needs more experienced teaching staff to meet the benchmarks of Faculty Cadre Ratio.
7. Average quality of laboratories
8. Less research work and grants received
9. Less advantage of Fellowships

Institutional Opportunity

1. Student admissions and faculty recruitments from other states and abroad need to be improved for better diversity
2. From being a reputed state private university, potential to emerge as an Institution of Eminence in India.
3. Start new programmes and revamp existing curriculum in line with New Education Policy
4. Scope to implement a better and transparent faculty Career Advancement Scheme (CAS)
5. Scope for improvement in faculty and student training system
6. Scope for improvement in teaching-learning pedagogy for better implementation of Outcome Based Education (OBE)
7. Strengthen the Make in India and Atmanirbhar Initiatives by introducing new programmes and courses aimed at national requirements
8. Strengthen the Problem Based Learning (PBL) culture
9. Make the best out of the Start-up India initiative by scaling up existing incubation centre and actively promoting entrepreneurship
10. Take benefit from the Digital India flagship programme of the Government of India started with a vision to transform India into a digitally empowered society and knowledge economy and start a Digital University
11. The State Government's policy of keeping Higher Education as a top priority for the next five years
12. Initiatives by the state government to promote industry academia collaboration and start-up ecosystem
13. Potential to tap into the emerging skill development market opportunities by aligning with policies of Central and State Governments
14. Scope for increase in faculty with quality publication
15. Scope for more prospective faculty-research/community project funding at national and international levels.
16. Scope for enhanced alumni engagement in academic and research projects
17. Scope for better Interdisciplinary Research and inter-disciplinary academic programmes
18. Scope for improvement of perception/community reputation
19. Scope for improvement in rankings by various agencies
20. Scope for increase in accommodation facilities available for outstation students
21. Improving accommodation for faculty in the campus

Institutional Challenge

1. Attracting the best students from outside states and countries
2. Direct competition from more aggressive styles of private chain of universities.
3. Attracting diverse national and international faculty and promoting diversity.
4. Documentation of all the academic and non-academic activities on campus
5. Ensuring national level accreditation for all programmes on campus

6. Providing a global learning ambiance to students/ scholars/ faculty
7. Achieving 100% placement for the registering candidates
8. Inappropriate Faculty Cadre Ratio
9. Lack of Online programs
10. Less number of MOOC courses run by faculties
11. Challenge to adopt sustainable development due to shortage of land area

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Each programme of university has clearly defined goals that are reflected in the curriculum, Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). POs, PSOs, and COs have been chosen to support local, national, regional, and global development.

After getting feedback from all stakeholders, curriculum is created to meet the needs of the market. This helps students transition from the classroom to the workplace and helps them develop their skills and entrepreneurialism. Additionally, included in the curriculum, are the development of soft skills and personality development.

University has a Choice-Based Credit System (CBCS) for all programs to offer flexibility in at UG and PG levels, thus allowing them to select courses of their choice thereby fulfilling their credit requirements. University has adopted the new National Education Policy (NEP) across various programs to allow multidisciplinary and holistic education.

University offers various elective courses across all disciplines and has also implemented CBCS and Elective course systems across all programs run by the university.

29.7% new courses added across all the program offered. 509 courses are focused on employability.

We consider societal issues including gender equality, environmental awareness, professional ethics, moral values, and human values to be integrated into the curriculum at our university.

For the first year, an orientation course focused on morals and values is conducted. Courses like "Understanding the Human Being Comprehensively-Human Aspirations and Its Fulfilment," "Universal Human Values & Professional Ethics," and others are crucial components of the curriculum. It offers pupils a free environment for instilling principles and fostering ethical competence. It is in response to a long-felt and pressing need to combine decision-making abilities with value education in their personal, social, and professional lives.

The university has provided more than 60 value-added courses to teach students practical and life skills.

University has a robust feedback system. Feedbacks for syllabus revision and new course design are taken from our stakeholders, students, parents, teachers, alumni, also from industry experts/employers. It helps in improving the syllabus as per local and global industry needs. University follows the defined procedures to revise/amend the existing curricula based on feedback analysis.

Teaching-learning and Evaluation

Admission processes are governed by the rules of government, UGC and other applicable regulatory bodies for various programs. 13428 seats were filled against 13493 sanctioned seats making enrollment percentage more than 99 percent.

Above 80% of seats were filled against reserved categories as per applicable reservation policy during the last five years .

University has a clear system for tracking and grading its students continuously.

Slow learners receive separate coaching from teachers. Advanced students receive specialized tutoring to improve their performance. Healthy Student-teacher ratio is maintained.

Student-centered teaching strategies are used. ICT-enabled learning, project-based learning, internships and field projects, seminars/workshops and industrial visits are some of the student-centric approaches used.

Exam's questions were framed using Bloom's taxonomy. Teaching techniques include Microsoft Team, Zoom for online mentoring.

Online resources are continuously added to the central library. Keeping in mind, the objectives of Object-Based Education, format of course file has been revised accordingly.

Training needs of the faculty are identified and it is used to depute/train the faculty member in the required domain. University also offers various career enhancement schemes. Above 90% of full-time teachers are appointed against the number of sanctioned posts.

Reforms to evaluation introduced by the University are online examination, in-semester examination, and credit-based system are adopted by the University. Continuous evaluation of practical work, assignments, and tutorials forms part of formative assessment whereas summative assessment takes into account the in-semester examination and end-semester examination with due weightage to formative assessment. Industry representatives/working professionals are involved in project review.

Transparency is ensured for internal assessment by declaring the outcomes and the scores to the students. Before declaration of results, students are allowed to view their exam copies. As a result t, less than one percent of students filled grievances.

To determine the degree of target achievement, the learning outcomes are evaluated and measured. On average, the pass percentage during the last five years has been around 94%.

We collect student's satisfaction through feedback forms on various parameters like Courses offered, coursework, quality of teaching, knowledge of teachers, testing methods, grading methods, teaching aids, extracurricular activities, infrastructure, and transport facilities.

Research, Innovations and Extension

Medi-Caps University has a clear research policy. It also offers infrastructural facilities, financial support for

research papers/patents and seed money for promotion and research. For supporting research, the University has well established Central Instrumentation Centre having research labs with sophisticated instruments and other supporting facilities.

Above Rs. 10 Crores has been given to the teachers for research and innovation. Around 72 JRFs/Research Associates enrolled.

In last five years a total of 18 Rs Lac has been received has grant for research funding by university and its faculties through government and non-government sources. This amount encompasses 78 research projects.

Medi-Caps Innovation and Incubation Center (MIIC) was established in 2018, encourages young talents and innovators, helping them develop commercially viable products and services and transform their business ideas into successful startups.

University sensitizes students and faculty to enroll in Indian Knowledge System (IKS) courses. Faculty members have done some courses and attended seminars and conferences.

IPR cell was established in the year 2021 under MIIC. It supports Incubation and Pre-Incubation in various domains and provides need-based services. University has a Technology Enabling Centre (TEC), which creates an Ecosystem for Technology Development in the Universities and provides a platform to network researchers with other institutes, National laboratories and industry. National Institute of Agricultural Extension Management (MANAGE), ministry of Agriculture and Farmers Welfare, Government of India has recognized Faculty of Agriculture, as Nodal Training Institute for Agri-Clinic and Agri-Business scheme.

University has a stated Code of Ethics for research. Around 30 research scholars have been awarded Ph.D. Around 705 research in referred journals and 650 books/book chapters have been published. Faculties have developed e-content that is available on institutional LMS and some other MOOC platforms.

University conducts outreach programs throughout the year through NSS/NCC.

For the academic and research development of teachers and students, University has engaged in several joint activities with other organizations, research establishments, and industries. For internships, industry internships, project work, student and faculty exchanges, and collaborative research, university has signed around 190 MoUs with numerous institutions and industries in India and overseas.

Infrastructure and Learning Resources

Campus of Medi-Caps University Indore has been created with contemporary amenities and educational resources. Each faculty member has a fully equipped workspace with 1 GBPS internet connectivity. The laboratories and classrooms are all roomy. Students have access to a variety of sports facilities. There are enough meeting rooms, theatres, and amphitheatres to host literary, cultural, and indoor sporting events. There is an indoor and an outdoor gym in campus as well. Faculty accommodation for around 50 faculties and a students' hostels for around 900 students are available. A Yoga room and temple is also there to spread positive vibrations. University has done an expenditure of around 40% for infrastructure development and augmentation.

University has a separate 3 floored building for the central library which has a total built-up area of 29240.6 Sq Feet. The total seating capacity of the central library is 500. Central library has 1.1 Lac. Books, 18000 online books and more than 3.2 Lac. e-Journals. It has around 50 desktop computers used to access online books and journals via National Digital Library, Delnet, J-gate etc. It is automated using open software "KOHA". Central Library also purchased Trunitin Plagiarism Detection software.

A round 2200 computers are available for use of students. University has facilities for e-content like Audiovisual center, mixing equipment, editing facilities and Media Studio, Lecture Capturing System(LCS), Central Instrumentation Centre, Museum, Business Lab, Research/statistical database, Theatre and Art Gallery.

University has systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory, library, sports area, computers, classrooms etc. Feedback/inputs are taken from stakeholders for effective maintenance. Through complaint/requisition Books and QR codes, complaints/requisitions are registered and then assigned to different staff/departments. University has well-established Systems and procedures for utilization of physical, academic, and support facilities.

Student Support and Progression

Entrepreneurship Cell (E-Cell) and Career Development Cell (CDC) have coordinated training programmes focused on interview skills, current trends in job prospects programmes aimed at enhancing soft skills. Seminars and expert lectures on career guidance and counseling help students gain the knowledge, skills, and experience needed to understand opportunities, consider alternatives, and succeed in society.

Mentoring through Mentor-Mentee scheme, conducting sessions on communication and personality development.

Around 70% students are benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs). Student welfare schemes such as health check-ups, Bank facilities etc. are provided.

Around 70% students have got the job placement, 5% students have progressed to higher studies in India/abroad and 1.5% students have qualified in state/national/international level examinations.

Student council is present for institutional development and student welfare. There are various clubs formed and run by pupils. As a result of that a good number of students have won awards.

University has a rich heritage of over 23 years and over 20,000 graduates. The Medi-Caps Alumni Association has been steadily creating local chapters in a variety of places like Pune, Banglore, Mumbai and Indore. Many alumni are serving in the government as IAS, IES, IPS, and other officers.

Alumni Association has already granted financial support to some of the needy students in the sum of Rs. 60 lakhs.

Our alumni also help their alma matter by mentoring them under Mentor-Mentee. Alumni regularly deliver expert talks, motivation sessions etc. Alumni are part of many important bodies like Departmental Council,

IQAC, BoS etc. This practice helps in incorporating alumni' views/feedback in framing various policies, resulting in an inclusive learning environment.

Governance, Leadership and Management

University is committed to achieve its vision and mission which is clearly reflected in its working methodologies and policies.

For decentralization, bodies as per the statue of the University are present like Governing body, Board of management (BoM), Academic Council (AC), Board of Studies (BoS), Departmental Council (DC), Finance committee, Examination Committee etc., that are properly functioning in University.

Leadership of University with the participation of its all stakeholders decides it's short term and long term goal in its enthusiastic journey towards achieving its mission and its vision.

University's Planning and Development Board plans major things such as the addition of new UG/PG programmes and/or applying for additional intake for the existing programmes.. It is responsible for executing the strategic plan with respect to the creation of development of new infrastructural facilities such as departments/ playgrounds/ library hostel & other amenities, starting of new courses, recruitment of staff members etc.

There are many schemes for the welfare of the teaching and non-teaching staff. At Medi-Caps School and University, fee concessions is granted for wards of the employee, Fee concession is provided to the staff who enroll for Doctorate programme at the University, Paid Maternity leave are given to the female employees for 45 days, Staff welfare policy is available to grant funds to the faculties in case of any emergency situation, incentive for research work are also provided, best faculty awards are given to the faculties of every department, In Employee's Provident Fund, University contributes equally, group insurance policy is available for the staff, gratuity is provided to the staff, medical facility *viz.* OPD (dental, general medicine, ophthalmic) is available for staff in campus etc.

University raises resources through self-financing and a variety of courses offered by the university. Since 2016 the Internal Audit & Inspection Section in the Finance section of University has been staffed with skilled individuals under the direction of the Finance Officer to ensure the upkeep of the university's annual accounts and balance sheets.

Internal Quality Assurance Cel helps in streamlining their operations and achieving goals for learning outcomes and objectives. IQAC was established in 2016.

Institutional Values and Best Practices

To create a safe, secure, and healthy environment on campus, University educates students and staff on gender equity and gender sensitivity. University also accepts the social duty of responding to events occurring in society through various projects and actions.

University Campus is surrounded by lush greenery and sumptuous natural beauty. The practice of reducing, recycling, and reusing common items and accessories has been created to make the campus

environment friendly. Awareness has been created on the campus through sign boards of directions and venues for visitors. The waste like paper, plastics, glass, metals, food, etc, that is generated by all sorts of routine activities carried out in departments, labs, canteen, mess, hostels, cafeteria etc. is segregated at each level. Recycled wastewater is used in gardening.

For the promotion of unity in diversity, NSS Cell was developed. The objective of NSS cell was to sensitize stakeholders about the importance of communal harmony, national integration, and fraternity.

University organizes National Festivals as well as Anniversaries for the Great Indian Personalities such as Teachers Day, Engineers Day, International Women's Day, International Yoga Day, Independence Day, Republic Day, World Environment Day, Science Day, NSS Day, etc.

University has adopted several best practices like up-skilling and re-skilling of faculty and non faculty members and Robust academic monitoring system.

University is working distinctively in the field of Transparent Evaluation System.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MEDI-CAPS UNIVERSITY
Address	Medi-Caps University, A. B. Road, Pigdambar, Rau Indore
City	Indore
State	Madhya Pradesh
Pin	453331
Website	www.medicaps.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dilip Kumar Patnaik	0731-3111500	9826835627	0731-3111499	iqac_mu@medicaps.ac.in
IQAC / CIQA coordinator	Saurabh Jain	0731-3111555	9827327255	0731-3111499	aa.koser@medicaps.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	22-07-2015
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	16-02-1999

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	18-10-2019	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Medi-Caps University, A. B. Road, Pigmambar, Rau Indore	Rural	28.62	83513.78	Under Graduate, Post Graduate, Doctoral Programs		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>115681_13425_1_1697013425.PDF</td> </tr> <tr> <td>PCI</td> <td>115681_13425_6_1697013449.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	115681_13425_1_1697013425.PDF	PCI	115681_13425_6_1697013449.pdf	
SRA program	Document						
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PCI	115681_13425_6_1697013449.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	26				18				466			
Recruited	20	6	0	26	14	4	0	18	243	223	0	466
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				198
Recruited	150	48	0	198
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				49
Recruited	41	8	0	49
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	20	6	0	13	4	0	62	45	0	150
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	181	178	0	360
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

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	6094	381	0	0	6475
	Female	2898	187	0	0	3085
	Others	0	0	0	0	0
PG	Male	962	30	0	0	992
	Female	810	55	0	0	865
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	96	37	0	0	133
	Female	120	13	0	0	133
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	129	8	0	0	137
Female	45	5	0	0	50
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture	View Document
Biotechnology	View Document
Chemistry	View Document
Civil Engineering	View Document
Commerce	View Document
Computer Applications	View Document
Computer Science	View Document
Computer Science And Engineering	View Document
Electrical Engineering	View Document
Electronics Engineering	View Document
Forensic Science	View Document
Information Technology	View Document
Languages	View Document
Management Studies	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Pharmacy	View Document
Physics	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

Medi-Caps University is committed to implement NEP. To ensure the same University has constituted NEP Cell. The cell is entrusted with the responsibility of creating awareness among the stakeholders about the provisions in NEP-2020 and ensuring that all the relevant provisions concerning the same are implemented across all the programmes NEP cell has arranged a series of webinars and seminars on provisions of NEP-2020 during which the Vice-Chancellor, Pro Vice-Chancellor of the University and experts from other institutes created awareness about provisions of NEP-2020 among Deans of Faculties, HOD's and staff members. Medi-Caps University comprises of 7 different faculties such as agriculture, arts humanities & science, commerce, engineering, management, pharmacy, and science which offer undergraduate, post graduate and doctoral programmes. Since multiple faculties operate in the university, one of the objectives of NEP where it is stipulated that "the universities must be not only large but also must be multidisciplinary in nature" is fulfilled in the case of Medi-Caps University. The plan of the university is to transform itself into holistic multidisciplinary institution. To take care of the students' social, physical, emotional and spiritual development certain courses such as Yoga/NSS/NCC/Soft skills/Club activities are included in the curriculum. The courses of Humanities and Science are the part of Engineering curriculum which itself shows the integration of humanities and science with STEM. Our university offers Choice Based Credit System(CBCS) where a student can opt any credit based courses of their choice as departmental elective or open elective. The courses such as NSS, where students are engaged in community services by visiting various villages are credit based. Certain value-based courses are offered by the department which imparts knowledge to the students beyond their curriculum and helps them to attain holistic and multidisciplinary education. University has also revised its ordinance as per NEP and the same has been submitted to its regulatory body. The curriculum is prepared keeping in mind the multiple entry and exit at the end of 1st, 2nd and 3rd years of undergraduate program. University also adopts the policy of giving admission in even semester' keeping NEP in mind. Under most of the faculties, different specializations are offered thus,

	<p>the academic activities of the university are best suited to offer the courses in multiple disciplines and also those having bearing on the interdisciplinary character of the programmes. Also the students enrolled in the university, have the discretion of choosing subjects from different disciplines either as Optional or as Electives based on their desires. The university organized annual technical festivals such as Moonstone in which students of different programmes are provided opportunity to showcase their talent. Such tech-fests aim at providing common platform to students of different faculties to join hands in displaying their technical skills and knowledge.</p>
2. Academic bank of credits (ABC):	<p>Medi-Caps University is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2020 onwards, MU is uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform. The National Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in platform and is currently live for the academic year 2021. MU follows a choice-based credit system for all its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. UGC has stipulated that NAAC accredited institutions shall be allowed to implement Academic Bank of Credits (ABC). Therefore, the university has taken a step ahead in this direction by applying for NAAC accreditation. The university will be able to join the academic bank of credit after the assessment by NAAC.</p>
3. Skill development:	<p>University aims at providing quality vocational education combining class room centred formal education and training with experience sharing of Industry practitioners and internships. The focus is towards integrated knowledge acquisition and upgrading human skill towards creating a new league of employable youth. Our MBA programme is designed in such a way to mould future managers thoroughly conversant with the application of tools and techniques of modern management practices in order to align with the requirements of Industry 4.0. All these steps are marching towards the implementation of NEP in the real sense. The</p>

programme structure and contents adhere to the UGC guide lines for vocational programmes. The programme offers multiple entry and exit options to students where each exit point is linked to a specific job role as. Students who successfully complete the first year of the programme will be eligible for PG diploma in Technology and Management Consulting. Successful completion of all the semesters leads to degree. University aims to impart the vital skills to each course of its every programme. The practical sessions put emphasis on the learning the skills by working hands-on. Beyond the curriculum, some value added courses which are mainly interdisciplinary /multidisciplinary in nature have been introduced. The university has established a lab as museum cum tinkering lab, which helps the students gain hands-on experience regarding the different equipment/ instruments across all the streams. The students are encouraged to access Bosch training centre and robotics lab to upgrade their skills and knowledge. The new cutting-edge programs in the fields of Artificial Intelligence, Machine Learning, Data Science, Business Systems, Internet of Things, Robotics and Automation have laid the path of modern and contemporary skill enhancement of the students of modern world. Many new labs have been established for the students and staff members of Computer Science and Engineering, Information Technology, Computer Applications, Computer Science, Electronics and Communication Engineering, Mechanical Engineering, Automobile Engineering in this regard. Study tours/ field visits are included in majority of the courses across all the programmes wherein the students are exposed to the practicalities of the field. The university has established an Incubation Centre which helps the students, who are interested in establishing their own start-ups. Bachelor of Technology degree programme in Fire Technology and Safety Engineering brings a unique flavour to the range of programs offered. It is the most demanded skill-oriented programme and is in need. Very few institutes in India offer this programme. Projects and internships are the integral and mandatory parts of each programme that enables students to acquire desired competency levels, skills and aptitude. They enable a student to acquire the ability to transit to the job market swiftly and at an opportune time, return for acquiring additional skills

	<p>to further upgrade their competencies. To bring to execution, the objective of developing skills of the graduates as listed in NEP-2020, university has established Central Instrumentation Center which provides endless opportunities to students to gain practical knowledge through practical and experiments.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Medi-Caps University is determinant to integrate Indian Knowledge system in its curriculum. There is a specific 2 hr/week course run for the students which deals with traditional knowledge of India and her culture. The course is named as “Essence of Indian Traditional Knowledge”. The syllabus contains Introduction to Indian tradition and traditional understanding, Fortification of Traditional Knowledge, Language and Literature etc. IKS integrates traditional knowledge in fields such as Agriculture, Basic Sciences, Engineering, Arts and Literature, Commerce, and Management. University sensitizes students and faculty to enroll for IKS courses. Faculty members have done some courses and attended seminars and conferences. University has taken initiative to offer courses and programs that promote the preservation and understanding of cultural assets, fostering a sense of pride and identity among students. Notices have been circulated to the students to attend the IKS courses available on the SWAYAM and NPTEL portals. Rare Book Society of India subscription is taken that provides a virtual space for rare book collectors and history enthusiasts to read, discuss, rediscover and download lost books.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>All courses syllabus have been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP. University pay emphasis on OBE. At the beginning of each semester, an academic calendar is released. University has well defined vision and mission. Each program has specific Program Outcomes (PO) and Program Specific Outcomes (PSO). Consequently, each course is designed with Course Outcomes and Course Learning Objectives. Workshops , trainings ,awareness program based on CO-PO mapping are conducted to train the faculties time to time .IQAC ensures that every department is adhering to the academic plan created to attain CO, PO, and PSO. Course files are maintained by faculty members. All parameters like CO-PO mapping and attainment,</p>

	<p>assignments ,attendance, previous year question papers , record of slow learners etc. are the part of the course file. To keep track of academic excellence, feedback system is implemented, Feedbacks are collected from all the stakeholders e.g. students ,teachers , parents, industry experts, academia and alumni and analyzed. Then action taken reports are generated by respective departments.</p>
6. Distance education/online education:	<p>University has well-equipped facilitative classrooms. There are a total of 168 classrooms and 12 seminar halls out of which many are equipped with smartboards/projectors and AV facilities. Wi-Fi facility with fast 1 GBPS internet speed is available in all the classrooms, seminar halls, laboratories and tutorial rooms. A state-of-art recording studio has been established to record high quality videos as well as podcasts that are available on the university's LMS and YouTube channel. University has around 2200 computers, which are available for the students in their 60 computer labs within the campus.12 digital seminar halls contain all the features of a smart classroom. University continuously updates its library with online resources such as Delnet, ACM, J-Gate etc. Teachers are engaged in using various online platform like google meet, zoom and, students make use of Facebook links, you-tube links to listen to their teachers. University organizes webinars on various topics. University encourages faculty to organize webinars on various topics. University takes every chance for collaborative activities in online and offline mode. MoU with other agencies also support distance communication. Faculties are encouraged to offer MOOC courses at MU which promotes the blended learning system of learning.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Yes, the students' co-ordinator and co-ordinating faculty members are appointed by the University as per the rules set by the University mentioned in notice and ordinance. Yes, the ELCs are also functional as per the rules set by the University. Yes,

	<p>the ELCs are very much representative in character. Further, the Student Council contributes significantly to university branding and attempts continuous efforts to make student's campus life more comfortable and enjoyable. Presence of student council provide opportunity for students to flourish intellectually, socially and personally.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Medi-Caps University students do participate and participated in these past years in some innovative programmes and initiatives undertaken by the ELCs. They have done some activities which include voluntary contribution in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll as volunteers, voter awareness campaigns as per the order released by collectorate office Indore, promotion of ethical voting and importance of such awareness among citizens. They have campaigned in some remote areas also, for enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc and worked for enhancing their (minorities of the society) self-esteem and worth in nation building. For senior citizens extra measures were taken by young students as they ensured them that they can assist them by taking them to voting booth on their own vehicle if they have any problem in commuting.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes, banners and pamphlets were prepared by the students to ignite the spirit of citizenship and value of each vote for making nation strong. These means did contain the democratic values of the nation India. Such things make people knowledgeable in political, social, and economic field whatever education level they have. These measures taken by the students can bring drastic changes in the upliftment of the society. For survey purpose, regarding their eligibility for voting, some members of ELC board had been to some downtrodden areas, slum areas where people are illiterate. Such constructive work by the ELC board did pay in Awareness programme and thus nation building,</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>For this purpose, the ELC Members did a drive in collaboration with NCC and NSS students in college campus to enlist the students who are yet to be</p>

institutionalize mechanisms to register eligible students as voters.

enrolled for the voting. These members took initiatives to get their voting slip if they are local students and for the students who are outsiders they encouraged them to get their names enrolled in their respective constituency where they have to cast their vote. These members, with all verve and enthusiasm lend their helping hand for such services of the society to serve the nation best. Such small efforts can bring huge changes in the society and nation as large which make the nation strong and powerful.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10034	9102	7550	6863	5058
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2523	1976	1705	1654	508
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

2022-23	2021-22	2020-21	2019-20	2018-19
392	349	335	335	307
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: 307

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6652.69	5067.77	3009.03	3275.89	5215.31

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:

Medi-Caps University is committed to providing excellent academics by integrating industry knowledge and fostering innovation. This commitment is reflected in our curriculum, which is an integral part of our academic processes. Our modern curriculum forms the foundation of our rigorous academic programs, and our innovative teaching methods bring out the best in our students, fostering intellectual growth.

All our university programs are initially designed by benchmarking against reputable institutes and universities. We then review and adapt the curriculum to align with our university's vision and mission, as well as the dynamic changes in regulatory requirements and industry needs. The resulting curriculum is relevant to local, global, national, and regional developmental needs. It includes well-defined learning objectives and outcomes at both the program and course levels.

We place a strong emphasis on Outcome-Based Education (OBE), which is reflected in the syllabus of each program. Each program has well-defined Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Our courses are designed to achieve these outcomes, and both course and program outcomes are evaluated for all programs. The program-specific outcomes are designed to meet the specific skill requirements of each field.

Our university offers a well-rounded education by incorporating fundamental, technological, skill, and entrepreneurship development courses into all programs. We also include project work, industrial training, and case studies to provide students with real-world exposure to the local and global industrial environment. Additionally, our curriculum includes courses on soft skills development, languages, presentation skills, and personality development. We also address global issues related to the environment and human relationships through courses such as environmental science and universal human values and ethics. Examples of non-technical courses in our curriculum include computer fundamentals, office automation, documentation and presentation, technical communication, and soft skills. These courses are continuously evaluated and updated to meet social needs and advancements in technology.

All our programs include courses that emphasize sustainable development for the country. Our students learn to utilize the environment's resources optimally for the progress of society and the economy. Courses such as renewable energy and green technology, and energy conversion are also part of our curriculum.

We follow well-defined procedures for designing new curricula and revising existing ones, in accordance with our university guidelines and ordinances. This process involves a hierarchical structure of administrative bodies, with the Academic Council at the top, followed by the Board of Studies and Departmental Council. The Departmental Council is responsible for framing, evaluating, and revising course curricula, taking into consideration the local, national, regional, and global needs. This task is carried out with the involvement of experts from academia, and feedback is obtained from various stakeholders, including students, alumni, parents, employers, faculty members, and industry.

To promote holistic development, our curriculum also includes educational experiences such as special lectures, field visits, seminars, and internships. These experiences enhance the learning competencies of students. Our faculty members are encouraged to adopt innovative teaching methods to meet the technological demands of the modern era.

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:

The university programmes (Around 80% courses syllabi) are designed with a primary focus on employability, entrepreneurship, and skill development among students. Students are trained in a wide range of skills such as critical thinking, problem-solving, communication, leadership, and teamwork. These factors are closely related and important in today's world, where there is a growing need for individuals to be self-sufficient and self-reliant. Students are encouraged to think creatively and develop an entrepreneurial mindset.

All course syllabi together incorporate these factors given below to develop employability, entrepreneurship, and skill among students.

1. Incorporating practical training: The University collaborates with industry partners to provide students with hands-on training in their field of study. This helps the students to develop real-world skills and gain experience which make them more employable after graduation. University has done collaboration with I-Nurture and TCS for running programmes B.Tech. robotics and automation and B.Tech. CSBS respectively. Trainings by NSDC under PMKVY is a regular feature.

2. Building communication and presentation skill: Communication skills are essential for success in any job. The University incorporates communication and presentation skills training into their syllabi to help students develop their abilities to present, write, and articulate their thoughts.

3. Encouraging collaboration: Collaborative projects help the students to develop teamwork and leadership skills, which are important for employability. The Universities encourages the students to work in groups on projects that require them to collaborate and communicate effectively. All B.Tech programmes have included minor and major project courses in which students can do in house projects or internship in company.

4. Focusing on innovation: Innovation is a critical aspect of entrepreneurship and employ ability. The University encourages innovation by offering courses on creativity, design thinking, and problem-solving. The university also have innovation center which promotes start-up activity.

5. Ethical & language Skill: MU department of humanities has introduced courses which incorporates various domains of English literature. It not only enhances student's literature knowledge but the program is designed in such a manner that it improves their soft skills and life skills also like in Professional English and Soft Skills. It provides them deep sight in personality development, gender equality, professional ethics, human values, ecological balance, sustainability etc. It not only previews the socio-economic, socio-political and socio-cultural aspects of the different societies existing on earth but also provides the details of human race on earth.

The course syllabi of the university are adequately revised to incorporate contemporary requirements; the university has set up a system of continuous improvement.

Review of courses and programmes is done in consideration with following:

- Industry trends and feedback to identify new demands of industry.
- Norms/requirements and standards of relevant statutory, regulatory and accreditation bodies.
- Structured feedback from students, alumni, employers and experts from academia, industry and research through course/programme review feedback.
- Analysis of current trends in market.
- Consultation with the members of Board of Studies.

List and syllabi of the subjects focus on employ ability/ entrepreneurship/ skill development are enclosed. Also revised programmes and subjects list are also enclosed.

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: 91.33

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

Response: 1475

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

Response: 1615

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:

National Education Policy 2020 aspires to revitalize ancient Indian knowledge, philosophy, human ethics, and core values, and accordingly, our University integrates cross-cutting issues of society in the curriculum of courses across all the programs. These courses aim to inculcate professional competencies and other competencies like social and ethical values, human values, environmental sensitivity etc. It results in the holistic development of the students. These courses and activities are embedded in the curriculum.

Professional Ethics:

The compulsory course on “Universal Human Values & Professional Ethics” and open elective course

on “Understanding the Human Being Comprehensively-Human Aspirations and Its Fulfillment” for the final year students.

Ethical Value :

MU implements a zero-tolerance policy against plagiarism in order to ensure a code of conduct and professional ethics. All research material originating from students and faculty is ensured to be original and not plagiarized from any source. Before sending any research material for publication, they are first checked for originality using “Turnitin plagiarism software”.

These courses provide a platform for inculcating values and developing ethical competence among the students. These courses are the response to a long-felt and urgent need to integrate value education with decision-making skills in their personal, social, and professional life.

Business Environment majorly addresses the issue related to professional ethics.

Corporate Communication also focuses on professional ethics.

Legal Aspect of Business deals with moral values and professional ethics.

Labour Legislation has the lessons of human values.

Research Methodology addresses the issue of selecting research problems keeping in mind the cross-cutting issues like professional ethics, environment sustainability, and gender.

Entrepreneurship and Management emphasizes the issues of human values and gender while managing human resources. Taking care of the environment and its sustainability while setting up a business is another lesson from this course. Technical Paper Writing addresses the issues of professional ethics in research.

Twenty-one days Induction programme for students related to values and ethics is an integral part of the curriculum of the first year.

Gender Sensitization:

The University has a Women Grievance Cell to promote gender equity among students and also deal with related issues of safety and security of female students and staff. Gender audit report is also prepared to ensure the participation of females in all decision-making bodies.

Environmental Awareness

A course on “Environmental Sciences ” is important part of curriculum. Environmental topics are integrated into various academic disciplines, allowing students to understand the relevance of sustainability to their studies. In the campus, various sustainable practices are adopted, such as recycling, energy-efficient buildings, and green transportation.

The University has an integrated rainwater harvesting System. The wastewater is reused for gardening in the University campus. University celebrates the day of National importance as Earth and Environment

day.

The University organizes expert workshop and seminars on Environment & Ecology to make students aware of natural resources.

University celebrates days of National and International importance as Republic day, Women's day, Independence Day, Teacher's day, Human Right Day, International Yoga Day etc. These celebrations nurture the moral, ethical, and social values in the students.

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: 53

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

1.3.3

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

Response: 100

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: 17

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

Response: 17

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: 96.28

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3651	3339	2457	2452	2042

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

2022-23	2021-22	2020-21	2019-20	2018-19
3544	3244	2343	2336	1955

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: 80.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
1808	1416	817	815	688

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

2022-23	2021-22	2020-21	2019-20	2018-19
3651	3339	2457	2452	2042

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:

The University has an organised system in place for constantly monitoring and grading its students. For

this, we have a very clear policy in place.

The performance of the students in the national, state, and university level entrance exams serves as the basis for their initial evaluation. Teachers and mentors from prior courses provide feedback of students entering higher classes based on their potential for learning. Through class discussions, the question-and-answer approach, taking into account the students' topic knowledge, mid-semester exams, and end-semester university exams, we are also able to distinguish slow learners and advanced learners among the students.

To differentiate learner's potential we have following parameters:

Basis to identify student having low learning potential:

- 1.If marks/percentage in entrance level exam is equal to or just greater than 5% to the cut off marks.
- 2.In class if the student does not answer the questions .
- 3.In end sem/mid semester/ assignments/quiz if he scores less than 30% of marks.
- 4.In Laboratory if he takes more time for the conduction of practical.

Basis to identify student having high learning potential:

- 1.If marks/percentage in entrance level exam greater than 20 to 30% of the cut off marks.
- 2.In class if the student answers the questions properly and asks related questions.
- 3.In end sem/mid semester/ assignments/quiz if he scores 90% marks.
- 4.In Laboratory if he performs the practical very quickly.

Action Taken To Enhance Learner's Potential: After identifying slow learners with above mentioned mechanism we inform students personally to attend remedial classes. Students' mentors offer them advice, try to determine the cause of their restriction, and motivate them to get over the obstacle so they can achieve their academic objectives. Remedial classes are scheduled to address questions and cover key concepts for raising performance.

Two groups are formed for each class, and each group receives a separate tutorial session for each branch of study. Typically, one teacher is designated for each batch to provide additional insight on the crucial subjects, to enhance their subjective knowledge, and to offer guidance for individual issues. Learners who struggle to follow up with the lessons in regular classes are helped by having their questions answered, reviewing key ideas, and giving additional assignments to help them learn the material.

Action Taken For utilizing Learner's Potential : Mentors and faculties continuously encourage students to further enhance their knowledge by taking additional courses for their particular programme degrees. Advanced learners are given various options to grow their knowledge and skills. These students are inspired to read specialized reference materials. They are advised to resolve the sample test questions. The students are assigned to participate in workshops and seminars at the university, state, and national levels that are held in their particular fields in order to get experience in the relevant field. They are encouraged to participate in contests, science fairs, quizzes, debates, publishing research papers, and other events where they can demonstrate their skills. Along with this student's having high potential for learning are encouraged to work with Ph.D scholars for advance knowledge sharing.

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: 25.6

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

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:

Medi-Caps University employs variety of methods to enhance student learning. To ensure effective knowledge acquisition, student-centered teaching strategies are utilized. The key student-centered approaches employed are as follows:

Experiential learning methodologies:

- Participation in competitions at various levels: Students are encouraged to participate in national and international competitions to gain real-world experience.
- Field Visits: Faculty members identify and propose academically meaningful field trips and surveys.
- Industrial Visits: Departments coordinate student visits to industries to familiarize them with the working world.
- Workshops/Hands on trainings: Notable professionals from industries and universities across the nation are invited to deliver workshops/Hands on trainings, enhancing the educational process and fostering experiential learning.
- Internships/project work: As a part of curriculum, students complete internships/projects in

workplaces, acquiring practical skills and networking opportunities.

Participatory Learning:

- Teamwork: Departments organize student events to promote teamwork. Activities such as Red Cross, NCC and NSS initiatives, village adoption, plantation, and institutional social responsibility programs like Swachh Bharat and health awareness campaigns teach students the value of collaborative work for the betterment of the community and society.
- Project-based Learning: Students are encouraged to participate in projects to enhance practical knowledge and creativity. This is a mandatory component of the final semester in different curricula.
- Membership of some student chapters like IEEE, IE, IMA etc

Problem Solving: University provides students with case studies and problem-solving exercises. In various courses across programs, students are taught how to approach and solve real-world problems.

Interdepartmental Collaborative Activities: University's departments promote the exchange of ideas and knowledge among students, fostering leadership skills and a sense of teamwork. Under MII Foundation (section 28 company), we have MIIC and Entrepreneurship cell, which leads them for start-up ideas. MIIC provides the platform for students to work in a team for product development and to convert ideas into business. E-cell helps to develop entrepreneurship skills in students.

ICT Facilities:

University continuously updates its library with online resources such as Delnet, ACM, J-Gate, EBSCO, IEEE, Business Source Elite, Magzter, Plagiarism Detection Software Turnitin, Drillbit, and Quillbot: A Paraphrasing Tool. ,Shodhganga, Shod Sindhu, and other e-resources which helps all to excel in their teaching-learning process. A state-of-art recording studio has been established to record high quality videos as well as podcasts that are available on the university's website and YouTube channel. For assessment of students, faculties use google classroom, ERP which enables the timely completion of work. Almost all faculties have laptops to work with. Further, availability of various softwares such as Mathcad, MATLAB, CST, CAD/CAM etc., licensed version of Zoom and advance computer labs helps in enhancing the teaching-learning process. Availability of classrooms, seminar rooms with smartboards and/or projectors, AV facilities facilitates the faculties to deliver their contents seamlessly.

University encourages teachers to participate in events and courses on use of ICT in teaching and learning. All are encouraged to learn through SWAYAM and NPTEL. University's ICT resources have facilitated teachers in understanding the IPR process and the publication of research papers. University effectively utilizes social media platforms with links available on website.

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:

Objectives of mentorship in the university:

- Assist the mentee in setting and achieving professional development and personal growth objectives in line with societal needs.
- Assistance with acquiring the knowledge, skills, and capabilities needed to tackle real-world situations.
- Encourage increased levels of involvement and career aspirations.
- Give mentors the resources they need to improve their performance in their existing positions.
- Expand cultural borders or create opportunities for stakeholders to connect and collaborate.
- Establish a culture where mentoring is seen as a productive strategy for producing competent people.

SOP for Mentors in Medi-Caps University

- Mentor meetings are conducted every fortnightly.
- Mentor can choose 1st & 3rd week or 2nd & 4th week of the month as per his/her convenience.
- Mentor discusses Objectives of Mentorship and Mentor Form at length with newly admitted mentees to provide clarity on the concept.
- Mentor circulates the form and collect the proper filled-in forms from his/her mentee having all the details.
- Mentor discusses on points (but not limited to) problem faced, skill, activities, mannerism, career, library visit, regularities, assignments, quizzes, project, book issue, reading outside syllabus, personal looks, seminar, paper presentation etc.
- After every meeting, the mentor records the discussion in mentor form for future reference viz. attendance, update on his last meeting discussion, achievements, participation in extra-curricular and co-curricular activities, suggestions etc.
- In the very first meeting of the semester, mentor record the Assignment / Quiz marks. End-Sem marks of the previous semester in the mentor form of the mentee, to define the mentee as slow learner or fast learner. Based on this the mentor plan a strategy for further improvement of the mentee.
- Mentors maintain semester-wise mentees record of Credit earned, CGPA, SGPA and Total Credits earned, collect the internship/training certificate of previous semester.
- Mentors inform mentee about various initiatives taken by the university towards the all-round development of the students.
- The mentors of final year (Pass out Batch) collect the information related with the future endeavours of their allotted mentees.
- If the mentee fails to attend the meeting continuously two times, the mentor inform the same to the class coordinator and to the parent of the mentee.

The implementation of the effective mentor-mentee system results in inculcating and nurturing right attributes, virtues and qualities in the students. Students consider university as their second home due to

this congenial environment. They feel free to discuss their issues and get effective timely solutions. This satisfaction helps in their overall development.

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: 91

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

2022-23	2021-22	2020-21	2019-20	2018-19
428	360	389	382	341

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

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: 92.83

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: 285

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

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: 12.01

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

Response: 4708

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: 18.8

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

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

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:** 0.86**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
152	91	4	20	35

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

2022-23	2021-22	2020-21	2019-20	2018-19
9552	8147	6741	6038	4478

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

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:

University is committed to being at the forefront for providing outcome-based education. The Programme outcomes (POs), Program Specific Outcome (PSOs) and Course Outcomes (COs) of various programmes are well stated. Programme outcomes (POs), Program Specific Outcome (PSOs) and Course Outcomes (COs) a set of competencies, skills, and abilities that the students develop, along with disciplinary and inter-disciplinary knowledge that they procure. At University, the concept of Bloom's Taxonomy is implemented in all programmes. Bloom's Taxonomy plays a very significant role in accomplishing and aligning the mission and vision of the University.

Integration into the assessment process:

Programme Outcomes (POs), Program Specific Outcome (PSOs) and Course Outcomes (COs) are well integrated into the assessment process. The assessment process is as follows:

- As a part of direct attainment, while framing the questions for assessment of students in assignments, quiz, midsem and endsem, the related/concern outcomes are displayed against the questions.
- As a part of indirect attainment, feedback from various stakeholders are collected and analyzed. Further on the basis of the analysis, appropriate actions are used to be taken.
- During evaluation, for each course, every framed course outcome is analysed. On the basis of the marks obtained by all the students in all the questions related to that concerned course outcome.
- Based on pre-defined threshold, attainment level of all COs is determined.
- Attainment of Course Outcomes of all the courses of a particular program help in calculating the attainment of PSOs and POs.
- Finally attainment level of POs and PSOs are checked for the alignment with Mission of the Department and further of the University.

Programme outcomes (POs), Program Specific Outcome (PSOs) and Course Outcomes (COs) that are approved by the Departmental Committee, are communicated to the stakeholders of the program by the following procedure:

- POs and PSOs are available in the University website (<https://www.medicaps.ac.in/>)
- POs and PSOs are kept in prominent locations of the campus such as laboratories, classrooms, offices for staff, students and public view.
- Programme Handbook is made available in the library for use of all.
- All POs, PSOs and COs are mandatory parts of our Course files

The very important part after framing and displaying these outcomes are to check its attainment. The attainment is evaluated twice in a semester.

- Firstly, it is evaluated after the completion of first MST, which includes the marks /grades of assignments and MST 1.
- Secondly, it is evaluated after the completion of endsem examination, which includes the marks/grades of remaining assignments, MST II and endsem marks.

This attainment is analyzed and discussed and it becomes the basis for revising the curriculum if required. Furthermore, the pedagogy adopted to deliver knowledge is in synchrony with the learning outcomes to be achieved. The outcomes are assessed and measured to identify the extent to which goals are accomplished. Proper action plans are laid down to identify the gaps that may have accrued after the

detailed analysis. Different direct and indirect measurement methods are used to assess the learning outcomes of the 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: 93.7

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

Response: 2364

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.72

File Description	Document
Upload any additional information	View Document

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:

Medi-Caps University (MU) is committed to be an Education, Research and Innovation oriented University that could also contribute to society. For this imperative to pursue good quality basic research, and progressively aim for cutting-edge applied research. MU intend to provide necessary infrastructure to promote research. Research needs to be conducted in a responsible and ethical manner for advancement of knowledge and development of novel processes, technologies, and products. Such efforts are to be appropriately disseminated to reach the widest possible audience for the benefit of mankind. **MU has a well-defined Research Policy** towards this. The university has a two-tier management system of all research activities. **Research Advisory Committee (RAC)** that has an advisory role, and a **Research and Development Cell (RDC)** for regular monitoring of all research activities, implemented as per the recent guidelines of UGC, New Delhi.

Faculties are encouraged to apply for various funding agencies and pursue their research. Special discussions are arranged to familiarise them with funding agencies. MU also provides **seed money** for establishing small laboratories, testing feasibility of new ideas or potential conversion of research ideas into reality. These are detailed under **Research Promotion Grant (Regulation-55)** and **"University Funding for Research"**. Collaborative Research Schemes (**CRS**) with institutes of repute are also being planned. Other facilities offered include academic leave, sponsorship for National and International Conferences, on-duty leave for interaction meetings and R&D with institutes of high repute, like IoEs, DAE, DST, CSIR institutes, NITs, IITs and IIMs, and major universities.

A well-defined **PhD Program** is in place as detailed in Ordinance 11 and Regulation 24, and it catalyses the major portion of Research. Faculty and students are encouraged to publish their research publications in peer reviewed journals of repute and indexed with Web of Science, UGC-Care, SCI & Scopus. Collaborative research and project-based learning are encouraged among other faculties as well as from outside institutions. MU has a Zero tolerance on plagiarism issues. University library has an authorised plagiarism check software being used by faculty and PhD scholars. MU has a well-defined Intellectual Property Rights (IPR) policy. It encourages and takes care of the patent filing process. Various faculties have patents filed, granted, and awarded to their credits. Faculty and students are actively participating in various seminars, webinars and trainings on Research, IPR, Value Based Learning and Soft Skills. An active Innovation Cell is in place as per RDC. MU is also planning to establish a **Research Centre** in the university with necessary software and computing facilities.

Centralized amenities include a library with a large selection of physical and electronic journal subscriptions, as well as ample bandwidth and internet access. It also takes care of plagiarism check software as recommended by UGC and other bodies. It has various subscriptions and has Koha Library Management Software as well. Other subscriptions include: ACM Subscription (Advancing Computing as a Science & Profession), EBSCOhost, J-Gate that exponentially increases journal usage. They provide

seamless access to many of the journal articles.

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: 52.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
83.76	172.56	0	2.73	4.52

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
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	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: 38.44

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: 118

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

3.1.4

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

Response: 16.67

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

Response: 12

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 72

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

3.2 Resource Mobilization for Research

3.2.1

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

Response: 22.35

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

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: 1.89

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

Response: 580

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:

Innovation and Incubation:

Medi-Caps Innovation and Incubation Center (MIIC) was established in 2018, encourages young talents and innovators, helping them develop commercially viable products and services and transform their business ideas into successful startups. It creates awareness and helps society come up with new solutions for existing problems. University, announced funding of Rs.10 crores per year for innovation and start up through its active cells like MII Foundation and MIIC. Activities like Boot Camp in association with IIT, Indore and MP Start-up Centre were organized.

Objectives:

- Developing an environment conducive to entrepreneurship
- Facilitating the creation of successful companies by providing resources
- Offering excellent mentoring services to startups
- Providing a professional business environment for startups to operate and learn
- Utilizing R&D infrastructure to create innovation-based startup companies
- Assisting in the commercialization of intellectual property
- Providing consultancy in business planning, market research, and corporate development
- Offering financial assistance to venture new ideas

IKS:

- IKS integrates traditional knowledge in fields such as Agriculture, Basic Sciences, Engineering, Arts and Literature, Commerce, and Management.
- University sensitizes students and faculty to enroll for IKS courses. Faculty members have done some courses and attended seminars and conferences.
- University has taken initiative to offer courses and programs that promote the preservation and understanding of cultural assets, fostering a sense of pride and identity among students.
- Notices have been circulated to the students to attend the IKS courses available on the SWAYAM and NPTEL portals.
- Rare Book Society of India subscription is taken that provides a virtual space for rare book collectors and history enthusiasts to read, discuss, rediscover and download lost books.

IPR & transfer of technology/knowledge:

IPR cell of the university was established in the year 2021 under MIIC. It supports Incubation and Pre-Incubation in various domains and provides need-based services. It offers facilities and services in the

areas of infrastructure, technology, mentorship, and knowledge-based support. MIIC provides a common working platform with physical co-working spaces, guidance, mentoring, collaboration opportunities, and facilities for incubatees. Alumni Fellowships are provided to alumni who wish to start their own companies. In the process of industry-academia collaboration, one center of excellence by a leading software industry “47 Billions” has started in our campus

University takes active interest in transferring the Knowledge/Technology. For the Knowledge Transfer, fast learners are identified from each course and then they are associated with Research Scholars. University has a Technology Enabling Centre (TEC), which creates an Ecosystem for Technology Development in the Universities and provide a platform to network researchers with other institutes, National laboratories and industry. National Institute of Agricultural Extension Management (MANAGE), ministry of Agriculture and Farmers Welfare, Government of India, Hyderabad has recognized Faculty of Agriculture, as Nodal Training Institute for Agri — Clinic and Agri- Business scheme on 13-10-2022 based on novel strength in the field of Agricultural education. The objective of the NTI & AC&ABC is to provide value added extension services to farmers through self-employed Agricultural graduates by providing 45 days offline training and handholding support fully financed by MANAGE, Govt. of India.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	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: 33

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 software**
- 4. Research Advisory Committee**

Response: B. Any 3 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: 10

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: 2.07

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

Response: 29

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

Response: 34

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](#)

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: 2.2

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

Response: 675

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 to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.5

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

Response: 2.16

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

Response: 664

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

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: B. Any 4 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

3.4.7**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 5.54

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

3.4.8**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 18

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 11.23**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last**

five years (INR in lakhs).

2022-23	2021-22	2020-21	2019-20	2018-19
9.39	1.84	00	00	00

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:

The institute promotes regular engagement of faculty, students, and staff with the neighbourhood community for their holistic development and sustained community development through various activities in coordination with the NSS unit. Every year programmes are organized under which students and staff participate voluntarily in community-based activities within their neighbourhood.

The NSS unit of the university organizes various extension activities such as tree plantation, Road safety awareness, Ekta daud for health, save fuel save the Country program, Swachh Abhiyan, and national equality awareness. Other than NSS and NCC units, the various departments of the college are conscious of their responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programs like environmental awareness, Soil and Water Testing, Plastic eradication, No vehicle day, Janani Suraksha, Programme on female foeticide, organizing visits to Orphanages and Anganwadi, Voters awareness, Blood group detection, health check-up camps, Blood donation camps, Dental check-up camps, various workshops, rallies, and road shows with themes like

cleanliness, the green environment, gender sensitization, blood donation, traffic rule awareness etc. The students also engage in continuous voluntary activities to maintain cleanliness in and around the campus, raise awareness about the importance of a clean environment for human health, and contribute to the National Swachh Bharat Abhiyan.

Additionally, the institute has organized more than 12 blood donation camps and conducted awareness programs on oral health with the aim of terminating tobacco use and preventing cancer. Health check-up camps have also been organized.

Impact of extension activities:

The activities conducted lead to imbibing the values of social responsibility, such as:

1. To help people in need and distress
2. Understanding and advocating for the needs of underprivileged children.
3. To promote cleanliness in all life spans and common places, slum areas.
4. To acquire social values and a deep interest in environmental-related issues.
5. Expanding knowledge of societal issues and problems, seeking solutions by actively engaging with the lives of those affected,
6. Building relationships and partnerships with organizations and NGOs for future humanitarian work.
7. Developing a sense of compassion and solidarity towards the community and those in need
8. Develop a passion and brotherhood towards the community, affected people/animals, and destitute.
9. Acquiring problem-solving skills. The skills developed through these activities include social skills, communication skills, management skills, leadership skills, analytic skills, and perceptual skills.

These activities have had a positive impact on the students, helping them develop community relationships, leadership skills, self-confidence, and awareness of social issues. Overall, the institute's engagement with the community through these activities demonstrates its commitment to holistic development and social responsibility.

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: 100

3.6.2.1 Number of extension and outreach programs conducted by the institution through

organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
14	18	22	27	19

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: 45

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

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 university has adequate infrastructure facilities for:

The University campus comprises natural beauty with advanced technology apart from good infrastructure in terms of buildings having all the amenities for a healthy teaching-learning environment.

a. Teaching - learning, viz., classrooms, laboratories

University has:

- Well-equipped facilitative classrooms. There are a total of 168 classrooms and 12 seminar halls. .
- 88 laboratories across different departments with sophisticated equipment, 02 drawing halls, 02 workshops.
- 02 farm lands for Agriculture and 01 Fire drill ground for providing practical knowledge to the students.

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

- University has well-equipped facilitative classrooms. There are a total of 168 classrooms and 12 seminar halls out of which many are equipped with smartboards/projectors and AV facilities
- Wi-Fi facility with fast 1 GBPS internet speed is available in all the classrooms, seminar halls, laboratories and tutorial rooms.
- A state-of-art recording studio has been established to record high quality videos as well as podcasts that are available on the university's LMS and YouTube channel.
- University has around 2200 computers, which are available for the students in their 60 computer labs within the campus.12 digital seminar halls contain all the features of a smart classroom.
- The Central Library is the hub of attraction along with some departmental libraries, having seating capacity of more than 500 students at a time. University library is automated by using Integrated Management Library System KOHA (ILMS). Users can get all the books related information with the access of KOHA. A complete detail given further criteria. The university

also provides study material on its official website.

- University continuously updates its library with online resources such as Delnet, ACM, J-Gate etc.
- Shodhganga, Shod Sindhu, among other e-resources
- For assessment of students, faculty members use google classroom, university ERP which enables the timely completion of work.
- All faculties have laptops to work with.
- Availability of various softwares such as Mathcad, MATLAB, CST, CAD/CAM etc. and advance computer labs helps in enhancing the teaching-learning process.

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

- University has two auditoriums fully equipped with audio-visual facilities like sound system, lighting, projectors, air-conditioners etc. with sitting capacity as highest is of 800 and 200 respectively.
- To keep in mind the health aspects of students and faculty members the university has a gymnasium in the campus which has most of the machines used for various exercises. Yoga classes are conducted regularly. International Yoga Day is celebrated every year at the yoga center of the university.
- University has sports grounds and courts for basketball, kabaddi, kho-kho, handball, softball, Badminton, Volleyball, Cricket, Football and athletics.
- A multi-purpose hall having facility for indoor games like table-tennis, carrom, chess and Aerobics along with Taekwondo/Judo/ Karate, etc is established.
- A gymnasium is there having facility to do many kinds of exercises and work-outs.
- University has executed the concept of open gym system too where more students can do work-outs. Medicaps Athletics and Sports Association (MAASA) organizes various sports event.

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: 34.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1366.47	1210.30	14.34	1324.99	4011.27

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:

Central Library, Medi-Caps University, Indore, is the most happening place on campus with its rich collection of books and journals in the fields of engineering and technology, management, agriculture, forensic science, education, pharmacy, biotechnology, and related areas.

The Central Library of Medi-Caps University is automated by using the Integrated Management Library System KOHA (ILMS). Complete bar-coding of books is done in the central library, and for the security of books, we are also using RFID tags with RFID polls.

KOHA is an open-source integrated library management system; users can get all the book-related information with the help of KOHA. The current stable version is 3.14.06 (released on April 30, 2014). All the users of the library can access KOHA within the campus with the IP address 10.10.15.8.

The integrated library management system has two parts: one is for librarians and library staff to enter records for circulation, etc., and the second part is the OPAC (online Public Access Catalogue), which is for searching. In OPAC, every user of the library can search for their required book, reserve a book, check their own records, etc.

We have a 29240.6-square-foot independent building with a built-up area of 28164 square feet for the Central Library, which has three floors. Currently, it houses more than 1,04,495 (one lakh, four thousand, four hundred ninety-five) books. The collection includes textbooks as well as reference books related to the curriculum and other books like fiction, non-fiction, and books on competitive exams.

The library fulfils its mission by selecting, acquiring, organizing, reserving, maintaining, and providing access to a collection of materials and electronic resources that address the needs of the academic community.

At present, we have a seating capacity of over 500 library users; students and faculty members can also access electronic resources subscribed to by the library through IP-based access and user ID and password-based access from outside the campus. Plans for library expansion include subscriptions to remote access software to access all the subscribed electronic resources remotely, the development of institutional repositories, and increasing seating space. However, open space for reading is also in the planning.

It has subscriptions or memberships to various digital resources and software like Delnet, ACM Digital Library, National Digital Library, J-Gate, EBSCO Core Engineering e-books, IEEE (All Society Periodical Package), EBSCO Business Source Elite, Magzter, E-ShodhSindhu, Plagiarism Detection Software Turnitin, Drillbit (Courstey INFLIBNET), and Quillbot: A Paraphrasing Tool.

The library is regularly used by students, researchers, and faculty members physically as well as through online access to its resources. A separate room for the audio-visual library and the e-library is also set up in the library, with the required facilities for its users to access the resources.

Central Library also offers services as a lending facility, including circulation, claims and reservations, renewals, reading rooms, Reprography services (photocopy, scanning, and printing), library internships, plagiarism checks through the Drillbit and Turnitin and orientation programs, etc.

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: 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.50	25.16	13.20	40.03	26.65

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

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:

A modern campus IT infrastructure is vital for educational institutions, serving as the backbone for academic and administrative functions. It includes networking, internet connectivity, and support services. The network is designed to scale as needed, ensuring it can meet the evolving demands of the organization it supports.

Networking Infrastructure:

The campus networking infrastructure serves as the backbone that connects various buildings, departments, and devices. As demands on wireless access points (APs) with the latest standards, including Wi-Fi 6 (802.11ax) technology exceed 1 Gbps, and the IEEE has ratified the 802.3bz standard that defines 2.5 Gbps and 5 Gbps Ethernet, University has deployed a network that is ready to support the demand without requiring an upgrade of the existing copper Ethernet wiring plant. These including Cisco Catalyst Multigigabit technology with following features.

Tiered LAN connectivity.

Wired network access for employees.

IP Multicast for efficient data distribution.

Wired infrastructure ready for multimedia services.

VLAN connectivity for maintaining security and avoiding loop and further attacks.

Internet Connectivity: Internet connectivity is a fundamental aspect of the campus IT infrastructure.

University has grown from 20 Mbps to 1.5Gbps (lease line 1:1) in last four years which nourish the environment and full fill the requirements. There are multiple ISPs and redundant lines through wireless as well with a star topology is maintained.

Bandwidth and Speed: Adequate bandwidth is crucial to meet the demands of a large and diverse user base. Internet Lease Line with Giga bit High-speed internet ensures that students, faculty, and staff can access online resources, upload and download data, and engage in real-time communication without disruptions.

Firewall and Security Measures: With the increasing reliance on digital platforms, campus IT infrastructure must prioritize security. A UTM Sophos XG 4500 has been hosted through which access is provided to users. The access-layer design ensured that the network is available for all users who need it, whenever they need it.

Support Services: Support services are integral to maintaining a robust IT infrastructure. University has deployed new devices with higher power requirements, such as lighting, surveillance cameras, virtual desktop terminals, remote access switches, and APs, which have the ability to support power over Ethernet up to 90W per port, offered with Cisco Universal Power Over Ethernet Plus, and the access layer also provide PoE perpetual power during switch upgrade and reboot events. The Cisco Catalyst 9000 Series access layer switches are perpetual PoE-capable and ready for 100W per port, as that technology becomes available.

Redundancy and Reliability: To minimize downtime and ensure reliability, redundancy measures like redundant power supplies, backup systems, and failover mechanisms.

Future-Ready Technologies: Campus IT infrastructure is designed to be adaptable to evolving technologies. This may include considerations for the integration of emerging technologies like Internet of Things (IoT), virtual reality, and artificial intelligence into the educational environment.

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: 4.76

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

Response: 2110

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	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: A. Any 7 or more 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

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: 43.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
3286.22	2857.47	1994.67	1250.89	704.03

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

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:

1. Systems and procedures for Maintenance of physical, academic, and support facilities

1.1 Introduction

University performs systematic operations from time to time to maintain its physical, academic, and support facilities like laboratory, library, sports complex, computers, classrooms, etc.

Registrar office is responsible for maintaining infrastructure and ensuring that infrastructure remains in good condition. It remains prepared for unwanted situation as well in case of any emergency.

Faculty, maintenance officers, security officers, housekeepers, transport staff, lab assistants, electrical staff, and other service personnel are responsible for reporting/maintaining the equipment and reporting to the registrar if additional maintenance assistance is required.

External equipment manufacturers and maintainers are also referred to as and when required.

1.2 Inputs are taken for Effective Maintenance

1. From Girls, Boys Hostel, and faculty flats- A Complaint register is placed at every office for complaints regarding electricity, plumbing, furniture, civil, etc.
2. From departments (Related to Classrooms, Laboratories, Computers, Faculty Cabins, etc.), Library, Sports Complex, and other offices.
3. A separate complaint register is placed in the Main gate, Canteen, Mess of girls' and boys' hostel, gym, etc.
4. Maintenance problems were observed during the routine inspection by the Registrar's office.
5. Information through telephonic calls/ verbal communication.
6. QR codes are displayed at various location in the campus for the convenience of the stockholders to register/report any suggestions/complaints.

1.3 Complaint and Requisition Book

The standard format for filling complaints is used in the university. Complaints are assigned to different staff deputed for the resolution of the complaint. For example, problems related to electricity will be assigned to the electrical Supervisor.

Analysis is done daily by Maintenance Supervisors. For unresolved complaints, appropriate action is initiated as soon as possible.

Purchase of parts/ materials and other actions are done to resolve the problem using the standard format of a material requisition book.

1.4 Methodology used by the University for Monitoring the Complaints:

Methodology of Maintenance for laboratories is shown by the Flow Chart given below:

Methodology for the library, sports complex, computers, and classrooms are attached in the supporting documents.

1.5 Record of Maintenance

Maintenance team keeps a record of the maintenance taking place at various places in the university. Further in laboratory a log book is maintained for every instrument where all the details of maintenance are recorded.

2. Systems and procedures for utilization of physical, academic, and support facilities

Utilization of:

2.1 Laboratory

Separate timetable for each laboratory is created at the start of the semester to ensure the Labs are utilized properly.

2.2 Library

Sign-in and sign-register are available in the Library. Daily it is analyzed manually by the librarian to find the utilization of the Library.

2.3 Sports facilities

Sign-in and sign-out registers for users are available in the Sports room to look for the utilization of the Sports Complex.

2.4 Computers

Student sign-in and sign-out registers are available at every department laboratory to see their utilization.

2.5 Classrooms

Separate timetables for each classroom is created at the start of the semester to ensure the proper utilization of classrooms.

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: 74.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
10010	9010	7545	1318	950

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](#)

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:

Since its establishment, University has produced numerous leaders who have made significant contributions in various fields .

Guidance for career counseling including e-counseling:

University primarily provides career counselling programmes to its students, encompassing a wide range

of disciplines such as Engineering, Arts and Humanities, Commerce and Management, Pharma, Agriculture, and other science streams. These counselling programmes cater to all our students. Universities also offer orientation programmes for incoming students, aimed at familiarising them with various tactics and platforms to enhance their effectiveness in learning curriculum and securing employment opportunities in esteemed, high-paying firms.

During and after the COVID-19 pandemic, multiple departments implemented numerous online programmes with the objective of enhancing students' employment prospects. University proactively undertook the task of arranging Technical and Motivational Talks. University additionally coordinated activities regarding Personality Development, Conceptual Research. Placement and Training.

Entrepreneurship Cell (E-Cell), Career Development Cell (CDC) and Career Training Cell (CTC) have coordinated training programmes focused on interview skills, current trends in job prospects programmes aimed at enhancing soft skills. Opportunity Conclave 2023" on International Higher education for opportunities in international Universities for students was organized on 23rd February. 42 international Universities from USA, Canada, UK, Ireland etc. participated in the conclave.

Guidance for competitive examinations:

In today's competitive world, students are required to pass several competitive exams, such as GATE, CAT, TOEFL, GRE, GMAT, CMAT etc. as well as those for the Defense Services, Banks, Railways, Public Sectors, and Corporations . It is important to provide support and guidance to students as they prepare for these challenging tests. . Seminars and expert lectures on career guidance and counseling help students gain the knowledge, skills, and experience needed to understand opportunities, consider alternatives, and succeed in society. Through Career Development Cell (CDC), students are trained for placement drives and higher studies. Entrepreneurship Cell (E-Cell), MIIC and IPR cell prepares students for starting their own ventures and start-ups.

These activities aim to prepare students for the evolving workplace of the twenty-first century by:

- Developing knowledge, skills, and abilities;
- Teaching about labor market changes and the complexity of the workplace;
- Enhancing decision-making abilities;
- Boosting self-esteem and motivation
- Fostering interpersonal effectiveness
- Maximizing career opportunities
- Enhancing employment marketability and opportunities
- Encouraging effective job placement;
- Strengthening employer relations
- Organizing a career opportunity conclave.

Additionally, University aims to improve students' general reading, observation, and reasoning skills, as well as their confidence in taking various competitive exams.

These activities include:

- Sensitizing and motivating students to pursue future careers in the public and private sectors by conducting special expert sessions on a range of subjects to disseminate information about

contemporary pressing issues and current affairs helpful for exam preparation.

- Mentoring through Mentor-Mentee scheme.
- Assisting students in interview and group discussion preparation by conducting pre placement talks.
- Organizing workshops and seminars on professional development.
- Conducting sessions on communication and personality development.
- Organizing various sports activities to help the students to make their career in the field of sports.

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: A. All 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

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

5.2 Student Progression**5.2.1****Percentage of placement of outgoing students during the last five years**

Response: 70.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
969	1430	1227	863	403

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

5.2.2

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

Response: 40.99

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
382	328	258	234	222

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

5.2.3

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

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

Response: 1.3

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

Response: 109

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: 110

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	28	17	26	28

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

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:**

Yes, Medi-Caps University has its own student council.

University student council is made up of students and managed by seniors. This student council serves as an umbrella organization for all student groups and committees, supporting their seamless operation at all stages. Aside from serving as a liaison between students and administration, the Student Council contributes significantly to university branding and attempts continuous efforts to make student's campus life more comfortable and enjoyable. Presence of student council provide opportunity for students to flourish intellectually, socially and personally.

Activities:

The council organizes various activities for institutional development and student welfare. In our university, the curriculum is designed in such a way that each student has to be involved in at least one club activity depending on his/ her interest for overall development. Each club has its own representative posts which is assigned on the performance and selection of students by club members. The students work for their club activities and try to explore their talent in particular area by organizing various programs during the academic sessions. They represent and advertise their club in induction program so as new students can join their club. All program regarding club activities are organized by students. Anti-ragging cell is there for students to make comfortable in university campus. The senior students help their juniors in their work by giving them good environment. NSS and social club perform various awareness program during the year in which Blood donation camp is very popular. Apart from that every member of university, if he/she is in need of blood, then this club help them out easily. The NSS students perform Nukkad Natak on the issues of saving our environment, saving girl child etc. twice or thrice in a year. They visit near remote areas to help villagers and make them aware about education and hygiene especially. The Club members invite various eminent speakers of their areas to motivate and enhance the knowledge of students and faculties. Frequently, they organize one day or two-day workshop and provide hands on practice by their field expertise. Furthermore, the Student Council is responsible for organizing co-curricular activities that contribute to the overall welfare of students. These activities can range from cultural events, sports competitions, talent shows, and community service projects. In this manner, all students work for welfare of university and society by serving their clubs and try to achieve new heights in their areas.

Student Council collaborates with the administration to implement and improve institutional policies. They act as a bridge between students and faculty, ensuring that the concerns and suggestions of the student body are heard and addressed. Students representatives are the part of decision mackling making bodies such as Departmental Council, BoS, IQAC, Examination Committee etc. This important practice plays a vital role to maintain transparency. Also this practice helps in incorporating students' views/feedback in framing various student centric policies, resulting in a healthy and inclusive learning environment.

File Description	Document
Upload any 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

5.4 Alumni Engagement

5.4.1

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

Response: 109.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
60.00	26.18	23.16	0	0

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

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:

The Medi-Caps Alumni Association reflects its past, represents its present, and connects to its future. University has a strong alumni network. Alumni are important stakeholder which plays a vital role in the development of the university. University encourages alumni to actively engage in many activities.

Alumni engagement in supporting and making voluntary donations to their university is critical for preserving and increasing a university's development. Establishing channels that promote stronger links between alumni, students, and the university brings significant benefits in increasing the student's experience while at the university. Every alumnus has progressed from a student to a distinctive and distinct graduate, therefore all alumni have the capacity to contribute to the institution in a number of ways.

Our University is one of the most prestigious and established universities, with a rich heritage of over 23 years and over 20,000 graduates working all over the world. The Medi-Caps Alumni Association participates in a number of activities throughout the year. The Medi-Caps Alumni Association has been steadily creating local chapters in a variety of places. Alumni of Medi-Caps are working in a variety of locations around the United States, the United Kingdom, the United Arab Emirates, and India, for companies such as Oracle, Microsoft, and IBM. Many alumni are serving in the government as IAS, IES, IPS, and other officers. Following their selection for civil service, many graduates are serving in the ministry.

Alumni contributions and engagements:

In response to parent and student requests, alumni organization has suggested to assist poor and underprivileged students who are financially disadvantaged, as well as those who have lost their parents during the corona time. 20% of alumni money collected each year be used for this purpose. In response to our suggestion, the institution developed a policy to financially aid students with the assistance of the alumni association. During academic year 2021-22, the association has already granted financial support of Rs. 60 lakhs to modernize infrastructure facilities especially the lab facilities.

Our alumni also help their alma matter by mentoring them under Mentor-Mentee. Alumni regularly deliver their vast knowledge in terms of their expert talks, motivation sessions etc. Alumni are part of many important bodies like Departmental Council, IQAC, BoS etc. This practice helps in incorporating alumni' views/feedback in framing various policies, resulting in an inclusive learning environment.

Main objective of the association is to bridge the gap between university and alumni.

Alumni association meetings take place regularly and plans are discussed in the meetings.

Annual alumni meet is also organized at the university level every year. Association has already established city chapters in Mumbai, Pune, Bangalore and Indore and planning to have new city chapter in Hyderabad, Delhi, and Ahmadabad.

Every year, "Distinguished Alumnus Award" is felicitated to an alumnus who has contributed significantly to the society. This encourages our alumni to perform better in their field of work. It also helps making the bond between Alumni and Alma matter strong. Year Book is published every year which contains details of every passing batch.

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:

The Vision and the Mission of the University are-

Vision

Be an internationally acclaimed University recognized for its excellent teaching, research, innovation, outreach and creating top class technocrats and professionals who can serve mankind as multi skilled global citizens.

Mission

- Establish state-of-the-art facilities for world class education and research.
- Conduct scholarly research and creative endeavors that impact quality of life.
- Attract quality staff and students to cater for diverse needs and preferences and widen participation.
- Build a foundation for students to be successful at all levels through high-quality, innovative programs.
- Collaborate with institute, industry, and society to address current issues through research and align curriculum.
- Involve in societal outreach programs to identify concerns and provide sustainable ethical solutions.
- Encourage life-long learning and team-based problem solving through an enabling environment.

The University is committed to achieve its vision and mission which is clearly reflected in its working methodologies and policies. Moreover, every department has its own Vision and Mission which are in line with the Vision and Mission of the University.

At our University we are committed to implement NEP-2020. We are running few of our programmes in bilingual manner (English & Hindi). We have revised the credits of our programmes according to NEP. We also provide the option of multiple entry and exit to the students *via* equivalence match. Some expert lectures and sensitization sessions were organised on NEP. We are also running many vocational courses and courses on Universal Human Values, environment etc.

With the raising environment concern, we take utmost care for proper disposal of e-waste and get

green audit done by external agencies where the team of expert gives their feedback on various parameters viz. greenery in the campus, consumption of electricity, use of renewable energy resources, waste management etc.

Here, various academic and administrative bodies have been constituted which guarantee the participation of every stakeholder of the University (including students, alumni, parents, industry and academic expert) for the smooth functioning of the University. The chair of every committee is entitled to take decision within their capacity with the consent of committee members, ensuring the decentralization of power in the organization. Some of the bodies as per the statute of the University are-

- Governing body
- Board of management (BoM)
- Academic Council (AC)
- Board of Studies (BoS)
- Departmental Council (DC)
- Finance committee
- Examination Committee
- Students Council
- Planning and Development Board
- The Proctorial Board
- Standing Committee

Besides, we have several other bodies viz. IQAC, Internal complain committee, NEP implementation committee etc. which takes times to time measures for hurdle free functioning of the University.

The leadership of the University with the participation of its all stakeholders decides it's short term and long term goal in its enthusiastic journey towards achieving its mission and its vision.

At Medi-Caps University the leadership is involved in-

- Ensuring the development of proper management system in the organization.
- Formulating policies for the welfare of stakeholders.
- Emphasizing on the culture of excellence.
- Identifying organizational necessities and taking measures to execute them.
- Interacting with its stakeholders regularly.

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:

The statutory entities including Governing Body (GB), Board of Management (BOM), Academic Council (AC), Board of Studies (BOS), Departmental Council (DC), Finance Committee etc. are well-organized, with defined roles of everyone from senior administrators to outside experts. Functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, admission procedure, examination procedure, appointment & service rules, Internal audit (AAA) by IQAC cell, Feedback from different stakeholders viz. students, parents, industrialists, alumni, other faculty etc.

Effective execution of institutional perspective plan:

The university constituted a Planning and Development Board comprising the Vice Chancellor, Pro-Vice Chancellor, OSD to Chancellor, three professors of different departments and Registrar. This Board plans major things such as the addition of new UG/PG programmes and/or applying for additional intake for the existing programmes. It also plans the building required on the campus as well as the need for adding facilities for the students to concentrate on their education. It monitors the progress from time to time. It is responsible for executing the strategic plan with respect to the creation of development of new infrastructural facilities such as departments/ playgrounds/ library hostel, staff quarters and other amenities, starting of new courses, recruitment of staff members etc.

Proceedings of the meetings of Planning and Development Board are circulated among the officials in the university for implementation of the strategic plan.

The Chairman of the Planning and Development Board, periodical meetings of the officials in the university to oversee the progress made by them in implementation of the strategic plan and to suggest solutions to them in case they face any hindrance/impediment in their assigned duties.

Academic regulations are formed for maintaining decorum so as to operate the university in an impactful manner. Policy and regulations adhering to research, Internal quality management, examination, women development, student welfare, hostels etc. exhibit the intention of the University towards a transparent and efficient functioning.

HR policies of conduct, discipline, service, and appeal rules, welfare measures are some of the policies developed. University follows established appointment and service norms for employees, which are directed by HR and welfare regulations.

The Institution has to follow the rules and regulations regarding appointments and services set by the University as per the regulatory bodies.

As an instance of the successful execution of the plan, university has its Green audit done. Green Audit focus on optimum utilization, and a Green campus with the utilization of Renewable Energy sources viz. Solar power and Water sustainability. To attain this purpose, Solar power plants have been set up in many of the buildings and wastewater is being utilized for irrigation purposes after treatment.

Following actions were planned between 2018 & 2023, many of which became a reality even before time:

- The academic blocks were developed.
- Hi-tech Laboratories were added.
- More laboratory instruments were procured.
- ICT-enabled teaching-learning resources
- Career Development Cell (CDC)
- Modernization of Central Library

The Strategic Plan also covers the spirit of NEP 2020.

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

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:

At Medi-Caps University, employees are considered as the most important resource and we offer a caring and supportive working environment to all of our staff which ensures that the employees nourish and optimize their full potential for the self growth and growth of the University. University also enables members of staff to contribute and participate effectively towards achieving vision and mission through decentralization, delegation of power and participative management.

The University has well formulated holistic document for the performance appraisal of the staff. The performance appraisal process is carried out through this Performa at the end of every semester. The major components of the self appraisal form includes-

- Teaching
- Research, Innovation, Consultancy
- Outreach Activity
- Punctuality
- Departmental/University concern
- Exrta-curricular activates

To motivate the staff, the university has a well formulated policy for promotion following the guidelines. There are many schemes for the welfare of the teaching and non-teaching staff. The summary of welfare measures is as follows-

- Staff quarters are available at subsidized rate.
- Bus facility is available for staff at nominal charges.

- At Medi-Caps School and University, fee concessions is granted for wards of employee.
- Fee concession is provided to the staff who enroll for Doctorate programme at the University.
- Paid Maternity leave are given to the female employees for 45 days.
- Staff welfare policy is available to grant funds to the faculties in case of any emergency situation.
- Incentive for research work are also provided.
- Best faculty award is given to the faculties of every department.
- Uniform is provided to supporting staff.
- Laptops to Senior faculties are provided and Laptops on subsidized rate are arranged for the staff.
- In Employee's Provident Fund, University contributes equally.
- ESIC facility is provided.
- Group insurance policy is available for the staff.
- Gratuity is provided to the staff.
- Amenities like Yoga, gym etc. are accessible for staff and their family member.
- Library is accessible for staff and their family member.
- Tie up with bank for Zero balance account facility and loans at subsidized rates for staff.
- Medical facility viz. OPD (dental, general medicine, ophthalmic) is available for staff in the campus.
- Day care facility for the wards of the employees is also available at University Campus
- Lunch and breakfast facility is available at subsidized rate.

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: 61.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	242	153	183	126

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

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: 70.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
392	349	335	99	31

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the 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:

Medi-Caps University raises resources through self-financing and a variety of courses offered by the university. All contingent expenses are paid from this fund after getting the go-ahead from the university's financial authorities, the registrar, and ultimately the Vice Chancellor.

Institutional strategies for mobilization of funds other than salary and fees include (not limited to):

1	Internal resources to generate fund
2	Donation received from parents ,Alumni
3	Common entry exam for doctoral programmes
4	Training for short-term courses
5	Rent received from various agencies for the use of facilities; sponsorships for various events, conferences, seminars, etc

To improve its infrastructure and knowledge resources, university strives to attract government and nongovernmental funds. For this purpose, it prepares and submits proposals to the appropriate authorities. It collaborates with universities and other educational organizations to fund academic exchanges under common sponsorship.

The optimal utilization of resources:

- Implemented Grid-connected roof top solar power system as energy saving device
- Sharing of resources like Smart Class room ,Laboratories
- Use of Library functions beyond the Academic hours for the benefit of students, faculty, and alumni
- Utilization of available physical infrastructure to conduct remedial classes, co-curricular activities/extra-curricular activities, beyond regular University hours
- Training of faculties and students
- Use of University infrastructure as an examination center for Government /competitive Examinations.
- Internet & software expenses
- Research grant fund facility for Faculty

The resource mobilisation policy and procedures of the University

- To achieve educational goals and objectives, all departments submit to the university's finance

committee their yearly financial plans based on academic planning.

- Procedure for purchasing is initiated by the purchase committee, which consists of the account officer and all heads of departments, following the budget's final approval. As a result, quotes are requested, and following negotiations, purchase orders are placed.
- After delivery of the relevant products, the funds are released in accordance with the terms and conditions stated in the purchase order.
- Bills and vouchers provide transparency for each exchange. The testing and item verification results in the bill payments receiving approval. Only the Chief Accounts Officer handles the bank transaction.
- A competent faculty member makes sure that the right machinery and equipment are obtained.
- Purchase Committee at departmental level, followed by the Finance Department at the corporate office level, keep an eye on the entire material buying process.
- Every financial year, chartered accountants undertake a financial audit to confirm the procedure.

In accordance with the Act's provisions, university has implemented a stringent budgetary control on spending to ensure the best possible use of the available resources and to enable it to maintain enough corpus funds to cover both short-term and long-term financial requirements. .

Finance panel oversees adherence to rules governing the management of accounts of income and outlays and adjudicates any other matters brought before it by the court and executive council of the institution.

University's statute 12 is provided as documentation for Finance Committee. As stated in statute 26, University also has a mechanism for awarding grants, fellowships, and medals.

File Description	Document
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: 60**6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
60	0	0	0	0

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:**

There is a mechanism for internal and external auditing at the university.

Since 2016 the Internal Audit & Inspection Section in the Finance section of Medi-Caps University has been staffed with skilled individuals under the direction of the Finance Officer to ensure the upkeep of the university's annual accounts and balance sheets.

The Internal Audit and Inspection Division of the University periodically reviews the internal operations of various offices on an annual basis and promptly notifies those impacted of any deficiencies, if any. University's financial statements are audited on a regular basis by licensed, independent outside auditors.

One of the University's official entities that handles all financial affairs is the Finance Committee. It oversees and controls all aspects of the University's financial management, including budgets, audits, income, and outlays. It also has the right to give the Board of Management financial advice on everything.

The following individuals make up the finance committee:

1	The Vice - Chancellor — the Chairperson
2	The Registrar
3	One person to be nominated by the Board of Management from its members other than an employee of the University
4	Two persons to be nominated by the Chancellor;
5	The Chief Finance and Accounts Officer — Member Secretary

The Finance Committee is one of the recognized bodies of the University that manages all financial matters. It supervises and regulates the entire system of financial management. Each aspect of the university's financial administration, including budgets, audits, income, and outlays, are monitored and controlled by it. It also has the authority to provide the Board of Management with general financial guidance. Any expenditure made by the Vice Chancellor that is urgently necessary and has the Chancellor's consent for the reasons that must be documented in writing is reported at the Finance Committee's subsequent meeting.

The university's statute 12 is annexed as documentation of the establishment of the financial committee.

Summary of audit and annual reports is as follows :

S. No	Title
1	Audit Report under section 12 (A) b of Income Tax Act 1961 (Audit date : 24.09.2022)
2	Audit Report under section 12 (A) b of Income Tax Act 1961 (Audit date :05.01.2021)
3	Annual Report of Balance Sheets for FY 2021-2022
4	Annual Report of Balance Sheets for FY 2020-2021
5	Annual Report of Balance Sheets for FY 2019-2020
6	Annual Report of Balance Sheets for FY 2018-2019
7	Audit of Financial Process from 2018 to 2023

File Description	Document
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:

The IQAC cell in Medi-Caps University was established in 2016 .

Internal Quality Assurance Cell, or IQAC, is a framework that assists educational institutions in streamlining their operations and achieving their goals for learning outcomes and objectives.

The quality assurance strategies of IQAC

- Conduction of IQAC meetings as per norms
- Conduct of AAA regularly
- Conduct and Analysis of the feedback on curriculum
- Conduct and Analysis of teaching and learning processes
- Development of various policies including Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)
- Establishing a quality culture across the entire organization
- Initializing activities such as Green Audit, Energy Audit etc.
- Preparation for UGC 12B, NIRF,NBA,NAAC etc.
- Conduct of seminars and workshops on a variety of quality development techniques, including the application of OBE, NAAC assessment, vision for excellence, start-ups, and awareness training for recently hired faculty members.

Here are two illustrations of procedures that have been made official as a result of IQAC initiatives:

Practice 1

Conduct of Academic and Administrative Audit (AAA)

- The conduction of Academic and Administrative Audit started 2018 onwards in the university.

- Every year Academic audit is conducted at departmental level under the supervision of IQAC.DMR (Department Management Register) which contains all the required information about the department, is maintained by every department and verified during Audit .
- After inspection, experts give their feedback and suggestions and instruct HOD to refine the work.
- IQAC shares the notice for re-audit, if required and re-audit the concern department.
- After auditing all the departments, university level academic audit report is compiled and shared with all the stakeholders.
- A Panel of members including external members visits university for administrative audits and verify all the administrative works and submit their reports.

Practice 2

Ensuring academic excellence: through OBE (Outcome-based Education)

- At the beginning of each semester, an academic calendar is released.
- University has well defined Program Outcomes (PO) and Program Specific Outcomes (PSO) for each Program . Consequently , Each course is designed with Course Outcomes and Course Learning Objectives.
- Workshops , trainings ,awareness program based on CO-PO mapping are conducted to train the faculties time to time .
- IQAC ensures that every department is adhering to the academic plan created to attain CO, PO, and PSO.
- Course files are maintained by faculty members . All parameters like CO-PO mapping and attainment, assignments ,attendance, previous year question papers , record of slow learners etc. are the part of the course file.
- To keep track of academic excellence, feedback system is implemented, Feedbacks are collected from all the stakeholders e.g. students ,teachers , parents, industry experts, academia and alumni and analyzed. Then action taken reports are generated by respective departments.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

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

6. Any other quality audit recognized by state, national or international agencies**Response:** A. Any 5 or more of the above

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
Provide Links for any other relevant document to support the claim (if any)	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:****The quality enhancement initiatives implemented in last five years are:****Initiatives taken for achieving Academic Excellence:****a. Teaching-Learning:**

- Introduction of Choice Based Credit System from the academic year 2016 and has been implemented in all Post Graduate and Undergraduate programs.
- Outcome Based Education (OBE) was implemented in stages starting from 2016 to till date.
- Participation in NIRF and various accrediting and ranking agencies .
- Well planned Academic and Administrative activities at the beginning of the Academic year through Annual Planner, Semester planner, Almanac and disseminate the information to the

students by website, Notice Boards etc.

- Feedback collected from various stakeholders, analyzed and action taken
- Faculty recruitment procedure followed as per the university norms.
- MOU with various universities and industries
- Preparing Lesson Plans and maintaining Course files
- Introduced TCS based syllabus in B. Tech CSBS from academic year 2019-2020
- Enhanced Industry interactions and collaborations.
- University is facilitated with Wi-Fi and all the seminar halls are equipped with LCD projectors with internet access for enhanced usage of ICT in teaching and learning.
- Increased the number of Projectors with LCD displays and smart boards
- Separate Digital and Audio Visual Library
- Recording room
- Increased the Internet bandwidth
- State of the Art classrooms and laboratories
- A major revision in the year 2019-20 (due to Covid -19) in the academic framework incorporated more advanced digital initiatives at University in regard to teaching learning processes to make it more extensively ICT enabled.

b. Strengthen research profile, funding, support for publishing research and collaborative research

- Calling ,approval ,providing ecosystem in terms of facilities creation and all other related assistance .Regular conduction of Regional/ National/ International Conferences/ Seminars/ Workshops for Faculty in association with reputable bodies
- Some research projects were approved and sponsored by UGC
- Increment in number of PhD registered and awarded faculty. The figure has increased from 82 to around 150 since 2018 till 2023.

c. Student-Centric and Community Engagement Activities

- Regular Orientation and Induction Programmes
- Gym and Yoga facility
- Increased number of buses ,hostels
- Conduction of Guest Lectures, Seminars, Workshops, Field Trips, and Model Making for Students
- Conduction of Inter-College Academic & Cultural Festivals
- Activities on Women's Empowerment, Gender Sensitization, Human Values, and Ethics, Social Responsibility
- Inculcation and Facilitation through NSS, Sensitization and Involvement in Environmental Consciousness and Maintenance, and Results reported in accordance with the University's rules
- Welfare Reform for students
- Various student Centric Cells are NSS Cell, Anti Ragging committee, Alumni ,sports etc.

Initiatives taken for achieving Administrative Excellence:

a. Strengthening Governance & Leadership

- Regular conduction of GB, BoM, AC ,BoS, DC, IQAC etc.

- Regular conduction of Staff training programs and Management development programmes.

b. Welfare Reform for Employees

- Introduction of EPF, fee reduction for staff members' dependents
- Increase in seed funding for research
- Implementation of gratuity scheme
- Rewards for faculty and staff in terms of Career Advancement Scheme, Best staff awards in all categories etc.
- Group insurance policy
- Medical facility for staff
- Laptops on subsidized rate for Faculty members
- Amenities Library, Yoga, Gym etc. are accessible for all
- Staff quarters and Bus facility at Nominal charges

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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:

University sensitizes students and employees regarding gender equity and takes the social responsibility of reacting to the events happened in the society by various activities. Institute offers gender sensitivity through various initiatives and actions for creating safe, secure and healthy atmosphere in the campus.

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

- University has regulation for Women's Grievance Cell, which handles complaints related to women and to hear any allegations of sexual harassment or discrimination against any female of the university. It strives to protect the rights of female students, faculty members, and staff members.
- University has a female Dean of Students Welfare who discusses and resolves issues affecting women while also assisting young brains in realizing their ambitions.
- Major number of female heads try to resolve the issues of girls at departmental level
- University maintains a policy of valuing faculty members equally, regardless of gender. Based on their qualifications to lead departments, serve as committee chairs, and carry out their tasks effectively, women faculty members are nominated for these positions.
- Internal Compliance Committee, Gender Champions and Anti-ragging committee also includes a number of female members who deal with the issues outlined about girls in order to maintain a free environment on campus. It encourages providing girls with an equal opportunity for participation in all campus activities and aids in creating a safe environment for girls to pursue higher education.
- NSS unit is established specifically to support girls, and the unit is effectively carrying out numerous activities to benefit girls in the society.
- Majority of the buildings feature facilities for girls such as girls common rooms, washrooms with sanitary pad vending machine, first aid, and transport for emergencies. Girls have access to separate restrooms in each university building.
- University encourages female students to participate in various events like Rangoli making, Rakhi making and club activities to demonstrate their social values and caliber so they can showcase both their personal and professional identities. Periodically, events like quizzes, workshops and webinars are held to promote gender equality. During the university fest, events are planned in a way that encourages participation from both genders with equality, equity, and harmony.
- In the campus the university has two girls' hostel in order to answer the demand for girls' safety and security with the facility of female doctor, female warden, female counselor,

female caretaker, female guard, and female supervisor. The hostel is furnished with a fitness center, a pharmacy, first aid supplies, and an ambulance.

- The university celebrates Women's Day each year to commemorate the contribution that all females have made to its development. The institute observes Women's Day in style and shares inspirational tales of successful women to encourage female students and help them realize their full potential.
- The university has Annual Gender Sensitization Action Plan for smooth functioning of committee providing safety and security along with care and concern to all females.
- As per Gender Audit Report, around 43% are female teachers.

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

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:

Swachhh Bharat Mission was launched by Government of India and in this mission, Indore is excelling by winning the laurels six times as the cleanest city of India and the university is following the same path in order to make the city and the campus clean and green. Since unchecked waste disposal has a cascade effect on human health, nature, environment and natural pace of earth, the university is very much concerned with maintaining a balance between technology and humanity.

University is surrounded by lush greenery and sumptuous natural beauty. The university's campus is home to a variety of tree species, as well as exotic and native plants used for medicinal and aesthetic purposes. Reducing, recycling, and reusing common items and accessories has become a practice in an effort to make the campus more environmentally friendly. Visitors to the campus are now aware of the necessary routes and locations, through the use of sign boards, Extreme care is made to generate less trash and dispose of solid, liquid, and electronic waste.

- **Solid Waste Management:** Waste produced by all types of everyday activities carried out in the labs, canteen, mess, hostels, cafeteria, etc., is firstly separated in different categories like paper, plastics, glass, metals, edibles, etc., and are disposed of in different ways at different levels. Dry and wet waste dustbins are kept inside and outside the offices, residential areas and on road sides. The dry and wet waste is being collected in these dustbins, are shifted to collecting trolleys and then dumped in the municipal corporation vehicle and taken to specified places located away from the residential and academic area. University believes in saving trees. Use of one sided paper is a prominent practice of the university. Use of paper recycling machines to save the landfill space and to reduce the amount of pollution in the air from incineration.
- **Liquid Waste Management:** There are two types of liquid waste generated within the campus, the liquid waste from bath rooms and sewage from the toilets. Separate chambers and pipelines have been constructed to collect bathroom liquid waste and sewage waste. The waste water is used for gardening purposes. The waste water from the RO plant is discharged and back into the environment which is effectively utilized to water the ten beautiful lawns, saplings and trees into the university by sprinkling irrigation. Standard procedures and practices are adopted by the university.
- **E Waste Management:** University has an association with the **Unique Eco Recycle** Firm for all E-Waste management. University has signed an MOU for recover and recycle the E-waste material by a suitable technique to reduce its adverse impact on the environment. Separate dustbins are used for e-waste materials such as old and unwanted electronic devices like computers, monitors, printers, cellphones, telephones, headphones etc.
- **Biomedical waste management:** University has its own general and dental clinic. Biomedical waste generated from there is collected by Ms. Hoswin Incinerator Pvt. Ltd. with which University has an MOU.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more 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

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:

The following are the institutional initiatives for campus sustainability:

The university has demonstrated exceptional awareness in creating and maintaining an eco-friendly campus. One can experience beauty and greenery while having footfall on the campus. Buildings, opulent lawns and gardens, vast sports grounds, and a rich, natural environment that is perfect for teaching and learning.

Restricted Entry of Automobiles The institution maintains a fleet of 33 buses that travel to all areas of Indore, Dewas, and Mhow in order to provide assistance to the students and faculty. The institute strongly encourages staff and students to use campus transit rather than driving their own cars in order to assure their safety, security, fuel efficiency, and to reduce environmental pollution. The university checks the buses regularly to make the environment pollution free. Vehicles belonging to staff and students that have pollution check stickers are permitted on campus. All vehicles, whether they have four or two wheels, must take security measures.

Pedestrian Friendly Pathways: The campus maintenance committee keeps the internal roadways in good condition; they are bordered by trees and solar lighting. From the college campus's main gate to each department, there is a place for cars to park. Students and staff feel at ease using the pedestrian-friendly routes because the campus, with a few exceptions, is car-free.

Ban on Use of Plastic: The university brings awareness time and again for the ban on use of plastic and has a strict policy on single-use plastic items such bottles, bags, utensils, straws, and cups. Through orientation programmes, sign boards, and display boards on-site, awareness is raised among employees and students. Some techniques have been used to limit the use of plastic, such as replacing the plastic glasses and tea cups in the canteen with disposable ones. The faculty and students are instructed to avoid using plastic water bottles and instead utilise steel or copper bottles.

Landscaping with Trees And Plants: It is worth visiting Medi-Caps University's landscaping and greenery, and the beauty of the gardens and the trees of different species and genres show its aesthetic sense. To prevent environmental contamination and protect the health of all convicts, the university has a canopy of trees and plants. Shade and a lovely ambiance are provided by the trees and lawns. The greatest care is given by skilled gardeners and a supervisor to create and maintain green landscaping. The institution has a practice to keep a spotless, lush campus, which is crucial for developing an environment that is conducive to learning and conducting research.

In order to provide a suitable transportation facility, paths, parking spots, vegetation, and an eco-friendly atmosphere have all been ensured. The university takes initiatives to make the campus paperless. E-mails and e-messages are preferred for internal communication and storing the official data and information. Library and examination sections are equipped with efficient software. We use a paper recycle machine in the exam control room to save papers, recycle them and reuse them afterwards.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	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: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	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
Certificates of the awards received from recognized agency (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 university is dedicated to provide a barrier-free environment where individuals with disabilities can move around the built environment securely and freely and utilise the amenities. Discrimination against people with disabilities is illegal under the 2016 Persons with Disabilities Act. The goal of the university is to give both students and any employees access to a thorough and inclusive teaching and learning environment. Students with disabilities can engage completely in all facets of university life without running into any barriers in a barrier-free environment. A very important first step in ensuring that persons with disabilities have the freedom to participate in all facets of community life is to create an open, barrier-free environment.

The following are some of the key components of a barrier-free environment in a university:

Physical Accessibility: The most crucial element of a barrier-free environment for everyone is physical accessibility. The university has Divyangjan policy in order to provide equal opportunities to physically challenged people. With the use of ramps and tactile paths, the university makes its buildings, blocks, classrooms, and libraries accessible to people with disabilities. Each block has a lift so that these people won't experience any problems. Installing ramps, elevators, accessible restrooms, and allocated parking places contributes to a barrier-free environment. In addition to providing ramps, lifts, doors, windows, and printed notices everywhere, the university helps create barrier-free environments by offering disabled-friendly restrooms for Divyangjan. On-site wheelchairs are available at the college to improve accessibility. The necessary accessibility features are present in restrooms. More room and grab bars to make it easier to transition to and from the toilet seat are also added to the accessibility of toilets, which have been expressly built to better assist people with physical limitations.

Communication Accessibility: Additionally, wheelchair users can easily reach pavement by way of kerbs and slopes. Appropriate warning signals and symbols of disability are also placed at strategic locations. The entire campus is fixed with appropriate signage, including tactile paths, lights, display boards, and signposts.

Support Services: The university provides comprehensive support services to students with disabilities, including academic support, examination support, counseling, and career services. These services should be tailored to meet the individual needs of each student. Keeping in mind to provide special treatment to divyangjan in the admission process they need not to come onto the campus rather the process can be done online.

Inclusive Learning Environment: The institution develops a welcoming learning atmosphere that values diversity and acknowledges the special talents and difficulties of students with disabilities. Accessible course materials, flexible scheduling, and inclusive classroom procedures are all part of this. In accordance with test regulations, the institution also provides human help to students who need it during exams.

Finally, establishing a barrier-free environment in a university is crucial to ensuring that all students, regardless of their disability, have access to education and may engage fully in university life. It calls for a comprehensive strategy that addresses social, technological, and physical barriers and offers full-service support to students with disabilities.

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 university has made various efforts and taken several measures to create an inclusive atmosphere that promotes tolerance and harmony towards communal socio-economic, cultural, regional, linguistic, and other diversity. The university tries to promote harmony and tolerance among the faculty, students and staff by celebrating events, and festivals . The institution hosts an annual cultural fest called "**Moonstone**" where traditional dance performances and 'Melange' the fashion show events are organised to showcase cultural integrity. Students dressed differently for this tournament to represent other governments, faiths, and civilizations. Students learn about our country's diverse cultures through this exercise, which also promotes tolerance and cooperation with other cultural, regional, linguistic, socio-economic, and other differences. To bring awareness of a various cultures and religions, the university conducted Dandiya Night in Navratri and celebrated Ganesh Utsav in the campus.

The students are on a mission towards percolating the essence of traditional Indian knowledge by breaking the boundaries of religion, caste, colour , creed and race. Thoughts, ideology and contribution of great Indian personalities cultivated into the young minds through the exhibitions and programs conducted on specific days. The university ensures that the students contribute very actively in all such activities. Since inception, the institute has taken great effort to raise the students' level of awareness and proper behavior in relation to several areas.

The university has consistently made a number of indirect as well as direct actions to raise knowledge about different national identities and representations. The students learn cultural integrity by taking part in various activities under the cultural club & literary club. Cultural activities such as folk dance, Nukkad Natak, debates, speeches, poster making competition, poetry recitation etc. are conducted.

Apart from Moonstone cultural events are organized at different levels- departments, hostels, and university and on different occasions. On these occasions, all student related competitions like Essay Writing, Poster making, Elocution are conducted. Also Slogan Writing Competition, Patriotic Song Singing Competition, Lectures by Eminent Personalities and Mass recitation of National Anthem by all students are exercised and performed. Along with, on Hindi Diwas the scholarly discussions and a cultural event *Kavi Sammelan* was also organized during the seminar. The university with great zeal and enthusiasm celebrates Vishwakarma jayanti, Youth Day, Guru Purnima, Yoga Day, Cultural Festivals, Basant Panchmi to bring unity in diversity among the people associated with it.

NSS Cell was created with the goal of fostering variety while promoting togetherness. Sensitizing stakeholders to the value of national unity, inter-group peace, and fraternity was the goal. The NSS Cell organises special camps in the communities every year for NSS volunteers. These camps are focused on several social issues that have an impact on community members' life, such as social and cultural values among young pupils. The volunteers mostly engage in initiatives that raise public awareness of social issues. The camps were held in the village of Machala.

To inculcate tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic various days have been celebrated over the years.

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 university is accustomed to the holistic development of everyone associated with it. It always attempts to grow students into better citizens of the country in addition to laying a strong academic foundation for the student body. It not only provides professional education but also focuses on inculcating values of responsible citizens as reflected in the Constitution of India by conducting a variety of activities.

The university also offers courses to bring values, ethics, rights, duties and responsibilities of citizens. The courses are as follows: Business Communication and Value Science I EN3HS05, Business Communication and Value Science II EN3HS06, Business Communication and Value Science III

EN3HS07, Business Communication and Value Science IV EN3HS08, Essence of Indian Traditional Knowledge EN3MC14, Research Ethics and Publication MU6RD01, Universal Human Values EN3MC15, Labour Legislation MS5OE13.

At different occasions number of programmes are conducted to bring sensitization of constitutional obligations: values, rights, duties and responsibilities of citizens in students and employees. The university celebrates numerous days for commemorating the contribution and efforts of leaders and renowned personalities. To bring the energy of patriotism and respect for the constitution of country MU celebrates Independence Day, Azadi ka Amrit Mahotsav, Republic Day, Constitution Day Martyr's Day and pays tribute to all freedom fighters and soldiers who gave their life for nation. Every year 26 January is celebrated on the campus to mark the day the Indian Constitution went into effect. This day emphasizes the value of the constitution and faculties and staff take an oath to protect constitutional rights and principles for the sake of the nation. Various activities are conducted on the occasion of birth anniversary of renowned leaders to raise awareness of the Indian Constitution i.e include Slogan writing, Poster Competitions, and Paintings.

On the occasion of birth anniversary of renowned personalities Netaji Subhashchandra Bose, Sir Ramanujan Day as Mathematics day, Swami Vivekanand as Youth Day, Dr. SR Ranganathan day as librarian day, Dr. Sarvepalli Radhakrishnan as Teacher's day, Sir Mokshagundam Visvesvaraya as Engineer's day. On these days webinars, Quiz and competitive activities are planned to pay tribute to them. The university takes initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations. Ethical Values, rights, duties and responsibilities of citizens are some of the topics that are enlisted in Elocution/ Debates activities.

NSS unit is actively involved in conducting several activities for inculcating values for being responsible citizens. It brings awareness of rights, duties and responsibilities of citizens by frequently organizing blood donation drive, road safety awareness drive, voting awareness drive on the campus.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

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

- 1. The 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

7.2 Best Practices

7.2.1

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

Response:

- Title of the Practice: Up-skilling and Re-skilling of Faculty and Non Faculty members**

Best Practice:

The continuous up-skilling and re-skilling of faculty and non-faculty member is one of the best practice of Medi-Caps University.

Objectives:

- To keep the faculty member updated with current requirement of industries/society.
- To equip the faculty & non-faculty member to address the issues in changing world.
- To help the faculty member to develop their teaching pedagogy with the contemporary society/industries requirement.

- To train the non-faculty members to refine the administrative process & policies.
- Foster a sense of belonging.

Outcomes:

- Confidence built-up in faculty members.
- Research contribution has improved.
- Teaching qualities have improved, and planned objectives are achieved.
- Student engagement is improved.
- Change in perception of public, students, and industries.

The Context

In the fast-changing world, the skill set, process and technology changes so rapidly that they become redundant or obsolete very quickly. The faculty members always struggle to train the student in the new area/technology where they had no or little exposure a year before. Similarly, non-faculty member also finds it difficult to cope up with the expectations of public in process delivery.

The Practice

Keeping above context in mind Medi-Caps University periodically up-skill and re-skill its faculty member and non-faculty member through various activities. Few of them are listed here.

Leadership Development Program “Aagaaz”: Periodic Leadership Development Program for senior level academician such as Deans & Head of departments are being conducted. The objective of this program is to develop leadership qualities, time management, adaptability, address critical issues etc. The latest was on 07th Jan 2023.

Team Building workshop for Non-Teaching: The team building exercise is a regular practice of our university which aims to make realize the staff members their importance in the system, interdependence, improve sense of support and trust on others. The last workshop was conducted on 25th Feb 2023.

Faculty Orientation: Every year, university conducts a five-day orientation program where new faculty members are introduced to the policies, procedures, culture, and resources of the university.

UHV (Universal Human Values) FDP: FDP on UHV is being organized for teaching fraternity under the banner of AICTE in the campus. Around 56 faculties attended the sessions so far.

NITTTR (National Institute of Technical Teachers' Training and Research) Training: To derive the best possible learning outcomes the faculty members are being trained in understanding the delivery system, pedagogy, evaluation mechanics by NITTTR.

In addition to above, regular training to the faculty members is being provided by TCS on content development and delivery process.

Medi-Caps University with the help of industry partners such as Infosys, Bosch trains its faculty member in soft skills and teaching techniques regularly.

CO-PO mapping: Medi-Caps University follows the Choice Based Credit System (CBCS), the IQAC conducts regular workshops/hands on training for all faculty member (once in a semester) on CO-PO mapping and outcome attainment.

Evidence of Success

- Mutual trust among the staff members improved.
- Trust of industries increase on university.
- Results have improved.
- Teachers are awarded by different government agencies.
- Students Placement improved.
- Learning becomes easy & effective.

Problems Encountered and Resources Required

- Scarcity of time in the highly packed pre-define academic calendar.
- Limited berth/seats available in various industry-based training program.

Title of the Practice: Robust Academic Monitoring System

Best Practice: Medi-Caps University is known for its Robust Academic Monitoring system. The aim is to manage and monitor the academic achievement with the continuous assessment and evaluation of students it also gives insights to administrators, educators, students, and parents. In this practice, the university at first announces its academic calendar and adheres to it strictly. Then at regular intervals a reminder for attending classes is given to maintain seriousness towards studies and to improve their result.

Objectives

- Monitor students' participation in all the academic activities periodically.
- Motivate students to perform better.
- Avoid procrastination.
- Help to identify slow learners and address its redressal.

Outcomes

- Participation of the students increased significantly.
- Students became aware of their position and status of all the academic activities.
- Stakeholders including parents became aware of their wards' progress.
- Cooperation of parents increased in the delivery system.

The Context

The major chunk of the students entering university are from higher secondary level. They are very fickle and immature to create their strategic plan for the learning process. At this age, they are attracted to various other activities other than academics. As a result, their participation as well as the learning are affected. Over a period when they gradually become mature, they realize a lot of courses/subjects are not cleared and they do not have enough time also to recover the loss. Both the students and parents develop

frustration, some of them get themselves dropped from the learning process and in few cases some students develop depression too. To avoid such situation, a Robust Monitoring System is being implemented from the day one across all the faculties and programs.

The Practice

Practice of following the Academic Calendar strictly makes the system robust. In every fifteen days attendance is displayed on the notice board and WhatsApp group to keep the students updated. Letters are sent to parents of students having short attendance. For regular assessment of students, mid-sem examinations, quizzes, assignments, and presentations are in practice. After mid sem examination their marks are displayed. Slow and advance learners are identified, and remedial classes are given to slow learners along with their regular classes to improve their result. To strengthen the academics, feedback of teachers is taken at the end of semester and upskilling is done frequently to provide students' academic excellence.

Evidence of Success

- Attendance is improved.
- Regular mid sem exams help students to improve their performance in end sem exams.
- UFM cases have decreased.
- Results have improved.
- Students are excelling in multidisciplinary fields.

Problems Encountered and Resources Required

- Students face psychological and emotional stress when they are not eligible for exams.
- Social and political pressure to permit students for exam.
- Students perceive it as lack of freedom in college life.
- Students feel infringement.
- Students want temporary benefit and make fake medical certificates.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:**Transparent Evaluation System:**

Building fairness and credibility in assessment system requires transparency. We do it through the Transparent Evaluation System. Students comprehend how they are being evaluated if grading standards, assessment procedures, and performance goals are communicated clearly to them. Giving students timely feedback also enables them to monitor their development and correct any issues. Transparency is further promoted by open communication between teachers and students, which helps in creating an accountable learning environment.

To serve the above purpose, we believe in copy viewing practice to promote transparency in the evaluation process and hold valuers accountable for their markings. Also, to facilitate a learning opportunity for students by offering insights into their strengths and areas for improvement based on the feedback provided on their exam copies. This enables students to seek clarification on marking discrepancies and resolve any grievances or concerns related to the evaluation of their exam copies. It helps to motivate students to strive for academic excellence and take ownership of their learning by providing a clear understanding of the expectations and standards set in the examination.

Having practice of showing answer books of MST (Mid Semester Test) and End Semester Examination strengthen the transparency in the academic system.

- It results in students' satisfaction with the marking system adopted in the university and develops faith towards the result generation process.
- Students learn to attempt the answers in the required manner.
- Copy viewing session helps students to know the systematic way of giving answer.
- The evaluators check answer copies very strictly. Answer copy checking and copy viewing are done in the scheduled time, so that the result will be declared timely.
- Copy viewing is scheduled immediately after the completion of all theory and practical end semester examinations. Copy viewing dates are mentioned in the academic calendar of the University.
- Timetable of copy viewing is released one week prior to the scheduled dates. Copy viewing conduction team is formulated to process, control and monitor the copy viewing session under the observation of the Controller of Examinations.
- All the duties are assigned properly which include corridor invigilator, control room Table in-charge (TI), Permanent Invigilators (PI), Course Teacher and Course Expert.
- Answer copies collected from the valuation cell are arranged by faculty members of respective branches in the control room under the observation of the conduction team.
- The end semester examinations evaluated answer copies are shown to the students under strict vigilance to get them know their course wise marks earned.
- On the day of copy viewing, the programme / branch wise answer copies are arranged on the table and the Table In-Charge (TI) issues the answer copies to the respective course teacher.
- Copy viewing room is equipped with CCTV cameras. Students are made to occupy seats, enrolment number wise, by the Permanent Invigilator (PI) as per the seating plan displayed on the room door.
- The course teacher collects students' checked answer sheets, pens (pink/purple colour pens only), grievance form, attendance sheet from the copy viewing control room for showing to the students in allotted rooms.

- Permanent Invigilator (PI) admits the student inside the classroom after verifying the student's University ID card and confirming that the student is not carrying any mobile phone, pen/pencil, or any other stationery item.
- Students get a chance to know their mistakes made in the answer copy and the approach they must follow while attempting answers, like marks may be deducted for missing/inappropriate/unlabelled diagrams or incomplete answers. Students can report about the total mistake or allotted marks related issue by filling the grievance form.
- Under the strict observance of Permanent Invigilator (PI), the course teacher shows copies to the students. After viewing answer sheets, students either enter 'seen and satisfied' or 'seen and grievance' form filled on the answer sheet with the pen provided by the course teacher. Students having grievances, fill the grievance form and submit it to the course teacher.
- Similarly, other course teachers also show answer sheets one by one to the students. The course teacher re-counts answer sheets and submits them back to the Table In-Charge (TI) in the copy viewing control room. The grievance forms along with grievance copies are separately submitted in the control room.
- The course expert re-evaluates the copies in presence of the grieved student and re-submits the copies in the control room with his/her recommendations.
- A grievance session is conducted on the same day where students can discuss with course experts, if not satisfied with the marks awarded. After checking, answer copies are kept in locked and sealed almirahs. The grievance copies are separately submitted to Controller of Examinations (COE) with grievance forms having recommendation from course experts. As per the instructions of Hon'ble Vice-Chancellor, Controller of Examinations (COE) verifies the comments of course experts and if found appropriate considers the updates in marks.
- Answer copy viewing sessions are conducted after the completion of all the examinations and still most of the students attend the answer copy viewing session instead of going to their hometown.
- After result declaration, there are very few re-totalling, revaluation or persuasion cases registered. This shows that students are satisfied with the marks obtained, as most of the grievances are resolved during the copy viewing session. No complaints are registered regarding unfair evaluation till date.
- The seating arrangement is done according to the branch and section wise. So, a separate arrangement needs to be made to show the answer copies to the students having backlogs or open elective.

Thus, maintaining transparency in the evaluation process is a distinctive area where the university performs its best. To conclude with, we do not charge any fee for the purpose of copy viewing. Our aim is to develop a sense of improvement amongst the students and showcase our transparency in evaluation system.

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

5. CONCLUSION

Additional Information :

The university formed different activities other than the copy viewing system for students after exam, implementation of NEP (National Education Policy), annual day celebration(moon stone), Science Day, Men's and Woman's Day celebration and implement Academic Advisory Body (AAB). University provide university Research Fellowship and university maintain Career Advancement Scheme (CAS) policy for faculties for the appraisal that motivate the faculties so that they work with zeal. Exploring Educational Collaborations ,Taiwan Visit of Honorable Vice Chancellor, Prof. (Dr.) D.K. Patnaik. Honorable Vice Chancellor Prof. (Dr.) D.K. Patnaik recently undertook a week-long visit to Taiwan from September 9th to 15th, 2023 which encompass skill development, student exchange programs, and collaborative research and development efforts.

Concluding Remarks :

Medi-Caps University is a leading institution in Madhya Pradesh, India, focusing on teaching, research, and innovation. It offers curriculum based on Choice Based Credit System (CBCS) for academic flexibility, incorporating societal issues like gender equality and environmental awareness. The University also has a continuous improvement feedback system, promoting student diversity and utilizing interactive teaching techniques. It provides conducive environment for research and innovation. The Medi-Caps Innovation and Incubation Centre (MIIC) was established in 2018 to foster innovation and entrepreneurial activities. The university's governance and management are based on its institutional vision. The university believes in sustainable development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1475 Answer after DVV Verification: 1475</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 4958 Answer after DVV Verification: 1615</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in 1.2.1.2 due to repetitive count</p>
1.3.2	<p>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</p> <p>Answer before DVV Verification : Answer After DVV Verification :53</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>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 Answer before DVV Verification : 35 Answer after DVV Verification: 17</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 35 Answer after DVV Verification: 17</p> <p>Remark : DVV has made necessary changes as per supporting's shared by HEI https://medicaps.ac.in/admin/iqac/15-11-2023-1700044878-1.3.3_b.pdf</p>
2.4.2	<p>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</p> <p>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 Answer before DVV Verification : 355</p>

	<p>Answer after DVV Verification: 285</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.1.3	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>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</p> <p>Answer before DVV Verification : 122</p> <p>Answer after DVV Verification: 118</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.1.4	<p>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>Answer before DVV Verification : 72</p> <p>Answer after DVV Verification: 12</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years</p> <p>Answer before DVV Verification : 100</p> <p>Answer after DVV Verification: 72</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification : 700</p> <p>Answer after DVV Verification: 580</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.3.2	<p>Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :33</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.4.1	<p>The institution ensures implementation of its stated Code of Ethics for research</p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p>

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

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

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

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification : 739

Answer after DVV Verification: 675

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
939500	183480	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.39	1.84	00	00	00

Remark : DVV has made necessary changes as per supportings

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	22	22	27	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	18	22	27	19

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

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

Answer before DVV Verification :

Answer After DVV Verification :45

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

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26.65	40.03	13.20	40.03	26.65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.50	25.16	13.20	40.03	26.65

Remark : DVV has made changes as per supporting documents shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5286.22	3857.47	2994.67	1950.89	1204.03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3286.22	2857.47	1994.67	1250.89	704.03

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10034	9097	7545	1318	950

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10010	9010	7545	1318	950

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	32	17	34	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	28	17	26	28

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
368	242	153	183	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
360	242	153	183	126

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

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years: Answer before DVV Verification : 585 Answer after DVV Verification : 307</p>