# THE IIS UNIVERSITY

deemed to be a university under section 3 of UGC Act.,1956
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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## SELF-STUDY REPORT 2013
## NAAC-UGC

**VOLUME-II**

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# NAAC-UGC

## VOLUME-II

- **Evaluative Report-Criterion Wise**

# EVALUATIVE REPORT : CRITERION WISE

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# THE IIS UNIVERSITY
# JAIPUR

# CURRICULAR ASPECTS

# CRITERION I

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| **1.1** | **Curricular Design and Development** | • Well defined charter of goals and objectives, with an emphasis on local, regional, national and global needs and issues<br>• The University's vision and mission in tandem with its academic programmes on offer<br>• A systematic process of curriculum design and development<br>• Thrust on innovation, research and employability<br>• Programmes and courses of national relevance and impact<br>• Active interaction with all stakeholders for curriculum-revision<br>• Integration of ICT resources in teaching-learning<br>• Practical component in each Paper<br>• Annual updation of curricula, with major revision every three years<br>• NSS, NCC, Sports and Cultural activities form an integral part of the curricula by way of being linked to credits |
| **1.2** | **Academic Flexibility** | • Wide array of electives and specializations on offer<br>• Horizontal mobility and transfer of knowledge across Disciplines/Programmes<br>• Flexibility of time-frame for course completion<br>• Collaborations with national and, especially, international Universities for academic and cultural interchange in the areas of teaching, learning and research, eg. Kent State University, Ohio, Pennsylvania State University, USA, to name a few<br>• Choice based credit system; credit accumulation and transfer<br>• Interdisciplinary programmes<br>• Self financing programmes<br>• Programmes and courses also suited to the requirements of international students<br>• E-learning environment |
| **1.3** | **Curriculum Enrichment** | • Regular identification of new and emerging areas<br>• Socially relevant and job oriented modular courses<br>• Value added vocational courses combining the knowledge-skill-application dimension<br>• Higher order skill development programmes in consonance with NSDC and other agencies |
| **1.4** | **Feedback on curriculum** | • Regular feedback obtained formally from : students, alumnae, parents, industry experts, employers and academic peers<br>• Feedback also sought online by students not only at exit level but also through the entire length of their stay |

## 1.1    Curriculum Design and Development

### 1.1.1    How is the institutional vision and mission reflected in the academic programmes of the university?

The University has **a very well-defined charter through a set of goals** which bear ample testimony to its commitment to enriching the academic fabric of all its programmes. The institutional vision and mission is reflected in all its programmes as well as in its underlying philosophy to be an international model institution.

The University's mission-statement includes thrust on empowering students to realize that they determine the outcome of their own lives, providing a conducive environment for the development of an individual's personality, cherishing the Indian value system with a laid emphasis on Indian culture, traditions and heritage, imbibing the best from the West at the same time, and providing a learning environment in which students and faculty members are driven by the spirit of enquiry in their quest for knowledge.

Some examples of the academic programmes offered by the university reflecting its Vision-Mission are:

| Vision-Mission | Programmes |
|---|---|
| **Promoting and maintaining academic excellence** | Introduction of new courses, keeping the changing trends in mind, in:<br>• Rural Development<br>• Women's Studies<br>• Environmental Science<br>• Entrepreneurship Development, to name a few |
| **Encouraging research and dissemination of knowledge** | Greater impetus to research and dissemination of knowledge by way of:<br>• Incorporation of a research-based component in the curricula through Projects, Seminars and Dissertations, and by sanctioning Student Research Projects<br>• Research Programmes (M.Phil. and Ph.D.) in all the Faculties on offer, viz. Arts, Social Sciences, Science, Commerce and Management |
| **Striving and seeking to cater to global needs** | Specialized Certificate Programmes and Courses such as :<br>• B.Com Hons. (Professional) specially designed for aspirants of C.A. and C.S.<br>• MBA (with Dual Specialization)<br>• MBA Executive  (Part Time)<br>• CISCO–Certified Network Administrator<br>• ICAI Certificate Programme in Accounting Technicians<br>• University of Cambridge, UK's Business English Certificates Tests of English |
| **Promoting vocationalisation of education at all levels** | Vocationalization of education ensured by way of:<br>• 32 Career Oriented and Skill Development (COSD) courses of add-on nature<br>• Introduction of COSD subjects in the form of Electives at both UG and PG level, as Degree programmes<br>• Modular and Short Term Colleges<br>• Courses in collaboration with the industry, eg. Genpact, ICICI, ICAI, to name a few<br>• Foreign languages offered at three levels, as both Foundation and Elective subjects |

### 1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Yes, the University follows a systematic process in the design and development of its curriculum. In fact, curriculum design and development is a vital component of the academic fabric of the University which essentially follows a five-step approach to curriculum development that is logical, systematic, dynamic and interactive. These are:

- **Identifying the problem and general needs assessment-targetted learners or target audience** by way of feedback from several stakeholders (viz. students, parents, alumni, teachers, members of statutory bodies and committees, industry experts) to fill the demand-supply gap

- **Drafting goals and specific measurable objectives** to direct the choice of curricular content, learning methods, etc.

- **Spelling out educational strategies for implementation,** i.e. the means by which the curricular objectives would be achieved.

- **Capacity-building** by ensuring infrastructural support and training sufficient human resource to successfully launch and run the curricula

- **Evaluating and seeking feedback** to monitor and assess the effectiveness of the curriculum to close the loop and provide information about continuous quality improvement.

Thus, the components of curriculum development process at the University lay emphasis on:

- **Planning**- identifying key issues and trends in specific content areas and assessing needs and issues based on stakeholder/ target group-feedback.

- **Articulating and Developing**- spelling out the underlying philosophy, defining course goals, developing, sequencing course objectives, identifying resource materials to assist with programme implementation, and identifying and/or developing assessment items and instruments to measure student progress.

- **Implementing**-putting the new programme into practice.

- **Evaluating**-updating the programme and determining its success.

In the contemporary scenario, the focus has shifted from an over-emphasis on theory to an even balance among skill, knowledge and application. The University attempts to impart career education within the framework of a thorough curriculum, towards which each Department contributes significantly.

**Some programmes and courses thus identified on the basis of the above mentioned curriculum development process are:**

B.Com.-Honours (Professional), with a special emphasis on the skills and knowledge required of CA/CS aspirants, B.Sc. in Fashion Technology, M.B.A. in Human Resource Management, M.B.A. in International Business, B.Sc. in Jewellery Designing and Technology, Bachelor of Journalism and Mass Communication (BJMC), Bachelor of Visual Arts and Master of Visual Arts in Sculpture, M.A. in Women's Studies and Master of Social Work

The following **COSD courses** too were identified using a systematic process in curriculum design:

**Certificate, Diploma and Advanced Diploma courses** in Banking, Insurance and Equity Services, Clinical Nutrition and Dietetics, Counselling and Guidance, Event Management, Fashion Designing, Folk Dance (Diploma only), Food Science and Quality Control, French, Functional Accountancy, Gemology, German, Instrumental Music (Diploma only), Instrumentation, International Business, Jewellery Designing, Kathak, Mass Communication and Video Production, Patent Law and Practice, Radio Programme Production, Remote Sensing, Research Methodology, Retail Management, Still Photography and Audio Production, Tabla, Tax Procedure and Tax Planning, Tourism and Airline Management, Visual Arts, Vocal Music (Diploma only) and Web Technology & Web Designing.

Moreover, further development of information-database is done with the help of:

- Faculty-members and peers

- **Inputs and feedback from a variety of stakeholders**, such as current students, alumni, employees and academic/industry experts.

- Draft syllabi are prepared by faculty members from various Departments and the same are informally shared with subject experts. Depending upon the comments received from the experts, the syllabi are reviewed and then put up for consideration of the BOS in the respective disciplines. The experts in the BOS once again examine the suitability of the syllabus, in view of its relevance to basic requirements, industry needs and global perspective. Eligibility for admission to a programme, examination scheme and model question papers are also decided by the BOS. The syllabi thus approved by the BOS are, thereafter, put up for the consideration of the AC and - for the final approval - before the BOM.

- Quite a few initial meetings with the subject experts were held for the purpose of curriculum development of Ph.D. programmes offered from the year 2010 in Sociology, Physics, Chemistry, to name a few. The draft syllabi for M.Phil./ Ph.D. programmes are approved by the respective Departmental Research Committes and finally by the Research Board or the Vice Chancellor on its behalf. Such meetings are now a regular feature of the curriculum development process.

- A few Departments have also held **curriculum-design workshops**, spread over a few days, for the purpose of content-generation for their

courses and programmes of study. These include Home Science, Visual Arts, Maths, Commerce and Management for the MBA programmes, and Departments in which COSD courses (such as Fashion Designing, Retail Management, Jewellery Designing, to name a few) are being offered.

- A regular feature of each Semester is the moderation of Question Papers. Such an exercise is directed towards not only incorporating suggestions in improving the content and quality of question papers but also eliciting their feedback on enriching the curricula.

- The feedback given by the examiners in the form of Examiners' Report regarding curriculum is then taken into consideration while updating syllabi.

- Previous years' Question Papers are shown to academic peers/external experts, during the meetings of academic bodies such as the BOS, for their feedback on the curriculum.

Thus, the University ensures that the curricula are so developed as to help students to think logically, judge critically and communicate clearly by providing for a range of subjects varying on the skill-knowledge-application dimension.

### 1.1.3 How are the following aspects ensured through curriculum design and development?
**Employability**
**Innovation**
**Research**

The goal of the University is to develop a suitable combination of skills, knowledge and application, and to incorporate the same in the curriculum, to promote a modern outlook and critical thinking, through **incorporation of practical and research-based components in the syllabi**. The University thus provides **education which focusses on employability, innovative entrepreneurial skills, and research**. To achieve this, the following are kept in mind:

### Employability

- A variety of **vocational COSD courses as well as Modular (Short Term) courses are offered** by the University, which are mandatory for all students in the First Year at the Certificate level. These courses are progressive in nature and can be taken up at the Diploma and the Advanced Diploma level in the Second and Third Year respectively. The COSD courses, along with the basic degree, increase employment opportunities for students manifold.

- More skill oriented courses like B.Com.-Hons. (Professional), Jewellery Designing and Technology, Sculpture, etc. have also been introduced in the last few years.

- In several programmes, **industry visits, guest lectures by industry representatives, summer trainings and tours** have been made an integral part of the curriculum, wherein students are acquainted with the environment of industry and commerce to help them acquire first-hand knowledge of the world of business.

- Keeping employability in mind, a learning centre has been set up in **collaboration with ICICI Bank** where students of Commerce and Management are provided knowledge in the fields of Banking and Finance through an e-learning matrix module. There is another such centre in **collaboration with Genpact, Jaipur** which offers training on communicative and soft skills which are desirable in the corporate sector.

- Furthermore, the University has an **active Placement, Training and Career Counselling Cell**, which works towards facilitating greater industry-interface by arranging recruitment-drives for facilitating placements besides imparting training to students.

- The major focus is on using **a practical approach in the syllabi**, eg. the use of Tally for Papers pertaining to Accountancy and Taxation, compulsory summer internships and preparatory courses for MBA and CA/ CS

- Moreover, taking a wider view of higher education, **entrepreneurship too has been made a vital part of the curricula**, through partnership with NEN.

## Innovation and Research

- The University has a specialized research centre on-campus by the name of **CRIT** that has been **set up to give an additional fillip to research** and address the needs and challenges posed by a dynamic research environment.

- The curriculum is designed and developed in such a way that it provides comprehensive knowledge of different disciplines and real life application of the same.

- **Innovative Foundation Courses** in subjects like Computer Applications, IT, Entrepreneurship and Management, Women's Studies and Environmental Conservation. The syllabi have a practical component built into them thereby making these courses more relevant to life and popular too. Hindi, English, French, German and General Studies are also offered as Foundation Courses.

- Projects have been introduced at the UG level in all the non-practical subjects as well. This provides students an **opportunity to combine innovative learning with the traditional classroom interaction**. In fact, in subjects like Biotechnology and Foreign Trade Management, there is a full one Semester of Project work required of students by way of attaching them to various industries, national research centres

and laboratories (e.g. National Institute of Immunology, Defense Research and Development Organization, Indian Council of Medical Research, Defense Research and Development Establishment, etc.) to provide them a practical, hands-on experience.

- **Seminars, projects and dissertations** are essential components of all PG programmes, providing an opportunity to students to qualify these programmes with training and research. This also helps in inculcating a research aptitude in the students.

- Also, the Honours degree courses - offered in various subjects - provide specialized knowledge, which helps the students acquire an exhaustive knowledge of the subject as against the core subjects in Pass Course.

- A few **professional courses in Commerce and Management** have specific training hours mentioned in the curriculum so as to facilitate an in-depth on-the-job exposure.

- To brush up the students' practical knowledge and help ensure their academic enrichment, laboratory experiments, training sessions, workshops, personality development workshops and seminars are conducted all year long.

- **Research projects** are also sanctioned to the PG and UG students by the University and other funding agencies like UGC/ DST, etc. to provide them an opportunity to conduct research under the guidance of their Supervisors.

**1.1.4**  **To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?**

The University uses the **guidelines** - specified from time to time - **by statutory bodies such as BOS, AC, BOM,** etc. for developing and restructuring the curricula, which are in strict consonance with such regulatory bodies as the **UGC (through its Model Curriculum), AICTE and also the curricula of several leading national and international Universities** while designing/ updating the courses. This is further achieved by way of holding regular workshops on curriculum restructuring and examination reforms with the subject experts and, whenever possible, the representatives of the above mentioned bodies, taking part in such workshops.

The curricular design and model adopted by the University is such that the courses (UG, PG, M. Phil. and Ph.D.) are semester-based and have been adapted to our purpose, keeping the local realities in mind. Each course has theory and practicals/projects with fixed teaching hours and credits, due weightage given to attendance, tests and class room interaction towards the

30% continuous internal assessment (and 50% in some cases) and double evaluation of Semester End Exam answer books of theory papers.

The following points are kept in mind while organizing the curricula:

- **Introduction of a range of new subjects** in demand or with high potential for job or entrepreneurship and global relevance like Tourism Business, Advertising and Brand Management, Textile Technology, Fashion Technology, Jewellery Design and Technology, Drawing and Painting, to name a few, which are high on the skill dimension and go a long way towards vocationalizing education.

- **Diverse Electives and vocational subject combinations**, including COSD courses, on offer thereby allowing for flexibility and transfer of knowledge across disciplines like Psychology, Economics, Foreign Trade Practice and Procedures, Statistics, Garment Production and Export Management, etc. to make higher education more flexible, liberal and meaningful.

- Summer trainings and placements, internships, interaction with experts, guest lectures, educational tours, field visits, etc. as regular **features** on campus **to bridge the gap between education and industry**, specially through courses such as those designed for CA/ CS, Knowledge Centres set up by ICICI and Genpact, etc.

- Offering **M.Phil. and Ph.D. programmes in nearly all disciplines**, admissions to which are made through a Research Entrance Test (R.E.T.) and are in  strict adherence with the UGC's Regulations, 2009. Coursework is compulsory with Continuous Assessment (C.A.) and Semester End Examination (S.E.E.) in the ratio 50:50 in both M.Phil. and Ph.D. programmes.

- **Impetus on developing a scientific temper and research acumen** among students through Projects, Seminars and Dissertations which are an integral part of all the programmes. The students are motivated to undertake academic and corporate projects and write research articles; they are also sent to various organizations for up to one full Semester, which not only hones their research and scientific aptitude but also provides them with adequate hands-on experience.

- The evaluation criteria as comprising **30% internal (C.A.) and 70% external assessment at UG and PG levels and a Semester/ Trimester pattern of examination**, for rendering the curriculum more robust. A weightage of 50% to C.A. in M.Phil and Ph.D. programmes to monitor the students' day to day progress more effectively alongwith mid-term presentation, annual progress seminars and a pre-submission seminar. Emphasis on class tests, home assignments, presentations, quizzes and regularity in attendance, for evaluation of performance as part of C.A.

- **Division of the curriculum into 5 Units** in all subjects and the pattern of question papers such as to cover all types of questions (objective,

short answer, long answer, analytical, descriptive, case study, problem based and essay type) from each Unit.

- **Specified teaching hours and allotment of credits for each Unit** in the syllabus so as to keep teaching-learning time bound, depending upon the emphasis required to be given to the different Units of the syllabus.

- **A list of essential readings** (text books) and recommended or suggested readings (reference books) alongwith Paper objectives added in the syllabi of every Paper.

The University has also been tangentially instrumental in leading curricular reforms that have created a **national impact in terms of the following practices related to curriculum design and development** as well as academic flexibility:

- Curricula in tandem with the UGC Model Curriculum and also aligned with the curricula of Universities abroad, which are frequently consulted by other institutions and universities. In fact, quite a few colleges and universities have borrowed from The IIS University's curricula to draft their own, viz. Dept. of Management, Central University, Jammu, Central University of Rajasthan, R.R. Autonomous College, Alwar, Dept. of Zoology, University of Rajasthan, S.S. Jain Subodh PG College, Jaipur, to name a few.

- COSD courses have been made an integral part of the curricula. As a result, all first year (Semesters 1 and 2) students are required to opt for any one course of their choice. This is to complement a general education curriculum with academic Electives of applied, job-oriented and professional nature.

- Earning of credits and credit transfer facility for making the system dynamic and flexible, permitting movement of students between two institutions and/or among the courses.

- Innovative courses and programmes with a global perspective and relevance, such as Diploma in IPR, Business English Certificates, subjects like French and German, among others.

- Computer applications blended with almost all programmes and courses on offer to emphasize ICT in curricula.

- A wide variety of COSD courses, integrated with the regular courses of study in the first year, to expose students to skill-development alongside knowledge-enhancement and creating entrepreneurs.

- Provision of training programmes and educational tie-ups/ linkages with national and international institutions has made the University an institution of choice so much so that more and more students from other states are seeking admission to the University every year in addition to several foreign students.

- Active involvement of all stakeholders in curricula-planning and implementation to make the courses student-friendly.

- Organizing Seminars, Conferences, etc. for curriculum updation and enrichment. Department of Visual Arts, for instance, organized a National Painting Camp in 2011 which was a step towards syllabus reform in the subject. The curriculum evolved therein, with inputs from eminent Resource Persons from the field, was adopted by participating artists/ teachers from various universities countrywide at their own institutions as well. Similar Workshops have also been conducted by the Departments of Jewellery Design & Technology and Fashion & Textile Technology.

- Sessions on soft skills and the overall personality development of students are held regularly so as to better prepare them for life's challenges ahead and to train them to be world ready citizens.

- Co-curricular and extra curricular activities have been made an integral part of the curriculum by assigning credits to the ones opted for. In fact, four credits are assigned to students who are required to compulsorily opt for extra/ co-curricular activities, viz. NSS/ NCC/ Sports/ Cultural activities, in their first year of undergraduate studies, as part of curricular reform. These ensure social and ethical citizenship and an orientation to community-service.

- Summer trainings and projects have been made an integral component of study for almost all PG programmes in order to expose the students to the world outside as well as to develop critical thinking skills in them. In fact, a practical component by way of projects and seminars is also a compulsory part of non-practical subjects in the faculties of Arts and Social Sciences and Commerce and Management.

- The University focusses on preparing students not merely for the job market but also as future entrepreneurs. It has forged links with NEN which represents India's largest community of future high-growth entrepreneurs. Through this Network, the University supports early stage entrepreneurs by affording them access to experts and learning tools. An example of this was seen when students from the Faculty of Commerce and Management organized an 'e-Bazaar' on campus last year.

- Yet another tie-up is with Young Indians (Yi), an integral part of CII, to create a platform for young Indians to work effectively for promoting leadership skills among themselves and focus on the areas of primary education, environment, primary healthcare and employability, by liaisoning with the government, the corporate sector and the civil society.

The above mentioned curricular practices and reforms have the led to the following in the students thus helping to create a national impact:

> **Social responsibility**

- ➢ **Entrepreneurship**
- ➢ **Research-orientation**
- ➢ **Technical skills**
- ➢ **Empowered citizenship**

**1.1.5** **Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?**

Yes, the University interacts regularly with industry, research bodies and the civil society in the curriculum revision process

The interaction with **industry** representatives and leaders is facilitated by the following:

- **Membership of bodies like NEN for building in the component of entrepreneurship in the curricula** of higher education thereby developing and supporting early-stage entrepreneurs. Yet another link recently forged is with Young Indians - called the CII-Young Indians ICG Student Net - to create a platform for young Indians to realize their dream of a developed nation. Academic partnerships with corporate bodies such as Genpact, ICICI, ICAI and CISCO for offering value-added, job-oriented courses to students, keeping the market trends in mind.

- The University has introduced a **Foundation Course in Entrepreneurship and Management** as well as internships/ summer trainings as a compulsory component in several courses such as Biotechnology, Microbiology, Foreign Trade, etc. in which a complete semester has been earmarked for project work and industry training, at PG level.

- The University also offers to its students **a suite of international tests of Business English (BEC) in collaboration with University of Cambridge, U.K.**, to equip them with language competence required at the global workplace.

- Interaction with industry is further ensured by **inviting industry experts for extension lectures and as members of BOS**, who provide useful inputs for strengthening the practical component in syllabi.

As regards interaction with **research-based organizations** and members of the **civil society** for eliciting their expert inputs in the curriculum-revision process, the University has a provision for **including representatives from both on such bodies as the BOS of different subjects and the Academic Council**. These members are drawn from reputed national research organizations and academic institutions like the IITs, National Chemical Laboratory, Forensic Science Laboratories, Institute of Development Studies,

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Centre for Peace Research, Defence Research and Development Establishment, Management and Media institutes, and the like. An adequate representation of the civil society too is ensured by having Chartered Accountants, Advocates, civil administrators and officials from the Boards of Education as members of such bodies.

**1.1.6    Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.**

Being a Deemed-to-be-a-University, the institution has no affiliated colleges.

**1.1.7    Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).**

Being a Deemed-to-be-a-University, the institution has no affiliated colleges.

## 1.2    Academic Flexibility

**1.2.1    Furnish the inventory for the following:**

∗    **Programmes taught on campus :**

A diverse range of programme options is available to students. While choosing Electives in a Degree programme, a student has the freedom to opt for one vocational subject and two core Electives in all streams, at the UG level. The Certificate, Diploma and Advanced Diploma course options are open to all, irrespective of Discipline. A student may choose any one Certificate Course in the first year. Diploma and Advanced Diploma courses are, however, optional in the second and third years respectively. In addition to this, students may also take up any Modular course for value addition or skill development thereby preparing themselves for a wide range of career opportunities.

The inventory of programmes offered at the University, subject to a feasible number of students admitted to each programme, is as follows:

❑ **UNDERGRADUATE COURSES**

- B.A. Honours (Six Semesters/Three Years) in English, Economics, Psychology and Political Science (History and Public Administration are ready to be offered)

- B.A. Pass Course  (Six Semesters/Three Years)

- B.B.A. (Six Semesters / Three Years)

- B.C.A. (Six Semesters / Three Years)

- B.Com. Honours - Professional (for students aspiring for CA)

- B.Com. Honours - Professional (for students aspiring for CS)

- B.Com. Honours (Six Semesters/Three Years) in Accounting and Taxation, Business Studies, Financial Market, Financial Studies, Insurance, International Business, Human Resource Management, Marketing and Retail Management

- B.Com. Pass Course (Six Semesters/Three Years)

- B.J.M.C. (Six Semesters / Three Years)

- B.Sc. Fashion Technology (Six Semesters / Three Years)

- B.Sc. Home Science (Six Semesters / Three Years)

- B.Sc. Honours (Six Semesters/Three Years) in Chemistry and Zoology (Botany, Physics, Computer Science, Psychology, Economics and Multimedia & Animation are ready to be offered)

- B.Sc. Jewellery Design and Technology (Six Semesters / Three Years) (UGC-sponsored innovative programmme)

- B.Sc. Pass Course (Six Semesters/Three Years)

- B.V.A. (Eight Semesters / Four Years) in Applied Art, Painting and Sculpture

- B.Text. (Six Semesters / Three Years) – ready to be offered)

## ❑ POSTGRADUATE COURSES

- M.A. (Four Semesters/Two Years) in Economics, English, Fashion Technology, Foreign Trade Management, Garment Production and Export Management, Geography, History, Mathematics, Psychology and Sociology. Business Economics, Education, Financial Risk Management, French, Political Science, Rural Development, and Women's Studies are ready to be offered.

- M.Sc. (Four Semesters/Two Years) in Biochemistry, Biotechnology, Botany, Chemistry, Computer Science, Economics, Environmental Science, Fashion Technology, Garment Production and Export Management, Geography, Information Technology, Mathematics, Microbiology, Physics, Psychology and Zoology. Bioinformatics and Pharmaceutical Chemistry are ready to be offered.

- M.Sc. Home Science (Four Semesters/Two Years) in Clothing and Textiles, Foods and Nutrition and Human Development. Extension Education and Home Management are ready to be offered.

- M.Com. (Four Semesters/Two Years) in Accounting and Taxation, Business Studies, Fashion Technology, Financial Studies, Foreign

Trade Management and Garment Production & Export Management. Business Economics and Financial Risk Management are ready to be offered.

- M.V.A.- Master of Visual Arts (Four Semesters/Two Years) in Applied Art: Illustration, Applied Art: Visualization, Graphics and Print Making, History of Art, Painting, Sculpture: Composition and Sculpture: Portraiture

- M.B.A. (Four Semesters/Two Years) in Human Resource Management, International Business and Retail Management. Advertising, Entrepreneurship Development Marketing Management, and Tourism & Travel Management are ready to be offered.

- M.B.A.(with Dual Specialization) Trimester Scheme in Finance, Human Resource, International Business, IT & Systems, Production & Operation, Marketing, Retail Management and Tourism & Travel Management

- M.B.A.(Executive) Dual Specialization Programme

- M.J.M.C - Master of Journalism and Mass Communication (Four Semesters/Two Years)

- M.Text. - Master of Textiles (Four Semesters/Two Years)

- M.S.W.- Master of Social Work (Four Semesters/Two Years) – ready to be offered

❑ **PG DIPLOMA COURSES (1-year duration)**

Herbal Science, Environmental Science and Management, Museology and Heritage Conservation, Sports Science and Nutrition, TV Journalism, Entrepreneurship Development, Gandhian Studies, Photography, Communication Design, Computer Networks, Professional Accounting, CAD and Yoga & Stress Management. These are all ready to be offered.

❑ **MASTER OF PHILOSOPHY & DOCTOR OF PHILOSOPHY**

The Research programme is available in all Faculties mentioned as under, subject to student-admission :

**Faculty of Arts and Social Sciences**

Drawing and Painting, Economics, Education, English, French, Garment Production and Export Management, Geography, German, Hindi, History, Journalism and Mass Communication, Library Science, Mathematics, Physical Education, Political Science, Psychology,

Public Administration, Sociology, Textile Technology, Visual Arts and Women's Studies.

### Faculty of Science

Biotechnology, Botany, Chemistry, Computer Science, Environmental Science, Garment Production and Export Management, Geography, Home Science, Mathematics, Nursing, Microbiology, Physics, Psychology, Textile Technology and Zoology.

### Faculty of Commerce and Management

Accounting and Taxation, Advertising and Brand Management, Business Studies, Financial Studies, Foreign Trade Management, Garment Production and Export Management, Human Resource Management, International Business, Management Studies, Textile Technology and Tourism & Travel Management

## ❑ CAREER ORIENTED AND SKILL DEVELOPMENT COURSES

Apart from regular courses and subjects at UG and PG levels, the University offers full-fledged career-oriented vocational programmes that are essentially technical and skill-oriented. These programmes can be pursued at three levels, viz. Certificate, Diploma and Advanced Diploma.

COSD courses are offered in - Banking, CISCO-certified Network Administrator (Certificate only), Clinical Nutrition and Dietetics, Counselling and Guidance, Event Management, Fashion Designing, Folk Dance (Diploma only), Food Science and Quality Control, French, Functional Accountancy, Gemology, German, Instrumental Music (Diploma only), Insurance and Equity Services, Intellectual Property Rights and Patents (Diploma only), International Business, Jewellery Designing, Kathak, Mass Communication and Video Production, Patent Law and Practice, Remote Sensing, Retail Management, Still Photography and Audio Production, Tabla, Tax Procedure and Tax Planning, Tourism and Airline Management, Visual Arts, Vocal Music (Diploma only) and Web Technology & Web Designing

The other COSD courses that are ready to be offered are: Early Childhood Care and Education, ICAI Certificate Programme in Accounting Technicians, Instrumentation, Integrated CAD and Graphic Designing, Radio Programme Production and Research Methodology.

**Modular (short-term) Courses in** Yoga, Copywriting and EDUSAT-based programmes offered by ISRO, Short-Term Workshops and Communicative & Soft Skills. Those that are ready to be offered are: Employability Enhancing Skills, Public Speaking Skills, Communicative English, and Creative Writing in English.

**Overseas programmes offered on campus :**

Business English Certificates, offered through British Council, New Delhi for University of Cambridge, U.K. (ESOL Exams)

➢ 3 Levels, viz. Preliminary, Vantage and Higher

**Programmes available for colleges to choose from :**

Being a Deemed-to-be-a-University, the institution has no affiliated colleges.

**1.2.2 Give details on the following provisions with reference to academic flexibility**

**a. Core / Elective options**

**b. Enrichment courses**

**c. Courses offered in modular form**

**d. Credit accumulation and transfer facility**

**e. Lateral and vertical mobility within and across programmes, courses and disciplines**

Yes, the University provides a wide range of options for the students including Core Options, Elective Papers, Enrichment Courses, etc. as mentioned below:

**a.** **Core/ Elective options-** Core courses have been prescribed **in B.Com., B.Com.(H), B.Sc., B.Sc. Home Sc., BVA, BBA and BCA**. A wide variety of courses are offered as Electives in different faculties, out of which the student has the freedom to choose the required number of Electives as per her interest and aptitude. For instance, the student is required to study 4 Core courses and choose 1 Elective in B.Com. – Pass Course and Honours. In B.A. and B.Sc., on the other hand, the requirement is to choose 3 Electives. There is also a wide range of courses on offer at P.G. and M.Phil./ Ph.D. levels.

**b.** **Enrichment Courses-** A number of **COSD courses** are being offered in different streams, in which practical knowledge and training are imparted to students. There are also a few courses in partnership with Genpact, ICICI, ICAI that provide exposure to students to the workings of the corporate sector. A variety of **Foundation Courses** further add value to the basic curriculum thereby enriching it, viz. Entrepreneurship and Management, Women's Studies, Environmental Conservation, to name a few. **NSS and NCC** too enrich the academic fibre of the University. In addition, the **BEC suite of international tests of English** provides the much-needed language-competence to students to succeed as part of a global workforce.

c.  **Courses offered in modular form-** Apart from regular programmes, the University offers the following **7 modular courses (short term courses of fast-track nature)** for students who wish to develop and enhance skills in their respective areas of interest:
   - Employability Enhancing Skills (40 hrs.)
   - Public Speaking Skills (40 hrs.)
   - Communicative English (40 hrs.)
   - Creative Writing in English (40 hrs.)
   - Yoga (60 hrs.)
   - Copywriting (30 hrs.)
   - EDUSAT-based programmes offered by ISRO (24-72 hrs.)

   Besides the above, the University organizes the following for the purpose skill-augmentation and/ or value-addition:

   - **Short-Term Workshops**, of 5-6 hours over 2-3 days, in such areas as Draping, Accessory Design, Feature and Screenplay-Writing.
   - **3-month training programmes** on Communicative and Soft Skills, in partnership with Genpact.

d.  **Credit accumulation and transfer facility -** The courses at the University are based on the credit system. There is a **provision for credit accumulation and transfer facility with reference to academic flexibility**. The University provides for credit transfer in the event of a student migrating from any other institution in or outside the country to this University. The credits obtained by the student from another institution are considered for the calculation of equivalent credits on the basis of the curriculum studied at that institution and the assessment criteria followed there vis-à-vis this University. Thereafter, the credits are permitted to be transferred accordingly and if the credits so earned are found less, then the student is required to take courses not covered and make up for the same.

   Credit transfer from another institution is thus facilitated after ascertaining the equivalence of the programme/ course of study. If a student is found to have taken less number of Papers, then she is required to clear the remaining with the ones that have been opted for in the next Semester, i.e. the programme/ course to which admission is sought.

e.  **Lateral and vertical mobility within and across programmes, courses and disciplines -** There is flexibility for students to move from one discipline to another in choosing UG Elective options, as mentioned below:

   ➢ **Subjects of interdisciplinary nature**, such as Economics, Psychology, Tourism, may be opted for by students from Science, Arts and Commerce.

➢ There is **horizontal flexibility** for students to move from one discipline to another, after passing the Certificate level in one COSD course, to seek admission to another Certificate level in a new course so as to acquire vocational skills in more than one area.

➢ Subjects such as Home Science, Psychology and French allow for **students to take up a related COSD course at the Diploma level if they have their core Degree in that subject**, e.g. a first year PG student of Home Science may opt for a course in Clinical Nutrition and Dietetics at the Diploma level; a first year PG student of Psychology from a background of UG Honours in the same subject may pursue a Diploma course in Guidance and Counselling; a student having completed the Foundation course in French may take up the subject at the Diploma level.

➢ A Postgraduate may pursue **M.Phil. or Ph.D. programme in the main/ allied discipline in which he/ she has passed the last qualifying examination**, subject to fulfilling the minimum pre-requisites, i.e. qualifying the R.E.T. designed as per the new UGC Regulations. Vertical mobility is also available for the candidates with M.Phil. degree, who are permitted to join the Ph.D. programme on the same broad area/ topic as taken for M.Phil., with exemption from taking the Coursework, which is mandatory for the candidates joining the Ph.D. programme.

Even after the completion of the admission procedure, the University allows its students to move from one discipline to another within a stipulated time period.

**1.2.3 Does the university have an explicit policy and strategy for attracting international students?**

Yes, the University promotes an environment that fosters student diversity on campus in the following manner:

• In order to attract international students to this University and enable them to select from a wide variety of programme options, there is a **Single Window Support Service offered to all the overseas students through the University's International Office**. It is a one-stop facility that caters to the varied needs and requirements pertaining to admission and guidance, orientation to the University, assistance to adjust in a new academic environment and resource-availability, to make their stay and study on campus easier and comfortable. The Office also enables them to accustom themselves to the institution as well as the city, especially with regard to the local culture and language.

• **On-the-spot admissions** are granted to such students subject to verification of their eligibility in terms of qualifications, etc. as laid

down by the Association of Indian Universities (AIU) and ascertained by the University's Equivalence Committee.

- **Teachers and student mentors** are appointed to facilitate such students' smooth adjustment from one academic environment/educational system to another.

- The University has subscribed to web services on educational institutions, showing course-wise reputed institutions offering such courses. The University's name appears among the leading institutions of higher education in the country and, in online searches, a link to the **University's own website (www.iisuniv.ac.in)** may be found. It comes up routinely thereby helping students across the globe to access information pertaining to academics and admissions.

- The University also **regularly sends its Viewbook (Prospectus) and the Academic Handbook to foreign embassies**, as an important part of its policy and strategy to attract international students.

- The focus is on **promoting interaction of faculty members and students with foreign delegates** (industry experts, Resource Persons from the academia, etc.) to expose them to a global perspective on higher education, changes in the global environment and to help develop an enriched world-view.

- **International seminars and conferences** are regularly organized in which both Indian delegates and foreign nationals give feedback. The recently held conferences and seminars on Human Migration, Global Marketing Demands, Disciplinary Decadence, Global Economy, Organic Synthesis, Constitutional Democracy, Environmental Toxicology, etc. provided several inputs in this regard.

- The University strives to make itself visible by **partnering with the state government in its programmes for attracting NRI investors** who, in turn, promote the cause of the University by giving it word-of-mouth publicity

- **MOAs** have been signed between Kent and Pennsylvania State Universities, USA, to develop academic and cultural interchange by mutual assistance in the areas of education and research, through faculty/ student-exchange, exchange of academic programme materials and personnel for teaching and/ or research, organizing joint Conferences and Seminars and the development of joint research and publications.

- Some of the proposed courses are in *Kathak* (Indian classical dance form), Yoga, Rajasthani art, textile printing and painting, Tie and Dye/ *Batik* art, folk dance, instrumental music and Indian cuisine. Yet another collaboration is with the University of New Hampshire School of Law, Concord, U.S.A., towards academic advising and to offer international programmes to students from both the countries.

- In fact, in January 2012, the University hosted a German student - Ms. Kristin Otto – from Hessen Administrative College, Hessen, Germany, for

a 2-month internship. The arrangemant was such that while she took some classes on Yoga, Rajasthani folk songs, English and Hindi at the University, she taught basic spoken German to students as well as faculty members in exchange.

- The University is also in **collaboration**, since 2004, **with the University of Cambridge, U.K.**, for offering a suite of international Tests of Business English called the Business English Certificates (BEC) to those students who come from non-English speaking countries.

### 1.2.4 Have any courses been developed targetting international students? If so, how successful have they been? If 'no', explain the impediments.

Yes, **all the programmes run by the University are of global standards and are made available for international students as well**. These are specially designed for them, keeping in mind the global requirements. The global trends in higher education are increasingly pointing towards offering diverse programmes of study, greater institution-industry interface, value-added courses on social outreach, entrepreneurship, extension activities and soft skills.

Some of the ways in which the global trends in higher education are reflected in the curriculum, especially for international students, are:

- Offering **all programmes in English**, i.e. with English as the medium of instruction

- Emphasis on **integrating ICT resources in the classroom** to help students stay abreast with the latest technological advances in their field of study though an innovative and globally relevant pedagogy

- **Syllabi of reputed international universities are regularly taken into consideration** at the time of syllabus updation

- **Seeking inputs from various countries through their Embassies or directly from the academia overseas** while updating course content in foreign languages (viz., French and German)

- Offering such students **a wide selection of COSD courses**, besides their Elective subjects, to help acquire globally vocational competencies

- **Project-work, internships, industry visits, participation in community-development programmes, expert-lectures**, are all unique features of the curriculum - attracting foreign students - and are taken up in the right earnest by them

- Keeping up with the global trends and latest developments in the chosen area of study to ensure **building of a bridge between the industry and the curriculum** and to equip the students with the skill-set required not just locally but also globally

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- **Special sessions on communicative English** for non English-speaking international students and also to help them get accustomed to the culture and ethos of the University as well as the place.

- Such students are also encouraged to be a part of the **cultural and extra-curricular life at the University** to help them blend in with the local students and develop healthy interpersonal relationships, while maintaining their distinct identity.

### 1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

Yes, the University facilitates dual degree/ dual certification and twinning programmes. The details are as under:

- A collaborative arrangement, since 2004, is the suite of international Tests of Business English called the **Business English Certificates (BEC) of the University of Cambridge, U.K**. The University offers these tests at three levels wherein students are prepared by trained in-house faculty-members, alongside their regular programme of study.

- The University also permits twinning of a number of **COSD courses and vocational subjects along with regular courses of study**. These courses ensure multi-skill development in students and lead to a Certificate/ Diploma/ Advanced Diploma alongwith their Degree course thereby opening up for them a plethora of avenues.

- **Knowledge Centres** have been set up by Genpact and ICICI Bank in partnership with the University. Operational since 2008, the ICICI Knowledge Centre is an initiative to expose the takers to Banking and Finance through an e-learning matrix and to train them for jobs in the Banking industry. The Genpact Knowledge Centre too offers a 3-month job-oriented training on communicative and soft skills, leading to placement assistance in the corporate sector.

- A 1-year **course on Network Administrator is being offered in partnership with CISCO to M.Sc.-IT students and as a COSD course** option to BCA students. Yet another is a **Certificate Programme in Accounting Technicians in collaboration with ICAI**.

  All these are over and above the regular Degree programmes being pursued by students who are awarded Certificates upon successful completion of the training.

### 1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

Yes, the University offers several self-financing programmes/courses that are greater in demand being professional in nature, **viz. BBA, BCA, BJMC,**

**MSW, MBA (Dual Spln.), B.Com. (H) Prof. for C.A., B.Com. (H) Prof. for C.S. and P.G. Diploma courses.**

The policies regarding admission, fee structure, teacher qualification and salary are on a par with the other regular programmes. Admission to the University's self financing courses is granted on the basis of merit. The fees of such programmes and courses are kept slightly higher than the regular ones, so as to sustain expenditure on such courses, as decided upon by a committee constituted for this purpose under the chairmanship of a High Court judge. The teacher qualifications are as prescribed by the UGC. Whereas full time faculty members are paid salary as per the UGC norms, the Guest Faculty - invited to deliver lectures in certain programmes of study - are paid on an hourly basis. Resource Persons with field experience from the industry too are invited and paid as per the University norms.

**1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.**

The University does not directly provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education. However, flexibility is promoted through the following:

- Though the mode of instruction is classroom-based, **the University also has its own Community Radio Service - FM 7** - through which programmes on topics of general interest and 'edutainment' are broadcasted regularly and students are benefitted from such out-of-classroom instruction.

- Department of Geography - in collaboration with IIRS, Dehradun and ISRO and under the EDUSAT-based Distance Learning Programme - has taken an initiative to offer **short-term (3 months) Certificate courses on Basics of Remote Sensing, Geographical Information System (GIS), Global Positioning System (GPS) and Geo-web Services**. These courses provide a platform to students to supplement their knowledge with the latest know-how at a global level.

- Department of Computer Science and IT have **collaborated with Amrita e-learning Research Laboratory to offer to their students A-VIEW, an indigenously built, multi-modal, multi-media e-learning platform that provides an immersive e-learning experience**. The A-VIEW classroom serves as a Knowledge Café where students benefit from this user-friendly video-conferencing software and learn in a live, interactive mode. The University is thus able to connect to various geographical locations and several universities across India, creating a virtual world for its students.

- The University is an **approved Study Centre for IGNOU.** It offers correspondence courses to students, who are allowed to choose and combine their courses.

- The University's **faculty members and students are also encouraged to register themselves for webinars, online lectures, workshops and discussions** for staying abreast with the latest developments in their respective field of research.

**1.2.8** **Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?**

Yes, the University has adopted CBCS in all its programmes. A variety of **programmes/courses with credits ranging from 140-200 are offered to students who are free to choose from a variety of subjects from the Faculties of Arts and Social Sciences, Science and Commerce and Management alongwith a formidable list of COSD courses.** The choice based credit system exists in all the UG programmes in the sense of providing the students choice of selection of subjects/specialization from a variety of subjects/specializations where the student can choose out of a huge line-up of subject-combinations from Arts and Social Sciences, Science and Commerce, and also from a vast pool of COSD courses. In all PG programmes too, CBCS is offered to students, who may choose from a cluster of specializations available in each subject.

Being a Deemed-to-be-a-University, the institution has no affiliated colleges.

**1.2.9** **What percentage of programmes offered by the University follow:**
* **Annual system?**
* **Semester system?**
* **Trimester system?**

|  | UG Programmes | PG Programmes | COSD Courses |
|---|---|---|---|
| Semester System | 100% | 95% | ------------ |
| Trimester System | ------------ | 05% | ------------- |
| Annual System | ------------ | ------------ | 100% |

**1.2.10** **How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.**

The University promotes inter-disciplinary courses by permitting the students to choose Electives across disciplines and faculties, viz. a student

from the Faculty of Arts is permitted to opt for Maths/ Statistics/ Geography/ Computers as one of the Electives from the Faculty of Science. Likewise, a Science student is offered Economics/ Psychology/ Fashion Design/ Jewellery Design and Technology as one of the Electives.

The interdisciplinary courses introduced during the last five years are:

- All COSD and modular courses

- Electives such as Advertising and Brand Management, Foreign Trade Management, Management of Tourism Business, Garment Production and Export Management, Jewellery Designing, Computer Applications and Textile Technology are offered to the students from the Faculties of Commerce and Arts and Social Sciences.

- The Honours programme is offered in both B.A. and B.Sc. in subjects such as Economics and Psychology, to name a few.

- Such subjects as Human Development, Psychology, Physical Education, Mathematics, Statistics and Economics too are common between the faculties of Science and Arts.

- From Hindi, French and German which are offered as a Foundation Course at the UG level in all streams, a student is required to choose one of the three.

- General Studies, Women's Studies, Environmental Studies and Conservation, Computer Applications, IT, Organizational Behaviour and Entrepreneurship Management too are offered as a Foundation Course at the UG level in different Semesters.

- Within quite a few programmes, the content is so designed as to allow for interdisciplinarity. For instance, there is a component of Maths and Biology in Chemistry, Marketing in Fashion and Textile Technology, Women's Studies and Tourism in History, Chemistry and Physics in Home Science, etc. Besides these, many individual programmes of study offer papers, which are interdisciplinary in nature, eg. Organizational Behaviour is offered as a separate Paper in Management and Computer Applications apart from Psychology; Advertising is also taught in Psychology; and, Research Methodology is available as a common Paper across disciplines.

- Some of the interdisciplinary courses offered at the PG level are as follows:
  - o M.A/ M.Com./ M.Sc. in GPEM, M.A./ M.Com. in Business Economics, M.A./ M.Com. in Foreign Trade Management, M.A./ M.Sc. in Geography, M.A./ M.Sc. in Psychology, M.A./ M.Com. in Financial Risk Management, M.A./M.Sc. in Mathematics, M.A./M.Sc. in Economics and interdisciplinary research at the level of M.Phil. and Ph.D.

| Interdisciplinary Programmes offered | Learning Outcomes |
|---|---|
| • UG Pass Course Electives - 20<br>• UG Honours Electives – 2<br>  (Economics & Psychology)<br>• PG Programmes - 19<br>• Foundation Courses - 8<br>• Modular Courses - 5<br>• Business English Certificates - 3<br>• COSD Courses - 62 | Visible **knowledge gain** characterized by the integration of multidisciplinary knowledge, enhanced critical thinking and meta cognitive abilities thereby positively impacting employability skills.<br>**Global currency and relevance** of the curricula in terms of both operations and influence<br>**A wide array of subjects** empowering the students to emerge as versatile intellectuals and thought-leaders, both in the academia and the corporate sector respectively.<br>**Placement assistance** facilitated by the acquisition of single-subject information combined with interdisciplinary knowledge of other topics, issues or problems required in the job market/ workplace. |

## 1.3     Curriculum Enrichment

### 1.3.1     How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The **existing syllabi** and design of courses in all the faculties **are reviewed and upgraded annually and revised every three years,** based on need assessment, feedback, thrust areas and the UGC Model Curriculum. The idea behind modifying the existing courses is that the students are kept abreast with not only the knowledge-dimension, involving global competencies, employability and a well-rounded individual, but also inculcating social responsibility and a more humane outlook.

The conventional courses offered by most educational institutions do not prepare the students to meet the professional challenges posed by globalization and advancement in technology. The University has therefore taken a lead in introducing socially relevant as well as vocational and career-oriented courses which would help students keep pace with the changing times.

Some of the **socially relevant courses** and programmes on offer are:

Counselling and Guidance, Education, Entrepreneurship and Management, Environmental Science, General Studies, NCC, NSS, Social Work and Women's Studies.

A wide variety of **job-oriented courses** too is available to students as COSD Courses:

Banking, Insurance and Equity Services, Clinical Nutrition and Dietetics, Entrepreneurship, Event Management, Fashion Design and Technology, Modular Courses offered by Tally/ Genpact Knowledge Centre/ ICICI Knowledge Centre, Folk Dance, Food Service and Quality Control, French,

Functional Accountancy, Gemology, German, Instrumental Music, International Business, Jewellery Design and Technology, Kathak, Library Science, Mass Communication and Video Production, Remote Sensing, Retail Management, Still Photography and Video Production, Tabla, Tax Procedure and Tax Planning, Tourism and Airline Management, Visual Arts, Vocal Music and Web Technology & Web Designing.

In addition to these, the University offers a set of international Tests of English, the Business English Certificates (BEC), to its students at three levels (viz. Preliminary, Vantage and Higher) in collaboration with the University of Cambridge ESOL Examinations, U.K. This provides a platform to the students to hone their skills in using English as a business language and earn an internationally recognized proficiency certificate.

**1.3.2** **During the last four years, how many new programmes at UG and PG levels were introduced? Give details.**
* **Inter-disciplinary**
* **Programmes in emerging areas**

Syllabus revision of all courses has been a regular feature **since 2007**, the first year of grant of autonomy to the institution as an Autonomous College. Ever since then, **the University has regularly reviewed and revised the syllabi of both UG and PG courses** keeping in mind the current trends, newly emerging areas, extension education and interdisciplinary subjects. After acquiring the status of a Deemed-to-be-a-University in 2009, **a major revision of syllabi was undertaken again in 2009-10**. As such, there has thus been a major change in the syllabi of all the subjects, wherein the University made them more relevant by incorporating practical and industry-oriented components, recent developments in the field, etc. thus rendering them more relevant to the times.

**The following new programmes were introduced during the last four years:**

| New Courses on offer | | |
|---|---|---|
| **Inter-disciplinary** | UG | <ul><li>B.Com. (Honours) Professional for CA aspiring students</li><li>B.Com. (Honours) Professional for CS aspiring students</li><li>Foreign Trade Management as an Elective in B.A./B.Com.</li><li>Jewellery Design and Technology as an Elective in UG</li><li>B.Sc. in Jewellery Design and Technology</li></ul> |

| | | |
|---|---|---|
| | PG | • M.A., M.Com.<br>• PG in Mathematics for Arts and Science students<br>• M.A./M.Com. in Foreign Trade Management<br>• M.A./M.Com. in Financial Risk Management |
| **Programmes in Emerging Areas** | UG | • B.Sc. in Fashion Technology<br>• Women's Studies as an Elective in B.A.<br>• Biochemistry as an Elective in B.Sc.<br>• Marketing and Retail Management as an Elective in B.Com. (Honours)<br>• Clinical Nutrition and Dietetics as an Elective in B.Sc.<br>• Food Science and Quality Control as an Elective in B.Sc.<br>• Environmental Science as an Elective in B.Sc.<br>• Management and Marketing of Insurance as an Elective in B.Com. (Honours)<br>• Human Resource Management as an Elective in B.Com. (Honours)<br>• International Business as an Elective in B.Com. (Honours)<br>• Microbiology as an Elective in B.Sc.<br>• B.Sc. (Honours) Computer Science<br>• Bachelor in Textiles |
| | PG | • M.Sc. in Bioinformatics<br>• M.Sc. in Microbiology<br>• PG Diploma in Herbal Science<br>• PG Diploma in CAD<br>• PG Diploma in Computer Networks<br>• PG Diploma in Professional Accounting<br>• M.A./M.Sc. in Economics<br>• M.A. in Rural Development<br>• PG Diploma in Environmental Management<br>• PG Diploma in Museology and Heritage Conservation<br>• M.Sc. Computer Science<br>• M.Sc. IT<br>• PG Diploma in Gandhian Studies<br>• PG Diploma in Sports Science and Nutrition<br>• M.Sc. in Biochemistry<br>• PG Diploma in TV Journalism<br>• PG Diploma in Entrepreneurship Management<br>• MBA in Human Resource<br>• MBA in Retail Management<br>• MBA in Tourism & Travel Management<br>• MBA in Marketing<br>• M.Com. in Financial Studies<br>• Master in Textiles |

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| Others (eg. Foundation, COSD & Short Term Courses) | <ul><li>COSD in Tax Procedure and Tax Planning</li><li>COSD in Functional Accountancy</li><li>Short-term Certificate Course in Copywriting</li><li>Short-term Certificate Course in Client Relations</li><li>COSD in Clinical Instrumentation and Diagnostics</li><li>Women's Studies as a Foundation Course in UG</li><li>Short Term Courses in:<ul><li>Public Speaking Skills</li><li>Employability Enhancing Skills</li><li>Communicative English</li><li>Creative Writing in English</li></ul></li><li>Environmental Science as a Foundation Course in UG</li><li>COSD in Banking, Insurance and Equity Services</li><li>COSD in International Business</li><li>Advanced Diploma in Remote Sensing</li><li>Certificate Course in Gemology</li><li>Certificate Course in Mass Communication and Video Production</li><li>Diploma and Advanced Diploma in Radio Programme Production</li><li>Advanced Diploma in Tourism and Airline Management</li><li>COSD in Retail Management</li><li>COSD in Event Management</li><li>COSD in Counselling and Guidance</li><li>Certificate Course in Yoga</li><li>Short Course in Mountaineering and Adventures Training (in partnership with the Rajasthan Mountaineering Association)</li></ul> |
|---|---|

### 1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

The University has **a well-defined strategy for the revision of its existing programmes and syllabi**. It follows the UGC Model Curriculum while drafting and updating its curricula, syllabi and pedagogy. The various courses are duly approved in the BOS. The syllabi of reputed international universities are regularly taken into consideration at the time of syllabus updation.

Also, while updating course content in foreign languages (viz. French and German), the University seeks inputs from various countries through their Embassies or directly from the academia overseas. Furthermore, the teachers go abroad regularly for keeping pace with global changes in curricular design and development. To this end, foreign visits of faculty members are sponsored by the University for the purpose of value- addition, etc.

The University's curricula and syllabi are designed, updated and revised thus to meet the emerging needs:

- **Feedback and inputs from members of BOS and Academic Council, the Vice-Chancellor nominees, industry experts, alumni, faculty members, examiners and the respective Heads of Departments** contributes significantly to customizing the syllabi in line with the four essential components of a holistic education, viz. knowledge, skills, values and attitudes.

- **Continual modification of programmes and courses on offer as per industry-requirements** and feedback from peers and stakeholders. The details of some such courses are as follows-

  ➢ As a result of need assessment for a full course in Jewellery Design, B.Sc. in Jewellery Designing has been introduced.

  ➢ Likewise, popular demand for a full course in Fashion Designing resulted in the introduction of B.Sc. in Fashion Technology.

  ➢ After reviewing feedback from the industry, Human Resource and International Business have also been introduced at the UG level as an Elective paper.

  ➢ The current boom in retail industry has served as a catalyst to start MBA in Retail Management.

  ➢ The increasing number of CA and CS aspirants has led to the introduction of B.Com.(Hons.) Professional course for such students.

- **Recommendations by industry-representatives sought at meetings of the BOS, by way of extension lectures by industry experts and as evaluators for seminars, projects, etc.** bring in realia into academics thereby helping towards the course and curriculum-design by targeting the overall development of the students. Suggestions are also sought from experts at the time of assessment and evaluation, moderation, visits, talks, etc.

- **Curriculum-review by all the Departments** from time to time with the help of academic experts and peers who are invited to Workshops, Seminars and Conferences so as to brainstorm and help modify syllabi. Recently, the Department of Visual Arts organized a four-day workshop on Curriculum Review.

- Also, **re-structuring of programmes** from Social Sciences such as Sociology, History, Political Science, etc. to address social issues and problems as well as needs of the society.

All the courses have been thoroughly revised in the past three years.

**1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?**

The University runs the undermentioned value added COSD, Vocational and Foundation Courses which are open for all students fulfilling the eligibility criteria. While the Foundation Courses are on offer compulsorily, the COSD courses have been made compulsory at entry level only.

**a) To Develop Skills**

Computer Applications, Entrepreneurship, EVS, Folk Dance, French, German, Instrumental Music, Instrumentation, Kathak, Mass

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Communication and Video Production, Radio Programme Production, Still Photography and Audio Production Tabla, Visual Arts and Vocal Music.

**b) To offer career training**

Banking, Insurance and Equity Services, CCNA, Clinical Nutrition and Dietetics, Event Management, Fashion Designing, Fast-track Courses offered by Tally/ Genpact Knowledge Centre/ ICICI Knowledge Centre, Food Service and Quality Control, Functional Accountancy, Gemology, ICAI Certificate Programme in Accounting Technicians, International Business, Jewellery Designing, Mass Communication and Video Production, Remote Sensing, Retail Management, Tax Procedure and Tax Planning, Tourism and Airline Management, Web Technology and Web Designing.

All professional programmes have also been designed to impart career training, viz. B.Com.-Hons. for C.A., C.S. aspirants and M.B.A.

**c) To promote community orientation**

Counselling and Guidance, NCC, NSS, Social Work and Women's Studies

(Community orientation is ensured by attaching credits to these value-added courses.)

**1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?**

Yes, the University has taken upon itself to consciously introduce higher order skill development programmes in consonance with the national requirements outlined by NSDC and other agencies. This is with the view to addressing local needs and - being largely a women's University - for customizing the various programmes / courses on offer to suit the changing preference of women students.

**The University offers the following programmes, as identified by NSDC**, in an attempt to bridge the skill gap that is found to exist between the requirements of different sectors and the academic programmes/courses taught pertaining to those sectors:

| S. No. | NSDC Sector (for assessing the Skill Gap) | Course/Programme Offered |
|---|---|---|
| 1. | Textiles and Garments | B.A./B.Com./B.Sc. GPEM |
| 2. | Chemicals and Pharmaceuticals | B.Sc. Chemistry |
| 3. | Textiles and Garments | B.Sc. Fashion Technology |
| 4. | Gems and Jewellery | B.Sc. Jewellery Design and Technology |
| 5. | Electronics Hardware | B.Sc. Physics |
| 6. | Media, Entertainment, Broadcasting, Content Creation | Bachelor of Journalism and Mass Communication |
| 7. | Textiles and Garments | Bachelor of Textiles |
| 8. | IT or Software, Electronics Hardware | BCA |
| 9. | IT or Software | CCNA (CISCO-Certified Network Administrator) |

| 10. | Banking and Insurance | COSD in Banking, Insurance and Equity Services |
|---|---|---|
| 11. | Healthcare | COSD in Clinical Nutrition and Dietetics |
| 12. | Healthcare | COSD in Early Childhood Care and Education |
| 13. | Event Management | COSD in Event Management |
| 14. | Textiles and Garments | COSD in Fashion Designing |
| 15. | Food Processing | COSD in Food Science and Quality Control |
| 16. | Gems and Jewellery | COSD in Gemology |
| 17. | Electronics Hardware | COSD in Instrumentation |
| 18. | IT or Software | COSD in Integrated CAD and Graphic Designing |
| 19. | Gems and Jewellery | COSD in Jewellery Designing |
| 20. | Media, Entertainment, Broadcasting, Content Creation | COSD in Mass Communication and Video Production |
| 21. | Media, Entertainment, Broadcasting, Content Creation | COSD in Radio Programme Production |
| 22. | Organized Retail | COSD in Retail Management |
| 23. | Tourism, Hospitality and Travel | COSD in Tourism and Airline Management |
| 24. | Animation | COSD in Web Technology and Web Designing |
| 25. | Banking/Insurance and Finance | Financial Market as an Elective in B.Com.(Honours) |
| 26. | Banking/Insurance | Insurance as an Elective in B.Com.(Honours) |
| 27. | Gems and Jewellery | Jewellery Design and Technology as an Elective in B.A./ B.Com./ B.Sc. |
| 28. | Textiles and Garments | M.A./M.Sc./M.Com. (GPEM) |
| 29. | Textiles and Garments | M.A./M.Sc./M.Com. Fashion Technology |
| 30. | Building Trainers' Skills in Vocational Employability | M.Com. Entrepreneurship |
| 31. | Education and Research | M.Phil and Ph.D. in nearly all subjects |
| 32. | Chemicals and Pharmaceuticals | M.Sc. Chemistry |
| 33. | Electronics Hardware | M.Sc. Computer Sc. |
| 34. | Healthcare | M.Sc. Home Sc. (Foods & Nutrition) |
| 35. | Electronics Hardware | M.Sc. I.T. |
| 36. | IT or Software | M.Sc. IT |
| 37. | Tourism, Hospitality and Travel | Management of Tourism Business as an Elective in B.A./ B.Com. |
| 38. | Media, Entertainment, Broadcasting, Content Creation | Master of Journalism and Mass Communication |
| 39. | Textiles and Garments | Master of Textiles |
| 40. | Organised Retail | MBA Retail Management |
| 41. | Tourism, Hospitality and Travel | MBA Tourism and Travel Management |
| 42. | IT or Software | MCA |
| 43. | IT or Software | PG Diploma in Communication Design |
| 44. | IT or Software | PG Diploma in Computer Aided Designing |
| 45. | IT or Software | PG Diploma in Computer Networks |
| 46. | Building Trainers' Skills in Vocational Employability | PG Diploma in Entrepreneurship Development |
| 47. | Media, Entertainment, Broadcasting, Content Creation | PG Diploma in TV Journalism |
| 48. | Building Trainers' Skills in Vocational Employability | Short Term Course in Communicative English |

| 49. | Building Trainers' Skills in Vocational Employability | Short Term Course in Creative Writing in English |
|---|---|---|
| 50. | Building Trainers' Skills in Vocational Employability | Short Term Course in Employability Enhancing Skills |
| 51. | Building Trainers' Skills in Vocational Employability | Short Term Course in Public Speaking Skills |
| 52. | Building Trainers' Skills in Vocational Employability/ ITES-BPO | Training on Communication and Soft Skills/ Personality Development, offered at the on-campus Genpact Knowledge Centre |

## 1.4 Feedback System

### 1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes, the University has a **formal mechanism to obtain feedback from students regarding the curriculum**. It collects and utilizes the feedback not only from them but also from the other stakeholders, viz. alumnae, community, parents, guardians, employers, industry experts and academic peers.

- **Students**: - Feedback forms have been designed for students and feedback is sought online from them at the time of semester end exam and manually at exit level.

  ➢ Feedback is obtained in a prescribed proforma on the curriculum, teaching-learning-evaluation, teachers, facilities, support services and overall learner centric issues.

  ➢ The data is then analyzed by the IQAC of the University using software that has been developed in-house.

  ➢ Thereafter, the outcome is made available to the authorities, faculty members and the BOS for their perusal and necessary action.

  ➢ New software has been developed to make the feedback mechanism online.

  ➢ The BOS members, faculty members and authorities use the outcome of feedback as the basis for curricular reforms (i.e. for the introduction of new courses, subjects, papers, specializations, practicals and learning activities/ support services).

  ➢ These suggestions are taken as benchmarks and form the basis for continuous planning and implementation.

- **Alumnae**: Separate forms are tailor-made for the alumnae.

  ➢ Feedback forms are emailed to them and then collected during alumnae meets.

  ➢ Their suggestions are duly considered for introducing changes in the curriculum.

- **Community/Parents/Guardians**: Feedback is collected orally during the parent-teacher interface in the beginning of the session and also throughout the year when parents visit the University or via telephone/ e-mail.

  ➢ At the time of admission to the University and also during the formal Orientation Programme (alongside informal interaction throughout the year), specific suggestions are obtained from the parents/guardians and those of relevance and academic significance are adequately incorporated in the curriculum.

- **Employers/ Industry**: There is a provision of inviting an Industry Expert in the BOS meetings for eliciting feedback on course-content and teaching methodology. In fact, a Feedback Form has been developed by the Placement Cell for this very purpose.

  ➢ The faculty and the students also interact with them at the time of guest lectures, industry visits and campus recruitments, summer trainings, internships, etc.

  ➢ The feedback regarding the students' suitability for jobs in relation to knowledge, skill component and soft skills, is also used in curriculum-design, development and transaction.

  ➢ The reports and suggestions are then taken as goal-posts and act as a step towards an action-plan.

  ➢ The suggestions that are thus received from the corporate sector, industry-experts, etc. help in including real-time topics/ units in the syllabi thereby making the courses of study more practical, global and highly relevant.

**Academic Peers**: Teachers teaching their respective subjects/papers also give feedback at semester end on the curriculum including suggestions for improving teaching-learning and pedagogy, which is duly considered by their BOS for curriculum updation.

  ➢ Feedback is also obtained from the Reports filled in by External Examiners and Moderators at the time of evaluation of theory papers and practical/ project work, moderation of Semester-End question-papers, and by organizing activities such as Question-framing/ Assessment and Evaluation-related Workshops, etc.

**1.4.2** **Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.**

Yes, the University regularly elicits feedback on the curriculum from national and international faculty through the feedback mechanism adopted at the University. The feedback is collected through comments/ inputs from

national and international faculty on curriculum-enrichment for purposes of continuous syllabus-updation.

**Some of the methods by way of which such feedback is obtained are as under:**

- Useful suggestions or comments are sought **using the forum provided by the various BOS, AC, DRC and Research Board meetings.**

- Feedback is obtained **from Guest Speakers, from across the country**, as and when they are invited to deliver enrichment lectures, conduct workshops, hold discussions, etc.

- In addition, **academic and research-based collaborations** have also been forged by the University with the view to obtaining regular feedback in the areas of education and research. Some of the University's recent collaborations are as under :

  - Apex Institute, Livestock Research Centre for Health and Animal Production, Jaipur
  - Birla Institute of Scientific Research, Jaipur
  - Defense Research and Development Establishment, Ministry of Defence, Govt. of India, Gwalior
  - Desert Medicine Research Centre, Jodhpur
  - Kent State University, Ohio, U.S.A.
  - Kumarappa National Handmade Paper Institute, Sanganer, Jaipur
  - Pennsylvania State University, U.S.A.
  - Rajasthan Rajya Bunkar Sahkari Sangh Ltd., Jaipur
  - University of New Hampshire School of Law, Concord, U.S.A.

- **Subject experts from abroad** too are **invited to deliver lectures / talks, interact with faculty members and students**, provide valuable observations on the existing curriculum and syllabus and extend suggestions on re-framing of curriculum, updation of syllabi, course design and content. Recently, the University hosted Dr. Atul Mitra, Professor in Management from University of Northern Iowa, U.S.A. and Fulbright Professor, for a month for delivering a series of Special Lectures for students from the field of Management and also for conducting Faculty Development Programmes for faculty members.

- Time and again, the University's **faculty members participate in informal online discussions, emails, webinars, etc. to elicit feedback from external faculty members** who visit the institution as experts or as members of statutory or other bodies.

- **External examiners** also provide relevant suggestions and make recommendations at the time of both written as well as oral assessment

and evaluation of students during the Project/Seminar/Dissertation-Viva examinations.

- **Feedback from distant and off-shore experts and academic peers** is also obtained through discussions, and other methods such as exchange of teachers or inviting them as experts in conferences/ seminars or to conduct workshops from time-to-time.

- Being an e-campus, the University also seeks **feedback from students, parents and faculty members through a user friendly and powerful online-learning platform (Metacampus)** which can be accessed 24x7, 365 days surpassing all geographical barriers and time.

All of the above mentioned methods/ measures have had a positive impact on curriculum-enrichment in that these have ensured regularity of feedback towards strengthening the University's existing curricula on offer and paving the way for the introduction of new and improved programmes /courses of study in the future.

**1.4.3** **Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.**

Being a Deemed-to-be-a-University, the institution has no affiliated colleges.

**1.4.4** **What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?**

Effective development of the curricula is ensured through regular updation based on student-needs and expectations, feedback, UGC Model Curriculum and industry requirements.

**The following measures have been undertaken by the University to enhance and sustain quality:**

- **Projects and practicals; summer trainings and internships**, to make each subject more application-based and skill-oriented

- **Credit-based courses and a Semester pattern of examination** to ensure continuous assessment and timely delivery of instruction by faculty members

- **Programmes** as well as study-material **designed and developed to prepare students for** success in various **entrance/ competitive exams**

- **Continuous feedback from various stakeholders** (viz. external Moderators, Evaluators, etc.) for planning new courses and maintaining the quality of question papers. There is also a robust and multi-channel feedback mechanism for evaluating students' performance as well as that of teaching and non-teaching staff members for ensuring smooth functioning of the University.

- **COSD and value-added courses, social outreach programmes and extension activities** to hone students' vocational skills and build in a value-based component in the curriculum.

- **ICT-enabled courses, IT-competence, multi-skill development, flexibility** to slow learners **and challenges** to advanced learners.

- **Professional courses** having an interdisciplinary/ multidisciplinary approach.

- Regular **workshops on curriculum planning and development**, measurement and evaluation techniques, etc. for faculty members.

**Any other information regarding Curricular Aspects which the University would like to include.**

Yes, the University would like to include the following additional information regarding curricular aspects :

- A **dynamic curriculum** suited to local requirements and in keeping with the fast-paced changes in higher education globally; **diverse and experiential learning** in all programmes of study

- A **flexible cafeteria approach** by introducing new Subjects or Electives/ Papers alongwith an **increasingly modular orientation, greater innovation and interdisciplinarity** at the time of course-restructuring

- **Syllabi revised regularly** to integrate new and emerging learning technologies by including training on latest software, as a practical component, in quite a few programmes

- **Research and Development** approached as an integral part of the curricula

- Enhanced career prospects and opportunities by emphasizing **greater vocationalization of the curricula**; also, syllabi in consonance with those of such competitive exams as NET, SET, RPSC and UPSC

- A **holistic education** to prepare world-ready citizens by offering socially relevant programmes that reflect pride in Indian heritage and values

- Practice of going beyond the prescribed constitution of the BOS, by **inviting alumnae and industry representatives to syllabus-framing meetings**

- Adopting **a transparent approach** by making the curricula online and     publishing the credit-structure in the University's Academic Handbook, for all its stakeholders

THE IIS UNIVERSITY
JAIPUR

# TEACHING
# LEARNING & EVALUATION

CRITERION II

| | | |
|---|---|---|
| **2.1** | **Student Enrolment and Profile** | <ul><li>Wide publicity of admission process through print and electronic media.</li><li>Provision for candidates to apply either online or offline for admission.</li><li>Transparent admission process based on merit.</li><li>Catering to students from all over the country.</li><li>Inclusive approach in admission policy.</li><li>Special considerations are given to the financially weak and disadvantaged students through fee concessions / scholarships.</li></ul> |
| **2.2** | **Catering to Diverse Needs of Students** | <ul><li>Orientation programme for new students to make them aware of University systems, rules and regulations programmes offered and evaluation scheme.</li><li>Provision of diverse range of Career Oriented Skill Development courses as add-on programmes.</li><li>Performance analysis to review and monitor the academic growth of students and organize remedial classes for slow learners.</li><li>Grant of scholarships and freeships to meritorious students.</li></ul> |
| **2.3** | **Teaching-Learning Process** | <ul><li>University follows academic calendar of events</li><li>Each Department prepares academic workload, time table and teaching plans before the commencement of teaching</li><li>University endeavours to make 'learning' student-centric by adopting participatory learning activities and practices</li><li>Learning beyond curriculum is facilitated through Guilds and Forums, Students' Council, Rotaract Club, Cultural events, Intercollegiate competitions, outreach extension activities, etc.</li><li>Continuous internal assessment to facilitate a better understanding of the subject</li><li>An easy access to a rich collection of text & reference books, journals, periodicals, magazines and e-resources in the central and departmental libraries</li></ul> |
| **2.4** | **Teacher Quality** | The University –<ul><li>Ensures availability of qualified, motivated and experienced faculty.</li><li>Regularly organizes Faculty Development Programmes.</li><li>Organizes Special workshops for training faculty members on the revised syllabi and on the latest teaching methodologies.</li><li>Encourages faculty members to attend and present papers at conferences, seminars and workshops.</li><li>Encourages and promotes faculty members to apply to external agencies for grant of research projects.</li><li>Provides in-house grant as seed money to take over research work.</li><li>Encourages mobility of faculty members for higher studies and for faculty exchange between universities both in India and abroad.</li><li>Recognizes faculty members for excellence in teaching.</li></ul> |

| | | |
|---|---|---|
| **2.5** | **Evaluation Process and Reforms** | • Evaluation comprises two components viz. Continuous assessment (CA) and Semester/Trimester End Examinations (SEE).<br>  ➢ Evaluation process is robust and transparent.<br>  ➢ Stakeholders are made aware of evaluation process in a formal manner through orientation programme, website and through publication of Hand book.<br>  ➢ The Examination system is fully automated.<br>  ➢ Efficient system of examination, taking care of timely conduct of examination in terms of pre, while and post examination process.<br>  ➢ Examination reforms initiated and implemented through Continuous assessment (CA), Semester/Trimester End Examinations (SEE), moderation of question papers, remedial tests, dual assessment and scrutiny of answer books and coding of answer books with fictitious roll numbers.<br>  ➢ A variety of questions addressing the knowledge-skill-application dimensions included in the question papers.<br>  ➢ Evaluation of UG and PG programmes include 30% marks for internal assessment and 70% for SEE.<br>  ➢ Ph.D. course work evaluation incorporates 50% marks for internal assessment and 50% for SEE, with provision of evaluation of one of the papers through seminar.<br>• University also has system of redressing students' grievances pertaining to question papers and has provision for remedial tests and special examination.<br>• Strict adherence to the examination calendar is followed. |
| **2.6** | **Student Performance and Learning Outcomes** | The University has –<br>• Well articulated Graduate attributes.<br>• Clearly stated learning outcomes for its academic programmes specified as the course objectives.<br>• Incorporated advanced strategies for enhancing student learning by providing-<br>  ➢ Facility of smart classrooms<br>  ➢ Use of LCD projectors<br>  ➢ Facility of fully automated e-library<br>  ➢ Incorporation of e-learning resources in the academic system<br>  ➢ Enrichment of laboratories and libraries<br>  ➢ Use of the most advanced software, etc.<br>• The University collects and analyses data on student learning outcomes in various stages, *viz.* CA test, home assignment/quiz, attendance, classroom- interaction and Semester end exams.<br>• The reports of the result analysis are provided to the faculty members for further improvement in their pedagogical practices to overcome the barriers to learning.<br>• The result committee also makes analysis of the students' performance and suggests measures for improvement in the programmes whose results are not satisfactory. |

## 2.1 Student Enrolment and Profile

### 2.1.1 How does the University ensure publicity and transparency in the admission process?

The University ensures wide publicity and transparency in the admission process by inviting and seeking applications from young intellect and talent from all over the country, and even abroad.

This is done through:

- **Advertisements:** The University follows a wider publicity plan wherein admissions in various programmes are advertised through various media resources, such as:
  - ➢ Print Media
  - ➢ Outdoor Media
  - ➢ Electronic Media
  - ➢ Web Media

- **University Website:** All the relevant information regarding admission procedure and programmes and courses offered by the University is posted on the University website.

- **Prospectus and Academic Handbook:** These are important sources of advertisement as they provide comprehensive information about programmes offered, fee structure, course content, credit templates, evaluation pattern and about the infrastructure and extracurricular activities, to the aspiring students. The Prospectus and Academic Handbooks are also sent to the embassies and various foreign institutions for the students interested in seeking admission in the University.

- **Display Board:** All relevant information pertaining to admissions is put up on various Display Boards in the University campus.

- **Word of Mouth:** The University ensures quality instruction and an effective learning atmosphere for its students; therefore, word of mouth is another vital source of advertisement. The **strong alumnae of the University**, successfully placed in different walks of life, constitute yet another source of inspiration and influence over not only their kin but also their acquaintances.

In order **to ensure transparency** in the admission process, the University undertakes the following steps:

- There is a provision of submitting **on line and offline admission** forms.

- All the admissions are made strictly on the basis of **merit** as per the rules and regulations of the University, for which an Admission Committee is constituted at the time of admission to monitor and regulate the admission process and to provide other information related to it.

- Along with the Application Form, students get a copy of the Prospectus and Academic Handbook.

- The list of Candidates recommended for admission is displayed on all the notice boards and also hosted on the website so that transparency is ensured at all times.

**2.1.2** **Explain in detail the process of admission put in place by the University. List the criteria for admission:** (*e.g*.**: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).**

    a) **General Courses**

- For **General UG and P.G Courses, the admission is based on merit**, decided on the basis of marks obtained in the last qualifying exam, subject to the eligibility of the candidate for the course/programme in which admission is sought.

- Based on the academic reforms suggested by the UGC, the admission to **Ph.D/ M.Phil programmes, is granted through RET** (Research Entrance Test), followed by a Personal Interview.

    b) **Professional Courses**

- For admission to UG Professional courses, a merit list is prepared, based on the score of the students in the last qualifying exam.

- For professional PG courses like MBA, the admission is granted on the basis of the scores obtained in All-India Entrance Examinations, such as CAT, MAT, etc. marks obtained in Graduation, Group Discussion and Personal Interview.

    c) **Vocational Courses**

- Currently, the University has on offer sixty two (62) COSD programmes. The admission in these programmes is granted on the basis of marks obtained in the last qualifying exam.

**2.1.3** **Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.**

Being a deemed to be University, the institution does not have any affiliated colleges.

**2.1.4** **Does the University have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?**

Yes, the University has **a strong feedback mechanism** to review its admission process, wherein feedback from the parents, students seeking admissions, admission committee members and counselors on duty at the time

of admission is sought regarding the effectiveness of the system or any gaps/weaknesses thereof.

On the basis of the outcome of the review process, the following reforms have been introduced to improve the admission process:

- **Online system** of obtaining and submitting forms by making payment through credit cards

- Provision of facilities like AC Hall, photographer, career counselor, help desk, etc.

- **Automated system of admission** from registration to the deposition of fees

- Information display regarding courses at convenient locations in the campus for the reference

- Separate committees to oversee and monitor all admission related operations

- **Counselling at the time of admission** to guide and help the students in choosing the course, subject combinations and Career Oriented Skill Development programmes according to their skills, aptitude, interest etc.

- Introduction of Psychological testing to develop profile of the aspirants in terms of aptitude, interest and personality, which helps in counselling at the time of admission.

- Provision of direct admission in PG programmes to toppers of the Boards and Universities and I divisioners.

On the basis of the outcome of the students' feedback, the University has undertaken following measures to strengthen the student profile:

- **Wide publicity** of the admissions through various media reaching out to diverse and remote regions and locations.

- **Provision of extra facilities** for smooth and convenient learning experience for students belonging to disadvantaged community, differently abled category and weaker sections of the society and monetary support in the form of freeships/scholarships on need cum merit basis.

- **Promotion of cultural exchange** between urban and rural students.

- Regular posting and updating of information regarding admission and other relevant matters on the University website so as to attract foreign students.

- **Increased focus on updating curricula and pedagogical practices** and starting of new programmes according to the needs of the students and society.

- **Introduction of new courses** based on vocational training and industry requirement

- Introduction of **courses related to soft skills** and communication and personality development.

- Provision of **offering subject combinations beyond those specified** in the Academic Handbook so as to bring academic flexibility.

**2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:**

The admission process followed by the University is in accordance with the National Policy on Education to promote women education.

The following strategies are adopted to facilitate increased access of students from marginalized to high economic sections of the society

**SC/ST and OBC**

- The students from the SC/ST and OBC community applying for admission to different programmes are **given preference**, as per the reservation policy of Central Government. **Relaxation in the eligibility criteria** is also provided to students from such categories.

- An Equal Opportunity Cell has been set up to provide **equal opportunities and access to education** and learning for such students

- **Personal Counselling** sessions are conducted at the time of Admission to guide them in their learning endeavours, respective career-avenues and different schemes of Central and State Government for various types of scholarships.

- **Orientation programmes**, for creating awareness for learning and education are organized on a regular basis.

- **Remedial Classes** are organized to bridge the gaps in academic attainment and knowledge and to inculcate inclusive teaching.

**Women**

- One of the Goals of the University is to **serve the society by empowering women**, and it made regular contributions towards that.

- Being a University for women, The IISU provides **increased access to opportunities for learning and education** to women by creating a learning environment conducive for them.

- By catering mainly to girl students, the University endeavours to provide them with adequate learning support, professional and an overall enriching environment.

**Differently abled persons**

- Differently-abled students and those with special needs are given preference over others for admission. A **relaxation in minimum eligibility** is also provided in their case.

- After having identified candidates with special abilities during general counselling at the time of admission, the management ensures that personal attention and **extra efforts** are extended towards their academic growth and enrichment by communicating and directing the same to their Tutor-Guardians and respective faculty members.

- The **Equal Opportunity Cell** at the University ensures facilitation of equal opportunities and access to education and learning but also their equal participation in other activities of the University so as to bring them at par with other students.

- Besides the above, The IISU provides the following facilities to promote a healthy and convenient learning environment for the students:
  - ➢ A **Barrier-Free Access to** all buildings for their convenience by means of ramps, wheel chairs, elevators, etc.
  - ➢ Provision of **extra time or writer,** as the need be, during examination to the students suffering from different disabilities

**Economically weaker sections**

- The University provides **freeships** and scholarships to such students.

- The facility to avail books from the **Book Bank** is also extended to them.

- The '**Gurukul'**, launched by the sponsoring society provides **free education to girls** from underprivileged families and helps them with **free uniforms and books** up to the school level. The University then brings these students to the main stream by providing them opportunities for higher studies.

- **Concession in fee** is also provided to the children of the employees of the University falling in this category.

**Outstanding achievers in Sports and other Extracurricular Activities**

- **2% weightage increment for admission** is given to candidates who have represented the district or state in games and sports.

- Candidates represented at national and international levels in sports are considered for **direct admission**, irrespective of their place in the order of merit.

- **2% weightage** is given to candidates who have successfully completed at least **two years' training in NCC/NSS/ Scouting at Secondary/Senior Secondary level**

**2.1.6 Number of students admitted in University departments in the last four academic years:**

### Number of Students in the last four Academic Years

| Categories | Year 1 (2012-13) | | Year 2 (2011-12) | | Year 3 (2010-11) | | Year 4 (2009-10) | |
|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SC | 1 | 27 | 1 | 23 | 1 | 23 | * | 21 |
| ST | * | 16 | * | 25 | * | 7 | * | 12 |
| OBC | 16 | 214 | 6 | 168 | 10 | 231 | * | 158 |
| General | 51 | 1267 | 54 | 1168 | 42 | 1206 | * | 953 |
| Minority | * | 5 | * | 15 | * | * | * | 4 |
| PH | * | * | * | * | * | 1 | * | * |

\* No student from this category applied for admission

**2.1.7 Has the University conducted any analysis of Demand Ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease**

Yes, the University has conducted analysis of demand ratio for the various programmes of the University.

The University regularly seeks feedback and inputs from the alumnae, board members, industry representatives and subjects experts from external agencies to assess the demand and viability of the proposed new Programmes.

In view of the demand for various programmes of the University, increased trend in demand for Arts and Science programmes has been observed among students; however, demand for professional courses like Visual Arts, Business Administration and Computer Application at UG level and Biotechnology at PG level has decreased.

At one point of time the professional courses were popular among students because they provided good pay packages and opportunities for the students to go abroad. However, with market getting stagnated, the interest of the students in pursuing these courses has also declined. On the other hand, with implementation of sixth Pay Commission, attractive pay scale in teaching and administrative services has attracted students to take up traditional courses.

**2.1.8 Were any Programmes discontinued/staggered by the University in the last four years? If yes, please specify the reasons.**

The University has not discontinued any programme in the last four years. However, some programmes have been upgraded owing to the changing professional and academic scenario e.g MIB and MHRM have been upgraded to MBA in International Business and MBA in Human Resource Management respectively. Textiles and Fashion Technology which were being offered earlier only as elective papers have now been upgraded to specialized courses as Bachelors in Textiles and Bachelor of Science (Fashion Technology).

Reasons for some of the staggering courses, like PG programme in History could be seen in light of attraction of students towards professional and vocational courses. The other staggering course is Garment Production and Export Management (GPEM), which could have staggered because of introduction of a new PG programme in Fashion Technology.

## 2.2 Catering to Diverse Needs of Students

### 2.2.1 Does the University organize Orientation / Induction Programme for freshers? If yes, give details such as the Duration, Issues covered, experts involved and Mechanism for using the feedback in subsequent years.

Yes, the University conducts common as well as departmental orientation sessions for freshers, which are planned and organized as per the details given below:

**Orientation Sessions**

| S. No. | Type of Orientation Session | Programmes | Topics Covered | Experts/ Resource Persons | Duration |
|---|---|---|---|---|---|
| 1 | Common Orientation Session for the parents (organized every year in the beginning of the session) | All Programmes | Interactive session to discuss the programmes offered, evaluation scheme and norms/rules of conduct prescribed by the University and answer the doubts and queries of the parents | Committee Coordinators | 1 Day |
| 2 | Common Orientation Session for the students (organized every year in the beginning of the session) | All UG and PG Programmes (excluding MBA) | a) University-Systems and Operations<br>b) Infrastructure<br>c) Evaluation and assessment<br>d) Personality Development and Motivational talks by External resource persons like management experts and motivational speakers<br>e) Publications<br>f) Healthy Practices<br>g) Discipline and so on | Committee Coordinators including the Controller of examination | 2 Days |
| 3 | Common Orientation Session for the students (organized every year in the beginning of the session) | MBA | Acquainting with<br>a) Rules/norms of the University<br>b) Continuous and Semester End Examination evaluation<br>c) Infrastructure and facilities available | Corporate Personnel, Management Gurus and Committee Coordinators including the Controller of examination | 1 Day |

| | | | | | |
|---|---|---|---|---|---|
| | | | d) Team building tasks and activities<br>e) Code of conduct, etc. | | |
| 4 | Common Orientation Session for the students | Ph.D and M.Phil | a) University-Systems and Operations<br>b) Infrastructure<br>c) Evaluation and assessment<br>d) Central Library etc. | Deans of the various Faculties, Committee Coordinators including the Controller of examination | 1 Day |
| 5 | Departmental Orientation Sessions | All Programmes | a) Syllabus<br>b) CA Pattern of Evaluation<br>c) Course Outlines<br>d) Teaching plan etc. | Respective Faculty members and the Head of the Department | 2 days in each semester (4 days a year in the semester programme and 6 days a year in the trimester programme) |

A feedback regarding the orientation is also sought from all involved in the programme including new students admitted (freshers), parents, alumnae and even external resource persons. Based on their responses and suggestions, reforms and changes have been incorporated accordingly, such as

- More emphasis is now being laid on industrial and management oriented modules for the Management students;

- Orientation programme for students as well as faculty members are organized every year at the beginning of the session;

- Separate Department-wise induction sessions are organized for various programmes;

- More interactive sessions and activity based sessions for students from professional courses have been incorporated to make them interesting and effective;

- Motivational Lectures for UG/PG students from non-professional courses are organized on a regular basis;

- New faculty is also oriented with the University systems, rules and regulations to bridge the gap and ensure effective implementation of teaching, learning and evaluation systems so that the new students are equally taken care of by all the faculty members.

**2.2.2 Does the university have a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

The "differential requirements of the student population" are assessed by way of the following:

- Psychological tests are conducted by trained counselors to test the aptitude, attitude and interest of the students.

- At the time of admission, various subject counselors from different disciplines/subjects help the students in opting for a course/programme of study by identifying their needs, skills and area of interest through one-to-one interaction.

- An orientation programme is conducted at the beginning of every academic session to brief the students about the systems at the University and also to assess their learning needs.

- An orientation programme is also organized, at the departmental level by the respective subject teachers, which helps in identifying the skills of the students at entry level and their learning needs. During this programme, the students are made to participate in discussions and brain-storming sessions relevant to their subjects further facilitating the teachers in assessing the gap between their entry level skills and the terminal/required skills.

- On the basis of the analysis and identification of the skills and aptitude of the students using psychological tests and Departmental assessment, respective Departments organize condensed programmes for students lacking in entry level knowledge requirements. Weaker students are thus given opportunity to make up for the lag.

- Students found lacking in the use of English language are given short term language modules to enable them to learn through English medium. Thus gaps are filled up before classes effectively take off.

- Equal Opportunity Cell in collaboration with Admission Committee identifies the students from marginalized sections and develops strategies to involve them in different activities of the University, like conduction of/participation in seminars, debates, etc.

- Admission Office for foreign students liaisons with them, identifies knowledge gaps and needs and provides them the required help and information

Once the students in need of extra help are identified, the following provisions are made to enhance their performance and bridge the learning gaps:
- Problem solving sessions and tutorials
- Remedial classes and remedial tests
- Individual counselling by Tutor- Guardians and subject teachers
- Mentoring by a fellow student under the Student Mentoring Programme

**2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?**

Yes, the University offers bridge and add-on courses as well as organizes remedial classes for the slow learners.

**Bridge courses** are provided at both UG and PG levels to students from non subject background and the allied areas or to those lacking in adequate knowledge required at the entry level. The concept of a bridge course has been built into the curriculum of almost all the programmes, for which classes are scheduled in the time table and are held accordingly. The details are as follows:

- For students pursuing PG in Chemistry, there is a provision of additional papers which lay the foundation for higher learning in the subject and helps the students with the subject. Papers of Mathematics and Biology are integrated into the curriculum to make up for the gap for the students from Biology and Mathematics background, respectively.

- In the BCA programme, students from non-Mathematics background are offered an additional Paper of Mathematics.

- A paper on Communication Skills has also been included in the curriculum of Visual Arts, BCA, BJMC, M.Sc (Chemistry) and M.Sc. (IT) etc. for the students who require a further polish in their communication skills.

Besides the above mentioned courses, the paper of **Foundation English** is offered in the first two Semesters, of all the programmes, to bring students from the other mediums up to the level needed for learning through English medium. In addition, short English language modules have also been prepared to cater to the communication needs of international students from non-English speaking countries.

There is a diverse range of **add-on courses (Career Oriented Skill Development courses)** being offered by the University and it is mandatory for the students of I and II semesters of all programmes to opt for one add-on course. For students of other semesters and PG programmes, it is optional. The classes are held every day with the help of regular faculty and industrial experts and are scheduled in the time table. The list of these courses is given below:

### Career Oriented Skill Development Courses

| S.No | Certificate course | Diploma course | Advanced Diploma course |
|------|--------------------|----------------|-------------------------|
| 1. | Banking, Insurance & Equity Services | Banking, Insurance & Equity Services | Banking, Insurance & Equity Services |
| 2. | Clinical Nutrition and Dietetics | Clinical Nutrition and Dietetics | Clinical Nutrition and Dietetics |

| | | | |
|---|---|---|---|
| 3. | Counselling and Guidance | Counselling and Guidance | Counselling and Guidance |
| 4. | Event Management | Fashion Designing | Fashion Designing |
| 5. | French | Vocal Music | French |
| 6. | Fashion Designing | French | Food Science and Quality Control |
| 7. | Food Science and Quality Control | Food Science and Quality Control | International Business |
| 8. | German | German | Jewellery Designing |
| 9. | International Business | International Business | Kathak |
| 10. | Jewellery Designing | Jewellery Designing | Mass Communication and Video Production |
| 11. | Kathak | Kathak | Tax Procedure and Tax Planning |
| 12. | Mass Communication and Video Production | Mass Communication and Video Production | Visual Arts – Painting |
| 13. | Radio Programme Production | Retail Management | Visual Arts – Applied Arts |
| 14. | Retail Management | Tourism and Airline Management | Visual Arts – Graphic & Print Making |
| 15. | Still Photography and Audio Production | Tax Procedure and Tax Planning | Web Technology and Web Designing |
| 16. | Tourism and Airline Management | Visual Arts – Painting | Folk Dance |
| 17. | Tax Procedure and Tax Planning | Visual Arts – Applied Arts | |
| 18. | Visual Arts – Painting | Visual Arts – Graphic & Print Making | |
| 19. | Visual Arts – Applied Arts | Web Technology and Web Designing | |
| 20. | Visual Arts – Sculpture | Folk Dance | |
| 21. | Visual Arts – Graphic & Print Making | Intellectual Property Rights and Patents | |
| 22. | Web Technology and Web Designing | Early child hood | |
| 23. | Research Methodology | | |
| 24. | Remote Sensing | | |

**The University also offers subject wise remedial classes for the weak students** beyond the college hours (in Morning and Evening) to help them overcome their weakness in respective subject.

**2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?**

- Every year, the Equal Opportunity Cell of the University conducts performance analysis of the students from disadvantaged sections of

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society, economically disadvantaged, physically handicapped, SC/ST students, slow learners, etc. to review and monitor their academic growth so that reforms can be implemented, accordingly.

- Over the last four years a number of initiatives have been undertaken by the University e.g provision of tutorials and remedial classes, facility of books from the book bank, provision of freeships, scholarships etc. to support these students in their learning endeavours.

- All these innovations have yielded positive results. Their performance analysis shows that there has been a marked improvement in their academic performance as is apparent from the data given below
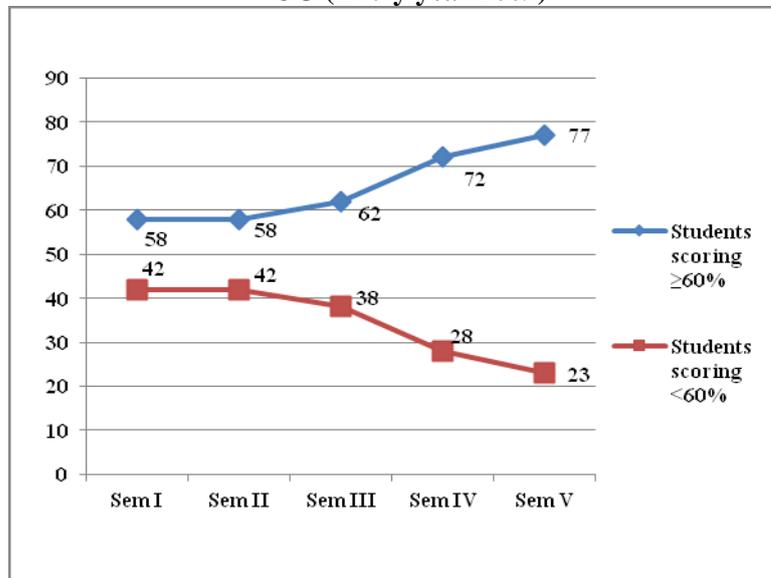
**Percentage of Students from SC/ST/OBC/Minority - UG (Entry Year 2010)**
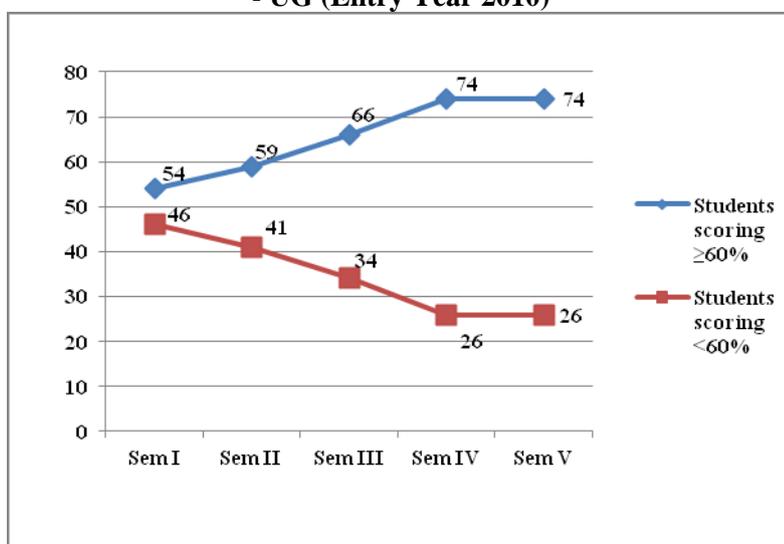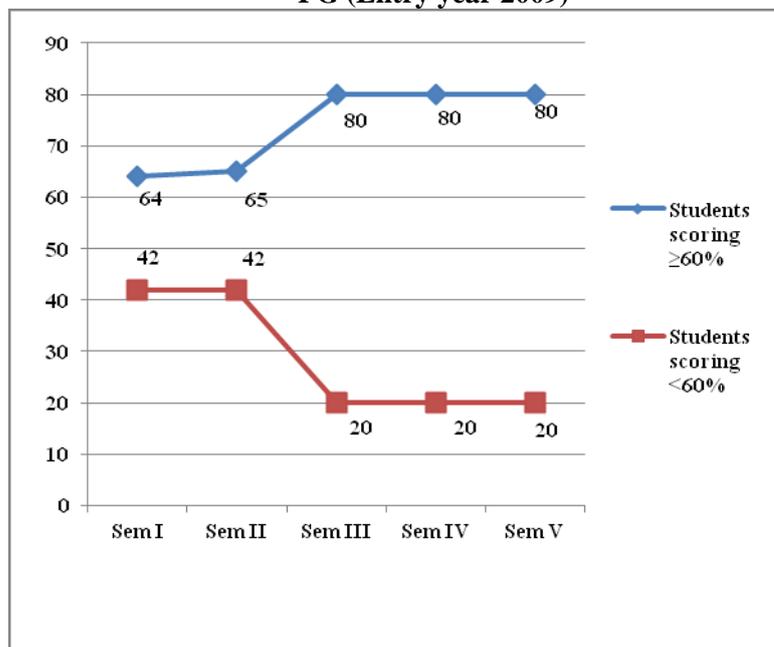


**Percentage of Students from SC/ST/OBC/Minority – PG (Entry year 2010)**
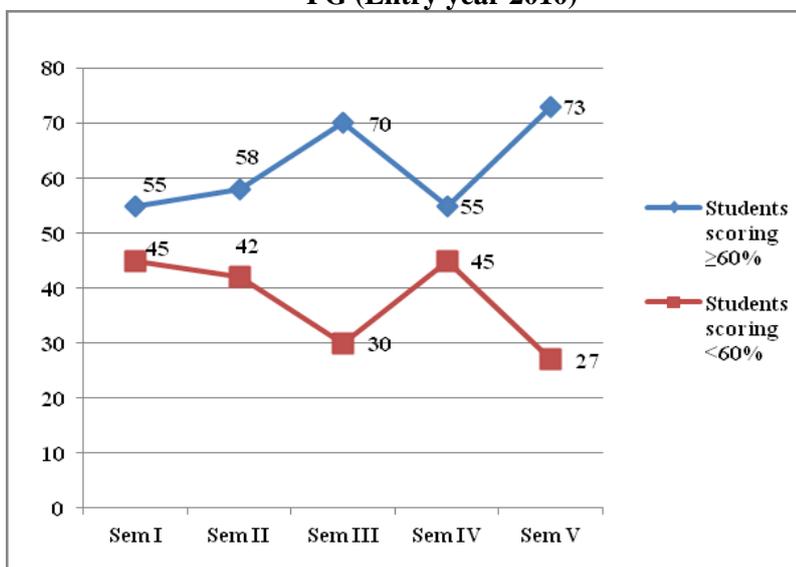
**Percentage of Students from SC/ST/OBC/Minority – UG (Entry year 2009)**



**Percentage of Students from SC/ST/OBC/Minority – PG (Entry year 2009)**

**2.2.5 How does the University identify and respond to the learning needs of Advanced Learners?**

The advanced learners are identified by the teachers on the basis of their performance in various components of continuous assessment viz. interaction in the class, assignments, and Continuous Assessment (CA) test and participation in the departmental activities. Once they have been identified, their learning needs are addressed through the following strategies:

- Provision of the option for an additional Elective paper and earning of additional credits.

- Provision of additional learning material, viz. books, articles, CDs, journals, access to online journals, provision of an extra library card and provision of books from the Book Bank.

- Encouragement to participate in Seminars and Workshops.

- Sanction of research projects and provision of grants to carry out project based research.

- Selection of project topics according to their competence and comprehension level.

- Opportunity is given to act as peer mentors.

- Preparing them for NET/SET and other competitive examinations.

## 2.3 Teaching-Learning Process

**2.3.1 How does the University plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?**

The University plans and organizes the teaching, learning and evaluation schedules into the total scheme by way of the following measures:

- The **academic calendar** is prepared before the commencement of every new session on the basis of feedback obtained from different stakeholders and review of previous year's calendar. It incorporates all types of activities which range from preparation of calendar, teaching plans, evaluation blue print, dates for meetings of various statutory bodies, etc. The Calendar is published in the Academic Handbook and uploaded on the University website for information of all and is strictly adhered to.

    Beyond University academic calendar, all the Departments prepare their academic workload, time tables, teaching plans, monthly activities, etc. before the commencement of teaching in the upcoming session.

- Curricula of various programmes are planned and prepared by all the departments for the forthcoming session.

- The Examination cell of the University plans for paper setting, paper moderation, printing of papers, conduct schedule, evaluation and assessment schedules, timely declaration of results and meeting of various examination committees like Grievance Redressal Committee, Unfair Means Adjudication Committee, Result Committee, etc. for the forthcoming session.

**2.3.2  Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

Yes, the University provides course outlines and course schedules prior to the commencement of the academic session. This is achieved by timely and regular conduct of all the statutory body meetings. The meeting of Board of Studies (BOS) is held in each department and decisions taken with regards to course outline and schedules are approved in the Academic Council (AC) and Board of Management (BOM) meetings. This information is disseminated by the following ways:

- **Website** – Information regarding course duration, maximum time limit, course schedule, evaluation pattern and other details are posted on the University website. Relevant mechanisms are in place to ensure and monitor that syllabi of various programmes are posted on the website and are regularly updated

- **Academic Handbook** – Contains all the information related to curricula, including credit templates, given to the students along with the application forms at the time of admission

- **University Library** - All the required information is made available for the students.

- **Orientation Programmes** - The students are briefed about the curriculum, courses, credit templates, course duration, evaluation, etc. on the first day by the respective faculty members during the orientation session.

**2.3.3  Does the University face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

Yes, the University faces few challenges in completing the curriculum within the stipulated time frame and calendar. The different challenges encountered are –

- Unscheduled holidays.

- Unscheduled departmental activities for which provision has not been made in the academic calendar.

- Organising departmental activities on a short notice.

To overcome these challenges, the institutional measures taken are -

- **Scheduling extra classes** to make up for the academic loss.

- **Regular monitoring** of course status by the faculty members and Head of the Department during each semester

### 2.3.4 How learning is made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The University endeavours to make learning student centric by adopting the following participatory learning activities and practices:

- All the programmes offered by the University have been so designed as to directly address the learning needs of the students and community.

- Employing **innovative pedagogies** to arouse interest among students and motivate them.

- **Learning beyond curriculum** is facilitated by participating in conferences, seminars, workshops, intercollegiate activities, excursions, industrial visits, educational tours, etc.

- **Involving students** in decision planning, implementing and participating in activities like Annual function, Annual Fashion show, Annual Fest, Annual Fine Arts Exhibition, Annual Play, Freshers' party, Thank you party, Teachers' Day, Farewell party, in house publication of the newspaper, etc.

- Conduction of **Entrepreneurial activities** on campus.

- Volunteering is encouraged to give students a **hands-on experience** of curricular and extra-curricular tasks and assignments.

- **Provision of earning two credits** per Semester is offered in the First Year by opting for extracurricular activities (NCC/NSS/Sports/Cultural Activities).

- Provision of earning two credits beyond the First Year is also offered as an optional component.

**2.3.5** **What is the University's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?**

The University has a policy for inviting experts/people of eminence, having national/international repute, to deliver lectures and/or organize seminars for the students of various departments. Adequate provision for this is made in the annual financial budget. The experts are invited for various academic activities at two levels –

**Department level** – The policy for inviting experts in the department is need based wherein **Guest lectures and interactive sessions** on relevant topics are organized to facilitate an enriching learning experience for the students and acquaint them with the latest development in their fields.

The **interface with industry experts** and prominent academicians from different fields is an integral feature of the teaching learning methodology at the University.

**Seminars and conferences are organized** regularly by the University wherein experts and eminent persons from the respective fields are invited to deliver talks and conduct interactive sessions with the students so that the young minds may take full advantage of the same and benefit from their learning and experience.

**Workshops and training sessions** are regularly organized to impart professional skills and hand on experience to the students.

**University level –** To expose students to diverse approaches of learning and the latest trends in the education sector, the following initiatives are undertaken at the University level:

The University organizes and invites experts of eminence to deliver lectures for motivation of students.

Visiting Professors from other universities situated in India and abroad are invited for interface with students on various issues of relevance. To name a few - **Dr. Atul Mitra**, from Northern Iowa University interacted and enlightened the students about various facets of personality development; **Ms. Monica Boehm Tattlebach** delivered a lecture on spiritual life of saint Dadu Dayal; **Ms. Jeremy Fritzhand,** Entrepreneur founder at Bagru Textiles Pvt. Ltd. discussed techniques of hand block printing; **Prof. Henry F. Schaefer,** a computational and theoretical chemist from University of Georgia shared his experiences in field of science; **Prof. P.V. Bharatam**, NIPER, Mohali delivered a lecture on Computational Chemistry; Prof. Dipan K. Ghosh, IIT Mumbai, briefed students about Nobel Prizes in Chemistry, etc.

**2.3.6** **Does the university formally encourage blended learning by using e-learning resources?**

Yes, the University formally encourages blended learning by using e-learning resources, like –

- **Webinars**.
- **Virtual learning environment** through e-journals, EDUSAT and A-VIEW.

Besides this, e-learning is also facilitated by integrating ICT (viz. computer, Internet, LCD, teaching aids like visualizers, smart boards etc**.)**  and web based resources in the curricula.


**2.3.7** **What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?**

The technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching are -

- **Metacampus -** It offers an affordable e - learning environment through its following unique features
  - ➤ Ease of preparing and posting lecture and content online
  - ➤ Convenience of accessing the e material and assignment through individual  student and faculty login
  - ➤ Flexibility in using the resources irrespective of time and place
- **ICT resources**
  - ➤ ICT resources, like LCD, computers, video clips, visualizers, smart boards, etc. form an integral part of the pedagogy, which facilitates classroom learning and laboratory sessions.
- **E-learning**
  - ➤ E-learning is facilitated through **automated e-library** with subscription to journals from e-resources like Springerlink, Questia, Delnet, etc.
  - ➤ Increased access is provided to **online resources** through inflibnet connectivity via National Knowledge Network.
  - ➤ Conduction of  **online lectures and workshops** using A-VIEW system
  - ➤ Setup for **EDUSAT system** on which programmes aired by ISRO, IGNOU and other agencies are received for educating students differently.
- **Internet connectivity**
  - ➤ The campus is **Wi-fi** enabled making it easier for all to access internet.

- **Educational Software**
  - ➤ The digital language laboratory is well-equipped with **advanced**

> **language software** and constitutes an important aid in modern language teaching and learning.

> ➢ Use of **Software** like SPSS, Quark Express, WIEN2K, AutoCAD, Mathematica etc. have been made a part of curriculum.

> ➢ **Open software resources** like Quantum Espresso etc. are used for postgraduate projects and research.

- **CRS Radio 7**

> ➢ University's **community radio** is another teaching tool to provide students with a platform for advanced learning and professional exposure.

**2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?**

The University has an **active web/IT committee** that keeps track of latest developments in Open Resource Community through newspapers, online network and circulation of information regarding the same. This committee has facilitated the use of software through open source to enhance the educational processes e.g Linux based software and Blender which are used as a part of teaching module and pedagogy. Mozilla, a web browser and Wikipedia, an online encyclopedia are also used for reference and knowledge acquisition by the teachers and students.

**2.3.9 What steps has the university taken to convert traditional classrooms into 24x7 learning places?**

In order to facilitate 24X7 learning environment the University provides easy access to the following resources:

- Converting the campus to **metacampus** so as to facilitate preparation, upload and accessibility of lectures/ content online by the faculty members and the students through their individual logins;

- Subscribing to **more than 1000 e-journals** so as to enhance accessibility to e material;

- Collaborating with **National Knowledge Network**, A Ministry of Human Resource Development Project under the National Mission on Education through ICT (NMEICT) for the accessibility of e-content;

- Providing **Wi –fi facility** on the campus to facilitate Internet access to students and faculty;

- Organizing **Awareness programmes** for students regarding Archives maintained by several universities and journals available as open resources for the reference of students at all time.

Besides these resources, 24x7 learning experience is also integrated within the teaching methodology by means of Projects, Surveys, Field work etc.

Also, all the faculty members are provided with CUG mobiles so that they remain accessible 24x7.

**2.3.10** **Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefited.**

Yes, there is a provision for counselors and mentors for the students' academic and personal guidance. The details are as under:

- The **Tutor Guardian (TG) System** of the University helps facilitate a dialogue between teachers, students, and their parents. Under this system, each TG is given a group of about 25 students and is responsible for monitoring various activities of the respective students and counselling and guiding them on personal and academic issues. This helps the teachers in understanding the needs and requirement of youth.

  The tutor Guardians also keep a record of their wards' performance and give suggestions for improvement. This system, thus, aims at keeping track of the academic progress as well as the overall development of the students by recognizing the latent talents of students, counseling them to combat the problem of absenteeism, ensuring maximum participation in co-curricular activities and reducing the feeling of depersonalization.

  As one of his/her prime responsibilities, the Tutor Guardian also identifies academically weak students and recommends her case for remedial classes. He/She also recommends the economically weaker students for fee-concessions and freeships as well as for availing the facility of books from the Book Bank.

- The **Placement and Counselling Cell** offer career counselling to the students and helps them not only in choosing the right career but also in developing the required competencies. On an average 30-40 per cent of students get benefitted per year by the process.

  The cell also organizes Guest lectures by the industry experts for the students to know more about careers in the industries. Further, it conducts structured classes for personality development of the students, which includes classes on body language, professional attire, business etiquette, dining etiquette, time management, job fetching skills, etc.

- **Life Skill Development** committee of the University also organizes Life skill coaching sessions for the students, wherein they are motivated to develop their skills, knowledge and understanding for their personal development.

- **Metacampus**, an Educational ERP system, enhances transparency and provides effective interactive interface to students, parents and faculty members.

**2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?**

- Yes, the faculty regularly uses many innovative teaching approaches. Some of the significant innovations during the last four years have been-

  ➢ A **learner-centered teaching approach** in the classrooms

  ➢ **Interactive teaching methodology** through discussions and class-activities. A component in Continuous assessment has been earmarked for classroom interaction in all classes.

- The methods used to evaluate the impact of such practices

  ➢ An **innovative evaluation pattern**, comprising 30% Continuous Assessment component and 70% Semester/Trimester End Examination component at UG and PG levels and 50% Continuous Assessment component and 50% Semester End Examination component for M.Phil. and Ph.D. and MBA (Executive) programmes; credit based course- structure; and, the semester/Trimester system of examination have rendered the curriculum more robust.

  ➢ Incorporation of the multiple choice question patterns and assignments to assess the performance of the students against various content levels, e.g. factual, conceptual, application-based, analytical and evaluative.

  ➢ Introduction of **projects/seminars** and PowerPoint presentations as an integral component of curricula.

  ➢ Introduction of **Dissertation** as compulsory paper at PG level in all the departments.

  ➢ Provision of **summer internships** in UG and PG programmes like Biotechnology (one full semester), Fashion Technology, Home Science, Jewellery Designing, Business Administration, etc.

  ➢ Provision of **projects** in UG programmes like Biotechnology, Foreign Trade, etc. for one full semester in Industrial house or National laboratories.

  ➢ Increased **industry interaction** through regular talks and lectures.

  ➢ Increased use of technology in the form of LCDs and OHPs and use of **teaching aids** like visualizers, interactive boards, etc. for lecture-delivery.

  ➢ Inclusion of customized teaching practices (lectures/demonstrations) as a component in the curriculum.

  ➢ Organizing of more **field trips** and industry visits.

  ➢ Use of **Smart classrooms** for effective delivery of the course content.

➢ In-house **Community Radio Station** 'CRS Radio7' acts as a teaching tool by encouraging students to conceptualize and present programmes of academic interest.

Such methods definitely lead to better understanding and performance by the students, which are evaluated on the basis of:

➢ Their Overall performance as indicated by the annual results

➢ Feedback from the parents

➢ Feedback from the employees

➢ Reports of the external examiners

➢ Individual Teacher's classroom and teaching experience, articulated through the appraisal forms

➢ Through better placement

• Such innovations lead to recognition in the following two ways:

➢ In **abstract terms**, it results in better performance of the students leading to better placements. Subsequently, it reinforces learning habit in the students. This eventually results in adding to and sustaining the confidence and motivation-level of the teachers.

➢ In **concrete terms**, faculty members receive due acknowledgement from the Management in the form of promotions, felicitations, and certificates of appreciation and awards.

### 2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

The university creates a culture of instilling and nurturing creativity and scientific temper among the learners through the following ways:

• Developing a curriculum that generates scientific awareness among learners and provides them with ample opportunities at every step to practically assess and evaluate what they are learning .

• Incorporating practical training/internship and professional exposure as essential components in curriculum of several programmes, viz.
  ➢ Students of Jewellery Designing, Food Science and Quality Control, Biotechnology etc. get direct exposure to industrial and manufacturing process and develop a scientific and technological temper.
  ➢ Students of various programmes in Visual Arts, Jewellery Designing, Fashion Designing, Web Technology etc are encouraged towards innovative and artistic creations, which are then exhibited in Art Exhibition, Fashion Show, organized annually.

- Designing activities and tasks that assess a student's aptitude for scientific, analytical and logical thinking and encourage creative thinking, like exhibitions, science projects, media expo, etc.

- Enhancing **entrepreneurial skills** among students through on campus activities, like business plans, organizing *bazaar*, exhibitions and establishing a campus company every year.

- Incorporating the component of organizing **canteens on campus**, as compulsory in the PG curricula of Home Science.

- Incorporating the component of **primary research** through compulsory seminar and research projects/dissertations, in the UG and PG curricula.

- Providing increased exposure to the global trends through **extension, lectures, seminars and conferences**.

- Encouraging students to **present papers and posters** in various conferences and seminars.

- Encouraging students to undertake **Student Research Projects** under the grants sanctioned by various funding agencies like DST, UGC, etc.

- University also recommends **grant of seed money** for research projects to the students.

- Encouraging students to contribute to **wall magazines and in house publications.**

- Organizing **year round activities** and sending the students to participate in activities like quiz, dramatics, debate, cultural activities, etc. organized by other universities.

**2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?**
- **Number of projects executed within the university**
- **Names of external institutions associated with the university for student project work**
- **Role of faculty in facilitating such projects**

Yes, the **University has made student projects a mandatory component** in the learning programmes through incorporation of compulsory research component in the curriculum at UG and PG level in all the programmes, evaluated through oral/Power point Presentations and Project Reports.

- **Number of projects executed within the university**- Since projects are a mandatory evaluative component in all the UG and PG programmes, all the enrolled students undertake project work as a compulsory learning and assessment exercise.

a) *Number of total curriculum based projects executed during 2012-13* :
At UG level:        Around 3000
At PG level:        Around 900

b) *Number of research projects funded and executed at the University during 2012-13:*    15

- **Names of external institutions associated with the university for student project work**

  There are number of external institutions associated with the University where students from the Departments of Biotechnology, Zoology, Environmental Sciences, Commerce, etc. were deputed for carrying out their research projects. **Some of the institutions** where our students were deputed are –

  ➢ National Institute of Immunology, New Delhi

  ➢ Defense Research and Development Establishment, Gwalior

  ➢ Defense Research Development Organization, New Delhi

  ➢ Desert Medicine Research Centre, Jodhpur

  ➢ CDPSM, Rajasthan Police Academy, Jaipur

  ➢ Kumarappa National Handmade Paper Institute, Sanganer, Jaipur

  ➢ Centre for Sheep and Wool Research, Avikanagar

  ➢ Birla Institute of Scientific Research, Jaipur,

  ➢ Central Drug Research Institute, Lucknow

  ➢ Forest Research of India, Dehradun

  ➢ Indian Institute of Toxicology Research, Lucknow

  ➢ National Mustard Research Centre, Bharatpur

  ➢ Durgapura Research Station, Rajasthan Agriculture University, Bikaner

  ➢ PG Education and Research Centre for Livestock Health and Production, Rajasthan University of Veterinary and animal Sciences, Jaipur

  ➢ Central Arid Research Institute, Jodhpur

  ➢ Gujarat State Biotech Mission, Gujarat

  ➢ Jawaharlal Nehru Medical College, Ajmer

  ➢ Medicamen Biotech

  ➢ Ranbaxy , Gurgaon

  ➢ Ranbaxy, Mohali

  ➢ Zydus Research Center, Ahmedabad

- ➢ Clonegen Biotech Pvt. Ltd.
- ➢ Axis Bank, Ajmer
- ➢ Mahila Urban Co-operative Bank, Jaipur
- ➢ Modi & Co., Jaipur
- ➢ Kingfisher Airlines
- ➢ Kajaria Ceramics, Jaipur
- ➢ ETD Perry Ltd
- ➢ Hindware, Jaipur

- **Role of faculty in facilitating such projects**- Faculty plays an important role in facilitating these projects in the capacity of
  - ➢ Guides and Supervisors/Co Supervisors and helping them in analysis of data, writing reports and drawing conclusions.
  - ➢ Facilitators for access to infrastructural support and learning resources.

## 2.3.14 Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

- Yes, The IIS University has the required number of **qualified and competent faculty members** who carry out the roles and tasks expected of them, in an effective manner.

- At the end of each session, the Heads of Departments in consultation with the Dean, **review departmental workload** for the next session and specify their requirements, according to which, teaching- vacancies are advertised.

- In case of a shortfall, either a new faculty is appointed or the services of guest faculty are sought.

- Besides this, for teaching specialized course modules, industry experts and professionals are also invited to lecture the students. For the Papers of B.Com- Honours (Professional), for instance, Chartered Accountants and Company Secretaries are invited to deliver lectures. Similarly, professional experts are also invited for various vocational programmes like Jewellery Designing, Fashion Designing, Visual Arts, etc.

- For advance learning subject experts are invited to deliver lectures based on the curriculum.

**2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?**

- The faculty is regularly exposed to and trained in the use of ICT in the classroom to enable them to prepare computer-aided teaching/ learning materials. Some such initiatives undertaken by the University are as follows:

  ➢ The University regularly organizes **Faculty Development Programmes** to introduce faculty members to the current and advanced teaching techniques and pedagogical developments.

  ➢ **Workshops** are conducted to make the faculty members computer savvy and use specific and latest software. In the last two years around 15 such workshops have been conducted.

  ➢ The faculty members are encouraged to make **use of computers for all their academic work**, like preparing lectures, updating their knowledge, uploading assignments, announcements, etc. on the University website. Other than this, the faculty members are also required to submit Continuous Assessment (CA) test papers duly computer typed, undertake documentation related tasks, etc.

  ➢ The **attendance of the students is recorded online** by faculty members through Meta Campus, an Educational ERP system.

  ➢ All the **systems and operations**, like examination, accounts, admission, etc. are computerized and connected through LAN and a common server.

- The facilities available in the university for such efforts are:

  ➢ The **campus is linked through the intranet** and each faculty member has an individual faculty login.

  ➢ Emails are used as the prime means of in-house communication.

  ➢ The campus is **Wi-fi** enabled and faculty members are also provided with laptops and computers on campus.

  ➢ E-learning resources are generated through **faculty logins**. Student logins have also been created for easy access to reference material.

  ➢ The **library** of the University is **fully automated** with a subscription of more than1000 e-journals

  ➢ The **digital language laboratory is well-equipped** with advanced language software and constitutes an important aid in modern language teaching and learning.

  ➢ The **University is a part of the National Knowledge Network**, A Ministry of Human Resource Development Project under the National Mission on Education through ICT (NMEICT) to further enhance the access to e-content being generated under the scheme.

> ➤ The **University is also a licensed user of Microsoft and other software vendors**. Software like SPSS, QuarkXPress, Quantum Espresso, Mathematica, WIEN2K, ARAHWEAVE, Gaussian 03, Reach CAD etc. are a part of curriculum teaching.

The University has received State and National awards for its emphasis on embedding IT and Computer-aided packages into curriculum.

### 2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Yes, the University has a two- level feedback mechanism for the evaluation of teachers by students:

- Feedback from the outgoing students through the '**Faculty Feedback Form**'

- **Online feedback** from the current students through dedicated software, developed in house.

The feedback is then analyzed through the software and shared with the faculty members for continuous improvement of teaching-learning and personal interaction is conducted at the departmental level to improve the performance.

To further ensure improvement in the quality of teaching through motivation,
> ➤ Motivated, hard working and committed faculty members are awarded with **Certificates of Appreciation**.
> ➤ Faculty members are also given Certificates of Appreciation and awards for their contributions in the field of research and excellence in teaching defined by innovative pedagogical techniques, prolific student interaction and guidance etc., for further encouragement and motivation.

## 2.4    Teacher Quality

### 2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

To enable its human resources to meet the changing requirements of the curriculum, the University undertakes the following steps:
- The University deputes its faculty members for attending various Orientation programmes and Refresher courses being organized by Universities all over the country.
- Faculty members are also deputed to attend courses and summer schools, conducted by universities within country as well as abroad, to upgrade

their knowledge, eg. Dr. Raakhi Gupta and Dr. Manju Nair completed a 6 credit summer school on Intellectual Property Rights (IPR) from University of New Hampshire, School of Law, United States. One more faculty member Ms Shveta Parnami attended Instructor Training Programme for Cisco Certified Network Associate (CCNA) Module 1 & 2 at Centre for Research and Industrial Staff Performance (CRISE) training Centre, Bhopal.

- FDPs in areas of academic importance are also organized regularly for the faculty members such as - question-framing techniques and teaching-excellence, language and communication, etc.
- The University regularly organizes Seminars and Conferences on contemporary and globally important areas in various subjects and interdisciplinary topics and also encourages faculty members to participate and present Papers.
- When there are major changes in the syllabi (after every 3 years), special workshops are organized to train the faculty on the revised syllabi; same is also done for new courses.
- The University provides greater opportunities to the faculty members for research endeavours alongside their core teaching.
- From time to time, eminent speakers and distinguished academicians from varied fields are invited for talks and lectures. The University played host to **Sh. Joginder Singh**, Former Director, CBI, India and **Prof. Goverdhan Mehta**, National Scientist, among others during the last academic session.

### 2.4.2 Furnish details of the faculty

**Details of the Faculty**

| Highest Qualification | Professors | | Associate Professors | | Sr. Assistant/ Assistant Professors | | Total | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | |
| **Permanent teachers** | | | | | | | | | |
| D.Sc./D. Litt. | - | - | - | - | - | - | | | - |
| Ph.D. | 6 | 10 | 2 | 17 | 1 | 27 | 9 | 54 | 63 |
| M.Phil. | - | - | - | - | 3 | 4 | 3 | 4 | 7 |
| PG | - | - | 2 | 2 | 4 | 35 | 6 | 37 | 43 |
| **Temporary teachers** | | | | | | | | | |
| Ph.D. | | - | - | - | 2 | 17 | 2 | 17 | 19 |
| M.Phil. | - | - | - | - | - | 6 | - | 6 | 6 |
| PG | - | - | - | - | 5 | 29 | 5 | 29 | 34 |
| **Part-time teachers** | | | | | | | | | |
| Ph.D. | - | - | - | - | - | 1 | - | 1 | 1 |
| M.Phil. | - | - | - | - | - | 2 | - | 2 | 2 |
| PG | - | - | - | - | - | 17 | - | 17 | 17 |
| **Total** | | | | | | | 25 | 167 | 192 |

**2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).**

Yes, the University encourages diversity in its faculty recruitment as evidenced from the table given below:

### Details of Faculty Recruitment

| S.No. | Department / School | % of faculty from the same university | % of faculty from other universities within the State | % of faculty from universities outside the State | % of faculty from other countries |
|-------|---------------------|---------------------------------------|-------------------------------------------------------|--------------------------------------------------|-----------------------------------|
| 1 | Behavioural and Health Sciences (9) | Nil | 66% | 33% | Nil |
| 2 | Fashion and Textile Technology (14) | Nil | 64% | 36% | Nil |
| 3 | Languages (18) | Nil | 78% | 22% | Nil |
| 4 | Social Sciences (14) | Nil | 86% | 14% | Nil |
| 5 | Fine Arts (9) | Nil | 78% | 22% | Nil |
| 6 | Commerce (29) | Nil | 100% | Nil | Nil |
| 7 | Management (22) | Nil | 91% | 9% | Nil |
| 8 | Computer Science and IT (19) | Nil | 100% | Nil | Nil |
| 9 | Physical and Computing Sciences(10) | Nil | 90% | 10% | Nil |
| 10 | Chemical Sciences (9) | Nil | 66% | 33% | Nil |
| 11 | Home Science (8) | Nil | 100% | Nil | Nil |
| 12 | Environmental Science and Life Sciences (20) | Nil | 85% | 15% | Nil |

**2.4.4 How does the university ensure that qualified faculty is appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?**

For every new programme, recruitments are based on the workload and inputs from the department heads.

- On the basis of additional workload owing to the new programmes, posts are sanctioned by the IIS University Trust on the recommendation of Board of Management.

- For the new programmes and emerging areas in which qualified candidates from the same subject/discipline are not available, suitable persons from the allied areas with innovative minds and research aptitude are appointed on temporary/contract basis.

- The University also invites Subject Experts to deliver lectures on the contemporary topics related to the new programmes.

Around 14 faculty members were appointed by the University to teach new programmes during the last four years.

### 2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

The number of Emeritus / Adjunct Faculty / Visiting Professors associated in various capacities with the University, contributing substantially towards upgrading the academic and research output is **190.**

### 2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (*e.g.* providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)?

- The University has constituted a Research Promotion Committee to encourage and promote research among the students and the faculty. It facilitates and monitors research and recommends grant of seed money for research projects. Every year, 10-12 Research Grants are sanctioned to faculty members by the University on the recommendation of the Committee.

- The University also provides constant encouragement and support to the Departments for organizing Seminars, Conferences and Workshops by providing seed money and also by seeking funds from other funding agencies for the same.

- Research programmes, Faculty Development Programmes, Workshops and training sessions on the latest teaching methodologies and current dimensions of learning form an integral part of academics at the University as they contribute to the teacher's need for professional growth and self-actualization thereby enriching his/her teaching.

- Academic and Study leaves are sanctioned to faculty members to attend Conferences, participate in Workshops, Orientation Programmes and Refresher Courses.

- Last year two faculty members were sanctioned leave for a month's period to do a 6 credit summer school on Intellectual Property Rights (IPR) from University of New Hampshire, School of Law, United States. One faculty member was sanctioned 11 days leave to attend Instructor Training Programme for CCNA Module 1 & 2 at CRISE training Centre, Bhopal.

- Both intellectual and infrastructural support is provided to the faculty members for undertaking Major and Minor Research Projects under the grants sanctioned by various funding agencies.

- The faculty members are encouraged and provided support from the University for patenting of the products/outcomes of their research work.

- Academic leaves of longer duration are also sanctioned to the faculty members for pursuing higher studies.

**2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?**

There are 15 faculty members who have been recognized for excellence in teaching at the state and national level during the last four years.

**2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?**

Number of Faculty underwent Staff Development Programmes

| Academic Staff Development Programmes | Number of faculty |
|---|---|
| Refresher courses | 16 |
| Orientation programmes | 15 |
| Staff training conducted by the university | 307 |
| Staff training conducted by other institutions | 58 |
| Summer / Winter schools, workshops, etc. | 02 |

**2.4.9 What percentage of the faculty have**

- Been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?
  22%

- Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies?
  76%

- Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?
  60%

- Teaching experience in other universities / national institutions and other institutions?
  37%

- Industrial engagement?
  8%

- International experience in teaching?
  2%

**2.4.10 How often does the university organize academic development programmes (*e.g.*: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?**

The University regularly organizes academic development programmes for its faculty aimed at enriching the teaching-learning process. The frequency of such programmes is as given below:

a) Curriculum Development Workshops- Once in three years

b) Teaching Learning Methods- Every year

c) Exam Reforms- Every year

d) Content/Knowledge Management- Every year

**2.4.11 Does the university have a mechanism to encourage**
- **Mobility of faculty between universities for teaching?**
- **Faculty exchange programmes with national and international bodies?**
  **If yes, how have these schemes helped in enriching the quality of the faculty?**

The University encourages mobility of faculty between universities and Faculty exchange programmes with national and international bodies by signing MoAs and collaborating with various universities and academic bodies both in India and abroad. Some such collaborative initiatives are listed below:

- An MoU has been signed between the University and Desert Medicine Research Centre (DMRC), Jodhpur for Research Collaboration.

- An MoU has been signed between the University and Central Sheep and Wool Research Institute (CSWRI), Avikanagar for Research promotion and Research Collaboration.

- An MoU has been signed with the Kent State University, Ohio, USA to promote cultural and academic exchange through faculty and student exchange programmes.

- Under the Fulbright Scholarship Programme, Professor Atul Mitra from Northern Iowa University visited the University and conducted lectures for the management students, Faculty Development Programme and Research Development Programmes for the faculty members.

- Three Departments namely Geography, Psychology and Sociology, have signed MoA with Smt. Parvati Bai Chowgule College, Goa for faculty exchange programmes and mutual co operation.  Under the MoA, a team from Chowgule College visited the campus in 2011-12 for an interface with the systems and management and interaction with the students and faculty members of the university.

- An MoA has also been signed between the University and Common Distribution Power System Model (CDPSM), Rajasthan Police Academy for developing academic and research interchange between the two through mutual assistance in the areas of education and research.

- The University faculty has also contributed in developing curriculum for the Sardar Patel University of Police, Jodhpur.

- The University also has linkages with University of New Hampshire. On an invitation extended by the University, Dr. Raakhi Gupta, Registrar,

The IIS University, participated in a training program on Intellectual Property Rights organized by the School of Law.

- The University permits its faculty members to move to other national and foreign Universities for higher studies and research. Ms. Tanuja Yadav from the Department of French was permitted to visit the University of Orleans, France to pursue a Master's Degree in the teaching of French Language (FLE) and also to participate in 20-day workshop at the University of Cavilam, Vichy and the University of Stendhal, Grenoble, both in France.

- Tracy Lee from USA visited the University to offer hands on training in 3D Street Art to the students.

- Eminent artists from all over India are invited for participating in camps and for delivering lectures. A National Painting Camp was organized in 2012 by the University in collaboration with Lalit Kala Academy, New Delhi and provided students with a platform to learn the intricacies of art in their respective fields of creativity.

Such collaborations and exchange programmes have helped in academic growth and enrichment by

- Developing new areas of higher education for taking up advanced courses of study and research in such areas;

- Promoting Interdisciplinary research;

- Enriching faculty profile by giving them wider exposure and broader perspectives;

- Acquainting the faculty with global standards and perspective of teaching and learning;

- Establishing co-operative relations.

## 2.5  Evaluation Process and Reforms

### 2.5.1  How does the university ensure that all the stakeholders are aware of the evaluation processes that are operative?

To ensure that all the stakeholders are aware of the evaluation processes that are operative, the evaluation methods are communicated to the students by the University through the following means:

- University website - All the information pertaining to evaluation and assessment is posted on the University website for the reference of students, their parents and alumnae.

- Academic Handbook - The Academic Handbook that is provided at the time of admission act as a comprehensive guide to the evaluation methods being followed at the University for both, the students and their parents.

- Counselling - Counsellors on duty at the time of admission guide students as well as their parents regarding the evaluative practices.

- Orientation - At the time of Orientation, the Controller and Deputy Controller (Examinations) make necessary presentations to acquaint the students with the Evaluation and Assessment Pattern followed at the University. Moreover, an orientation programme is also held at the Departmental level in the students' first week of joining the department so as to introduce them further to the evaluation methods, followed by the University. The new faculty members are also oriented about the evaluation and assessment pattern being followed at the University and the old faculty members are updated from time to time regarding any change in the evaluation scheme.

- Notice Boards – The University also ensures that all the necessary information related to the evaluation and assessment is displayed on the Notice Boards of the departments as well as on the Examination Notice boards.

- Metacampus - Marks obtained by the students in CA tests and other components are also posted on the their metacampus accounts so that they get timely information of marks obtained by them. The parents can also check the performance of their wards on metacampus.

  Beyond this, enquiries on day to day basis are taken care of by the examination personnel.

**2.5.2** **What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system**

Some of the evaluation reforms that have been implemented by the University and have positively impacted **the examination management system** are as follows:

### Examination Reforms and Outcomes

| S. No. | Reforms | Outcome |
|--------|---------|---------|
| 1. | **Special pattern of Question paper** | |
| | a. Objective Questions | <ul><li>allow assessment of lower-order skills</li><li>permit quick and efficient assessment</li><li>allow broad coverage of syllabus/content in efficient manner</li><li>measure understanding, analysis, problem solving and evaluation skills</li></ul> |

| | | |
|---|---|---|
| | b. Short Answer Questions | • permit to cover more content area<br>• permit both formative and summative assessment<br>• efficiently measure lower levels of cognitive ability/competency |
| | c. Descriptive Questions | • measure wide range of abilities including knowledge, analysis and critical thinking<br>• efficiently assess higher cognitive skills/competencies |
| | d. Case Studies | • measure application of knowledge, analysis and problem solving to real world situations<br>• test evaluative and affective skills<br>• assess higher cognitive skills |
| | e. Numerical Questions | • test the ability to reason with information provided |
| 2. | Inclusion of Projects/Seminars/ Dissertations in the curriculum | • assesses a wide range of practical, analytical and interpretative skills as well as wide application of knowledge, understanding and skills to real/simulated situations<br>• group projects lead to teamwork skills and leadership<br>• tests communication skills |
| 3. | Moderation of Question papers | • helps to maintain the required difficulty level of questions<br>• ensures compliance with the blue print and scope of syllabus |
| 4. | Coding of Answer copies | • maintains secrecy and renders objectivity to the evaluation system |
| 5. | Dual assessment | • reduces/checks examiners' bias |
| 6. | Third evaluation (when the difference of marks of 2 examiners is more than 20%) | • ensures completely fair assessment of answer copies<br>• curtails the demand for revaluation |
| 7. | Central evaluation | • expedites the process of result declaration |
| 8. | Scrutiny of Answer copies and awards | • ensures that no question is left un-assessed<br>• rectification of errors committed while totaling and posting of awards<br>• cuts down demand for revaluation |
| 9. | On-line exams | • prepare students for competitive exams |
| 10. | Question banks – on-line exams | • ensures easy administration<br>• checks use of unfair means as no two candidates get the same questions |
| | Question banks – in department | • help to prepare students for examinations |
| 11. | Remedial CA tests | • help students to improve upon their performance in regular CA tests<br>• absentees in regular CA Tests do not suffer as they get a second chance<br>• students deputed by college for various activities are not at any disadvantage |
| 12. | Special exams | • conducted for final year students to help them qualify their due papers<br>• saves them a year<br>• students participating in various national/state level activities of various semesters during exam can also appear permitting active participation in extra-curricular activities |

| 13. | Regular workshops for faculty and examiners | • train the faculty members on various techniques of assessment and evaluation<br>• enhance the question framing skills of the examiners<br>• help develop question banks |
|---|---|---|
| 14. | Hologram stickers pasted on mark sheets and degrees | • checks and prevents fraudulence |
| 15. | Provision of keeping best five answer copies of all subjects/papers in library | • provides guidelines to students<br>• makes evaluation more transparent |
| 16. | Model papers prepared for new papers and blue prints sent to paper setters | • ensures that the question papers are set in strict accordance to the pattern and scope of syllabus<br>• reduces grievances related to question papers |
| 17. | Question papers and reports kept in BOS meetings | • helps in upgrading the quality of question papers in the subsequent years |
| 18. | On-line conduction of Research Entrance Test (RET) | • Ease of administration<br>• Less cumbersome<br>• Prevents use of unfair means |

The above mentioned reforms have been successfully implemented over the last five years and have yielded positive result in terms of

- Smooth, convenient and efficient conduction of examination

- Objectivity and transparency in the evaluation system

- Timely declaration of result, etc.

Subsequently, number of complaints/grievances pertaining to examination have minimized to a great extent.

**2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the University for the Publication of examination results (e.g. website, SMS, email, etc.).**

- The results for UG programmes are declared within 30-40 days and for PG programmes within 40-50 days of the completion of the examinations.

- Since the entire system of examination is well structured and clearly defined, till date there has never been any delay in the declaration of results.

- The results declared are published by the University through the following media:
  - University Website
  - Posting of results on the students' metacampus account
  - Display Boards on campus
  - Other websites like www. indiaresults.com

**2.5.4** **How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?**

The features ensuring confidentiality and transparency in the entire procedure of evaluation are as given below:

- The entire procedure of evaluation is clearly stated in the Academic Handbook given to the students at the time of admission.

- Transparency in the marks awarded in the Internal Assessment is maintained through the Continuous Assessment Record Booklet maintained by each faculty member for the papers/ subjects taught by him/ her. The students are required to verify their marks and sign against them in each component and the total score. Any discrepancy can be freely brought to the notice of the respective faculty member or Head of Department for necessary correction.

- The marks awarded to students in the Continuous Assessment are further posted on the students' metacampus account for the perusal of both the students and their parents.

- The assessed CA answer copies are returned to the students after discussing the question paper in the class.

- The best 5 answer books of all subjects are kept in the University library for reference purpose, thus maintaining transparency in the marks awarded to the students for answering different questions.

- A system of coding is followed for assessment of Semester End Examination answer books, wherein each answer copy is given a fictitious roll number to ensure fair and just evaluation along with confidentiality.

- Printing of question papers is also outsourced and the communication is through a single point contact in the University to further ensure secrecy.

**2.5.5** **Does the university have an integrated examination platform for the following processes?**

Yes, the University has an integrated examination system which functions effectively through various committees and Metacampus, an educational ERP system, right from the filling of Examination forms till generation of marks. The University's examination system comprises three vital bodies: Enrollment Section, Conduct Section and Secrecy. All these sections work hand in hand to ensure smooth and effective implementation of the examination processes.

**ENROLLMENT SECTION**

- Verifies the original documents (mark sheets, transfer certificate, migration, etc.) of fresh entrants at the time of admission

- Registers and enrolls the freshly admitted students in the university

- Generates and provides unique enrollment number to the new students

**SECRECY**

- *Pre-Examination process*

  ➢ Arranges for Selection of Examiners Committee Meetings

  ➢ Processes the Examiners' Panels for paper setting

  ➢ Takes care of paper setting work

  ➢ Facilitates moderation of question papers

  ➢ Ensures timely printing of question papers

  ➢ Ensures regular printing of examination stationery (answer copies, continuous assessment record booklet, envelopes, etc.)

- *While-Examination process*

  ➢ Dispatch of question papers to the Centre Superintendent

  ➢ Coding of answer copies

  ➢ Dispatch of coded answer copies to the Central Evaluation and Scrutiny Committees for double assessment and scrutiny ( for U.G.Programmes)

  ➢ Dispatch of coded answer copies to the external examiners for assessment ( for P.G.Programmes)

  ➢ Dispatch of original Roll number flaps to the IT firm for processing result

  ➢ Conduction of the meetings of the Grievance Redressal and Unfair Means Committees

- *Post-Examination process*

  ➢ Facilitates third evaluation of answer copies if the difference of marks awarded by two examiners is more than 20%

  ➢ Dispatch of all awards to the IT firm

  ➢ Result declaration with due approval of the Result Committee

> ➢ Receiving and checking mark sheets and tabulation Registers from the IT firm before handing them to the university office for distribution to the students

*CONDUCTION*

- *Pre-Examination process*

  ➢ Generation and display of Internal and External examination schedule on the website and notice boards of the university

  ➢ Receiving the C.A. test papers from the faculty members and semester-end question papers from secrecy

  ➢ Providing examination material  for C.A./S.E. exam to the staff on duty (answer copies, attendance sheets, internal and practical OMR sheets)

  ➢ Making necessary arrangements for smooth conduct of examination (display of seating plan, providing admit cards, flying squad, discipline, counters for mobile phones and bags)

- *While-Examination process*

  ➢ Receiving S.E. Question papers from Secrecy on daily basis

  ➢ Ensuring required arrangement at the examination centre for smooth conduction of exams

  ➢ Collection of used answer copies from the students and dispatching them to the Secrecy

- *Post-Examination process*

  ➢ Receiving C.A. test awards and attendance sheets from faculty members

  ➢ Receiving duly filled in Practical and OMR award sheets from the faculty

  ➢ Receiving duly filled in Continuous Assessment Record Booklet from the faculty members

  ➢ Handing over C.A. and Practical awards to Secrecy for dispatch to IT firm

  ➢ Maintaining all records pertaining to conduct of exams

The **meta campus** provides an important platform to the examination system as it **facilitates smooth conduct of exams** right from filling of examination forms to the declaration of result.

### 2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

The University strictly follows the UGC 2009 guidelines for Ph.D/M Phil programmes and has even introduced innovative evaluative practices. Some of the innovative practices worth mentioning are:

- **Course Work**
  - Based on the Semester pattern and Credit System;
  - Coursework Curriculum developed on the basis of students' area of research;
  - Regular review and updation of curriculum by the Departments in consultation with the respective DRC/SRCs;
  - Advanced Study Papers based on the proposed research area of the candidates;
  - Compulsory component of Seminar on Review of Published Research Work in both the internal and external examinations;
  - Evaluation of the Course work based on Continuous Assessment and Semester End Examinations;
  - Continuous Assessment Record Booklet is maintained to keep the record of the marks in various components of course work and to ensure transparency.

- **Evaluation of Research Progress**
  - Mid term assessment of research work by the Research Progress Monitoring Committee, consisting of DRC members and Research Supervisor(s)
  - Seminar Presentation by the scholars on progress of research work once in a year till the submission of the thesis

- **Final Thesis examination and Viva-voce**
  - Final thesis evaluated by a panel of two examiners
  - If approved, thesis is defended by the scholar in the Viva-voce in front of the Board of Examiners, before the degree is awarded

- **Paper publication**
  - Mandatory publication of at least one research paper in a peer reviewed journal of repute for each research scholar before the submission of thesis.

- **Other Highlights**

  - Admission to M.Phil./ Ph.D. programmes through Research Entrance Test (RET) conducted online
  - Final score for admission calculated by taking an average of RET score, marks of graduation and post graduation and personal interview with the candidate conducted by the Research Admission Committee

**2.5.7** **Has the university created any provision for including the name of the college in the degree certificate?**

Being a Unitary body, the University does not have any affiliated colleges, however, the name of the department figures on the degree certificate.

**2.5.8** **What is the mechanism for redressal of grievances with reference to examinations?**
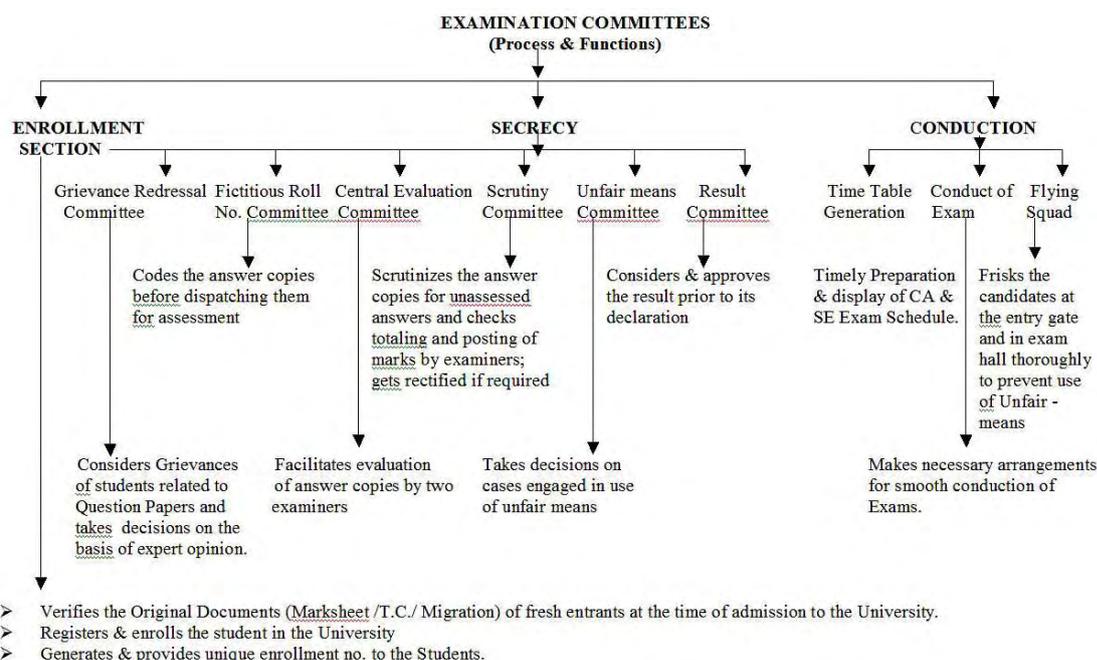
- The grievances regarding Question Papers are addressed by the Grievance Redressal Committee (GRC) constituted as per university norms

- The grievance is to be reported to the Controller of Examinations within three days of the date of the examination.

- Comments on the grievance are taken from the concerned subject teacher, Head of the Department and external subject expert.

- Thereafter, the grievance is put up in the meeting of GRC (Examination), which takes a decision based on the comments of the subject teacher, the Head of the Department and the external experts.

- The recommendations by GRC, after approval by VC, are communicated to the Secrecy for necessary action.

- The grievances related to assessment and evaluation received by the examination department are considered and necessary action is taken as per the need of the case.

- The University maintains transparency in its evaluation system and has a provision for showing answer copies to the students, on request.

**2.5.9** **What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.**

In order to streamline the operations at the Office of the Controller of Examinations the University has fully computerized the processes and operations of the examination division/section by linking it with a centralized server. The following initiatives by the University have played a significant role in rendering the examination system smooth and effective

- A well manned Examination cell with proper organizational set-up to facilitate easy and effective management of examination affairs.

- Online system of examination for the Foundation Courses like Computer Applications, Our Environment, General Studies, Women's Studies, etc., which has helped significantly in saving resources.

- Submission of Panel of Examiners through a software which has been developed in the house.

- Maintenance of online record and regulation of database of all the students through a central server

- Online Generation of Admit cards and submission of Examination Forms through Metacampus

- Automation of Continuous Assessment records of students for enhanced transparency

- Dissemination of necessary/ required information to students through their metacampus accounts

- All the other documents related to examination, viz. attendance sheets, internal test papers, award lists, etc. are prepared and generated through the computer.

- Automated compilation of Result using OMR sheets.

- Online posting of result through the University website and other websites like www.indiaresults.com.



**EXAMINATION COMMITTEES**
(Process & Functions)

ENROLLMENT SECTION

SECRECY

CONDUCTION

Grievance Redressal Committee | Fictitious Roll No. Committee | Central Evaluation Committee | Scrutiny Committee | Unfair means Committee | Result Committee | Time Table Generation | Conduct of Exam | Flying Squad

Codes the answer copies before dispatching them for assessment

Scrutinizes the answer copies for unassessed answers and checks totaling and posting of marks by examiners; gets rectified if required

Considers & approves the result prior to its declaration

Timely Preparation & display of CA & SE Exam Schedule.

Frisks the candidates at the entry gate and in exam hall thoroughly to prevent use of Unfair - means

Considers Grievances of students related to Question Papers and takes decisions on the basis of expert opinion.

Facilitates evaluation of answer copies by two examiners

Takes decisions on cases engaged in use of unfair means

Makes necessary arrangements for smooth conduction of Exams.

➤ Verifies the Original Documents (Marksheet /T.C./ Migration) of fresh entrants at the time of admission to the University.
➤ Registers & enrolls the student in the University
➤ Generates & provides unique enrollment no. to the Students.

## 2.6. Student Performance and Learning Outcomes

**2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?**

- **Graduate Attributes**

  Yes, the University has certain well defined graduate attributes which the students are expected to acquire during their academic stay at the university. These Graduate Attributes can be summarized as follows:

**Graduate Attributes of the University**

| Graduate Attributes | Indicators |
|---|---|
| To function effectively as a Global Citizen | • Possesses professional skills, knowledge and competencies.<br>• Possesses ability to work effectively and responsibly in a global context. |
| To have social outlook and civic responsibility | • Understands social and civic responsibilities, human rights and sustainability.<br>• Contributes to the community by solving real life problems.<br>• Respects and values social, cultural and personal diversities. |
| To have investigative and analytical thinking abilities | • Has a well developed spirit of enquiry to help discover new facts, ideas and interpretation of facts.<br>• Creates new understanding through the process of critical analysis and research.<br>• Investigates problems and provides effective solutions. |
| To be techno-savvy | • Possesses ability to use ICT.<br>• Possesses ability to use electronic databases. |

Besides these, course objectives of each programme specified in the syllabus articulate the desired outcomes/goals of that course in terms of attributes, academic skills and learning goals.

Moreover, various **extra mural activities** organized by the University through guilds, clubs, etc, aim at inculcating the following generic skills in the students:

➢ Soft skills like Presentation skills, Communications skills, etc.

➢ Career Oriented Skills

➢ Entrepreneurship Skills

➢ Leadership skills

➢ Sense of patriotism

• **Implementation of Graduate Attributes**

The implementation of Graduate Attributes is facilitated through the following means:

➢ Inclusion of Graduate Attributes in curriculum development, teaching and assessment;

➢ Assigning of tasks based on the acquisition of the attributes and their assessment;

➢ The Generic Skills are implemented by way of offering:

o Some of the introductory components of study which are offered as compulsory papers at UG level, e.g. Foundation courses in Languages, Computer Science, etc.;

o Some extra modules of study offered as COSD courses, leading to Certificate, Diploma and Advanced Diploma, of which Certificate

course in one of the 64 such programmes is to be compulsorily taken in the First year;

o Co-curricular activities embedded in curriculum to be compulsorily taken in the first year, providing a varied learning experience;

o Platform for developing organizational skills among the students through opportunity to participate actively in planning and organization of all programmes/events;

o An atmosphere conducive to development of inter-cultural sensitivity through organization of cultural/exchange programmes.

- **Outcome of Graduate Attributes**

  The outcome of these attributes is monitored through the following systems operative at the University level:

  ➢ 2 credits per semester are awarded to those participating in one of the co-curricular activities viz. NCC/NSS/Sports/ cultural so as to inculcate in them a sense of patriotism, social responsibility and value of sports/games and cultural activities.

  ➢ Presentation, Linguistic and Entrepreneurship skills etc. form an integral part of the evaluative component of a number of courses and are hence monitored.

  ➢ Development of add on skills is monitored through the Continuous Assessment and annual examination pattern of Evaluation.

  ➢ Acquisition of Leadership Skills is evaluated on the basis of feedback obtained from students about the members of the student council that is taken and analyzed by the management every year.

**2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?**

Yes, the University has clearly stated learning outcomes for its academic programmes, specified as the course objectives in the copy of syllabus of each course. The students are made aware of these through:

- University website which has all the details of the courses including the course objectives;
- Copies of syllabus, which are kept in the department and the library;
- Orientation sessions organized in the beginning of the academic session where in the faculty members brief the students about the course objectives and learning goals.

**2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?**

To facilitate the achievement of the intended learning outcomes, strategies of effective instruction in the methodology of teaching-learning as well as in the system of evaluation and assessment have been structured as below:

**Teaching and Learning Strategies**

- Incorporation of Semester/Trimester-based systems in the academic process of the University.

- System of **Credit- based and unit based curricula** for learning.

- Framing of application, skill and competence-based curriculum in view of the learning outcomes of each programme, identified and specified according to the needs of industry and global scenario in the area of study.

- Introduction of new courses and updation of the old ones according to the contemporary trends and requirements.

- Clear statement of course objectives, according to the expectations of the learners.

- Compulsory component of Career Oriented and Skill Development Courses for all the first year students as an added certified vocational skill.

- Provision of BEC exam preparation classes to acquire qualification in the use of English language for the purpose of international business and the workplace.

- A compulsory research component in the form of Project in the curriculum at PG level and at UG level.

- Provision of additional Electives for advanced learners (Planning of the same is in pipeline).

- Adoption of the 'earn while you learn' scheme for greater emphasis on practical training and professional exposure.

- Integrated Teaching-learning methodology comprising face to face and e-learning.

- Concept of teacher's diary for effective and systematic implementation of the course content and subsequent achievement of the learning goals.

- Use of LCD projectors, Laptops, visualizers and models in the classrooms for effective delivery of content in a comprehensive manner.

- Availability of e-knowledge content and 1 GBPS connectivity under the National Mission on Education through ICT (NMEICT) undertaken with National Knowledge Network, A Ministry of Human Resource Development.

- Facility of fully automated e-library with subscription of more than 1000 e-journals like Springerlink, Questia, Delnet, etc.

### Assessment Strategies

- System of Continuous Assessment (CA), exists in the University to assess the performance of the students, which helps in -

  - ➤ **Continuous measuring** of level of their learning outcomes;

  - ➤ **Identifying slow learners** and giving necessary intervention to bring them at par;

  - ➤ Inculcating a habit to be **regular in classes**.

  - ➤ Encouraging **participation** and interaction in classes;

  - ➤ **Day to day assessment** of projects, seminars, etc;

  - ➤ Provision of **remedial tests** for students who want to improve or could not appear in any examination due to some unavoidable circumstances.

**2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?**

The university collects and analyses data on student learning outcomes in following ways -
- **Continuous assessment through ongoing evaluation of students' performance on various parameters**
- **Semester/Trimester End examinations**
- **Result analysis**.
- Feedback from all stakeholders
- **Placement status**.

  This data is used to identify barriers to learning and strategies are formulated to take appropriate measures like,
- The reports of the result analysis are provided to the faculty members for further **improvement in their pedagogical practices** to overcome the barriers to learning;
- Arrange **extra classes** for slow learners.

**2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?**

With due consideration to the changing academic scenario and to keep pace with the ever changing global trends and fast moving technological

developments, the University has introduced/incorporated the following advanced strategies for enhancing student learning and evaluation:

- **Advanced strategies for learning**

  - ➢ Transformation of campus to an e campus through introduction of **Metacampus** with features like, 24x7 learning environment and a better connectivity, to further enhance learning.

  - ➢ Facility of **smart classrooms** equipped with projectors and digital board; wi-fi connectivity, etc.

  - ➢ **Audio visual facilities** in classrooms for enhanced learning.

  - ➢ Facility of fully **automated e-library**.

  - ➢ Facility of 24x7 **high-speed internet** access, using fibre optic transmission line, high speed switches and routers.

  - ➢ Enrichment of laboratories and libraries by adding **advanced equipments** and updated learning tools.

  - ➢ Use of the most **advanced software** for the learning needs of the students for example, Digital Pen Tablets are used by the students of Fine Arts for further enhancement of their designing skills; Digital cameras are used by photography students, visualizers used by students of fashion technology, to name a few

    - o **CRS FM 7**, University's community radio is another teaching tool to provide students with a platform for advanced learning and professional exposure.

    - o Use of **University Website** as an effective media for dissemination of essential information regarding lectures, seminars, timetables, results etc.

- **Advanced strategies for evaluation**

  - ➢ **Computerization of whole system of examinations** to make it more efficient and convenient.

  - ➢ **Online system of examinations** for some of the foundation course like Our Environment, General Studies, Women's Studies, Computer Applications etc. and also for Research Entrance Test (RET).

  - ➢ Use of emails to facilitate quick and effective communication pertaining to examination.

- **Strategies to meet fresh/future challenges**

  - ➢ Enrichment and advancement of ICT and e-learning resources; and use of advanced technologies like multimedia, AUTOCAD, etc. so that the students can take maximum advantage of the same and be benefitted.

**Any Other Information**

- Centralized media facility to augment and support the teaching process.

- Reading habits encouraged in teachers through availability of latest books on subjects and IT facilities for downloading the latest reading materials.

- Record of daily teaching maintained by each teacher.

- Fortnightly meetings of teachers in each department to evaluate performance of students and to plan for forthcoming activities.

- Competence of teachers to handle different methods of teaching.

# THE IIS UNIVERSITY
# JAIPUR

# RESEARCH
# CONSULTANCY & EXTENSION

# CRITERION III

| | | |
|---|---|---|
| **3.1** | **Promotion of Research** | • The IISU-CRIT, The IIS University Centre for Research, Innovation and Training established to address the special challenges of research programmes<br>• Research Promotion Committee to Promote and monitor of research activities<br>• Regulatory bodies such as Research Board, Departmental Research Committees and Subject Research Committees to strengthen the research activities<br>• Incentives to faculty and students through awards/recognitions for excellence in research<br>• Emphasis on Interdisciplinary research<br>• Guest lectures, Conferences, Workshops regularly organized on new and emerging areas beyond curriculum<br>• Grant of research fellowships on merit cum need basis<br>• Provision of Teaching assistantship for research scholars |
| **3.2** | **Resource Mobalization for Research** | • Separate provision of budget for research activities<br>• Research projects sanctioned from external funding agencies<br>• Sanction of in-house students and faculty projects<br>• Well defined policy of Intellectual Property Rights<br>• Recognition of University as a Research Center from Department of Scientific and Industrial Research, Government of India<br>• Wide range of International and National linkages for collaborative research |
| **3.3** | **Research Facilities** | • Adequate infrastructure and other resources available for research<br>• Access to over 1000 e- journals through e-library<br>• Member of INFLIBNET<br>• Internet and Wi- Fi facility available for staff and students<br>• Regular up-gradation of existing facilities, databases, scientific books and softwares to name a few<br>• Provision of residential facility to the research scholars |
| **3.4** | **Research Publications and Awards** | • Publication of five in-house double blind peer reviewed journals in all faculties.<br>• 418 papers published by the faculty in peer reviewed national and international journals<br>• 123 books and chapters published in edited books by faculty<br>• 71 Interdisciplinary projects<br>• Currently 163 research scholars registered for the M.Phil./Ph.D programmes<br>• Participation in *Shodhganga* and *Shodhgangotri*<br>• 03 M.Phil theses have been submitted to UGC for being hosted on INFLIBNET.<br>• Robust mechanism for checking plagiarism using purchased softwares like Vipes, Grammarly and Turnitin<br>• Felicitation of research scholars and faculty for outstanding achievements in the field of research |
| **3.5** | **Consultancy** | • University has well structured consultancy policy<br>• Well formulated "CONNECT"- Industry Academia Cell<br>• Publication of Consultancy Directory<br>• Skilled Faculty as experts for consultation<br>• Consultancy provided to government, public and corporate sectors |

| | | |
|---|---|---|
| **3.6** | **Extension Activities and Institutional Social Responsibility (ISC)** | <ul><li>Sensitization of faculty and students on Institutional Social Responsibilities by taking up extension activities and outreach programmes through NSS, NCC, Rotaract Club, Red Ribbon Club and Population Education Club</li><li>Regular organization of Extension activities and outreach programmes</li><li>Credits for participation in NCC/NSS activities.</li><li>Information related to extension activities disseminated through academic calendar, University website and notice boards.</li><li>Active involvement of staff and students in planning and implementation of activities</li><li>Projects relevant to social needs, social justice and empowerment of the underprivileged taken up by the University.</li><li>Extension and education through in-house community radio station CRS Radio 7 and HAM Radio</li><li>UGC approved Centre for Women's Studies</li><li>Membership of CII-Young Indian Students Net and National Entrepreneurship Network.</li></ul> |
| **3.7** | **Collaboration** | <ul><li>MoUs with Research Institutes and Universities in India and abroad</li><li>Collaboration with industry and other external agencies for summer trainings and internships</li><li>Extension activities have resulted in increased research output, hands on experience to students, enhanced research quality, resource sharing and networking</li></ul> |
| **3.8** | **Best Practices in Research, Consultancy & Extension** | <ul><li>Identification of thrust areas of research</li><li>Financial support for promotion of research</li><li>Encouragement to collaborative and interdisciplinary research</li><li>Promotion and upgradation of latest tools and techniques for research</li><li>Integration of extension activities in the curriculum</li></ul> |

## 3.1   Promotion of Research

### 3.1.1   Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes, the University has a Research Promotion Committee (RPC) to monitor and address issues related to research. Besides this, regulatory bodies like Research Board, Departmental Research Committees, and Subject Research Committees have been constituted in different disciplines to strengthen research activities.

**The Research Promotion Committee is composed of:**
- Vice Chancellor –Chairperson
- Rector, Member
- Advisor, Member
- Dean, Faculty of Science, Member
- Dean, Faculty of Arts & Social Science, Member
- Dean, Faculty of Commerce & Management, Member
- One Professor (nominated by the VC), Member
- One faculty member  (nominated by the VC), Member Secretary

The committee has been able to promote a vibrant research culture through recommendations which have been successfully implemented, a few of which along with their impact are as follows:

| Recommendations | Impact |
|---|---|
| Budgetary allocation for student projects | Grant of Student projects by University<br>Research output from students |
| Financial assistance/ Budgetary allocation for Faculty projects | Faculty projects were granted<br>Increased research output |
| Provision of Research awards | University has instituted annual research awards for both faculty and students which has resulted in increased awareness and motivation |
| Felicitation of research activities | University has instituted Certificates of Appreciation for faculty which has resulted in faculty motivation |
| Grant of Fellowship on merit cum need basis in the Faculty of Arts, Science and Commerce | In all 06 students have benefited in last two years and more are encouraged towards research |
| Publication of in-house Research journals in each faculty in addition to Oorja | The following four  in-house journals are published anually;<br>• IIS Journal of Arts<br>• IIS Journal of Social Science<br>• IIS Journal of Science & Technology<br>• IIS Journal of Commerce and Management |
| Subscription to e –journals | The following e journals have been subscribed by the University<br>Inflibnet- Digital Library Consortium<br>• JSTOR<br>• Springerlink<br>• Annual Reviews<br>Delnet<br>Questia :  The Online Library |

| | |
|---|---|
| | EBSCO/Corporate Resource Net IEEE, J- Gate |
| Promotion of interdisciplinary research | Interdisciplinary research has been promoted by sanctioning research projects having an interdisciplinary approch |
| Promotion of the use of latest tools and techniques for research | Research based softwares have been purchased like SPSS version 18.0 and few other scientific equipments have been procured |
| Promotion for taking up consultancy projects | • Framing of Consultancy Policy<br>• Development of Consultancy Directory |
| Provision of travel assistance in research grant | Travel assistance has also led to research encouragement |
| Research based activities | More Conferences, Workshops and Guest lectures were organized |
| Identification of major thrust areas of research | Enabled faculty members to identify new and emerging areas based on local needs and global trends |
| Encouragement to Collaboration in research | Collaboration through MoUs were signed with Desert Medical Research Center, Jodhpur and Central Sheep and Wool Research, Avikanagar |

**3.1.2** **What is the policy of the university to promote research in its affiliated / constituent colleges?**

Being a Deemed-to-be-a-University, the institution does not have any affiliated/ constituent colleges.

3.1.3 **What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects?**
∗ **advancing funds for sanctioned projects**
∗ **providing seed money**
∗ **simplification of procedures related to sanctions / purchases to be made by the investigators**
∗ **autonomy to the principal investigator/coordinator for utilizing overhead charges**
∗ **timely release of grants**
∗ **timely auditing**
∗ **submission of utilization certificate to the funding authorities**

The University has adopted certain proactive mechanisms to facilitate the smooth implementation of research schemes/projects, which is realized by:

**Advancing funds for sanctioned projects**
• In order to ensure timely commencement of the projects, sanctioned by the external funding agencies the university allocates an **advance up to 25% of the sanctioned amount out of its own funds**
• The University invites annual projects from the faculty and students and provides seed money to initiate research after proper screening of the received proposals

**Simplification of the procedures related to sanctions / purchases to be made by the investigators**

- The Principal Investigator identifies the requirements of the project and the purchase committee looks into the process of purchases such as inviting quotations, examining the comparative statement and after negotiations makes recommendations for the purchase orders to be placed.

- Annual rate contracts for purchase are finalized in advance and followed for the rest of the year.

**Providing autonomy to the principal investigator/coordinator for utilizing overhead charges**

- Special permission is granted to Principal Investigator for finalizing purchases. The Principal Investigator/Coordinator is also given full autonomy for utilizing overhead charges with regard to office support, processing, administrative and accounting charges etc.

**Releasing the grants timely**

- Once the grants are received the same are released in phases by the Registrar through Accounts Department as per requirements made through Principal Investigator such as procuring various equipments, books, travel and contingency purpose without any delay, so as to facilitate timely completion.

**Timely auditing**

- The projects are audited within a period of two months after their completion.

**Submitting the utilization certificate to the funding authorities**

- After the completion of the project and submission of the statement of expenditure by the Principal Investigator, the same are verified by the Accounts Department and then audited by the Chartered Accountant and consequently Utilization Certificate is issued.

  **The faculty members are made aware of all these mechanism for smooth    functioning.**


**3.1.4   How is interdisciplinary research promoted?**
  **\*    between/among different departments /schools of the university and Collaboration with national/international institutes / industries.**
  **\*    interdisciplinary research is promoted between/among different departments /schools of the university**

The University encourages its faculty members to undertake interdisciplinary collaborative research projects in various emerging areas of research by the way of following:

- By **promotion of ways to deconstruct disciplinary divide** at the level of departments, like providing information about careers that involve moving across disciplines, an open disposition towards other disciplines, their terminologies, methods, way of thinking, previous stories of interdisciplinary collaboration, by having network across a range of disciplines and by organizing Conferences, Workshops, FDPs and Guest Lectures in topics of interdisciplinary research.

- By **promoting certain common skills and techniques** that are required for promotion of multidiscplinatry research in several discipline such as the Department of Chemistry and Life Science collaborate to carry out synthetic and analytical work on animal/plant experimental models.

- By undertaking **familiarization exercises** to develop comprehension on different themes and disciplines to promote interdisciplinary research at UG and PG levels.

- By encouraging the **faculty to undertake M. Phil and Ph.D research** work in interdisciplinary areas as well as work in allied disciplines.

- By **disseminating the understanding of a range of research methods** to carry on interdisciplinary Research.

- By making the **database, methods, theories and publications across disciplines available** to researchers to produce a broader understanding of issues under consideration for promotion of interdisciplinary research.

- By organizing National Seminars, workshops, and other activities in **joint collaborations** with different departments, in which the faculty and the research scholars from diverse disciplines participate and contribute to knowledge addition in the field promoting interdisciplinary research.

- By **publicizing all information of funding agencies and programmes** through emails and notices on the departmental display boards for information of all those interested in undertaking research in interdisciplinary areas.

- By **regularly emailing all the information of the forth coming conferences and workshops** of diverse nature to all faculty members and research scholars.

### Collaboration with national/international institutes / industries

Collaborative and interdisciplinary research is encouraged at the University by:

- **Associating researchers and academicians from different Scientific Laboratries/Universities/Organizations** and **recognizing them as Supervisors and Co-Supervisors**, in accordance with the provisions in M. Phil. and Ph.D By laws of the University. At present the University researchers and Scientists from different organizations such as Desert Medical Research Center, Jodhpur and Central Sheep and

Wool Research, Avikanagar are approved Supervisors for M.Phil/ Ph.D.

- **Promoting cooperation between academic disciplines and private sector companies**, to enable information, technological transfer and providing hands-on experience to the researchers.

- **Signing MoUs with other organizations to facilitate collaborative research** as outlined below:
  - ➢ Research with the Defense Research Development Establishment (DRDE), Gwalior
  - ➢ Central Sheep and Wool Research Institute at Avikanagar for interdisciplinary and collaborative research.
  - ➢ Post Graduation Education and Research Centre for Livestock Heath & Production, Rajasthan University of Veterinary and Animal Science, Jaipur
  - ➢ C.D.P.S.M. Rajasthan Police Academy, Jaipur
  - ➢ Kumarappa National Handmade Paper Institute, Sanganer , Jaipur
  - ➢ Disha- Center for Special Education, Jaipur
  - ➢ Umang - Centre for Research, Jaipur
  - ➢ Rajasthan Rajya Bunkar Sahkari Sangh, Jaipur

All these collaborations enable the faculty and research to take up research beyond the University limits with a broader base.

### 3.1.5 Give details of workshops/ training programmes/ sensitization programmes conducted by the university to promote a research culture on campus.

The University has organized several workshops/ training programmes/ sensitization programmes to promote a research culture on campus, details of which are encloed at Annexure-1.

### 3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

The University facilitates researchers of eminence to visit the campus as adjunct professors to guide and interact with young researchers.

Felicitation is furthered by:
- **Having them as external members on academic and research bodies** like Academic Council/ Board of Studies/ Research Board/Editorial Advisors etc.
- Inviting them as **Resource persons in conferences / workshops** organized by the University

- Inviting them as **experts for lecture series** related to their specialized fields
- Involving them as **Supervisor and Co- Supervisor**
- **Signing MoUs/ MoAs with their organizations**
- Organising **interactive sessions** on areas of their expertise

**The impact of such efforts on the research activities of the University is manifold.**

**Their expertise has:-**
- accelerated the overall quality of research at the University
- enriched the students with **innovative ideas** and **transfer of knowledge**
- developed scientific training leading to **research understanding**
- enabled **access to Library and Research Centres** of other organizations
- provided information regarding **schemes of research grants and fellowships**
- enhanced **societal capacity** of faculty and students for research, innovation and critical analysis
- augmented **professional competence**
- brought about **greater recognition** to the university among academic peers
- helped garner **extra mural support** through the eminent scholars
- helped in **expanding the research and academic infrastructure** of the University
- boosted  UG and PG level teaching and  motivated the students to take up research

**3.1.7    What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.**

The University has earmarked 5% of the total budget for research.

The **head wise expenditure for the session 2012-13** is as follows:

| Heads | Budget Allocation (in Rs.) | Budget Utilization (in Rs.) |
|---|---|---|
| Books | 5,00,000 | 3,87,386 |
| Journals | 2,00,000 | 1,75,621 |
| Periodicals | 60,000 | 24,567 |
| Online Database | 1,350,000 | 13,24,011 |
| Equipment | 5,00,000 | 3,85,900 |
| Consumable/ Chemicals | 5,00,000 | 2,78,217 |
| Faculty Projects | 2,50,000 | 64,895 |
| Student Projects | 80,000 | 70,500 |
| Fellowship | 5,00,000 | 1,72,096 |
| Journal Publication | 3,00,000 | 2,54,350 |
| Meeting | 2,00,000 | 1,01,000 |
| Honorarium | 4,00,000 | 3,89,272 |
| Travel | 1,00,000 | 60,484 |
| Contingency | 60,000 | 17,304 |
| **Total** | **5,00,000** | **37,05,603** |

**3.1.8** **In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.**

Being a Deemed-to-be-a-University, the institution does not have any affiliated/ constituent colleges.

**3.1.9** **Does the university encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.**

Yes, the University is in the process of awarding Post Doctoral Fellowships/Research Associateships**.** The scheme has been advertised in the newspaper as well uploaded on the University website and is subject to receiving registration from the candidates. The form and guidelines have been devised for this purpose.

The University has a post-doctoral fellow currently working in the Department of Environmental & Life Sciences under D. S. Kothari, Post Doctoral Fellowship Scheme awarded by UGC.

**3.1.10** **What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?**

The University provides an opportunity to concentrate on research and has a provision of sabbatical leave for pursuit of higher research in premier institutions within the country and abroad. About 11 faculty members have been granted sabbatical leaves.

The University monitors the output of these scholars by means of the following:
- **progress report** submitted by the faculty at the end of the leave
- **certificate of attendance** from the concerned organization
- **deputing trained faculty as a  facilitator** for imparting the skills acquired during the period

**3.1.11** **Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.**

The University regularly organizes National and International Conferences/ Seminar/ Symposia/ Workshop/Training Programmes where in scholars / scientists of eminence are invited. The details of the same are enclosed as Annexure-2.

## 3.2    Resource Mobilization for Research

### 3.2.1    What are the financial provisions made in the university budget for supporting students' research projects?

The University has sufficient financial provisions for supporting students Research projects in its Budget in the last three years. 33 student projects were sanctioned in the last three years to the tune of about 2 lakhs per annum.

### 3.2.2    Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

Yes, the University has **framed its own IP Policy** and has taken special efforts to encourage its faculty to file for patents.

- A **special committee** is constituted as per the policy requirement for smooth functioning of the IPR Cell.

- A registered **Intellectual Property Attorney** has been **appointed** in the Cell

- The University has also **created awareness** by:
  - Organizing FDPs, special lectures and conferences
  - Celebrating  World IP Day on 26th April
  - Including one module on **IPR in the course curriculum** in like Environment, Physics etc.
  - Offering  **Diploma in IPR and Patents as an Add-on course** since 2012-13 and starting **COSD Certificate and PG Diploma in IPR** in 2013-14 session

- Encouraging the faculty **to undertake training programmes** on Intellectual property rights and Patents.

- Providing **financial and infrastructural support**

**Three patents have been registered so far. One has been accepted and two have been filed.**
- Pyran-2-onef: as Hepatoprotective Agent by Dr. Pragya Sinha
- Synthesis of Metal Complexes of Cephalosporins and their Antibacterial Studies by Nitin Tandon and Prof. Raakhi Gupta  ( Applied For)
- Polymorphic Study Process for Crystallization of Sucrose by Runjhun and Dr.Raakhi Gupta ( Applied for)

### 3.2.3    Provide the following details of ongoing research projects of faculty:

The faculty members at the University are actively involved in research and regularly apply for research projects to external agencies like UGC etc. Details of the projects undertaken by the faculty are enclosed as Annexure-3.

**3.2.4** **Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.**

Yes, the University has received **projects from industries** for carrying out projects. The details are as follows:

| Name of the Department | Name of the Project | Funding Agency | Grants received |
|---|---|---|---|
| Department of Life Science | Isolation of arsenite oxidizing bacteria from soil and purification of the oxidizing enzymes | DRDE, Gwalior | 4,56,000/- |
| Dept of Psychology | Analysis of the reasons of not registering of FIRs of vehicle theft incidents reported to the Police Control room in the jurisdiction of Jaipur police Commissionerate | Rajasthan Police Academy, Jaipur | 40,000/ |
| Dept of Psychology | Study of the number of mobile phone theft cases/missing reports, number of phones traced, number of phones recovered and handed over to the complainants and legal action against the offenders. | Rajasthan Police Academy, Jaipur | 40,000/ |
| Dept of Psychology | Analysis of the registered cases of vehicle theft incidents and identifying/ mapping the most vulnerable points of these incidents-police stationwise,types/make of vehicles stolen frequently and recommendations for possible prevention in the jurisdiction of the Jaipur Police Commissionerate | Rajasthan Police Academy, Jaipur | 40,000/ |
| Department of Sociology | Alternative Dispute Resolution in Bundi: An Evaluation | Rajasthan Police Academy, Jaipur | 30,000/ |

**3.2.5** **How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.**

The IIS University has got its recognition as a Research Center from **Department of Scientific and Industrial Research, Government of India**. The disciplines from Faculty of Science that were sanctioned grant for research by UGC for Development of Basic Scientific Research are the departments of **Biotechnogy, Botany, Chemistry, Computer Science & IT,**

**Environment Studies, Geography, Home Science, Mathematics, Microbiology, Physics and Zoology**. Further, the University is in the process of sending proposals to UGC and other funding agencies for research activities under different schemes and special assistance programmes.

The IIS University prior to becoming Deemed University had its identity as International College for Girls and was recognized as **"College with Potential for Excellence" by UGC.**

**Two significant outcomes are:**

- Boost and support to research in Science
- Enhancement of infrastructural facilities.

### 3.2.6 List details of

**a.   Research projects completed and grants received during the last four years (funded by National/International agencies).**

The details of research projects completed and grants received are available at Annexure-4.

**b.   Inter-institutional collaborative projects and grants received**

The University has a wide range of linkages for collaborative work. Some of the collaborations at International and National level are as follows:

**i) International Collaborations**

- Kent State University, Ohio, USA.
- Intellectual Property Summer Institute, University of Hamshipre, USA
- Phillipps Universitat, Marburg, Germany

**ii) All India Collaborations**

- Defense Research and Development Establishment (DRDE), Ministry of Defence, Government of India,  Gwalior

**Collaboration with the Central/ State Government Institutions /Organizations**

- Rajasthan Rajya Bunkar Sahkari Sangh, Ltd.,Jaipur
- Post Graduation Education and Research Centre for Livestock Health & Production, Jaipur Centre, Rajasthan University of Veterinary and Animal Science, Bikaner.
- Genpact, Jaipur
- Birla Institute of Scientific Research, Jaipur
- Kumarppa National Handmade Paper  Institute, Jaipur
- Umang –Centre for Special Education , Jaipur
- Disha- Center for Special Education, Jaipur
- C.D.P.S.M. Rajasthan Police Academy, Jaipur
- Centre for Sheep and Wool Research, Avikanagar

**The University has recognized 67, 144 and 49 institutions in the faculties of Arts and Social Sciences, Science and Commerce and Management respectively where the students can carry out their research**.

**Various inter institutional collaborative projects along with grants received are as follows:**

| Name of the Department | Name of the Project | Funding Agency | Grants received |
|---|---|---|---|
| Department of Life Science | Isolation of arsenite oxidizing bacteria from soil and purification of the oxidizing enzymes | DRDE, Gwalior | 4,56,000/- |
| Dept of Psychology | Analysis of the reasons of not registering of FIRs of vehicle theft incidents reported to the Police Control room in the jurisdiction of Jaipur police Commissionerate | Rajasthan Police Academy , Jaipur | 40,000/ |
| Dept of Psychology | Study of the number of mobile phone theft cases/missing reports, number of phones traced, number of phones recovered and handed over to the complainants and legal action against the offenders. | Rajasthan Police Academy, Jaipur | 40,000/ |
| Dept of Psychology | Analysis of the registered cases of vehicle theft incidents and identifying/ mapping the most vulnerable points of these incidents-police stationwise,types/make of vehicles stolen frequently and recommendations for possible prevention in the jurisdiction of the Jaipur Police Commissionerate | Rajasthan Police Academy, Jaipur | 40,000/ |
| Department of Sociology | Alternative Dispute Resolution in Bundi: An Evaluation | Rajasthan Police Academy, Jaipur | 30,000/ |

## 3.3    Infrastructure for Research

### 3.3.1   What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

Efforts have been made by the university to improve its infrastructure requirements to facilitate research by

- **Upgrading and modernizing  the research laboratories**

- Acquiring essential equipments and providing adequate laboratory space

- **Setting up an e- library** and subscribing to  e-journals

- **Up-grading existing facilities**, databases, scientific books etc.

- **Purchasing software packages** like SPSS, WEIN 2K, Quarck express and Photoshop

- **Subscription** of **1Gbps lease line connection**, wi fi connectivity to all departments

- **Establishing Animal house** for the upkeep of animal experimental models

The University attempts to meet the needs of researchers in the emerging disciplines through **scientific and technological competition**, **intellectual stimulation** and **financial incentives**, which are met by

- **Developing infrastructural facilities** in the University

- Orienting the students towards research activities

- Organizing conference, workshop and motivational lectures.

- Providing **research orientation** to the students at the PG level through **conduction of research projects/ dissertations as a compulsory part of curriculum**

- Providing **information** about National and International research fellowships

- Conducting **classes for the preparation of eligibility tests** for Research fellowships

- Providing **information** to the staff and students about getting **Research and Development funds for research** in emerging fields

- Incorporating **courses and papers on innovative and emerging areas** in UG and PG research

- Deputing scholars to **visit** the **Research Centers and Institutes of higher learning** for intermittent periods.

- Establishing **linkages for the use of library and laboratory resources**

- Setting up **collaborations through MOUs** with Research Institutes and Universities in India and abroad.

- Obtaining **financial assistance from funding agencies** like UGC/ DST by encouraging students to undertake research

- Encouraging the faculty to **undertake external funded projects**

- Sanctioning **in-house students and faculty projects**

- Encouraging researchers to take facilities provided by Central/ State Govt. and other research centers.


### 3.3.2   Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

Yes, the University has an Information Resource Centre ( IRC) to cater to the needs of the researchers. It is equipped with the latest information technology

to disseminate and archive academic material. The university IRC has the resources of the university's central library, e-library and ICT and other resources taken together.

Some of the major research facilities that have been developed and made available on campus under IRC of The IIS University include:

```
          ┌─────────────────────┐
          │     Information      │
          │  Resource Centre    │
          └─────────────────────┘
                     │
       ┌─────────────┼─────────────┐
┌──────────────┐ ┌──────────┐ ┌──────────────┐
│Central Library│ │E-Library │ │  ICT & other │
│              │ │          │ │   Resources  │
└──────────────┘ └──────────┘ └──────────────┘
```
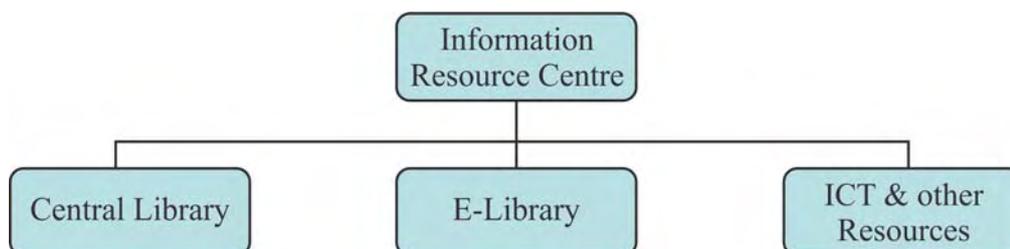
**Central Library** of The University is well stacked with a rich collection of:
- **Text books and reference books**
- **Research journals** and magazines
- Current and back volumes of National and International journals and periodicals in print and online formats
- **Project/ Research reports**- Health, WHO, Census, etc.
- **Proceedings** of National and International seminars and conferences
- Latest **reference material**, including dissertations and thesis
- **Audio Visual CDs**

**E Library** of The IIS University provides access to thousands of journals, texts and abstracts, on-line libraries and databases like:
- **INFLIBNET-Springer link** (extending access to 1100 Journals)
- **EBSCO's Management database**
- **JSTOR Electronic database**

**ICT and other resources** at The IIS University provides access to its faculty members and research scholars to the following ICT resources
- The University has **5 computer laboratories** which house over 450 high configuration Pentium IV computers. Resources in these labs are further augmented by features like licensed soft ware from Microsoft, 22 laptops, and **high speed  broad band internet facility**
- All Computers are on LAN (**with Giga LAN Wi-fi connectivity**)
- **1Gbps lease line** for internet access is extended to the entire campus
- **Campus networking** is with Fiber Optic backbone
- **Licensed Microsoft and other softwares**, like SPSS package, Mathematica AutoCAD, REACH CAD, ARAH CAD/ CAM systems of weaving, ARAH Paint, and Video Editing Software etc.
- Linkage with the **National Knowledge Network** in collaboration with National Mission on Education through ICT (NMEICT),
- Sophisticated latest electronic equipments, like the print and photocopying machine and automated cataloguing facility
- **Virtual Learning Centre** for online access to other modern digital  library facilities

The scholars also have an access to the library resources of the sister institutes of the University viz. IISM, IIMET.

### 3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

University Science Instrumentation Centre (USIC) is in the process of getting established. Currently the research scholars are availing the services of USIC, University of Rajasthan for maintaining and designing the instruments.

The University has many types of equipment and instruments to enable research like UV Visible spectrophotometer, Laminar Air flow chamber, Photography microscope, PCR, Printing Press etc. The University also provides facilities like Computer Maintenance Cell, Electrical Maintenance Unit, Carpentry Workshop, Gas Bank for supply and installation of Gas pipeline, Laundry unit to name a few.While the University has all these workshops, it is in the process of augmenting it under the head of USIC. It has been catering to the needs of the researchers for in-house instruments for the research laboratories of the University and Science departments in particular.

Special grants are also allocated to the tune of 32 lakhs. These are allocated for the maintenance and manufacturing of certain instruments.

### 3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

Yes, the University provides residential facility to the research scholars with Wi- Fi and internet facility available for 24 hrs. Research scholars can reside in the **University hostel** on payment. The visiting scientist national/international and Postdoctoral fellows and research scholars also make use of the residential facility.

### 3.3.5 Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?

Yes, the University has a specialized research centre/ workstation on-campus by the name of the **IIS University Centre for Research, Innovation and Training (The IISU-CRIT)**. It has been created to give boost to research and address the special challenges of research programmes by:

- Organizing programmes to **initiate research aptitude** among young students

- Motivating the students to think innovatively in the different areas of Science, Social Science, Management, Commerce etc.

- Organizing trainings, workshops, seminars etc on contemporary issues in the different disciplines

- To help the faculty and research scholars for preparing research plans and projects for getting financial assistance from the funding agencies like ICSSR, UGC,DST and other central and state government agencies.

**3.3.6 Does the university have centers of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.**

As the University has recently been granted the status of a deemed university, it is in the process of developing research centers of national and international recognition/repute and upgrading the existing ones.

## 3.4 Research Publications and Awards

**3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.**

Yes,. The University has undertaken publication of **in-house double blind peer reviewed journals** in all faculties.

Five research journals being published by the University are as follows:
- **The IIS University Journal of Arts ( ISSN  2319-5339)**
- **The IIS University Journal of Social Sciences (ISSN 2319-2593)**
- **The IIS University Journal of Science and Technology (ISSN 2319-2607)**
- **The IIS University Journal of Commerce and Management (ISSN 2320-4907)**
- **International Journal of Management & IT - Oorja (ISSN 0974-7869).**

The **Editorial Board** of various Research Journals published by the University are:
- Chief Editor
- Managing/ Local Editor
- Editorial Advisory Members

**Editorial Policy :** The IIS University publishes five double blind peer-reviewed academic journals in a print form annually. It strives to promote innovative, original and knowledge based research. It also provides a forum for an in-depth analysis of issues, research outputs and activities related to various disciplines. The journals endeavor to publish articles/papers based on

unbiased content and original research. Articles accepted for publication within the Journals include research articles, research papers and review articles.

The IIS University Journals are committed to encourage papers/articles based on inter-disciplinary and application based research without taking any publication charges from the contributors. All Journals have a definite Editorial Process, Guidelines to authors, Code of Ethics for the Editors and copyright permission policy.

The above mentioned journals are in the process of getting listed in international database.

**3.4.2    Give details of publications by the faculty:**
  * **Number of papers published in peer reviewed journals (national / international)**
  * **Monographs**
  * **Chapters in Books**
  * **Books edited**
  * **Books with ISBN with details of publishers**
  * **Number listed in International Database (For *e.g*. Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)**
  * **Citation Index – range / average**
  * **SNIP**
  * **SJR**
  * **Impact Factor – range / average**
  * **h-index**

**Details of Publications**

| Details | Number/ Range |
|---|---|
| Papers published in peer reviewed journals | **418** |
| Chapters in Books | **50** |
| Books edited | **06** |
| Books published | **123** |
| Number listed in International Database ( scopus) | **178** |
| Citation Index – range / average | **1-04** |
| SNIP | **0.019-4.434** |
| SJR | **0.100-2.649** |
| Impact Factor – range / average | **0.063-10.959** |
| h-index | **1-12.82** |

The details of research publications by the faculty are available at Annexure-5.

**3.4.3** **Give details of**

* **Faculty serving on the editorial boards of national and international journals**

The following faculty members are serving on the editorial boards of National and International journals:

**Justice S.N Bhargava**

- Member, Editorial Board, Oorja: International Journal of Management & IT

**Dr. Ashok Gupta**

- Member, Editorial Board, Oorja: International Journal of Management & IT

**Prof. Raakhi Gupta**

- Member, Editorial Advisory Board, The IIS University Journal of Science & Technology,
- Member, Editorial Advisory Board, The IIS University Journal of Social Sciences,
- Member, Editorial Advisory Board, The IIS University Journal of Arts,
- Member, Editorial Advisory Board, The IIS University Journal of Commerce & Management

**Prof. K.S Sharma**

- Member, Editorial Board, The IIS University Journal of Science & Technology
- Member, Editorial Board, The IIS University Journal of Commerce & Management

**Prof. R.K Bansal**

- Member, Editorial Board of Phosphorous, Sulfur, Silicon & Related Elements
- Member, Editorial Board, The IIS University Journal of Science & Technology

**Prof. Pradeep Bhatnagar**

- Member, Editorial Board, The IIS University Journal of Science & Technology

**Prof. N.K Jain**

- Member, Editorial Board, The IIS University Journal of Social Sciences,
- Member, Editorial Board, The IIS University Journal of Arts

**Prof. M. K Sharma**

- Member, Editorial Board, The IIS University Journal of Commerce & Management

**Prof. Roopa Mathur**
- Member, Editorial Board of Indian Journal of Psychological Science, Chandigarh

**Prof. Nisha Yadav**
- Co-Editor, Rajasthan Sociological Association Newsletter

**Prof. Kawaldeep Dixit**
- Member, Editorial Team, Oorja: International Journal of Management & IT

**Dr. Swati V. Chande**
- Associate Editor, International Journal of Computational Intelligence Techniques
- Associate Editor, Journal of Data Mining and Knowledge Discovery
- Member, Editorial team, Oorja: International Journal of Management and IT
- Reviewer, International Journal of Computer and Electrical Engineering

∗ **Faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies**

The following faculty members have served as members of steering committees of international conferences:
- Prof. R K Bansal
- Prof. Raakhi Gupta
- Prof. N.K. Jain
- Prof. Pradeep Bhatnagar
- Prof. Roopa Mathur
- Dr. Rimika Singhvi
- Dr. Priyanka Mathur
- Dr. Swati V. Chande

**3.4.4 Provide details of**
- ∗ **research awards received by the faculty and students**
- ∗ **national and international recognition received by the faculty from reputed professional bodies and agencies**
- Number of research awards received by faculty members (yearwise) is as given below. Details of the same are available as Annexure-6A

| Year | No. of Awards |
|------|---------------|
| 2013 | 02 |
| 2012 | 11 |
| 2011 | 16 |
| 2010 | 6 |
| 2009 | 5 |

- Number of research awards received by students (yearwise) is as given below. Details of the same are available as Annexure-6B

| Year | No. of Awards |
|------|---------------|
| 2013 | 03 |
| 2012 | 06 |
| 2011 | 01 |
| 2010 | 01 |

Besides this :

➢ University felicitates its faculty by way of instituting **awards**.

➢ The University also felicitates the faculty members, for their contribution in the field of research by awarding **Certificates of Appreciation**.

➢ The University also felicitates research scholars for outstanding achievement in the field of research with **'Researcher of the Year' award**. Among Full Time Researchers Ms.Suman Krishnaia and among Part-Time researchers Ms. Priyanka Raghuvanshi were awarded Researcher of the Year Award in the session 2011-12.

- Information regarding memberships/ national recognitions received by the faculty members is at Annexure-6C.

Besides this a number of faculty members have been invited as resource persons in Conferences/ Workshops/Seminars and also delivered talks/presented papers**.**

**3.4.5** **Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in *Shodhganga* by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?**

The University started its M.Phil/Ph.D programmes from the academic session 2010-11, after attaining the status of Deemed-to-be-University. Currently there are 163 research scholars registered under M.Phil. and Ph.D programmes of the University. Each research supervisor is guiding 2-4 candidates on an average.

### Number of M.Phil. and Ph.D. Scholars

| Deparment | M.Phil | | Ph.D | |
|-----------|-----------|---------|-----------|---------|
| | Submitted | Awarded | Submitted | Awarded |
| Chemical Sciences | -- | -- | 02 | 02 |
| Behavioral & Physical Sciences | -- | -- | 01 | -- |
| Home Science | -- | -- | 02 | 02 |
| Life Sciences | -- | 26 | 02 | 07 |
| Social Sciences | 01 | 01 | -- | -- |
| Management | 01 | 01 | -- | -- |

Under the aegis of The IIS University 03 candidates have been awarded M.Phil degree and Ph.D degrees are yet to be awarded.

Yes, the University participates in Shodhganga. The theses awarded by the University so far have been submitted to UGC for being hosted on

INFLIBNET. Besides, the University also participates in Shodhgangotri by forwarding the soft copies to UGC for being hosted on INFLIBNET.

**3.4.6**   **What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.**

The **Research Bye-Laws** of the University have provisions to check Plagiarism **(Chapter XVI –Unfair Means and Plagiarism).** The University has also **procured softwares** like Vipes, Grammarly and Turnitin softwares to check plagiarism of the theses and Research papers. **No case of Plagiarism** has been reported in the University so far.

**3.4.7**   **Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?**

Yes, different departments in the University collaborate to promote inter disciplinary/interdepartmental research. The number of Interdisciplinary projects undertaken in the University is 71, so far. The following departments are involved in interdisciplinary endeavours:

- Department of Home Science with Chemical Sciences
- Department of Environmental & Life Sciences
- Department of Chemical Sciences
- Department of Physical & Computing Science with Home Science
- Department of Fashion and Textile Technology with Management
- Department of Behavioral and Health Sciences with Social Sciences
- Department of Commerce with Social Sciences
- Department of Management with Behavioral and Health Sciences, Home Science
- Department of Social Science with Tourism Management

The collaborative and interdisciplinary research is also encouraged at the University through association with leading researchers and academicians from different Universities/organizations as Supervisors and Co-Supervisors and signing of MOU with outside research centres. One such MOU is signed with Kumarappa Institute of Handmade paper and Desert Medical Research Centre, Jodhpur respectively.

**3.4.8**   **Has the university instituted any research awards? If yes, list the awards.**

Yes, the University has instituted research awards which are as follows:

- It felicitates research scholars, for their outstanding achievements in the field of research, with "**Best Researcher of the Year award**". The award is given on the basis of their significant contribution in the form

of publication in Journals /Books, Conference proceedings, Oral/Poster presentations etc.

- It also offers institute fellowships/scholarships to the research scholars registered for M.Phil and Ph. D programmes. The fellowships are granted in each faculty on need cum merit basis.

- The University also felicitates its faculty members for their significant contribution in Research by awarding **Certificate of Appreciation**.

### 3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

Incentives are given to the faculty by the University for receiving state, national and international recognition for research contributions in the form of:

- Awards and Certificates of Appreciation
- The contributions of the researchers are published in the **Book of Achievements**
- Their achievements are also displayed on the notice board and on University Website

## 3.5 Consultancy

### 3.5.1 What is the official policy of the University for Structured Consultancy? List a few important consultancies undertaken by the university during the last four years.

For Structured Consultancy the University has a cell in the name of *"CONNECT"*– **Industry Academia Cell**, which involves creation, exportation and transfer of knowledge.

**The official policy of the University for Consultancy is as follows:**

- The consultancy offered may be individual or group consultancy
  - ➢ Individual Consultancy relates to work undertaken by a faculty member/student in his/her individual capacity.
  - ➢ Group Consultancy relates to advice rendered to or work done for an Industry/Organisation, by a Department/Group of faculty members/students on behalf of the University.
- The Principal Consultant and other policy matters pertaining to each project shall be decided by the Chairman of the Executive Committee of the Industry-Academia cell based on the recommendations of the concerned Dean and duly forwarded by the Head of the Department.
- The research projects sanctioned by the Industry/Business Houses shall be taken up under agreement/MOU or MOA to be signed between the University and the funding agency.
- Sufficient funds shall be provided by the funding agency to the University so as to carry out the project successfully

- Consultancy should not prove a hindrance in the efficient discharge of academic duties by the faculty member taking up the project.
- All research contracts and consultancies must be priced to cover direct and indirect costs, and allow for distribution of a portion of the income to the University and individual/ group

**Thrust areas tapped for Consultancy are:**

### ➢ Policy framing for other Universities

| | | |
|---|---|---|
| Prof. K.S. Sharma | Statute and Ordinance formation | Central University of Rajasthan, Bandra Sindri, Kishangarh, Ajmer |
| | Scrutiny of application forms and evaluation of API. | Central University of Rajasthan, Bandra Sindri, Kishangarh, Ajmer |

### ➢ Exhibition and Displays

| | | |
|---|---|---|
| Mr Shwet Goel | Paintings and Murals Designing | Police Academy Rajasthan, Jaipur |
| Mr Mahesh Singh | Campaign Designing Exhibition and Display :Paintings and Murals | Las Vegas Restaurant Police Academy Rajasthan Jaipur |
| Ms Ujjwala M Tiwari | Mural Designing and Painting Display | Pink Pepper Restaurant, Jaipur |

### ➢ Textile Craft : Durri Weaving at Rajasmand

| | | |
|---|---|---|
| Ms Pratibha Mishra | Impart skill based training to develop new designs in Durri Weaving Provide supplementary source of income to rural women for improving their socio-economic conditions | Rural Non-Farm Development Agency at Amet, Rajsamand, Udaipur |

### ➢ Window Display and Interior Designing Services

| | | |
|---|---|---|
| Prof. Radha Kashyap | Development of eco-friendly apparel | Rural Non Farm Development Agency, Jaipur |
| | Window display, setting up of showroom | Rajasthan Rajya Bunkar Sahkari Sangh, Jaipur |

### ➢ Consumer Services and Marketing

| | | |
|---|---|---|
| Ms. Aditi Gupta | Marketing | BNK Capital Markets Ltd., Jaipur |

### ➢ Water Conservation and Environment Protection

| | | |
|---|---|---|
| Prof. Pradeep Bhatnagar & Ms. Charu Jhamaria | Processing and Utilization of bio waste | Thermal Power Plant, Uniara |
| Prof. Pradeep Bhatnagar & Ms. Charu Jhamaria | Water Conservation for plantation for green belt development | Shree Cements, Cement Plant, Beawar |

### ➢ Nutrition and Health/ Women and Child welfare

| | | |
|---|---|---|
| Dr Jyoti Gaur | Family and Career Life Skill Development for Women | Gyan Seva Samiti, Jaipur |
| Dr. Nalini Toluka | Women and Child welfare | Chitransh Samajik Vikas Sansthan, Jaipur |
| Dr. Swati Vyas | Training on Management of Severe Acute Malnutrition (1-5 years old children) | Para Medicals and Medical Personnels posted in MTC Centres, Rajasthan |

## ➢ Food Service Management

| Prof. Raakhi Gupta<br>Prof. Ila Joshi | Food Service Management Specific Improvement Plan (SIP) for Catering Facility | MICO-BOSCH, Jaipur |
|---|---|---|
| Prof. Ila Joshi | Setting up of Hostel mess | Central University, Kishangarh |

## ➢ Translation

| Ms. Prachi Goswami | Interpretation (German-English &English -German)<br>Translation<br>Consultant Trainer | MICO-BOSH, Sitapura |
|---|---|---|
| Dr Swarnendu Bakshi<br>Ms. Tanuja Yadav | Translation (English - French & French - English) | • Engineers India Limited (EIL)<br>• Central Bureau of investigation (CBI)<br>• Asea Brown Boveri (ABB)<br>• Telecommunications Limited (TCIL)<br>• Electronic Cooperation (ECIL)<br>• Alliance Francise, Jaipur<br>• Lifetree, Embassy of Morocco |

## ➢ Psychological profiling

| Prof Roopa Mathur<br>Dr.Bhawna Arya<br>Dr. Kanika Rai | Testing PIA(Personality, Interest,Personality and Aptitude Profiles) profiles | Aditya Birla School, Chittorgarh |
|---|---|---|
| Ms. Rimpy Sharma<br>Ms.Dhruvita Sharma | Vocational Counselling | |
| Prof Roopa Mathur<br>Dr Chandrani Sen | Resource Center for Children with learning Disability | The India International School, Jaipur |

## ➢ Curriculum Designing and Development

| Prof. Nisha Yadav<br>Dr. Archana Gupta | Curriculum Development | Sardar Patel University of Police, Security & Criminal Justice Jodhpur |
|---|---|---|
| Mr. Swarnendu Bakshi | Curriculum Designing | IHRM, Berkley Crest Business School, Kolkatta |
| Prof K.S.Sharma<br>Prof Raakhi Gupta | Curriculum & Syllabi Development | Central University, Kishangarh |

## ➢ Resource Centre Development

| Prof. Roopa Mathur<br>Dr. Sanjay Kedia | Developing Resource Centre for identifying children with learning disability and offering suitable interventions | India International School, Jaipur |
|---|---|---|
| Prof. Raakhi Gupta | Setting up of quality assurance laboratory | Centre Development of stores (CDOS) Jaipur for chemical analysis of stores |

## ➢ Human Resource Management & Finance

| Prof. Kavaldeep Dixit | Agro Processing Potential in Rajasthan | Rajasthan Chamber of Commerce & Industry, Jaipur |
|---|---|---|
| Ms. Ruchi Jain | Finance | Succor Financials, Jaipur |

➢ **Developing Web site**

| Ms Anubha Jain | Created Live Web site | Children Garden Public School, Jaipur |
|---|---|---|

➢ **Sports & Coaching**

| Dr. Renu Shungloo | Coaching in Hockey | Rajasthan State/ Jaipur District Women Hockey Association, Jaipur |
|---|---|---|

➢ **Agro Processing**

| Dr. Kawaldeep Dixit | Agro Processing potential | Rajasthan Chamber of Commerce & Industry |
|---|---|---|

### 3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

Yes, the university has a University-Industry Cell in the name of **CONNECT**. The University also has a **National Entrepreneurship Network Cell named Chrysalis** and a **CII-YI Student Net** to facilitate University-Industry liaison.

The prime objective of CONNECT- The Industry Academia Cell is to **strengthen the relationship between the University and Industry** resulting in a mutually beneficial partnership in the following way:

- **Developing strong links** with industry
- Stimulating **industry-academia collaborations** towards achieving excellence in higher education
- Promoting various activities of collaborative nature between University and Industry by the faculty members and students
- Benefiting industry through **producing quality human resource**, skilled manpower and research outputs.

**The Scope of activities of the university-industry cell is as follows:**

- **Creating an industrial chair** in the university to liaison between the university and the industry.
- Fostering **closer linkage** and promoting research suited to industry needs,
- Providing avenues to people working in industries for **upgrading their expertise, improving technical knowledge** and obtain higher degrees as well.
- Enabling faculty to **organize training and internship** programmes for students in industries for better understanding of the industrial processes.
- Facilitating visiting experts from industry for **academic skill building**
- Providing **industrial hands-on working experience** to the faculty and students thus enriching their knowledge and expertise.
- Making available avenues to faculty for **consultancy**

**The range of activities of the university-industry cell is as follows:-**

- **Internship and industrial training** for students
- **Faculty Development Programmes**
- **Interface with industry experts** through Workshops and Seminars
- Research and Development Projects
- **Industrial visits**
- Participation of industrial experts in **curriculum designing**
- **Joint industrial research projects** on topics related to industry
- Joint supervision of research on topics related to industry
- **Consultancy** on issues like market survey, project proposal, report preparation and presentation, up-gradation of technology etc

### 3.5.3 What is the mode of publicizing the expertise of the University for Consultancy Services? Which are the departments from whom consultancy has been sought?

The institution publishes its own **Consultancy Directory** which lists the areas of expertise of the faculty members. Copies of the directory are sent to major industries, corporate houses and other organizations that may require consultancy.

Additionally, the information about the consultancy expertise available at the University is disseminated through:

- The University **Website**
- **CRS Radio 7**
- **News letters and magazines** published in house
- **Personal and institutional contacts** with industry, academic peers, NGOs and other organizations.

The following departments provide consultancy services to industries, State/Central Governments as well as private agencies**:**

- Environmental &  Life Sciences
- Chemical Sciences
- Computer Science & IT
-  Home Science
-  Fashion and Textile Technology
- Languages and Mass Communication
- Social Science
- Fine Arts
- Behavioral and Health Sciences
- Commerce
- Management Studies

**3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?**

Faculty at The IIS University has expertise in diverse areas, which is effectively harnessed **to offer consultancy services** by the University. This enables the University to share its knowledge with government, industry and the public and private sector and make a direct impact on society.

- The University has formulated guidelines for consolidation of meaningful interaction with industry and business houses in the form of consultation.

- It **publicizes the skills, professional qualifications and expert services**, giving access to skilled experts of the University who can help deliver real results and meet the  needs  of the industry as efficiently as possible

- It **receives the request for consultancy** and thereupon identifies the faculty for consultancy suiting their qualification and the area of expertise.

**3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.**

The broad areas of consultancy services are:
- Water Conservation and Environment Protection
- Water analysis
- Communication and soft skills
- Management of  Food service units
- Vocational & career counselling
- Emotional counselling
- Skill development in Textiles & Apparel
- Curriculum Designing and  Development
- Health and Dietary Management
- Differential curriculum planning for students with special needs
- Vocational skills for empowerment
- Psychological Profiling
- Development of Psychometric tests for industrial needs
- Development of IEC material for extension education
- HR Training
-  Resource Centre Development
- Translation
- Organizational conflict Management
- Window display and interior designing services
- Consumer Services and Marketing
- Psychological profiling
- Mural designing
- Campaign designing

The **revenue generated by the University through consultancy** is as follows:

| Year | Beneficiaries | Revenue Generated (in Rs) |
|---|---|---|
| 2010-11 | MICO-BOSCH, Jaipur | 1,22,000/- |
| 2009-10 | Rural Non-Farm Development Agency at Amet, Rajsamand, Udaipur | 40,920/- |

Consultancy was provided by the University on honorary basis in different fields. This has strengthened the goodwill and USP of the university.

## 3.6 Extension Activities and Institutional Social Responsibility (ISR)

### 3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years

The University sensitizes its faculty and students on its Institutional Social Responsibilities by **taking up extension activities** and outreach programmes through the following:
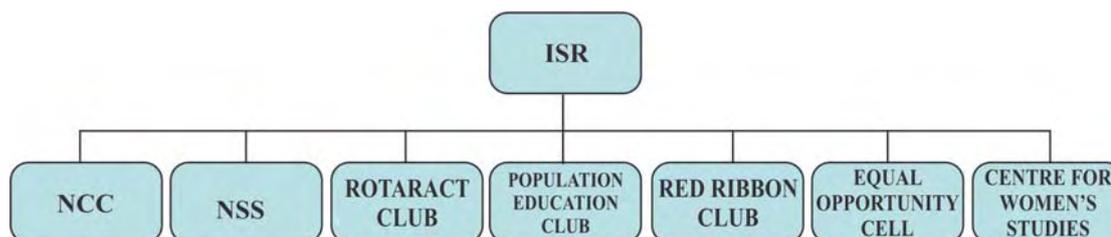


Activities undertaken under Institutional Social Responsibilities include **workshops, trainings,awareness programmes, field trips, camps, community work and projects, extension lectures, adoption of slums, exhibitions, endowment lectures and survey programmes in the vicinity and the neighborhood of the University**.

These activities sensitize the faculty and students towards ISR.One such recent endeavour is **2<sup>nd</sup> North India Conference** on **"Finding Innovative Poverty and Climate Solutions for India"** sponsored by India Development Coalition of America on 15-16 March, 2013. It was aimed to **promote networking, collaborations, learning and sharing between the organizations to accelerate their work for poverty eradication and climate mitigation** using one or more innovative solutions. Speakers from different NGOs from Jaipur, Jodhpur,Alwar, Gurgaon made presentations such as:

- Institute of Rural Research and Development, Gurgaon
- CECOEDECON, Jaipur
- Jai Bhagirath Foundation,Jodhpur
- GRAVIS, Jodhpur

- Dalmia Sewa Sansthan, Chirawa
- Institute of Rural Research and Development, Gurgaon
- Institute of Rural Research and Development, Gurgaon
- Jagriti Shubhashish, Jaipur
- IBTADA, Alwar
- Educate Girls, Jaipur
- Gandhi Foundation, Jaipur
- Jaipur Rugs Foundation, Jaipur

**Social Outreach Programmes which have created an impact on students' campus experience during the last four years are:**

NATIONAL SERVICE SCHEME (NSS)

The University has two sanctioned Units of NSS, which have adopted two bastis. The activities organized by NSS are:

- **Awareness programmes** through interactions, talks, pamphlet distribution, and Nukkad Nataks on diseases like Swine Flu, Hepatitis B, HIV-AIDS, Diabetes, etc.

- **Sensitization and celebration of important days** like World Literacy day, World Population day and World AIDS day and World Women's day.

- **Peer Education and Training Workshops** for Personality Development, social interaction, and on issues like First Aid and Women Empowerment, Gender, Environment, Disability etc.

- **Medical Check up camps** in the community and on campus like Blood Hemoglobin Check up, Eye Check up, Diabetes Check up, BMI Check up etc

- **Blood Donation Camp**

- **Tree Plantation Drives**

- **Youth Exchange Programme**

- **Adventure Training Camps**

- **Vocational Skill Development** Programmes like, embroidery training, puja thali decoration, Rakhi making, cutting and tailoring, envelop making, candle making for empowerment etc.

Besides these, NSS Units have also undertaken **projects relevant to community** development and social needs like:-
  - ➢ **Home work assistance** to the students of the Government school
  - ➢ **Vocational training** to the women and adolescent girls in urban slum leading to their empowerment
  - ➢ **Creativity enhancement** (through use of waste products) in adolescent girls.

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> **Food Preservation Training** for community women and college girls
> **Literacy** among the older women in the Basti
> Working for **differently abled children**
> **Cleanliness Drives** in the community and Campus
> **Donation Drives** for underprivileged and the victims of natural disasters and calamity
> **Health and Hygiene Awareness**

NSS in collaboration with some departments **conduct surveys and research** on many social and health aspects to address the problem areas and generate awareness.

## NATIONAL CADET CORPS (NCC)

The University has been allotted half a troop of Air wing. The students get into Army wing of NCC through open entries. NCC organizes activities focusing on **leadership issues, cultural and human values** and **social service** etc.

Some of the activities organized by NCC are:

- **Youth Exchange Programmes** for promotion of communal harmony and solidarity

- **Sports Events** at Regional, National and International level

- **Community Development** Programmes

- **National Training Camps** viz. Trekking camp, Mountaineering and Adventure camp, Republic Day camp, National Integration camp, etc.

- **Extension and motivational lectures** by defense personnel


## RED RIBBON CLUB

Red Ribbon Club is a voluntary on campus intervention program initiated by **Rajasthan State AIDS Control Society (RSACS), Jaipur** in the University.

It undertakes a range of prevention programmes, aimed at

- generating information, education and communication about HIV AIDS

- reducing risk-taking behaviours

- expanding access to awareness and counselling

- organizing blood donation and haemoglobin check up camps.

- generating awareness about safe blood supplies

- Combating stigma and social exclusion connected with HIV AIDS.

**ROTARACT CLUB**

Rotaract Club of the IIS University is the part of an international network of over 5,000 Rotaract clubs, and serves an important role in this network. Activities within the Rotaract program aim at **professional, leadership and service project development.**

Some of the activities undertaken by Rotaract Club are:
- Raakhi celebration with patients of Avedna Ashram
- Clothes Distribution in Dadabadi Basti
- Sapling Plantation
- Medicine collection and distribution
- Posters released on various days such as World Habitat Day
- Drawing Competition and Cricket Match at Shri Anandi Lal Poddar Deaf & Dumb School, Jaipur

**POPULATION EDUCATION CLUB**

Population Education Club has been set up by the UGC in collaboration with the **Department of Adult and Continuing Education** as a part of their "Population and Development Programme". PEC at The IIS University organizes **seminars, workshops, lectures and competitions to sensitize the youth** about issues related to population and resource management.

Some of the activities undertaken by Rotaract Club are
- Slogan competition on Population as a resource
- Book exhibition on Population Control & its Awareness
- Debate on "Free Girl-Child Education: A symbol of gender discrimination".
- World Population Day Celebration
- Film screening on Population issues

**CENTRE FOR WOMEN'S STUDIES**

The Centre for Women's Studies works for the **generation of awareness and dissemination of knowledge related to women's issues** through educational training programmes and extension activities, in and around the University campus. It promotes women's role in society.

The following activities were organized:
- Book exhibition
- Poster exhibition on women issues
- Poster Competition on Female Infanticide, Dowry , Water Conservation
- Debate on '*Kanya bhroon hatya ki uttardayee naari hee hai'*.
- Field visits to Balika Sadan, Jaipur and State Commission for Women Jaipur
- Conference on Domestic Violence on Women was attended by the students which was organised by the Police Academy, Jaipur
- Picture Exhibition on Representing Indian Women 1875 - 1947, A Visual Documentary
- Round table workshop/discussion on Women's Visibility in Syllabus

**EQUAL OPPORTUNITY CELL**

To implement the policy of **equal access and opportunities to the girls** from all segments of society, an Equal Opportunity Cell has been set up at the University. It aims at **addressing issues related to SC/ST, OBC communities and persons with disabilities under all categories including minorities**.

It ensures social justice by way of the following:

- Taking care of the needs of the disabled students, it provides **a barrier-free access to all buildings, infrastructure and resources** of the University.
- Extending **extra efforts towards the enrichment and academic growth of students belonging to SC/ST, OBC communities and persons with disabilities**
- Ensuring that such students are provided a platform to hone and showcase their talents and actualize their potentials.

**Social Outreach programmes at other levels:**

- Some of the **Departments of the University** like the Departments of Psychology, Foods and Nutrition, Human Development, Textile Technology etc, conduct outreach activities in the community, schools, women and child welfare centers` and plan programmes for community development, women empowerment, spreading of literacy and promoting peace and harmony.

- The Faculty members are involved in social outreach programmes as experts in delivering **lectures in the community**

- The University is also a part of the **Nationwide Young Indian Network, an initiative of CII- Confederation of Indian Industries**. Under its aegis the students take up projects focusing on self development, skill building and community development**.**

- The University has also joined National Entrepreneurship Network (NEN) community to develop and **run high impact entrepreneurship educational programmes** on campus for students and new entrepreneurs with long term outreach agenda to build or strengthen their competence as entrepreneurs and enhance their contribution towards society.

- The University has a **Community Radio Station** called CRS Radio7. It addresses the needs of the community through its different community development programmes, which are designed and created by the students of the IIS Group.

**3.6.2 How does the university promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development**

The University promotes university-neighborhood network, in which students are actively engaged in training in diverse fields of life and contribute to sustained community development. This is promoted by the university through

different activities of **NSS, NCC, ICG Rotaract Club, Population Education Club, the Red Ribbon Club and various departments**.

University- neighbourhood network and students engagement is promoted by way of:

- Organizing **Tree Plantation drives** and **Cleanliness drives** with the support of volunteers and residents from the neighbourhood.

- Conducting **Awareness programmes on different health issues** like Swine Flu, Hepatitis B, HIV-AIDS and social issues like female foeticide, girl child education, through interaction, pamphlet distribution and Nukkad Nataks.

- Undertaking **Donation drives** to help the needy and under-privileged.

- Organizing **Medical camps** like Blood donation, Eye Check up, Blood Hemoglobin Checkup and Cancer Awareness/Detection Camps

  Besides the above mentioned activities taken up, different Departments also contribute towards promoting University-neighborhood network by organizing:

- **Displays and exhibitions** (open for all the residents in the neighborhood) on socio-economic problems

- Extension activities through **camps** and  **projects**

- Popular lectures and talks on University's community radio **CRS Radio7**, delivered by the faculty members for the benefit of the society.

These activities have created positive impact in the minds of the students by inculcating a sense of **nationalism, fraternity** as well as **a concern for environment in them.** It has **sensitized** them **with the problems of the needy**, and made them **aware about the hardships faced by the marginalized section of the society.**

The neighbourhood has benifited from the student's activities leading to **better environment** and **sustained community development.**


**3.6.3**  **How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?**

The University promotes active participation of the students and the faculty members in extension activities through the forums like **NSS, NCC,Red Ribbon club, Equal opportunity Cell , Population Education Club, Center for Women Studies and Rotaract,**and is ensured by means of:-

- Integrating such activities in the **University calendar**

- Including the activities of NCC and NSS in the **curriculum and assigning credits** to them.

- Providing additional **weightage in admission**

- Encouraging student and faculty participation through their **involvement in planning, implementation and monitoring** of all the extension and extramural activities.

- Organizing **orientation and training programmes** for the students and faculty members in the relevant areas

- Sanctioning **duty leaves** to students for participating and to the faculty members for attending the NSS/NCC and other extension programmes organized.

- Providing **additional facilities** like transport, refreshment, resource support for undertaking activities at the Basti and other outreach areas.

- Acknowledging the participation of students and faculty through **awards and certificates.**

- Undertaking **surveys and research** on issues such as social justice, women empowerment and health of women and child etc.

- Organizing **extension lectures** by the faculty for the students as well as the community catering to the local needs

**3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?**

The University, through the NSS, Center for Women's Studies and certain Departments focuses on the socio-economic welfare of the women and children in the two adopted communities. Therefore, Extension activities/initiatives are undertaken to ensure social justice and empowerment of the underprivileged.

**Some of the thrust areas of social surveys are**:
- Traditional practices regarding pregnancy and lactation
- Knowledge regarding Maternity benefits and pregnancy rights
- Eve- teasing
- Child labour in Mansarovar area

**Some of the research endeavours are:**
- Menopausal health in women
- Post traumatic stress disorder in Media persons
- Prevalence of fear in the direct victims of city bombing in Jaipur
- Nutritional assessment of women and children in Dadabari Kachchi Basti and Anganbari
- Children's behavioral problems and their modification through parental counselling.

**Extension works taken up to empower the underprivileged and the most vulnerable sections of society by the University include**:

- **Literacy programme** in the Dadabari Basti and Government School, Sumer Nagar, to provide tuition and special coaching to the weak students from the underprivileged section of the society on a one to one basis, every alternate day.

- To ensure social justice, the sponsoring society i.e. ICFIA has set up **Gurukul- a school for the economically challenged section of the society**, in which education, dress, books, bag etc are  provided free of cost to the children.

- **Entrepreneurship training programmes for the women in the bastis to make them self reliant**, like training on food preservation, creative skills like candle-making, embroidery, stitching and handicraft making, gift making and wrapping etc.

- Project work in Umang (a school for special children in the neighbourhood) by the NSS volunteers and the students from the Department of Psychology to extend educational and psychological support to the **mentally and physically challenged children**.

- **Donation drives** for victims of natural calamities and underprivileged, in the form of clothes, shoes and items of daily use, as well as for destitutes at the Mother Teresa Home.

- **Visit** to State Women Commission in order to acquaint and empower students through demonstration of "*Sunwai"* so that they can guide the community for the same.

- **Anthropometric assessment of community children, adolescents and women vis-a-vis nutritional intervention** by the NSS students in association with students from the Department of Home Science to generate health awareness.

- Facility of the **day care centre**, entitled "Saraswati Aanchal Day Care Centre", initiated by the University, for the children of its employees and other working mothers from the neighbourhood community.

- **Tutorials** for the academically challenged college students, belonging to the underprivileged sections of the society.

**3.6.5    Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?**

Yes, the University has a mechanism to track the students' involvement in various social movements / activities like Rotaract Club, NSS, NCC, Sports which promote citizenship roles through the following:

- **Attendance registers**
- Student **opinion polls**

- Student **activity dairy**
- Compilation of activity report
- **Feedback from NGOs/ Organizations** where students volunteer/work

**3.6.6** **Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.**

The University believes in imparting **holistic education** for the overall development of the students to groom them as active members of the civil society and as responsible informed citizens of the country.

Students' academic learning experience is complemented by the objectives and the outcomes of the extension activities through the following ways:

- **Exposing the students to innovative pedagogies** such as Nukkad Natak, Flash Mobs, Field visits, Skill building exercises etc

- Providing exposure to **contemporary and burning issues** of the society

- Refreshing students from their busy schedule of studies

- **Developing a concern for the society** among the students, leading to a healthy **development of personality**

- Focusing on **active citizenship roles**
- Development of **Leadership Skills**

- Integrating extension issues in the academic curriculum

- Inculcation of **good values and habits** in them like conservation of water, electricity, energy and environment.

**Some of the activities organised and the values inculcated are:-**

| Activities | Values inculcated/skills learnt |
|---|---|
| Awareness Drives on: <br> • Population issues in India <br> • Human Rights issues <br> • Traffic rules <br> • Women's issues and rights <br> • Emergency services <br> • Service of the needy <br> • Community work | |

| | |
|---|---|
| Knowledge acquisition, skills and concerns on :<br>• Education<br>• Abandoned children<br>• Disabled and special children<br>• Female foeticide<br>• Girl child education<br>• Donation Drives<br>• Visits to places of social relevance | Awareness Drives such as these inculcated an awareness among the students and sensitized to the issues that the society is facing currently.These generated values like<br>• Helping the needy and distressed<br>• Compassion<br>• Communal harmony<br>• Philantrophy<br>• Service to mankind<br>• Discipline and punctuality<br>• Social responsibility<br>• Ethical citizenship<br>• Pride & cultural heritage |
| Health awareness programmes on:<br>• Cancer<br>• HIV–AIDS<br>• Nutrition<br>• Hepatitis B<br>• Cleanliness<br>• Swine Flu | |
| Health concerns and Check-up Camps on:<br>• Breathing techniques and Yoga<br>• Stress and cardiac care<br>• Health education<br>• Eye care<br>• Breast Cancer awareness for women<br>• Hemoglobin check up | |
| Development of Leadership Skills through activities such as :<br>• Community service<br>• Managerial tasks<br>• Corporate Social Responsibility<br>• Entrepreneurial skill development<br>• Identification of business opportunities | |
| • Spiritual development<br>• Meditation through 'Sudarshan Kriya'. Yoga<br>• Spirituality development : Understanding the Vedas<br>• Understanding the philosophy of the Ram Krishna Mission<br>• Yoga | Development of Leadership Skills Skill-building,<br>• Personality Enrichment<br>• Personality Development Empowerment skills<br>• Self confidence<br>• Leadership Skills<br>• Spiritual development<br>• Problem solving skills<br>• Situational analyatical skills. |
| • Development of skills for social change and community Development<br>• Improvement of educational standards of the community<br>• Quality-enhancement of teaching-learning in the 'basti' school<br>• Literacy work<br>• Service of the needy<br>• Community work<br>• Women Empowerment | |
| Emergency Intervention Skills<br>• First Aid Training<br>• Disaster Management Skills | |

**3.6.7  How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities**

The University ensures the involvement of the community in its outreach activities and contributes to community development byway of the following:

- **Identification of the needs and requirements of the community** and organizing the activities based on their needs.

- **Active involvement** of community and students in **planning and implementation** of the activities.

- Organizing **awareness drives, medical camps, community interactions and donations** to support them

- Conducting **surveys, field work** and students' participation in community works are some of the components of extension programme, which enhances social sensitivity.

- Involving student and community in **problem solving, situational analysis**, reflection and understanding of systemic marginalization of vulnerable groups, i.e. women, children, old people and the BPL, to comprehend the problems faced by the residents of the community

- Facilitating innovative rural, urban, slum welfare programmes, with **participatory research**

**The contributions of the University to community development are:**
- **Improvement** in their **living conditions**
- Development **of vocational and life skills**
- **Enhancement of knowledge** pertaining to the prevention and treatment of diseases
- Increased **enrollment of children/ girls in schools**
- Prevention of child labour and **protection of child rights**
- **Dissemination of basic information** regarding pregnancy, lactation and child care
- **Empowerment of women** and self reliance through **skill development**
- Generation of **awareness** about social evils and harmful practices
- Creation of **Healthy and hygienic environment**
- Development of a **scientific temper and rational mind**
- Promotion of **literacy and dignity of labour**
- Development of **sensitivity towards under privileged /mentally and physically challenged** people

**The initiatives of the university which have encouraged community participation in its activities are:**
- **Organizing Extension Lectures for generating awareness on:**
  - Population issues in India
  - Human Rights issues
  - Traffic rules

- ➢ Basic Banking procedures
- ➢ Women's issues and rights
- ➢ Emergency services
- ➢ Census of India
- ➢ Importance of blood donation
- ➢ Saving schemes of Post office

- **Knowledge and skill imparting in the Basti on**:
  - ➢ Literacy for women and children
  - ➢ Improvement of education level in the school
  - ➢ Abandoned children
  - ➢ Specially abled children
  - ➢ Entrepreunerial skills
  - ➢ Empowerment skills for women

- **Awareness programmes on:**
  - ➢ Cancer
  - ➢ HIV–AIDS
  - ➢ Nutrition and healthy diet
  - ➢ Mother and Child care
  - ➢ Hepatitis B
  - ➢ Diabetes

- **Health Awareness and Check-up Camps on:**
  - ➢ Breathing techniques and Yoga
  - ➢ Haemoglobin Check-up
  - ➢ Health education
  - ➢ Eye care
  - ➢ Breast Cancer for women

**3.6.8** **Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.**

The Institution before becoming Deemed- to- be- a- University received:

- **Rajasthan Energy Conservation Award**, Rajasthan Renewable Energy Corporation Limited, Department of Energy, Government of Rajasthan

- **State Level Award for NSS** by the Directorate of College Education, Government of Rajasthan

- The Rotaract Club was awarded **Rotary Youth Leadership Award**, Rotary International held at Kota

- The Rotaract Club got the **Best Newcomer Club Award** of District 3050

## 3.7    Collaboration

### 3.7.1    How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefited academically and financially because of collaborations?

Collaboration has led to extensive **networking of linkages** and it's strengthening with reputed national and international organizations and agencies like UGC, CSIR, BSIR, CII, NEN etc which has added substantially to our visibility and identity.

- It has provided visibility to the University, by providing **exposure**, experience and a sense of identity to the institution.

- It has enabled us to gain confidence in our **abilty to showcase our potentials**, portray our strengths and gain out of our experience.

- It has also enabled to **organize a wide array of activities** ranging from academic, extension, research and consultancy through resource sharing. It has lead to optimal utilization of resources available.

Collaboration thus enables to meet the big global challenges confronting higher education in diverse fields. It helps attracting and retaining links with the best talents available, provides identitiy and gains visibility to the University.

The collaborative activities undertaken in the last few years are listed at Annexure-7.

### 3.7.2    Mention specific examples of how these linkages promote
* Curriculum development
* Internship
* On-the-job training
* Faculty exchange and development
* Research
* Publication
* Consultancy
* Extension
* Student placement
* Any other (please specify)

**Curriculum development**
These linkages promote Curriculum development through:
- **Identification of emerging job-oriented areas/fields** that can be included in the curriculum so as to contextualize them
- Facilitation of **interface between faculty and corporate personnels** to acquaint the former with the skills and the needs of the industries.

- **Upgradation and vocationalization of the curricula** based on the recommendations made by Industry experts/ academic peers who are associated with different Boards of Studies.

  **Some examples of promotion of Curriculum Development though linkages are**:-

  - Development of syllabi of the Practicals at undergraduate and postgraduate level in Life sciences with the help of scientists from BISR.
  - Incorporation of "Intellectual Property Rights and Patents" in the syllabi of all subjects with valuable inputs from Legal Patent Attornies.
  - A Paper on Positive Psychology has been introduced in the course curriculum of the Department of Psychology, with the help of peers and corporate experts working in this field.

**Internship**

- The University has linkages with organizations like Nationalized and Private Banks, Hospitals, Export Houses, Hotels, Research Laboratories, MNCs, Confederation of Indian Industry (CII), etc for providing internship/summer training and for practical experience through institutional/industrial visits.

  These linkages have -

  - Facilitated **professional training** of students in an effective manner.
  - Provided an appropriate platform for **gaining hands-on experience** and an exposure to real-time situations to the students.
  - Provided avenue for **application of the knowledge** acquired to meet the ever dynamic needs of the Industry.
  - Enabled the **knowledge sharing** to catalyze the growth and development of interaction between the Institute and Industry.

**The University has about 400 linkages with various corporate, academic institutes, organizations, NGOs, research laboratories where the PG students go for practical training and for hands-on experience, as part of the compulsory component of internship in their curriculum. Some examples in this regard are:**

- Linkages with hospitals like SMS Hospital, Jaipur; Fortis Escort Delhi; PGI Chandigarh; GBH Medical Hospital, Udaipur; Colombia Asia Hospital, Gurgaon; Pune Hospital, Pune; AIIMS, Delhi etc. have helped the students from the Department of Home Science to acquire the knowledge and skills in planning therapeutic diets for patients.
- Collaborations with NGOs viz. Neo Humanistic Development Society, CARE, etc. have helped the students to gain the knowledge about the growth, development and health complications among infants and has facilitated interaction of students with people belonging to underprivileged section of society thus creating awareness among them.
- Linkages with organizations related to hospitality, telecom industries, insurance, banking sectors, taxation sectors, BPO sector, practicing

chartered accountants, company secretaries etc. have helped the Commerce and Management students to learn the issues related to taxation, filing of returns, documentation, drafting legal deeds and communication skills .It has also enabled the students to gain an insight into financial appraisal, marketing strategies, examination of secondary sales, wealth management of investors, promotional activities etc.

- Students from the Department of Journalism visit various advertising, publication and newspaper agencies like Dainik Bhaskar, DNA, Rajasthan Patrika, etc. to learn and understand news writing and techniques of publication. They also acquire insights into copyrighting, creation of advertisements, news reporting etc.

- Students of Jewellery designing combine knowledge of conceptualising jewellery design and manufacturing process through linkages with leading Jewellery houses. It has helped them acquire knowledge and skills related to precious stone cutting, engraving, polishing and testing the quality of precious metals and gems etc., which have helped the students to excel in this field.

## On-the-job training

Collaborations for on-the-job training have helped in:

- **Exposing the students to the latest know-how in their respective fields** through visits to industries and institutions
- **Upgrading** their **professional skills**
- **Bridging the gap** between academia and industry
- Providing **increased access to the resources, knowledge and contacts** with the organizations
- Deputing students for **practical training of specific nature** to the industries that have linkages with the university

**Some of the examples are:**

- In order to acquire skill and proficiency in writing case histories with persons with neuro-psycho disorder and for assessment and diagnosis of such patients, the students from the Department of Psychology are sent for trainings to
  - ➢ De-addiction Centre, Jaipur
  - ➢ Department of Psychiatry, Govt. Hospital, Bikaner
  - ➢ E-city Bioscope entertainment Pvt. Ltd. Jaipur etc
- The university has linkages with software companies, like Hewelett Packard India, Delhi; Central Electronic Engineering Research Institute ( CEERI), Pilani; Infonet Centre, University of Rajasthan, Jaipur; NIIT Ltd., Delhi etc ,where the students from Computer Science and IT Department are sent for training . This enables them to learn computer related advanced skills, like development of software for efficient execution of the internal system and website-management, automation of in-house processes and activities such as Billing, Ticketing, e-Greetings, Panel Selection etc.,

- Linkages  with Rajasthan Patrika, DNA, Jaipur, Dainik Bhaskar , Crayon Advertising Agency, Jaipur,  Pink City Advertising, Jaipur etc. has helped the students of Journalism and Fine Arts in learning to  prepare advertisements, skills of  publications, photography and printing.
- Collaboration with Center for Development of Police Science & Management,  Rajasthan Police Academy, Jaipur for exchange of academic personnel for teaching & research, joint seminars and conferences, hosting of visiting faculty from other institutions, exchange of academic programme materials and development of joint research and publication.

## Faculty Exchange and Development

**Collaboration and Faculty Exchange has helped in :**
- Extension of support
- Augmentation of **research activities through research collaboration** such as creation of enriching placement milieu for students
- Generation of **new opportunities for extension activities** with the help of industry experts and NGOs
- Creation of **opportunity for the faculty to teach or conduct research** at a national or overseas institution.

**Some examples in this regard are:**
- Collaboration with Kent State University, Ohio, USA, (MoU signed in 2011) promotes academic and cultural interchange by mutual assistance in the areas of education and research, through faculty/student-exchange and collaborative programmes.
- Dr. Raakhi Gupta, rector and registrar was invited to attend Intellectual Property Summer Institute, organized by University of Hampshire, USA. This has provided an exposure to a wide range of intellectual property issues and has also provided a platform to share her ideas.
- Smt. Parvatibai Chowgule College, Margao, Goa, facilitated the visit of a group of faculty led by the Principal of the college to the university to learn and discuss value-added teaching and sharing of expertise for mutual benefit.

## Research

**Such linkages have further promoted front-line research activities at the University in the following ways:**
- Providing increased **access to modern sophisticated equipment and advanced databases** for literature survey, acquisition of precise and accurate information
- Helping in **periodic calibration of scientific equipments** in the laboratory
- Forging **new contacts**, both with the academia and the industry
- Generating a **wide knowledge base** and
- Introducing  the students with the **current developments in their chosen fields** of study

**Some of the examples are:**
- Prof. R K Bansal was invited to visit the laboratories of the University of Munich, Germany, EMA University, Greifswald, Germany, Philipps University, Marburg, Germany and University of Marburg, Germany.
- Dr. Pallavi Kaushik from Deparment of Environmental & Life Sciences visited the Laboratory of DRDE, Gwalior for research
- Ms Payal Mehtani, Sreemoyee Chatterjiee and Ms Priyanka Raghuvanshi attended a training on Bio informatics organized by BSIR,Jaipur
- Dr. Smita Purohit and Dr. Anuja Joshi attended a ten day training in Department of Botany, University of Rajasthan
- Several MoUs have been signed with research organizations/ Institutes and one such institute is Kumarappa National Handmade Paper Institute, Jaipur to carry out microbial research related to hand made paper
- A team of scholars from Institute of Chemical Technology, formerly UDCT, Mumbai will be attending research training at The IIS University, Jaipur

Students and Faculty visits enable them to learn analytical techniques, advanced instrumentation, research oppurtunities and new developments in their field of research. It has also provided a platform for forging meaningful interaction with the scientific community.

## Publication
**Linkages have promoted University publications by:**
- **Improving their quality** through cross-fertilization of ideas and generation of diverse views
- Promoting and **increasing the output of research publications** through pooling of necessary range of expertise and techniques
- Providing greater **opportunity for cross checking and internal referencing**
- Improving the **impact factor of journals and citation index** of publications
- Facilitating **transfer of tacit knowledge and skills**
- Helping the faculty with a **wider network of contacts** in the academic community

**Some examples in this regard are:**
- Linkages of Department of Chemistry of The IIS University with School of Chemistry, University of Hydrabad has resulted in a joint publication by Manisha Patni, Raakhi Gupta, Ramesh Kotikalapudi, K C Kumara Swamy, Raj K. Bansal in Tetrahadron Letters, 2013, 54, 2321-2324. **Nitrenium ion induced S-S coupling, 1,2-prototropic shift and reduction**
- A research paper entitled tuning of **Dienophilic Reactivity of imidazo[ 1,2-a] pyridine; a comparision of DFT and dispersion corrected DFT calculations** authored by Pooja Maheshwari, Raakhi Gupta, M. von Hopffgarten, R. K. Bansal was published in Bulletin of Chemical Society, Japan, 2013, 86, 57-66. This research was carried out in collaboration with Philipps University, Marburg, Germany
- Research conducted in collaboration with CSWRI, Avikanagar, and NIRJAFT, Kolkatta and Shuhuma, Srinagar resulted in publication of research

paper entitled " **Standardization of dyeing Conditions of Cochineal Extract on Pashmina Yarns"** by   P. Temani, D.D Shakawar, L. Ammayyan, V .Goyal, S.A. Wani, J Text Association, 2011, 72, 96-98

- A joint publication by Nupur Sobti, Shelja K Juneja, Pawan Kumar Yadav( Haryana Agricultural University, Hisar), R N Chibbar ( University of Sasketchewan, Saskatoon, Canada)  and R K Behl ( Manav Institute of Pharmacy, Jevra, Hisar) entitled Vermicompost application for improving Grain Yeild and Quality in Cereals- Harnessing Metagenomics and Induced Gene Expression Changes was published in Annals of Biology, 2012, 28(2): 73-77

## Consultancy
**Increased linkages have helped in promotion of Consultancy by:**
- Strengthening the capability of the faculty by **extension of facilities** like skill updation, training, quality management, etc.
- **Mutual sharing of knowledge and resources**
- **Widening the network** of contacts
- Providing **exposure to problems and developments** of the industrial world.
- Helping in **transfer of technology from laboratory to industry**
- Enriching intellectual activity by providing **external stimulus and scholarship** essential in many subjects like clinical, vocational, art, performance based and industry focused subjects.
- Providing **marketing opportunities, acclaim and reputation to the institutions**.

**Some of the specific projects undertaken by the University are:**
- Nutrition and Health,
- Women and child welfare
- Specific Improvement Plan (SIP) for Catering Facility at the BOSCH Jaipur Plant
- Textile Craft : Durri weaving
- Window display and interior designing services
- Translation Consultancy
- Human Resource Development
- Water Conservation and Environment Protection

## Extension

The linkages of University departments with Central and State Governmental agencies and NGOs have promoted extension by:
- **Expanding the resource base,** thus  facilitating extension activities
- Providing **better understanding of the diverse problems** of the community to address them.
- Helping in **identification of areas** where extension services are required
- **Publicizing the areas of expertise** of the University
- Enabling to **build assets**  for the community

**Some examples in this regard are:**

- University has linkages with various NGOs viz. People for People, Jaipur; Umang, Jaipur; Care Promise Welfare Society, Jaipur;Muskaan, Pravaah, Disha, Umang, Prayaas etc for awareness drives. Students acquire knowledge on the issues like literacy, abandoned children, Disabled and special children, Health awareness programmes on HIV AIDS, Cancer, active citizenship, traffic awareness etc.

- Linkages with organizations like, Adventure Academy of Rajasthan, Chinmoy Mission, Rotaract Club, Adiwasi Kalyan Kenra, Pali; Pravah (NGO), Mother Teresa Home (Nirmal Hridaya) help in rendering community services.

- Linkage with Adventure Academy of Rajasthan, Jaipur, St John Ambulance Society, Jaipur enables to provide training on Disaster Management and First Aid.

- For Instilling values like Patriotism, solidarity and for cultural enrichment, the university has linked with the organizations like UN Information Centre (India and Bhutan)-Shri Ram Chandra Mission, ISKCON and Chinmoy Mission,Jaipur

- The University donates money for philanthropic endeavors to fulfil its Institutional Social Responsibility. It has donated One lakh rupees to the Department of Devasthan, Government of Rajasthan, Twenty five thousand rupees to ISKCON, Jaipur, and has also supported Dudu Dam Project for providing safe drinking water to the residents of Dudu, etc

### Student Placement

Linkages have helped in:
- **Bridging the gap** between the needs of the Industry and Academia
- **Developing quality human resource** by the University
- Organizing **skill development seminars** with inputs from industry experts on presentation skills, interview techniques, resume writing etc.
- Providing **better opportunities for placement** in the industries
- Facilitating **training for enhancing student employability**
- **Developing curriculum** with a focus on key skills for enhancing employability

**Some of the examples are:**

- Linkages with corporates and organizations like GENPACT, Deusche Bank etc provide training to the students
- Companies like Wipro Genpact, Infosys, HCL, IBM, Interglobe Technology, SAP Lab, HDFC Bank, ICICI Bank organize hiring

drives regularly on the campus enhancing employment prospects for the students

- Certain companies like Singhal Export House, Pyramid Jewels and Art conduct training in technology-oriented programmes and problem-solving in the field of exports

- Under the aegis of NEN and CII-YI certain programmes are conducted to develop entrepreneurial traits and business skills

- Companies like Syon Info Media, Mercury Ad Firm, Nextider, DNA, Rajasthan Patrika regularly conduct training on Content Writing, Blog Writing, Skills Search Engine Optimisation for website and business development

- All these linkages enable placements and encourage the exchange of experiences and networking.  About 400 students from the University got placement in these companies**.**

∗ **Any other (please specify)**

Linkages with other Universities and institutions of higher learning have led to **prospects of Students Exchange Programme** like Penn State University, Kent State University, Ohio US

University has a **provision of inclusion of an industry expert in the BOS for curriculum development** to ensure that degree programmes can produce graduates and post graduates with the required knowledge and value added skills.

In future new linkages and collaborations are proposed to be made at national and international level, which shall go a long way in achieving excellence in different areas for the benefit of students.

**3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?**

Yes, the University has signed **MoUs with institutions of national/international importance**, with other Universities, industries and corporate houses**.** The details are**:-**

| S.No. | International University | Nature of linkage | Outcome of MoU |
|---|---|---|---|
| 1. | Kent State University, Ohio, USA. | Academic | • Inter-disciplinary understanding<br>• Academic and cultural collaboration by mutual assistance in the areas of education and research, through faculty/student-exchange and to jointly organize programmes like summer course, workshop, conferences, research projects etc. |
| 2. | University of Cambridge, U.K for Business English Certificates (BEC) | Academic | Exam-preparation and international certification in Business English proficiency, recognized worldwide |
| 3. | University of Hampshire, USA | Academic | • Faculty Exchange programme<br>• Integration of IPR in course curriculum<br>• Development of IPR policy in the University |
| | **National Institutes/ Organizations** | | |
| 4. | Smt. Parvatibai Chowgule College, Margao, Goa | Academic | • Sharing best practices<br>• Facilitating value-added teaching<br>• Sharing of expertise for mutual benefit |
| 5. | ICICI Bank, Ltd, Jaipur | Academic | Providing practical training and course work leading to Certificate/Diploma courses in banking and financial services |
| 6. | National Institute of Amateur Radio, Hyderabad | Academic | ▪ Setting of HAM Radio Station on campus<br>▪ Upgradation of technical skills of the user community<br>▪ Knowledge & information exchange |
| 7. | Genpact (formerly GECIS),Jaipur | | Skill building and placement |
| 8. | Centre for Sheep and Wool Research, Avikanagar | Research | Undertake collaborative research.Some of the Projects undertaken are:<br><br>▪ Forages<br>▪ Nutritional composition<br>▪ Isolation of Arsenite<br><br>Strengthen role of scientific information and training in developmental process |
| 9. | Defense Research and Development Establishment (DRDE), Ministry of Defence, Govt of India,  Gwalior | | |
| 10. | Birla Institute of Scientific Research, Jaipur | | |

| | | | |
|---|---|---|---|
| 11. | Post Graduation Education and Research Centre for Livestock Health and Production, Jaipur(University of Veterinary and Animal Sciences, Bikaner) | | |
| 12. | Kumarappa National Handmade Paper Institute, Sanganer, Jaipur | Research | • Carrying out research for exploring natural raw materials for handmade papers and enhanced quality of paper.<br>• Microbial research related to hand made paper. |
| 13. | Rajasthan Rajya Bunkar Sahakari Sangh, Jaipur | Consultancy | Undertaking new setups, interiors and Window display services |
| 14. | CDPSM Rajasthan Police Academy, Jaipur | Research | Sharing of resources for<br>Academic research and pursuance |
| 15. | Umang- Centre for special education and vocational training | Training | Providing hands-on experience with Special Children and to carry out research projects on special education. |
| 16. | Disha- Center for Special Education | Training | Implementing academic curriculum in a scientific way with special techniques suitable for special education. |
| 17. | DMRC, Jodhpur | Research | • Promote research on health problems specific to desert areas.<br>• Undertake baseline survey<br>• Enable optimum utilization of infrastructure and resources |

**3.7.4** **Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?**

Yes, the following laboratories/ facilities have been created in the University:-

- **EDUSAT**: The IIS University in collaboration with IIRS, Dehradun – ISRO under EDUSAT Distance Learning Programme offers **Short Term Certificate Courses in Basics of Remote Sensing, GIS (Geographical Information System), GPS (Global Positioning System) and "Geo-web Services - Technology & Applications.**

- **CCNA Lab:** CCNA (Cisco Certified Network Associate) is a popular certification in computer networking developed by Cisco Systems. to recognize basic competency in installation and support of medium-

sized networks. A CCNA Routing & Switching Lab has been established for the students pursuing the CCNA certification for hands on experiences on real routers & switches.

*Any other information regarding Research, Consultancy and Extension, which the university would like to include.*

- The University offers **Research Methodology** as an Add-on Course at the **Certificate, Diploma and Advanced Diploma level**

- The Centre for Women's Studies offers **Foundation, Degree, Post Graduate and Research Programmes in Women's Studies.**

- The number of papers published by faculty in year 2011-12 is approx. 189.

- The University confers **Honorary Degrees to distinguished Rotarians** for their contributions to service above self

Besides these, the university organizes hosts and participates in events of national importance and exchange programmes, some of the activities are:

- Participated in the **Rajasthan-NRI Meet** organised by the Bureau of Industrial Promotion, Government of Rajasthan for the **Pravasi Bhartiya Sammelan** held at Jaipur in January 2012.

- Participated in the **Pre-Republic Day Camp, Republic Day Camp Vayu Sainik Camps**

- Participated in **Youth Exchange Programme** organised by the Ministry of Youth Affairs and Sports, held at **Srilanka and China**

- Participated in **'Youth to the Edge'**, an adventure camping programme, organised at Assam under the banner of NSS, Department of Youth Affairs and Sports, Government of India. ( 30 April-12 May, 2012)

- Hosted **International Youth Exchange Delegation of the Ministry of Youth Affairs and Sports , Government of India** such as

➢ Youth Delegation from **Egypt and Aizerbaijan**

➢ Youth Delegation from **Korea**

➢ "Country presentation on Youth of India" for the Youth Delegation from **China**

- To **promote networking, collaborations, learning and sharing between the NGOs to accelerate their work for poverty eradication and climate mitigation** using innovative solutions, the University organised **2$^{nd}$ North India Conference** on **"Finding Innovative Poverty and Climate Solutions for India"** sponsored by India Development Coalition of America on 15-16 March, 2013.

- The Vice Chancellor and other faculty members contribute to Rotary International and Rotary Foundation by **donating generously to TRF-The Rotary Foundation for philantropic works.**

# THE IIS UNIVERSITY
# JAIPUR

# INFRASTRUCTURE
# & LEARNING
# RESOURCES

# CRITERION IV

| | | |
|---|---|---|
| **4.1** | **Physical Facilities** | • Modern laboratories and classrooms, seminar halls, student amenities, library, faculty rooms, residential facilities, etc to facilitate academic, research and training and extension activities<br>• Development and up gradation of the physical facilities for state-of-the-art academic and supporting infrastructure<br>• Adequate Infrastructure for promotion of sports and cultural activities<br>• Optimal utilization of physical infrastructure ensured through various means<br>• Conducive learning environment for advancement of the academic excellence<br>• Infrastructure is added and upgraded as per the requirements<br>• Necessary basic amenities and maximum opportunities for growth and self-empowerment in the hostels<br>• Medical facility in the campus to provide primary care to the students and staff |
| **4.2** | **Library as a Learning Resource** | • Trained human resource to manage the library professionally<br>• Open access facilities to help easy access and use of library as a Learning Resource.<br>• An advisory committee for smooth management and functioning of the library<br>• ICT enabled technology and good infrastructure to make library highly utilized and happening place of the University<br>• Organization of awareness and orientation programs for use of library materials and e-resources.<br>• E-library with sufficient number of computers to access e-resources<br>• Annual enhancement of learning resources for increased research outcome |
| **4.3** | **IT Infrastructure** | • IT establishment and enhancement to provide easy access to online and offline information<br>• Training and support in IT for enhancement of teaching learning evaluation and research strategies<br>• Wi-Fi enabled campus<br>• Central Computing facility for smooth functioning<br>• LAN with 1 Gbps backbone<br>• Metacampus facilitating connect between students, staff and parents<br>• IT Policy to ensure best IT practices and procedures<br>• In-house maintenance and supervision of the IT infrastructure for conducive IT environment |
| **4.4** | **Maintenance of Campus facility** | • Provision of annual maintenance in the budget for maintaining cleanliness and hygiene in the campuses<br>• Constitution of various maintenance committees for conducive learning environment<br>• Appointment of an Executive Engineer and a Maintenance Officer for general maintenance of the premises<br>• Constitution of Faculty Management Team (FMT) for aesthetic appearance of the University |

## 4.1  Physical facilities

### 4.1.1  How does the University plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The University has a state-of-the-art infrastructure comprising of classrooms, seminar halls, student amenities, library, faculty rooms, residential facilities, etc for students and faculty to facilitate various academic, research & training and extension activities associated with the teaching-learning process. The physical infrastructure of the University spans across three campuses, *viz.*

- **Main Campus**
- **FMS Campus**
- **Kshipra Path Campus**

The University focuses on its goals and ensures proper planning and adequate availability of physical infrastructure. At the end of every academic year, all the University teaching departments and administrative units identify their annual financial requirements for maintenance of existing infrastructure, development of new physical infrastructure, enhancement of facilities in laboratories, strengthening of information and knowledge delivery systems, enhancement of co-curricular, extra-curricular, sports and other student-centric activities, etc., and submit the same with justification to the University authorities for consideration of the statutory bodies like Planning and Monitoring Board, BOS, AC and BOM . Based on the approval granted, budgetary provisions are judiciously made in the University Annual Budget for approval of the Finance Committee and BOM. Furthermore, the time table and academic calendar are prepared much in advance, for judicious and optimal utilization of the resources.

The University makes **optimal utilization** of its infrastructure facilities by adopting the following measures:

- The entire functional time of the University spans from 8:00 am to 8:00 pm. The University **offers its courses in three shifts**, *viz.* morning, noon and evening, with a view to utilize the infrastructure regularly and for maximum duration.

- The University has a fleet of **34 buses**, which are manned by trained drivers and conductors. The buses ply on various routes of the city, four times a day, to provide **pick up and drop facility** to the students of the University. Besides, there are 4 cars and a pick up van to cater to the varying conveyance needs of the staff and students.

- Various seminars, conferences, workshops, meetings, guest lectures, etc. are organized in the auditoriums at all the campuses. These are also provided for programmes conducted by many governmental and non-governmental organizations on honorary basis.

- **Booking mechanism** is in place for various shared resources like **AV Hall, Seminar halls, auditoriums and CRS Radio 7** for optimal utilization.

- In addition to **five computer labs** catering to the IT needs of the students from different courses, **an exclusive Computer Lab is reserved for the faculty members and scholars** from different Departments, for meeting their research needs. The labs are also made available on demand to other institutions for conduction of online exams.

- The University infrastructure and educational resources are also available for the students of the **Indira Gandhi National Open University (IGNOU)** for which the University is the **nodal centre**.

- The **Sports Academy** of the University offers **coaching in various sports like Table Tennis, Archery, Volley Ball and Basket Bal**l to the students, staff and outsiders throughout the day in various shifts.

- For its optimal utilization the **Library** is open from **8.00 a.m. to 5.00 p.m.**

**4.1.2** **Does the University have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.**

Yes, the University has a policy for creation and enhancement of infrastructure on need basis in order to promote a good teaching-learning environment.

The policy of the University, in this context, is to provide its students and staff with quality infrastructure facilities. Some of the recent initiatives undertaken to promote good teaching –learning environment are as follows:

- **Educational ERP system (Metacampus)** to enhance student learning to facilitate connect between students, staff and parents

- **A Local Area Network (LAN)** and **Wi-fi connectivity** to keep the staff and students ever connected

- Leased line **broadband facility of 1 Gbps** from BSNL under the **National Knowledge Network** scheme of Ministry of Human Resource Development, Govt. of India

- A computer lab has been added to meet the growing  IT needs of the students

- Software like **Mathematica, SPSS, Adobe Photoshop CS5, Quark Express 8.0, Tally ERP 9.0 Gold, Microsoft subscription**, etc.

- **E-library** with sufficient number of computers to access e-resources

- E-Resources in the library like subscription to **INFLIBNET** facility and **E-Journal** databases like **Springerlink, JSTOR, EBSCO, Online ICFAI University Press,** etc

- Development of **Research cubicles for research scholars** to facilitate quality research work

- State-of-the-art auditorium has been  added with bigger seating capacity

and upgraded AV system to conduct seminars, conferences, workshops, guest lectures, etc

- A **350-kilowatt electricity connection** with Servo Facility and EECB Facility (Electricity Earth Circuit Breaker)

- An **Animal House** with modern facilities has been constructed for various Life Science experiments

- **New hostel extension** with a capacity of 90 beds to accommodate more students

- A well equipped **gymnasium** has been set up to keep the staff and the students fit

- A **Day Care Centre** has been established for children of the faculty members

- **Eco-friendly waste bins** and **vermicomposting infrastructure** to manage the food waste on the campus

- Class rooms have been upgraded with smart boards, LCD projectors, Digital Visualizers, Duo Tablets, Duo pens, etc

- **Biometric Attendance Terminal** to manage the attendance of staff and students effectively

- **Research laboratories** in Chemical Sciences, Life Sciences, Physical Sciences, Home Science, etc. have been established to facilitate research

- **Audio-Visual Lab** to give practical training to students of Journalism and Mass Communication in Studio Programme Production and Presentation

**4.1.3 How does the University create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?**

The University creates a conducive physical ambience for healthy teaching, learning and research activities in the following ways:

- The faculty members are provided with an adequate number of well ventilated and well-equipped classrooms and research laboratories to carry out research in an effective manner.

- **Research labs** have been set up in the departments of Chemical Sciences, Life Sciences, Physical Sciences and Home Science that are equipped with the latest sophisticated equipments and licensed software needed to augment research endeavours.

- An **Animal House** with air conditioners, coolers, exhaust fans, heater etc. has been constructed for rearing white mice for various Life Science experiments.

- Development of **Research consultation rooms** with separate cubicles for research scholars to facilitate quality research work.

- The University has developed an **e-library** with a sufficient number of internet-ready computers equipped with latest configuration for use by research scholars.

- The University boasts of **five state-of-the-art computer laboratories**. Besides, the University has 22 laptops that have been provided to senior faculty members.

- The University has a **central computing facility** to centrally maintain its data pertaining to attendance, feedback compilation, result compilation, etc. The central computing facility is provided free of charge to staff members.

- **Latest audio visual aids** like visualizer, LCD projectors, Smart digital boards, Duo tablets, Duo pens, Collar microphones and speaker systems are an integral part of the Smart classrooms in the University.

- The University has installed a **1 Gbps broadband internet** connection under the National Knowledge Network scheme of MHRD, Government of India.

- The University has **Wi-Fi connectivity** throughout the campus, accessible to both students and staff members.

- There is intranet network using Giga LAN facility to provide seamless connectivity between the different constituent Departments of the University.

- Each Department of the University has been given the required number of computers along with the necessary software and other essential peripherals.

- The computers provided in the various Departments and also those installed in the five labs on the main campus are interconnected through two servers. The computers available on the FMS campus computer lab are also interconnected through a server.

- The computers can be accessed by the students and the faculty on all working days during the working hours between 8 am and 6 pm.

- All the staff members including the top management are provided with **Closed User Group (CUG)** mobile phone facility by the University to ensure cost free, seamless and barrier free connectivity.

- The University also has Seminar Rooms, Reference Section, Reading Rooms and Research Reading Rooms attached to the library to promote teaching-learning amongst faculty members and students.

- The University provides facilities for **medical assistance** to the faculty. Every year, doctors are invited for carrying out a general medical checkup of the Faculty, staff and students.

- The University has **four well maintained canteens** that offers delicious and hygienic food making it the most frequently visited place in the University.
- A **well equipped gymnasium with a qualified trainer** is located on campus to ensure the physical fitness of the faculty, staff and the students
- A **Day Care Centre** has been established in the main campus for taking care of the children of the faculty as part of employee welfare initiative of the University.

### 4.1.4 Has the University provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

To expedite administration functions like student-admission, fee collection, staff records, maintenance of student database, etc of all the departments of the University, a Central office is located in the main campus and another in the FMS Campus. The office works as a nodal point for coordinating the inter-departmental activities. Moreover, all campuses of the University have sufficient no. of common rooms, separate rest rooms for women students and staff. All the departments of the University have adequate provisions to seat the faculty members comfortably in staff rooms, which are provided with **facilities like internet ready computers, water-camper, tea-coffee dispensers, individual lockers, air conditioners, food warmers, mobile charging stations, cabinets, staff boards, etc.**

### 4.1.5 How does the University ensure that the infrastructure facilities are disabled friendly?

The University has made adequate provisions for a barrier free-access to every nook and corner of the University for the differently-abled students. All the floors of the University building are connected through an **elevator**, accessible for the students as well as staff. Additionally, **ramps** have been developed at different locations in the University for easy access for students with special needs. A **woman escort** accompanies the blind students to their class rooms. The class rooms/examination rooms allotted to the students with special needs are located near the elevators and washrooms. **Priority seating facility** is provided to such students. Moreover, the University offers **special parking** facility for the disabled.

**4.1.6** **How does the University cater to the requirements of residential students? Give details of**
- **Capacity of hostels and occupancy**
- **Recreational facilities like gymnasium, yoga centre, etc in hostels**
- **Broadband connectivity / Wi-fi facility in hostels**

## Capacity of hostels and occupancy

The IIS University maintains two air-cooled, well furnished, state-of-the-art hostels to provide a home away from home to its outstations students. The details are as follows:

| Hostel name | Location | Capacity | Occupancy |
|---|---|---|---|
| Aanchal hostel | Main campus | 174 | 100% |
| Vasundhara hostel | FMS campus | 110 | 100% |

## Recreational facilities provided in hostels

- To ensure mental and physical fitness of the students as well as the staff, a gymnasium has been established in the basement of the '*Aanchal*' hostel and is addressed as "*IISU Health Club*".

- The University offers a **Certificate, Diploma and an Advanced Diploma Course (as Add On) on Yoga** to all its students along with the hostel residents. **Special Yoga camps** are organized for hostellers every year.

- Each hostel has a common room with **indoor sports facility, colour television** and **an Intercom facility** that links it to the University.

- A movie is screened in the Audio-Visual Hall every month for the hostel inmates.

- The hostel staff ensures that every festival is celebrated in the hostel campus with utmost spirit and enthusiasm so that the inmates do not feel home-sick on such occasions.

- Besides, the University supports the hostel staff in organizing different events like Freshers' Day, Thank You Party, Farewell Party, etc.

- The hostellers are given special outings weekly and monthly after seeking permission from their respective resident wardens.

- Every weekend, special menu is offered to the students.

## Broadband connectivity / Wi-fi facility in hostels

The University has **high speed broadband internet facility of 1 Gbps** with Wi-fi connectivity throughout the hostel campus, accessible to the hostel inmates.

**4.1.7 Does the University offer medical facilities for its students and teaching and non-teaching staff living on the campus.**

- The University maintains an **"Infirmary"** with a qualified **nursing Superintendent** on duty throughout the day to provide and facilitate medical assistance and fitness counseling to all the students and staff members.

- The Infirmary at the University is equipped with the necessary first-aid facilities such as beds, observation table, stretcher, wheel chair, weighing machine, Sphygmomanometer and other requisite medical aids.

- A **Homeopathic doctor** and a **physician** visit the campus on daily basis.

- Also doctors with speciality are available on call at any time of the day as per the requirement.

- The University has also signed **an MoU with two reputed Hospitals** in the neighborhood to provide medical facilities to all teaching, non-teaching staff and the students, wherein**;**

  ➢ Discount can be availed on OPD Consultations, investigations and indoor bills for medicines, consumables and implants.

  ➢ Ambulance is provided free of cost to the hostellers in case of emergency.

**4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?**

Co-curricular activities, cultural events and sports are an integral part of the curriculum at the IIS University .Credits are assigned to the students for their active participation in the same. Extra-curricular, curricular and sports activities are organized throughout the year which include camps, competitions, etc.

**Facilities for Sports**

The special facilities available on campus to promote students' interest in sports are:

- **Sports Office*:*** Director, Physical Education, coordinates all sports activities from this office.

- **Sports Academy:** Coaching for all sports is provided through this academy. It also organizes various summer camps for the benefit of the students of the University and other children in the neighbourhood.

- **Gymnasium:** A well equipped gymnasium with a qualified trainer is located on campus to ensure the physical fitness of the staff and the students who seek membership of the same.

- **Yoga Centre**: The University has a fully air conditioned yoga centre with a certified trainer for guidance.

- **Playgrounds***:* The main campus of the University has sprawling playgrounds to promote outdoor games including courts for Basketball, Handball, Volley-ball and Cricket.

- **Indoor Sports Room:** In addition to the play grounds there is a spacious and a well equipped room for indoor games like Chess, Carrom, table tennis, etc.

- **Swimming Pool:** The University has open air sprawling swimming pool which is also used to host various intra- and inter-collegiate swimming competitions.

**Facilities for Cultural Activities**

The special facilities available on campus to promote students' interest in cultural events/activities are:

- **Students' Activity Office:** Dean, Students' Welfare and Activity, coordinates all cultural activities along with the Students' Council from this office.

- **Auditoriums/Audio Visual Halls:** The University boasts of four state-of-the-art Auditoriums where various seminars, conferences, workshops and guest lectures are organized.

- **Open-air stage and University Lawns**: The stage and the back lawns of the main campus offer a large platform to the budding talents to showcase and develop their skills in the performing arts. Open-air-stage and University lawns are used throughout the academic session for organizing various cultural events and co-curricular activities.

- **Music Room:** A well equipped Music Room has been set up to cater to the students with interest in vocal and instrumental music.

- **Dance Room:** The University has a well equipped Dance Room to hold dance classes and dance practices.

- **Sound Recording Studio:** The University has a studio at CRS Radio 7 with necessary software for Audio production, mixing and presentation.

Besides the Infrastructure facilities the University provides the following additional facilities for sports and cultural activities:

- **Sport kits, costumes** and **props** to the students for various activities. There is a special cell for their maintenance and upkeep

- **State-of-the-art Audio-Visual equipments** for organising various functions

- **Advanced Teleprompters** besides other sophisticated and high resolution equipments for smooth conduction of various activities

- **In-house photography and videography** of different functions/activities organized

## 4.1.9   Library as a Learning Resource

**4.2.1   Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?**

Yes, the library has an Advisory Committee and the composition of the committee is –

- A **Senior Professor** nominated by the Vice-Chancellor as **Chairman/Nodal Officer**
- One **Faculty representative** from each **Academic Department**
- One **student representative** each from **UG, PG** and **Ph.D.** faculty of Arts, Science and Commerce
- **Librarian** as the **Member Secretary**

**Following initiatives have been taken by the library to make it student/user friendly:**

- The Library is fully automated since 1997 and the software being used is **ALICE**

- The library has **open access system.**

- There is a **separate reference section** to facilitate reading and other research related work of the registered scholars.

- **Reprographic facility** is available in the library for staff and students.

- **Sufficient computer terminals** are available for searching location of books through ALICE software. The library staff also assists the readers to search for books, published articles etc, through ALICE software

- The library has been availing the membership of **Questia** and **DELNET** since 2007 and 2008 respectively and **INFLIBNET** since February 2011. It has also subscribed to **Springerlink, EBSCO**, **CRISIL Research** and **JSTOR(through the INFLIBNET**) online databases.

- The articles published in various newspapers/magazines/journals are displayed on the notice board regularly. Latest magazines and arrivals are displayed strategically to attract students.

- Under the **Current Awareness Service**, the contents of journals/periodicals are   circulated amongst the faculty members and research scholars.

- In order to provide students with the books for a full semester, the library extends a **book-bank facility** to them.

- The library has additional features **reading room, processing room** and **reference section.**

- The library has separate seating for its staff members.

### 4.2.2 Provide details of the following:
- **Total Area of the Library (in Square Meters)**
- **Total Seating Capacity**
- **Working Hours**
- **Layout of the Library**
- **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection**

The IIS University boasts of three libraries *viz* the central library, e-library and the FMS library.

- **Total Area of the Library (in Square Meters)** :
  - ➢ **Total Area of the Central Library is  780.89m$^2$**
  - ➢ **Total Area of the FMS Library is      200 m$^2$**
  - ➢ **Total Area of the E-library is         42 m$^2$**

- **Total Seating Capacity:                          500**

- **Working Hours:**
  - ➢ **On working days:  8.00 am to 8.00 pm.**
  - ➢ **On holidays: 11.00 am to 4.00 pm.**
  - ➢ **Before and during examinations: 8.00 am to 5.00 pm.**
  - ➢ **During vacations: 8.00 am to 5.00 pm.**

- **Layout of the Library:**

  The Central Library of the University has reading and reference material arranged in a specific order so that the desired material can be located quickly and collections may be browsed efficiently. The library of the University is divided into following segments:

  - ➢ Located in the basement of the main campus, is the main hall of the Library that is well furnished and equipped to provide proper seating arrangement. It contains about 200 book racks with glass panes which display books for the ready reference of students and faculty members. The books are arranged in the library, subject wise and an American scheme of classification is used for this purpose **(Dewey Decimal classification-20th edition).** The catalogue for books have been computerized with software named Alice for windows, version 6.0(standard module).

➢ Reference Section of the library comprises of the **Reference Books Section** and **a Text Books Section**

➢ The **Periodical Section** of the Library subscribes to about **261 journals**, out of which 230 are Indian and 31 are international journals. The current periodicals are displayed on the periodical racks in the main library hall and the reading hall.

➢ The University has a spacious **e-library** with **20 nodes** for browsing.

➢ **Reprographic Section** of the library provides photocopying facility.

➢ There is a separate **Book Processing Room cum Store** for books, journals, periodicals, etc.

➢ Provision of separate reading rooms in the library for faculty members and students respectively with internet ready computers, journals, periodicals and newspapers for ready reference.

➢ The library also has a Book Bank facility for the students, which provides them with the books for the entire Semester at a nominal charge over and above the permissible limit.

➢ The library also has **a separate reading room for research scholars.**

➢ A **Seminar Room** equipped with Room Theatre system, LCD, OHP, TV, Cable connection, micro-phones and other essential peripherals.

- **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection**

The Floor plan of the Library has been displayed in the Central Library and adequate sign boards have been put up to make the library more user friendly. **Fire extinguishers** are **prominently displayed** at short distances throughout the library premises so as to combat any unforeseen emergency situation caused due to fire explosion. There is **an elevator** to make library accessible to differently-abled users. Personal assistance is provided by the library staff to the differently-abled students in utilizing the library resources effectively.

**4.2.3 Give details of library holdings :**

| a) | **Print** | |
|----|----|----|
| | Books | 60453 |
| | Back volumes of journals | 2827 |
| | Theses(Ph.D & M.Phil) | 33 |
| b) | **Average no. of books added during last 3 years** | 15000 |

| c) | **Non Print** | 1830 |
|---|---|---|
| d) | **Electronic** | 32e-journals, Springerlink database with more than 1000 collections and 8 e-databases. |
| e) | **Special collections** | |
| | P.G. Dissertations | 2761 |
| | Seminar reports | 534 |
| | Question Papers | 2443 |
| | Standards | 03 |
| | Patents | 03 |
| | Manuscripts | 03 |
| | Best Answer Books | 800(5/subject) |

**4.2.4   What tools does the library deploy to provide access to the collection?**

- **OPAC:** Online Public Access Catalogue is being managed through the **ALICE software**.

- **Electronic Resource Management package for e-journals:**

  The library subscribes to a number of online databases like DELNET, Springerlink, EBSCO, JSTOR, CRISIL Research and INFLIBNET for students, research scholars and faculty members.

- **Federated searching tools to search articles in multiple databases:** SCOPUS and Reaxys are used to search articles in multiple databases.

- **Library Website:** The Central Library has a microsite (http://library.iisuniv.ac.in/)  linked to the official website of the University, displaying its composition, management, facilities and services, sections for e-journals, books and references.

- **In-house/remote access to e-publications:**
  **In-house Access**
  **Databases**

| NAME OF THE JOURNAL | SITE ADDRESS |
|---|---|
| INFLIBNET | www.inflibnet.ac.in |
| INFLIBNET JSTOR | www.jstor.org |
| JSTOR PLANT SCIENCE | www.plants.jstor.org |
| JSTOR ALUKA CONTENT | www.aluka.org |
| SPRINGERLINK | www.springerlink.com |

  **E-Resources**

| NAME OF THE JOURNAL | SITE ADDRESS |
|---|---|
| IEEE SECURITY & PRIVACY | www.ieee.org |
| COMPUTATIONAL INTELLIGENCE | www.ieee.org |
| TRANSACTIONS ON EVOLUTIONARY COMPUTATION | www.ieee.org |
| TRANSACTIONS ON FUZZY SYSTEMS | www.ieee.org |
| TRANSACTIONS ON NEURAL NETWORKS | www.ieee.org |
| IEEE SPECTRUM | www.ieee.org |
| IEEE COMPUTER | www.ieee.org |

**Remote Access**

### Databases

| NAME OF THE JOURNAL | SITE ADDRESS |
|---|---|
| EBSCO CORPORATE RESOURCE NET | www.search.ebscohost.com |
| QUESTIA:ONLINE LIBRARY | www.questia.com |
| DELNET:RESOURCE SHARING NETWORK | http://delnet.nic.in |
| CRISIL ECOVIEW | www.crisilresearch.com |
| J-GATE SOCIAL & MANAGEMENT SCIENCES | www.j-gate.informindia.co |

### E-Resources

| NAME OF THE JOURNAL | SITE ADDRESS |
|---|---|
| PAN AM JOURNAL OF PUBLIC HEALTH | www.ingentaconnect.com |
| DOWN TO EARTH | www.downtoearth.org.in |
| ICFAI JOURNAL OF MANAGEMENT RESEARCH | www.iupindia.org |
| ICFAI JOURNAL OF ORGANISATIONAL BEHAVIOUR | www.iupindia.org |
| THE ICFAI JOURNAL OF ACCOUNTING RESEARCH & AUDIT PRACTICES | www.iupindia.org |
| ICFAI JOURNAL OF APPLIED FINANCE | www.iupindia.org |
| ICFAI JOURNAL OF SOFT SKILLS | www.iupindia.org |
| ICFAI JOURNAL OF MARKETING MANAGEMENT | www.iupindia.org |
| ICFAI JOURNAL OF BRAND MANAGEMENT | www.iupindia.org |
| ICFAI JOURNAL OF BUSINESS STRATEGY | www.iupindia.org |
| CLOTHING AND TEXTILE RESEARCH JOURNAL | http:// sagepub.com |
| CONTRIBUTIONS TO INDIAN SOCIOLOGY | http:// sagepub.com |
| INDIAN JOURNAL OF GENDER STUDIES | http:// sagepub.com |
| STUDIES IN HISTORY | http:// sagepub.com |
| INDIAN HISTORICAL REVIEW | http:// sagepub.com |
| INDIA QUARTERLY | http:// sagepub.com |
| JOURNAL OF HEALTH MANAGEMENT | http:// sagepub.com |
| PSYCHOLOGY AND DEVELOPING SOCIETIES | http:// sagepub.com |
| HARVARD BUSINESS REVIEW | www.hbr.org |
| JOURNAL OF GLOBAL COMMUNICATION | www.indianjournals.com |
| MASS COMMUNICATOR | www.indianjournals.com |

**4.2.5** **To what extent is ICT deployed in the library? Give details with regard to:**

- **Library Automation:** The University library has adopted a computerized electronic database management system "ALICE for Windows" which is integrated library automation software.

- **Number of computers for general access: 33**

- **Library Hall:** 0**3**

- **Reading cum reference section: 05**

- **E-library: 20**

- **FMS Library: 05**

- **Number of Printers for Public Access: 04**

- **Internet Band width with speed: 1 Gbps**

- **Institutional Repository:** To safeguard and preserve the research work conducted by University faculty and students, the library has made a provision of storing and maintaining a softcopy. These are made available on request to UG and PG students for reference. The library also maintains a soft copy of various guest lectures, seminars, conferences, symposiums and other extra and co-curricular activities organized by the University.

- **Content Management System for E-learning:** Australian Automated Library management system software named 'ALICE' is used for managing the content available in the library to promote e-learning. Indexing of important articles published in subscribed journals is also done through ALICE.

- **Participation in resource sharing networks/consortia:** Yes, the library has been an active participant in resource sharing networks as
  - ➢ The library has been availing the membership of **DELNET** since 2008.
  - ➢ **AIRC** (The American Library) is being used since 2001.
  - ➢ **INFLIBNET** is also being used since February 2011.
  - ➢ The library also subscribes to a number of online databases like **JSTOR, Springerlink, EBSCO,** etc for students, research scholars and faculty members.

## 4.2.6 Provide details (per month) with regard to

| Average Number of **Walk-ins** | 12000 |
| Average number of **books issued/returned** | 9000 |
| Ratio of Library Books to Students Enrolled | 15:1 |
| Average number of **books added** during last four years | 18000 |
| Average number of **logins to OPAC** | 3000 |
| Average number of **login to e-resources** | 400 |
| Average number of **e-resources downloaded/printed** | 300 |
| Number of **IT** (Information Technology) **literacy trainings** organized | 02 per month |

## 4.2.7 Give details of specialized services provided by the library with regard to:

- **Manuscripts:** The University has 03 manuscripts that are stored separately in closed access and are provided on demand.

- **Reference:** The University has a separate Reference section that contains library's collection of around 21,000 reference books, bound volumes of back issues of journals, dissertations, dictionaries, encyclopedias, directories, bibliographies, maps, atlas and yearbooks

and theses. The section also has a number of national and international journals of repute. Besides books, this section of the library also displays best answers sheets of various examinations conducted by the University.

- **Reprography:** There's a separate reprographic section with two latest technology reprographic machines.

- **Inter-library loan service:** The Central Library shares Inter-library loan services with the American Library (formerly known as AIRC) & DELNET that helps students and staff have access to catalogue, databases and references.

- **Information deployment and notification:** Following measures have been taken for effective information deployment and notification:

  ➢ The articles published in various newspapers / magazines/ journals which enrich the students on current topics and issues are displayed on the notice board regularly.

  ➢ Under the Current Awareness Service, the contents of journals/periodicals and clippings of the latest news are displayed on the notice boards.

  ➢ Latest magazines and arrivals are displayed strategically to attract students.

  ➢ The lists of new arrivals are sent to the faculty members through emails for their ready reference.

  ➢ Passwords and website-addresses for accessing on-line journals and books are displayed on the notice board.

  ➢ Information of special days are disseminated by displaying books related to that day like Hindi Diwas, International Women's Day, Independence Day, Republic Day, World Environment Day, etc.

  ➢ Book fairs are organized annually so as to keep the students and staff updated.

  ➢ The website of the library is updated on regular basis.

  ➢ Information sessions are regularly conducted for students to orient them with ways and means to access various systems available in the library.

- **OPAC:** The library has open access system through the software named ALICE.

- **Internet Access:** The Central library together with e-library, Reference section and the FMS library has 33 internet ready latest configuration computers installed with leased line broadband facility of

1 Gbps from BSNL under the National Knowledge Network scheme of MHRD, Government of India.

- **Downloads:** The library provides the facility of downloading the desired articles and other reference material to the users through subscriptions to various e-resources and databases like INFLIBNET, DELNET, Questia, EBSCO, JSTOR, Springerlink, etc. with the help of the broadband facility installed on almost all the computers provided in the library.

- **Printouts:** Digital printers and reprographic machines are installed in the library to provide printout facility.

- **Reading list/Bibliography compilation:** For the ready reference of students and staff, computerized catalogues of the library holdings are available at the enquiry counter. Further, there is provision of modern bar code and Online Public Access Catalogue (OPAC) technology to facilitate for user friendly, quick and easy search of desired reference.

- **In-house/remote access to e-resources:** The University provides access to numerous electronic and digital resources like DELNET, INFLIBNET-JSTOR, Annual Reviews, Questia, EBSCO, Springerlink, etc through licensed agreements with the providers of theses e-resources to acquire and establish access.

- **User Orientation:** In the beginning of each session, new students are oriented to the library and its features. Besides this, refresher sessions are organized periodically to update them to make the best use of the library services and facilities.

- **Assistance in searching databases:** The library staff helps the user community in identifying specific resources, make them aware of new resources and impart skill in searching database. The University also organizes special lectures/ practical sessions to train the faculty and students to utilize novel systems and databases effectively.

- **INFLIBNET:** The library has subscribed e-resources like INFLIBNET as mentioned earlier.

### 4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

The details of the annual library budget and the amount spent under different heads are as follows:

|  | Sanctioned for UG-PG 2012-2013 | Utilized for UG-PG 2012-2013 | Sanctioned for Research 2012-2013 | Utilized for Research 2012-2013 |
|---|---|---|---|---|
| **Books** | 6,30,000.00 | 694446.00 | 525000.00 | 433,941.00 |
| **Journals** | 50,000.00 | 29095.00 | 150,000.00 | 175,621.00 |

| | | | | |
|---|---|---|---|---|
| **Periodicals** | 50,000.00 | 39481.00 | 50,000.00 | 24,567.00 |
| **Online Databases** | 0.00 | | 700,000.00 | 1,324,011.00 |
| **Miscellaneous** | 1,00,000.00 | 98340.00 | | |
| **Total** | **8,30,000.00** | **861362.00** | **1425000.00** | **1,958,140.00** |

**4.2.9  What initiatives has the University taken to make the library a "happening place" on campus?**

The following initiatives have been taken to enhance the reading habit among students and encourage them to spend time in the library:

- The **list of current arrivals are put up on the library notice board regularly and also e-mails regarding new arrivals are sent to the faculty on a regular basis**.  Latest magazines and arrivals are displayed strategically for 10 days to attract students.

- **Students/teachers are free to use computers** to look for the books and journals of their interest available in the library.

- The **internet facility**, available on campus, helps students and teachers to look for e-journals/e-books. Passwords and website-addresses are displayed on the notice boards for accessing on-line journals and books.

- On special days such as Gandhi Jayanti, World Population Day, Human Rights Day, Hindi Diwas related books and other literature are displayed for the students.

- On other special occasions such as World AIDS Day, Healthy Heart week, Literacy week, etc. the books are also arranged on the basis of specific themes and displayed.

- **Book exhibitions and fairs** are regularly organized to inculcate reading habits in the students.

- The library has a good collection of **bestsellers, fictions, biographies, inspirational books,** etc to encourage wide spectrum of readership.

- Under the **Current Awareness Service,** the contents of journals/periodicals are   displayed on the notice boards. Clippings of the latest news are also put up on the notice board. The articles published in various newspapers/magazines/journals which enrich the students on current topics and issues are displayed on the notice board regularly.

- Information regarding day to day current affairs is disseminated through the subscription of a large number of national and regional newspapers. **Clippings of the latest news are put up on the notice board.**

- In the beginning of each session, **new students are oriented to the library and its features** for helping them make the best use of the facility.

- The library has **open access system**. As a result, the reader is free to pick any book from the book racks for consulting and reference. The library staff also helps the readers to search for books, published articles etc.

- In order to provide students with the books for a full semester, the library extends a **book-bank facility** to them.

- The library has a provision of providing **"Extra book" to the meritorious students.**

- Every year the library announces **"Best Library User Award".**

- A reprographic machine has been installed in the library to get the required reference material photocopied at nominal charges.

- The library staff regularly **screens film shows** for the students and the staff.

- The **staff members have a separate seating section** in the library reserved exclusively for them.

- There is a **separate reference section** to facilitate reading and other research related work.

### 4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?

Feedback is collected both from students and staff by maintaining a **suggestion register** wherein the users can write their valuable inputs regarding new arrivals, further procurements and suggestions which can help streamline the library system and make it more **user friendly**. However, if any student wants to give any anonymous suggestion, there is also a **suggestion box**. Further **Feedback forms** have also been designed for the staff and students to get constructive feedback at regular intervals. Feedback is also taken from **outgoing students in a structured form**, which is analysed and the suggestions are incorporated in further planning of the library. Moreover, a student representative has been appointed as a member of the Library advisory committee.

### 4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

In the last four years, the library has added the following in terms of infrastructure:

- A **separate reading room** equipped with internet ready computers for research scholars, students and faculty

- A **Seminar Room** equipped with Room Theatre system, LCD, OHP, TV, Cable connection, micro-phones and other essential peripherals

- Separate **book processing room**

- **Reference room** and separate section for journal, periodicals, etc.

- **Separate store room**

- During the last four years, the infrastructural facilities of the library have almost doubled in terms of Open book cases, book shelves, tables, chairs, etc

- A s**eparate reprographic section** with the latest reprographic machine. An additional photocopier has been added to this section recently

- **E-library** with sufficient number of computers to access e-resources

- An **elevator** for easy access to the library


## 4.3    IT Infrastructure

### 4.3.1    Does the University have a comprehensive IT policy with regard to
- **IT Service Management**
- **Information Security**
- **Network Security**
- **Risk Management**
- **Software Asset Management**
- **Open Source Resources**
- **Green Computing**

Yes, the University has an IT policy pertaining to Information Security, Network Security, Risk Management, Software Asset Management, Open Source Resources and Green Computing. The IIS University's IT Policy is an effort to comply with the national law and policy on the subject matter of information technology. The primary focus of IT policy is to ensure best IT practices and procedures for effective and secure use of technology across the organization. The policy describes what the University system deems "acceptable use" of technology for educational purposes.


### 4.3.2    Give details of the University's computing facilities i.e., hardware and software.

The detail of the University's computing facilities are as follows:

 • Number of systems with individual configurations

**410 + 26 (Laptops) =436**

### Details of Computers with Configuration

| Item | Specification | Number |
|---|---|---|
| Lenovo Dual Core | CPU (E2160) 1.8 Ghz , RAM 3Gb, HDD 160 Gb , LCD Monitor, K/M Optical USB | 80 |
| P-IV | Intel 845 PIV 1.8 GHZ Processor RAM 512 MB , HDD 40 GB Hard Disk 52 X CD Rom Drive 1.44 Floppy Drive PS-2 Keyboard, PS-2 Mouse 15" Color Monitor | 43 |
| IBM SYS | CPU 3.0 Ghz , RAM 1Gb, HDD 80 Gb, LCD Monitor, K/M Optical USB | 50 |
| Lenovo Dual Core | CPU (E5400) 2.7 Ghz , RAM 2Gb, HDD 250 Gb, LCD Monitor ,K/M Optical USB | 70 |
| Lenovo C2D | CPU 2.6 Ghz , RAM 2Gb, HDD 160 Gb, LCD Monitor ,K/M Optical USB | 06 |
| Lenovo C2D | CPU (E7500) 2.93 Ghz , RAM 2Gb, HDD 250 Gb, LCD Monitor ,K/M Optical USB | 70 |
| Dell Dual Core | CPU (E3400) 2.60 Ghz , RAM 2Gb, HDD 250 Gb, LCD Monitor ,K/M Optical USB | 20 |
| Lenovo i5 | CPU i5 3.20 Ghz , RAM 4Gb, HDD 500 Gb, LED Monitor ,K/M Optical USB | 10 |
| Dell i5 | CPU (E2400) 3.10 Ghz , RAM 4Gb, HDD 500 Gb, LCD Monitor ,K/M Optical USB | 15 |
| Imac 20" C2D | CPU 2.66 Ghz , RAM 4Gb, HDD 320 Gb, LED Monitor ,K/M Optical USB | 1 |
| Imac 22" C2D | CPU 2.93 Ghz , RAM 4Gb, HDD 500 Gb, LED Monitor ,K/M Optical USB | 1 |
| HP Server | ML 350 G6 CPU Xeon 2.26Ghz , 16Gb , HDD 584 Gb Hot Swap , DVD RW, LED Monitor ,K/M Optical USB | 1 |
| HP Server | ML 350 G6 CPU Xeon 2.40 Ghz , 6Gb , HDD 600 Gb Hot Swap , LED Monitor ,K/M Optical USB | 1 |
| Dell i5 | CPU (E3470) 3.60 Ghz , RAM 4Gb, HDD 500 Gb, LCD Monitor ,K/M Optical USB | 40 |
| Mac Pro | Quard Core Processor | 2 |
| Dell Laptop | C2D , CPU (E6400) 2.0 Ghz, RAM 2 GB , HDD 250 Gb, LCD Screen , Wifi,DVD-RW, 1.3 mp Camera | 10 |
| Mac Book | CPU i7 2.6 Ghz , 4GB , HDD 500 GB , Webcame, wifi,DVD-RW | 1 |
| Dell i5 | CPU i5 2.26 Ghz , 3GB , HDD 320 GB , LED Screen ,Webcame, wifi,DVD-RW | 1 |
| Dell i3 | CPU i3 2.53 Ghz , 3GB , HDD 320 GB , LED Screen ,Webcame, wifi,DVD-RW | 10 |
| Dell i3 | CPU i3 , RAM 4GB , HDD 500 GB, LED Screen ,Webcame, wifi,DVD-RW | 04 |

- Computer-student ratio          **1:9**

- Dedicated computing facilities:  **305**

- LAN facility:                    **All Computers on LAN**

                                   **(With Giga LAN Wi-fi Connectivity)**
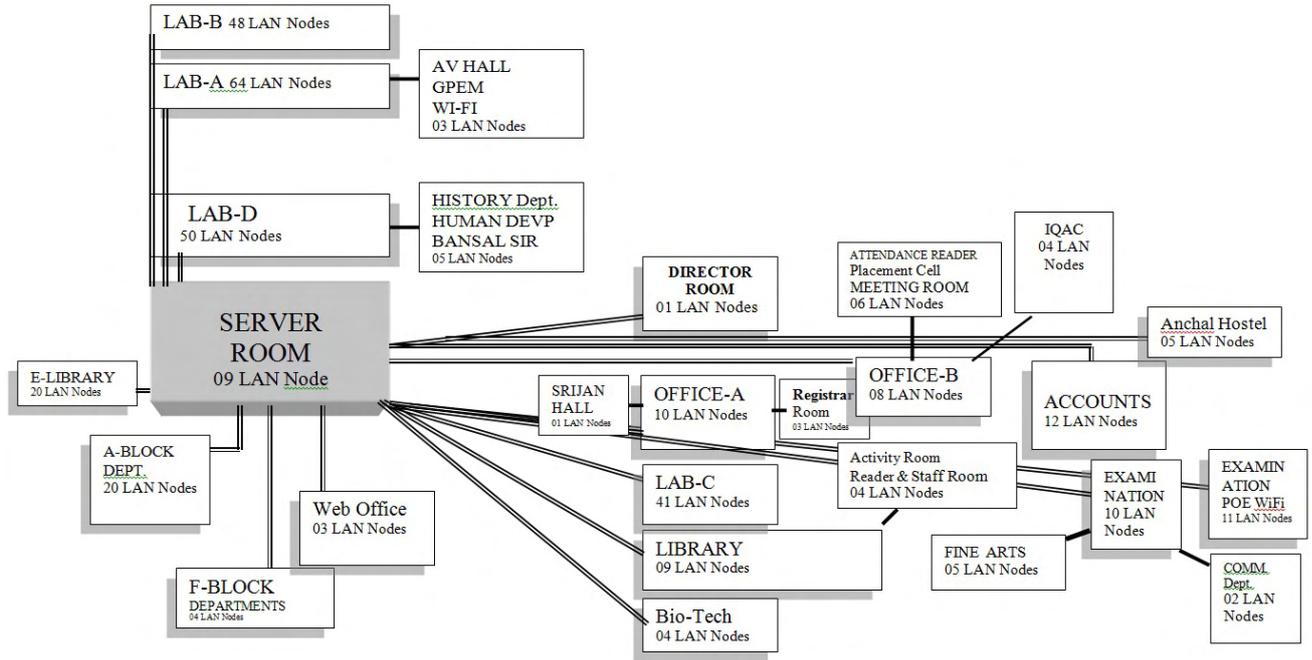
THE IIS UNIVERSITY LOCAL AREA NETWORK

**Proprietary software:**              **51 (List Attached)**

| |
| --- |
| Alice 6.0 Library Software |
| Tally ERP Gold 9.3 |
| Tally 9.0 |
| COMPUTAX |
| Symantec Endpoint Protection 11.0 |
| WIEN2K |
| Reach CAD |
| Reach Fashion Studio |
| SPSS PASW 18 |
| RICH PEACE FDIC |
| RICH PEACE GARMENT CAD |
| ARAH WEAVE |
| ARAH DRAPE |
| Adobe Photoshop CS5 |
| Quark Xpress 8.0 |
| Corel Draw Graphic Suite X5 |
| Shreelipi 7.2 |
| Quick Heal Server 12.0 Antivirus |
| Quick Heal Antivirus |
| Wolfram Mathematica 7.0 |
| Flash MX 6.0 |
| AutoCad 2002 |
| AutoCAD 14 |
| PageMaker 7.0 |

| |
|---|
| Adobe Photoshop 7.0 |
| CorelDraw12 |
| Final Cut Pro for Mac |
| Easy access (Attendance Software) |
| MS Office 2003 |
| Windows 7 Starter & Upgradation |
| Windows XP |
| MS Office 2003 |
| Oracle 9i |
| SCO Unix 6.0 |
| Red Hat Linux  9.0 |
| Dream Spark Premium |
| Rosetta stone English |
| Rosetta stone French |
| Turbo C++ |
| Grammarly |
| Turn it in |
| Viper |
| Gaussian |
| IBM DB2 |
| Humming Bird |
| IBM Lotus Symphony-1 |
| IBM TIVOLI |
| Visual Source Safe 6.0 |
| Eclipse |
| Micrografx Flow Charter |
| Optitex |

- Number of nodes/ computers with internet facility:        **436**

- Any other :

| Name | Quantity |
|---|---|
| Laser Printers | 23 |
| Duo tab | 02 |
| Visualizer | 01 |
| Scanner | 02 |
| Cisco Router | 03 |
| Cisco L3 Switch | 04 |
| Cisco Wifi Router | 02 |
| Cisco Wifi Controller | 02 |
| Cisco Wifi Access Point | 35 |
| Cisco POE Switch | 03 |
| Interactive Board | 02 |
| LCD Projectors | 24 |
| Photo Copier | 04 |
| Reprography Machine | 01 |
| Online UPS        15K/2K | 03 |
| Offline UPS | 20 |
| Fortigate UTM (Firewall) | 01 |
| Biometric machine | 08 |
| Evolice iCard Printer | 01 |

### 4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The University identifies the key trends within Higher Education and the IT industry that will shape the delivery of IT services to its staff and students. Key amongst these are the need to be able to access IT services and information remotely; to rise to the challenges of increasing demands for storage and bandwidth; to leverage the advantages of alternative delivery models and to develop more **environmentally sustainable ways of delivering IT.**

The **infrastructure facilities are augmented periodically** in order to meet the growing needs of the teaching, learning and research endeavours at the University. **Sufficient funds are allocated** for the purpose. The institute closely monitors the usage of the IT resources by the students as well as faculty with a view to ensure the adequacy of such facilities and also for upgrading and improving these facilities from time to time. Depending upon the new courses being introduced, the University plans for enhancing its IT infrastructure. For this purpose, "**IT Planning & Monitoring Committee**" has been constituted to review the proposal for new IT infrastructure by different departments. The final decisions are based on a number of considerations like availability of budget, technological advancements, viability of the proposal to name a few.

### 4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

- All the classrooms have been provided with computer facilities and the **computer system is connected to multimedia projectors** and all computers have internet accessibility.

- In regular classes, teachers make use of **latest Audio-Visual aids** to access online teaching and learning resources.

- To make lecture delivery more effective there is **easy internet access** and **Wi-Fi connectivity** throughout the day.

- To further enhance the quality of teaching, learning and research, e-**journals and e-books** are easily made available to the students and the staff.

- The University has setup the **A-View Classroom** in the campus and participates in online lectures and workshops conducted using A-VIEW system. The students participate in lectures delivered by eminent scientists and have live chatting/discussions as in conventional classrooms.

- The IIS University in collaboration with **IIRS, Dehradun – ISRO under EDUSAT** Distance Learning Programme, offers Short Term

Certificate Courses in Basics of Remote Sensing, GIS (Geographical Information System), GPS (Global Positioning System) and "Geo-web Services - Technology & Applications. These courses provide a platform to students to interact with ISRO officials and to pursue their education with modern technologies at global level.

- In its pursuit for excellence in education, the University enriches the learning experience of the students by uploading reading material, assignments, tutorials, etc through **Metacampus**. A web based software to provide various features to students like: **E-resources, Online Assignment, Attendance, Marks, examination form, permission letter and Biometric attendance (SMS notification for parents & students)**.

- To enhance the quality of education by teaching students through curriculum based video and web courses, the University has adopted **National Programme on Technology Enhanced Learning programme(NPTEL).** Through this the University intends to explore learning materials, digitally taped classroom lectures, supplementary materials and links to state-of-the art research materials in every subject possible.

- The IIS University is availing internet services of **National Knowledge Network (NKN).** The University is planning to avail other services of National Knowledge Network like Virtual Class room, Virtual Library and Virtual Lab.

**4.3.5 How does the University address issues such as authenticity and copyright with regard to online resources that lie outside the University?**

With regard to the online resources that lie outside its ambit, the University meets its obligations under the authenticity and copyright issues in the following ways:
- The material is made available by **linking out to the source** and not copying or uploading.
- It is in the **public domain**.
- It is **lawfully acquired** (material that the institution has purchased, received as a gift, or leased).
- The copyright owner is always given credit. A **full citation** accompanies the item.
- Moreover, the University has software such as **Grammarly, Turn it in** and **Viper** to check plagiarism for all research documents prepared by students, staff and faculty.

**4.3.6 What are the new technologies deployed by the University in enhancing student learning and evaluation during the last four years and how do they meet new/future challenges?**

The University emphasizes its commitment to student learning **through new**

**technologies** that will help it lead the way in transforming the landscape of online higher education. The activities in the University are planned in such a way that, the IT infrastructure and associated facilities are always **on a par with the state-of-the-art technology.** The University follows practices to **develop global perspective** amongst the students through:

- **Integration of IT curricula** in all the programmes being offered
- **Integration of projects and presentations in curricula** using web based technology
- **Introduction of IT based courses** involving new technology
- **Optimal use of multimedia technology** while teaching
- Organization of **training sessions** for students to use e-resources
- Establishment of **AVIEW classrooms** in the campus
- Introduction of **EDUSAT Programme** as mentioned earlier
- Introduction of **Educational ERP system (Metacampus)** using google cloud based technology
- Adoption of **NPTEL** as discussed earlier
- **Integration of software in curricula** ( E.g. Optitex. Reach CAD, Reach Fashion studio, Mathematica, Gaussian, etc)
- Use of **NKN services** as discussed earlier
- Development of a **web based constructive feedback** of the faculty members from the students
- **Complete automation of the examination system** with ICT based preparation of results, examination schedule, examiners' panel, declaration of results, online submission of examination forms and fees, and uploading of marks obtained by students in their CA tests and other components (yellow booklets).
- **Online examination** to evaluate the performance of students for some specific papers through online assessment. It is supported by robust question bank from which the questions are picked up randomly during the examination.

**4.3.7 What are the IT facilities available to individual teachers for effective teaching and quality research?**

The institution fulfills the claims it makes for an enriched educational environment by providing the following IT facilities to its individual teachers:

- **Wi-Fi enabled campus** with easy access in **staffroom, classrooms and laboratories**

- Some of the faculty members have been provided with **laptops**

- **Individual departments** have been provided with **PCs** for efficient functioning

- **High-resolution LCD projection system** with audio and video systems in classrooms for effective teaching

- **Five computer laboratories** equipped with latest upgraded desktop PCs, providing access to a variety of specialized software

- A **high-definition video-conferencing system and media laboratory** with the latest audio and video mixer, HD camera and web-streaming facility

- A well equipped **Photography lab** with 2 dark rooms, a studio for table top and model photography, enlargers, Digi-SLR Cameras, Tripods, spot lights, etc

- **Centralized file, print and resource-sharing system** for sharing data internally

- **Allotment of individual POP3 email IDs** to each faculty member for seamless communication. The email accounts can be accessed from anywhere via web mail

- The **website is updated** on daily basis for staff and students

- **Active and dedicated IT web office** for technical support to faculty as well as students

- **E-library** of the University has **20 computer work stations** to provide on-line and Internet services to the faculty for quality teaching and research

- **Licensed software** like SPSS, Gaussian, Mathematica, Reach CAD, etc are provided to the faculty to further enhance the quality of research

- **FDPs** are organized for faculty to generate awareness in the fields of ICT skills, ICT in education concept and practice to improve IT literacy amongst the staff

- **Metacampus,** to enhance connectivity with students by uploading assignments, modules, power point presentations, etc

- **Access to numerous electronic and digital resources** like DELNET, INFLIBNET, ARIS, Springerlink, JSTOR, Annual Reviews, Questia, EBSCO, etc

### 4.3.8 Give details of ICT-enabled classrooms/learning spaces available within the University? How are they utilized for enhancing the quality of teaching and learning?

The University demonstrates a commitment to educational improvement by providing support for student learning and effective teaching through ICT-enabled learning spaces:

- The classrooms have the **state-of-the-art audio-visual facilities** which include LCD Projectors, interactive boards, Duo tablets and Over Head Projectors.

- These **Wi-Fi enabled class rooms** help in providing online learning environment for the faculty and students.

- The **faculty can post learning materials, lecture notes, assignments, blog posts, forums** within the cloud based system to allow students to keep pace with the course and manage their study time better.

**4.3.9  How are the faculty assisted in preparing computer- aided teaching-learning materials? What are the facilities available in the University for such initiatives?**

- The IIS University supports faculty teaching and research efforts by offering key services and resources such as **technology rich classrooms and computer labs, high performance research computing, new media technologies and interactive tools** to faculty to further advance the mission of the University.
- The faculty can access number of **online journals** and **digital resources** through the digital library maintained and subscribed by the University.
- Each faculty member has access to the **centralized file and data-sharing system** enabling them to archive and share the information internally.
- List of journals names and open resources are circulated time to time for the faculty and students for information.
- **Computer and Internet appreciation training programmes/FDPs** are organized from time to time to equip the faculty with the required skills in these areas.
- The University also organizes **special lectures/ practical sessions** to train the faculty to utilize novel systems, software and databases effectively.
- **IT staff of the University is always available** for software management and ICT related problems.

**4.3.10  How are the computers and their accessories maintained?**

The University has effective mechanism for maintenance and optimal use of computers and their accessories.

- The University has a **technically and professionally qualified team of technocrats** for the maintenance and upkeep of the computers, computer accessories and laboratories that are also available to solve any problems related to computers and other equipments. They are:
  - ➢ **Web Administrator**
  - ➢ **Software Engineer**
  - ➢ **Lab Supervisors/Assistants**

- The team maintains a one-stop **"IT and Web Office"** for the campus community. The team is responsible for

- ➤ The **upkeep and maintenance of hardware** and networking resources
- ➤ **Monitoring of the 'invisible' services** which run over that network
- ➤ The maintenance and technical support within teaching rooms and laboratories

- Each Department is given the required number of computers along with the necessary software and other essential peripherals. The University has adopted a system of regular stock taking annually wherein computing resources are thoroughly maintained and updated.

- Moreover, a **complaint register has been kept in the IT and Web Office** in the main campus wherein staff members and students can file any complaints related to the computing system and also give new requisitions pertaining to the same.

- There is **"IT Plannning and Monitoring Committee"** to formulate and design strategies for the development of different software for enhancing the IT infrastructure.

- A **central pool of original software** is maintained to avoid any misuse.

**4.3.11   Does the University avail of the National Knowledge Network connectivity? If so, what are the services availed of?**

The IIS University is a **member of National Knowledge Network since last two years** and avails different services of NKN. The University is using high speed internet services of NKN for enhancing the quality of its teaching, learning and research. The University is in the process of exploring other benefits of NKN like collaborations, research, etc.

**4.3.12   Does the University avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?**

Yes, the University avails education enhancing web resources like Wikipedia, dictionary, etc to facilitate the staff and students to access digital resources platforms and utilize educational data online. However, Wikipedia is currently an uneven resource and some of its articles are unreliable, therefore, the University ensures to generate awareness amongst the students about the limitations of open online encyclopedias. Since, the open online encyclopedias are not authenticated as the primary or sole reference therefore, the University promotes sources that are refereed /peer-reviewed.

**4.3.13** **Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the University.**

**The institute closely monitors the usage of the IT infrastructure facilities** by the students as well as faculty with a view to ensure the adequacy of such facilities and also for upgrading and improving these facilities from time to time. The University **upgrades its computer systems, and the provisions are made in the annual budget** for update, deployment and maintenance of the computers in the institution. The **systems are purchased with 3 years or 5 years warranty,** and as per requirement are upgraded even after the warranty period expires. Sufficient funds are allocated for the purpose. The details of the amount spent on the IT Infrastructure in the last financial year are as follows:

| Head | Budget allocated(in lacs) | Expenditure incurred (in lacs) |
|---|---|---|
| Updation | 2.5 | 2.7 |
| Deployment | 5.0 | 6.4 |
| Maintenance | 22.0 | 21.4 |

**4.3.14** **What plans have been envisioned for the gradual transfer of teaching and learning from closed University information network to open environment?**

The overall aim of the University is to achieve a balance of organizational efficiency and new innovations. The challenge is to pick appropriate and targeted technologies, to pursue and ensure that the timing of the adoption of new technologies is appropriate. Although there are many barriers in the adoption of open access models, the University plans a gradual shift to open environment as far as information network is concerned. The University already has its curriculum uploaded on the website which is open for all. It further plans to make its journal freely accessible online to share its research endeavors openly. Such efforts may cross traditional boundaries and eventually help faculty interact with colleagues in other disciplines and institutions.

## 4.4 Maintenance of Campus Facilities

**4.4.1** **Does the University have an Estate office/ Designated officer for overseeing the maintenance of buildings, classrooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience**.

Yes, the University has a **maintenance officer** to look after the general maintenance of the premises. Besides this there are **4 electricians, 3 plumbers and 2 carpenters** on permanent rolls to assist in the maintenance of all the campuses of the University. This **entire team is headed by an Executive Engineer.**

- There is a **full-fledged maintenance section** for construction and maintenance of physical infrastructure (buildings, road, water supply, power supply, maintenance of lawns, trees, etc).

- The **maintenance of scientific equipments** is done by manufacturers of agencies under **'Annual Maintenance Contract' (AMC)** and breakdown calls.

- The **maintenance of garden** is done by the appointed gardeners under the supervision of a superintendent.

A **few campus specific initiatives** that have been undertaken to improve the physical ambience are as follows

- The **stage in the main campus** has been extended and beautified.

- **Ambience of the hostels' mess** has also been enhanced significantly.

- **Trees are planted** from time to time to ensure a green campus and pollution free environment.

- Conventional black boards have been replaced by **glass boards** in many class rooms.

- Window panes are repaired as and when required.

- **VC Secretariat's ambience** has been enhanced by display of contemporary art work.

- **AV Hall has been renovated** with the setting up of a wooden stage and wooden flooring.

- Cleaning and Security services have been appointed on contractual basis.

- AMCs for sophisticated scientific instruments and for facilities like Elevators, ACs, refrigerators, etc have been signed.

**4.4.2 How are the infrastructure facilities, services and equipments maintained? Give details.**

- The infrastructure and associated facilities have been significantly enhanced at the IIS University to meet the requirements of the academics. It is also essential and critical that the same are maintained in high order of functionality, aesthetics and as well upgraded with time to foster and enrich the academic environment of the Institute.

- In this regard a **Facility Management Team (FMT)** has been constituted with representation from each building block for a pro-active and participatory management of the facilities. The main objective of FMT is defined and targeted improvement of the infrastructure of the University. Each FMT member is required to cumulatively spend adequate hours in a month for enlisting improvement projects in a specified short format.

- Besides this, to maintain the infrastructure of the University, a number of **in house committees** have been constituted

**Any other information:**

- There is a **parking facility** where the day scholars and the staff members who drive down to the University can safely park their vehicles in an organized manner.

- In the hostel of the Main campus of the University, there is a **separate dining room for the staff** wherein lunch facility is available at nominal charges.

- In order to manage the food waste generated from hotel's mess, the University has procured **eco-friendly waste bins** designed to produce compost from the waste. The compost produced thereafter is used in the garden for **organic farming and research.**

- The hostels are equipped with **solar water heating systems** to provide warm water to the students in an eco-friendly way.

- The hostels are under vigilance round the clock. **CCTV surveillance systems**, monitored by the hostel warden, are operated by the University for the purposes of security and safety of the hostel inmates. A **Security Guard** has been deputed outside the **hostel campus for 24 hours,** moreover, a lady security guard stays in the hostel campus from 8a.m. to 5 p.m

- In view of the growing demand for a safe on-campus boarding and lodging facility for the outstation students, **the University also plans to construct another hostel** with increased capacity shortly.

- There is a **Career Counseling Cell** in the University that works to facilitate career guidance to the students of the University.

- The University has established an **Equal Opportunity Cell** to ensure that no student or applicant for study receives less favourable treatment on the grounds of gender, marital status, age, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion accepted as irrelevant by the University's Council.

- To develop students into better citizens of tomorrow and foster a sense of social responsibility in them, the **National Service Scheme (NSS) Room** of the University is the Centre of such action.

- **Internal Quality Assurance Cell (IQAC)** ensures that the University maintains the quality standards that are required as per the UGC norms.

- **A Placement Cell** actively operates in the University to provide job and internship placement assistance to management scholars on campus.

- The University has provision of a **Guest House facility** to accommodate various outstation delegates, examiners, resource persons and other distinguished guests who visit the University from time to time. The guest house has sufficient rooms with all modern amenities to provide

required comfort to the guests accommodated for a short stay in the campus.

- International College for Girls (ICG) received the **National award for Computer Literacy** from Dr. A.P.J Abdul Kalam, Former President of India in 2002.

-  ICG got an **Award for excellence in IT in Education Sector** in Rajasthan from Smt. Vasundhara Raje, Former Chief Minister of Rajasthan, in 2005.

- The University has **HDFC bank's branch and ATM facility** located on campus to cater to the banking service needs of the staff and the students.

-  The University campus has been declared **a tobacco and nicotine-free zone** in order to eliminate passive smoking entirely.

- **A** web based software has been developed using *drupal, apache* and *mysql* to provide tree based connectivity to all alumnae of the University. This software provides various features like chat, job reference posting, birthday alert and event alert. This software also provides a discussion forum for alumnae and current students.

- **Water cooler with RO purified water** with constant supply of safe drinking water is available in the University campus.

THE IIS UNIVERSITY
JAIPUR

# STUDENT SUPPORT &PROGRESSION

**CRITERION V**

| | | |
|---|---|---|
| **5.1** | **Student Mentoring and Support** | • Students are provided support and mentoring through various cells, mechanisms and practices.<br>• The University regularly publishes its updated Prospectus and Academic Handbook.<br>• The University provides financial aid to students through freeships, fee concessions and research fellowships.<br>• The University also supports the differently-abled students through personalized mentoring and other measures.<br>• The University has an institutionalized mechanism for training, counselling and placement of students.<br>• The University has a formal mechanism for redressal of student grievances.<br>• The University has a vibrant Alumnae Association called 'Bandhan' which fosters a bond between the alumnae and their alma mater.<br>• The University promotes a gender sensitive environment by conducting gender related programmes.<br>• The University has also established a Sexual Harassment Prevention Cell. |
| **5.2** | **Student Progression** | • The University ensures a regular monitoring of students' progression.<br>• A number of value addition facilities supplementary to the curriculum are being provided to help students prepare for competitive employment market.<br>• Students have shown an appreciable track record in qualifying various competitive and professional examinations. |
| **5.3** | **Student Participation and Activities** | • The university gives various incentives to the students who excel in sports by way of conducting special classes, special examinations, fee concession etc.<br>• The University motivates students to participate in varied competitions, both, national and international.<br>• The University makes constant efforts to establish profound connection of the staff and students with Indian culture and heritage through the modern application of traditional practices and values.<br>• The University has a Student Council comprising about 100 students who support the university in organizing, conducting and monitoring various cultural and extracurricular activities.<br>• The University encourages active involvement of students in both the academic and administrative bodies. |
| | **Any Other** | • The University issues Electronic Identity Cards to students to ensure smooth academic functioning.<br>• The University has a Wi-Fi Campus, internet facility, catalogues of prestigious Indian and foreign universities for students<br>• The University organizes special camps from time to time for medical checkups, Adhar cards, pan cards and other related matters.<br>• The University invites reputed companies for placements, who have been giving the feedback of the University year after year. |

## 5.1    Student Mentoring and Support

### 5.1.1    Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes, the university has a system for student support and mentoring. It is done through the following means:

- **Student Welfare & Activity Committee**

  ➢ This cell works under the supervision of Dean – Student Welfare and Activities.

  ➢ It provides a forum for the students for actualizing their potentials and latent talents through various cultural and co curricular activities.

- **Counselling & Career Development Centre**

  ➢ It provides Counselling on **vocational** career choices and emotional as well as behavioral aspects based upon the psychometric evaluation of the student.

  ➢ Counselling is also provided at the time of **admission process** to the prospective candidates on their choice of subjects enabling them to undergo self evaluation and select the appropriate course/ electives commensurate to their aptitude, ability and interest.

- **Placement & Training Cell**

  ➢ It is headed by a permanent placement officer and supported by a committee consisting of the selected faculty members from various departments and student representatives.

  ➢ It helps students by providing them training opportunities to enhance their employability skills and also getting them placed in companies according to their field of interest and competence

  ➢ The cell also coordinates with the various organizations for summer training and internship programmes.

- **Tutor-Guardian system**

  ➢ It facilitates counselling to the students on personal and academic issues by the assigned mentor thereby helping in combating the problem of student- absenteeism, stress, etc.

  The mentor also identifies the academic gap and attempts to bridge the lacuna by coordinating with the concerned faculty.

- **Equal Opportunity Cell**

  ➢ It facilitates integration of students with distinct needs and those from deprived backgrounds into the mainstream by helping them overcome practical and psychological problems through counselling and awareness drives.

- The University supports and mentors students through several other modes like International office to aid foreign students, promoting students to participate in sports and cultural competitions by arranging for coaching by experts and metacampus facility.

### 5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from classroom interaction, academic mentoring is facilitated through:

- **Orientation Programme:**
  - ➢ It is held annually in the month of July, prior to the beginning of classes in every session, to familiarize the students with the academic system, semester scheme, credit and evaluation system

- **Progressive Monitoring:**
  - ➢ It involves constant review of the progress of the student by the subject teachers and the tutor guardians through the continuous performance evaluation over the semester.

- **Remedial System:**
  - ➢ This system extends additional support to weak students by organizing extra lectures/tutorials to help them improve their performance in examinations.

### 5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

Yes, the university has various schemes to ensure personal enhancement and development of the students.

- **Career Counselling and Soft skill Development** is facilitated through:
  - ➢ Interactions with experts on career prospects in various fields
  - ➢ Field and industry visits to give practical exposure to the students
  - ➢ Campus interviews and summer internships
  - ➢ Placement drives by inviting representatives from various multi-national companies
  - ➢ Workshops programmes and mock exercises for developing and enhancing employability skills like facing interviews, participating in group discussions, sessions on communication skills
  - ➢ Soft Skills Development sessions, by the Soft Skills Trainer specifically appointed by the university

➢ Integration of soft skills development in the curriculum as a compulsory component of projects

➢ Provision of short term crash courses in various subjects to improve, enhance and develop technical and soft skills to further generate confidence among the students

➢ Organization of Life Skills Coaching sessions from time to time

- The University also ensures the **emotional and general well being** of the students by providing following facilities:

➢ Availability of trained professionals on campus to counsel students on emotional and behavioural aspects.

➢ Group Counselling of the students by the Centre for Women's Studies through Guest Lectures, Presentations and Awareness Drives on relevant issues, especially gender- based ones.

➢ Organization of Guest Lectures on regular basis, to generate awareness about women's issues, especially reproductive health and hygiene, legal issues and adolescent health.

➢ Counselling support provided by the wardens of the hostels to help students in solving their personal and academic problems by means of one-to-one interaction.

➢ Tele-Counselling sessions conducted through the in-house Community Radio Service FM7 with the help of faculty members, for students to call in with their problems and seek solutions.

➢ Short term courses and in Yoga and facilities of gymnasium, games and sports etc. to ensure the health & well being of the students

**5.1.4** **Does the University provide assistance to students for obtaining educational loans from banks and other financial institutions?**

Yes, the University provides assistance to students for obtaining educational loans from banks and other financial institutions. The University provides all kinds of certificates and documents desired by the students to avail the educational loan facility.

**5.1.5** **Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?**

Yes, the institution regularly publishes its **updated prospectus and academic handbook**. It is distributed to all the students at the time of admission and the same is also available on the university website and can be accessed at all times.

**Prospectus:** The following information is disseminated through prospectus:

- Profile of the institution

- Information regarding courses offered (regular and add-on), eligibility criteria for admission, course structure and subject combinations

- A detailed overview of the following:

  ➢ Teaching pedagogy and the evaluation scheme

  ➢ Guilds/Clubs and Societies

  ➢ Systems in place like Tutor Guardian system, various cells and committees including Placement and Counselling Cell, Centre for Women's Studies and IQAC, amongst others

- Publications and Website details

- Infrastructure facilities including the library, hostels, medical aid, swimming pool, cafeteria, gymnasium, etc

- List of general rules and regulations as laid down by the University

- Constitutional details of the Board of Management

**Academic Handbook:** The handbook serves as a guide to the students as well as teachers by giving information regarding:

- Tentative Academic Calendar

- Details of the components essential for understanding the academic system viz.:

  ➢ Programmes and courses offered, along with Credit Templates

  ➢ Examination Scheme

  ➢ Evaluation pattern, criteria for awarding Credits/Class/Division

- Rules for Promotion and Improvement

- Rules for Attendance

- Endowments, Scholarships/Awards/ Medals

- Fee structure and conveyance facility details with specific routes.

**5.1.6    Specify the type and number of university scholarships / free ships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil/Ph.D./Diploma/others (please specify).**

- Free ships, concessions and research fellowships are given to the students on need cum merit basis:

|  | **2012-13** | **2011-12** | **2010-11** |
|---|---|---|---|
| **Free ships/ Concessions** | | | |
| U.G. | 78 | 64 | 44 |
| P.G. | 30 | 25 | 10 |
| Ph.D | 2 | 1 | - |
| **Research Fellowships** | | | |
| Ph.D | **3** | **2** | **-** |

- Merit Certificate and cheque of Rs. 2100 and Rs. 1500 are awarded to the first and second rank holders respectively in all programmes.

- All types of financial assistance is given on time.

**5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?**

The university takes care, that the different schemes of the state and the central government are displayed on the notice & display board and website. The eligible candidates apply and receive fellowship. Following fellowships/scholarships are being availed by the students:

| **Name of the Scheme** | **Name of the candidate** |
|---|---|
| Rajeev Gandhi national fellowship (ST Candidates) | 2 |
| D.S. Kothari Post Doctoral Fellowship | 1 |
| UGC Major Research Project | 1 |
| UGC JRF Scholarship | 3 |
| Inspire Fellowship for pursuing Doctoral Programme in Science & Technology by DST | 1 |
| Inspire Fellowship for pursuing Doctoral Programme in Science & Technology by DST | 1 |
| BSIR, Jaipur | 1 |
| Rajasthan Police Academy Jaipur | 4 |
| Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher Education | 1 |
| DST (Student Projects) | 18 |

**5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?**

Yes, the University has an International Office which offers a *single window support* service to its international students by providing them information regarding admission, along with guidance and assistance to help adjust to new environment.

### 5.1.9 What types of support services are available for

❑ **Overseas students**
  - Single Window service at the time of admission.
  - Mentoring by selected faculty members (as Tutor Guardians) to ensure specialized attention for    helping the overseas students to adjust to the institution as well as the city, especially with regard to culture and language.
  - Bridge course for foreign students with non English background.
  - Appointment of Student groups to facilitate a smooth process of transition and adjustment.
  - Hostel facilities on preference basis to the students desirous of it and handy list giving the information of the nearby shops, transportation system and easily identifiable landmarks.

❑ **Physically challenged / differently-able students**
  - Facility of lift, ramps and wheelchairs to ensure easy access to class rooms, laboratories
  - Equal Opportunity Cell which has been set up to integrate such students into the mainstream and help them overcome practical and psychological problems through counselling and awareness drives
  - Reservation of seats as per Government norms and relaxation  in eligibility criteria to facilitate their admission to various programmes
  - Personalized attention and psychological support is provided in the form of special guidance (academic and personal) throughout the year
  - Provision of extra time for visually challenged students to solve question papers during examinations
  - Provision of a scribe during examinations for physically challenged students, who are unable to write. A case in point is that of a speech and hearing impaired student, who is successfully pursuing Bachelor of Visual Arts in the Department of Visual Arts. Another such student with special needs, from B.A, was given a chance to participate in the Annual Fashion Show in order to boost her confidence and morale.

❑ **SC/ST, OBC and economically weaker sections**
  - Reservation at the time of admission as per the reservation policy of the state government
  - Relaxation in eligibility criteria to facilitate their admission and reservation of seats as per the policy of the Government.
  - Providing information to the students about the various scholarships and other welfare schemes of the Government and helping them to apply for them
  - Extension of need – based fee concessions

- Special coaching classes for CAT, CA/CPT and NET, free of charge on campus
- `Equal Opportunity Cell' which organizes various events to integrate such students into the mainstream and help them realize their potential
- Special tutorials to guide and monitor the progress of these students
- Remedial classes to bridge the gap of learning, if any, and to bring them on par with other students.

❑ **Students participating in various competitions/conferences in India and Abroad**
- Easy accessibility to University's Central Library and IT resources to help them prepare for the competitions/conferences.
- Expert Guidance from faculty members in writing abstract and papers.
- Provision of giving duty leaves and conduction of special classes, special exams and remedial tests.
- Best Researcher award for the research scholars in order to motivate them to participate in various conferences.

❑ **Health centre, health insurance, etc.**
- University has a well-equipped Infirmary supervised by a nursing superintendent
- An MOU with a multi-disciplinary Hospital in the neighborhood which facilitates 24 X 7 medical aid along with facility of Ambulance in case of emergency
- Well equipped gymnasium
- Yoga classes

❑ **Skill development (spoken English, computer literacy, etc.)**
- Digital *language laboratory* offering instructions in two languages viz. English and French
- Advanced computer labs with trained faculty to guide the students
- Regular organization of soft skills development sessions
- Cultural, Guild & Extracurricular Activities
- Encouragement for participation in NSS, NCC, games, sports & cultural activities
- COSD Courses, Foundation Courses in computers & entrepreneurship
- Short Term Courses, Conduction of BEC and TALLY coaching classes
- Presentation is a compulsory component of evaluation in student projects

❑ **Performance enhancement for slow learners**
- Remedial Classes
- Extra-tutorial classes
- Close monitoring of the progress of such students by the Staff members and Tutor Guardians and regular suggestions for improvement

❑ **Exposure of students to other institutions of higher learning/ Corporate /business houses, etc.**

- Regular organization of study tours, Experience sharing sessions with industry experts, Industry visits, Conferences, Workshops and Seminars

- Dissemination of Information regarding entrance and competitive exams to be conducted by reputed universities and other centres of higher learning on notice boards

- Making Brochures and Prospectus of various other universities available in placement cell for students

❑ **Publication of student magazines**

The University constantly strives to provide significant platform for students to share their written creative skills.

- University has its own publication wing which regularly brings out Periodicals, News Letters, Magazines, and Brochures & Bulletins etc. The necessary infrastructure for composing and designing is available on the campus. Some of the recent publications of the University are as follows:

  ➢ **Youth Speak** is a quarterly news letter of The IIS University and its network institutes. It is designed and edited by the students of department of Journalism and Mass Communication.

  ➢ **'Creations'** -Souvenir of the annual fashion show organized by the Department of Fashion and Textile Technology is composed and designed by the students.

  ➢ Annual souvenir ' **Abhivyakti'** published by the Department of Visual Arts, portrays the innovative skills and imaginative skills of the students in the field of fine arts.

  ➢ A book on dialogues is published annually by the Centre for Womens' Study at the University.

**5.1.10    Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defense Services, NET/SET and any other competitive examinations? If yes, what is the outcome?**

- Special coaching classes for CAT and NET/SLET are regularly conducted for the students of the university.

- Special preparatory classes for IAS/RAS are also conducted regularly on campus.

- Coaching classes for entrance exams like CPT, medical, engineering, etc are also organized from time to time to assist the aspiring students of the IIS School.

**5.1.11    Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as**
  ∗ **additional academic support and academic flexibility in examinations**
  ∗ **special dietary requirements, sports uniform and materials**
  ∗ **any other (please specify)**

In order to enhance student participation in sports and extracurricular activities, the University adopts the following strategies:

- Additional Academic Support and Academic Flexibility in Examinations is provided in the following manner:

  ➢ Extra classes and tutorials are conducted for the students who participate in various events to help them cope with academics.

  ➢ Specialized coaching is also provided to such students to prepare them for the competitive examination.

  ➢ Special Examinations are conducted for students who are unable to take the regular examinations due to their participation in such activities.

  ➢ There is a provision for duty leaves to allow for participation in extra-mural activities.

- Diet, sports uniform and sports material related requirements of the students are also well addressed so as to maximize their participation through the following:

  ➢ Nutritious diet (including, milk and seasonal fruits) from hostel mess is provided to the students who undertake coaching and also participate in various sporting events.

  ➢ Students participating in sports and extra curricular activities are also provided with morning breakfast during the practice sessions.

> ➤ Sports material and uniforms are also issued to the students from the university.

> ➤ For students participating in cultural events, props and dresses are issued by the University's welfare office.

- Regular practice sessions are arranged for students beyond class timings.

- Transportation facility is provided to the students who participate in these activities.

- Professional Coaching/ Workshops by experts/ Training Camps/ Practice sessions are regularly conducted to enhance their skills in their respective fields.

- Participation in the extra- curricular activities has also been made mandatory for the award of degree.

- To enhance participation of all students in sports and extra – curricular activities like NSS, NCC, and cultural activities, 2 credits per semester are assigned for these activities.

**5.1.12** **Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?**

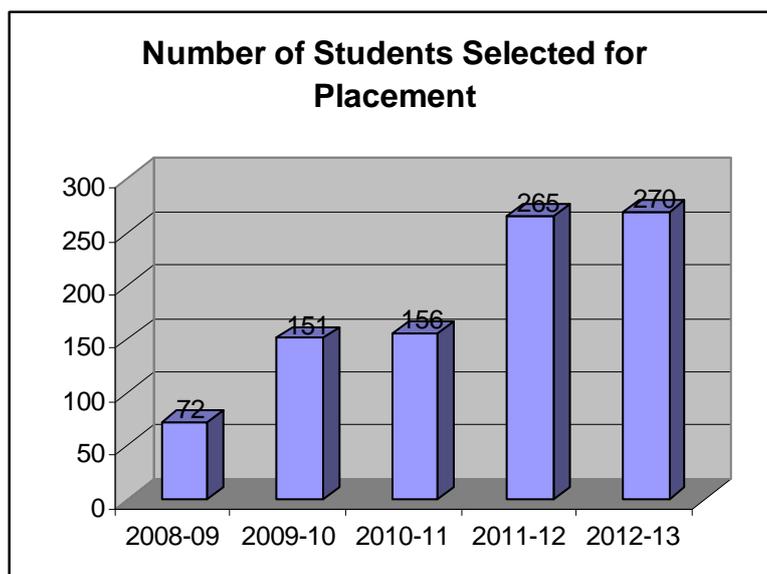Yes, the university has an institutionalized mechanism for students' placement.

- The Placement Cell has a formal mechanism for the placement of students. The students are required to register themselves with the placement cell. The cell is actively engaged in the overall planning and execution of career guidance, career counselling, and employment opportunities for the students of the University.

- The cell conducts mock sessions, workshops on personality development and expectation management, sessions with industry experts and other activities aimed at making the students placement worthy.

- Besides these, the University has introduced 'Entrepreneurship', as one of the foundation courses for the students of Science and Commerce faculties in the final year, wherein students learn how to venture and setup own entrepreneur unit and use their skills for its successful implementation.

- The University has two formal cells, Chrysalis-Entrepreneurship Cell and CII-YII Student Net to promote entrepreneurial skills amongst the students.

**5.1.13** **Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).**

- The companies that visited the campus during the last four years are:

| Name of Company | Industry | Name of Company | Industry |
|---|---|---|---|
| Abacus consultants | Recruitment Firm | HDFC | Banking |
| Accost | Publication House | IBM | BPO |
| Activant | Software | ICICI Prudential | Insurance |
| Bank Of America | Banking | IIFL | Broking House |
| Barclay shared Services | Finance | Infosys | IT |
| Barclays | Finance | Infosys BPO | BPO |
| BMW | Automobile | Infosys Technologies | IT |
| Cyber Futuristics | Software | Interglobe | BPO |
| Deutsche Bank | Banking | Syon Infomedia | Publication House |
| EY | KPO | Tech Mahindra | IT |
| Gemco Exports | Eport House | Wipro | IT |
| Genpact | BPO | Wipro BPO | BPO |
| Girnar Software | Software | WNS | BPO |
| Hcl Technologies | IT | Kalaneri | Fashion Designing |
| Cheer Sagar | Export House | Lodha Impex | Exports House |
| Nitai Exports | Export House | HSP Design Studio | Fashion Designing |
| Vasansi, Jaipur | Garments | Daffodil Boutique | Fashion Designing |
| Ram Bhajo Jwellers, Jaipur | Jwellery Designing | KGK Jwells | Jwellery Designing |
| Pyramid Exports | Jwellery Designing | Moti Sons, Jaipr | Jwellery Designing |
| Amrapali Jwellers | Jwellery Designing | Kalajee Jwellers | Jwellery Designing |
| Saras dairy | Food & Packaging | Parle-G | Food & Packaging |
| Nestle | Food & Packaging | National Institute for Public Corporation & Child Development | Education |
| Delhi Commission for Protection of Child Rights | Education | Integrated Child Development Services | Childhood care & Education |
| Mercury Creative Studio | Advertising | Jaipur Publicity Centre | Advertising |
| Crayons, Jaipur | Advertising | Shanker Advertising Agency | Advertising |
| Santokba Durlabhji Hospital | Healthcare | Narayan Hridyalaya, Jaipur | Healthcare |
| Ganga Ram Hospital, Noida | Healthcare | Fortis, Delhi & Jaipur | Clinical Nutrition and Dietetics |

| PGI, Chandigarh | Clinical Nutrition and Dietetics | Radio Programme Production, FM-7 | Mass Communication |
|---|---|---|---|
| BTV | Journalism & Mass Communication | Amir Khan Productions Pvt Ltd. | Journalism & Mass Communication |
| DNA Newspaper | Journalism & Mass Communication | Kox & Kings, Jaipur | Tourism |
| Thomas Cook, Jaipur | Tourism | Rajputana Sheraton, Jaipur | Tourism |
| ICICI Bank | Banking | Indus Ind Bank | Banking |
| CNC Infotech | Web Design & Technology | Minerwa Info, Noida | Web Design & Technology |
| India Mart-Delhi | Web Design & Technology | E Glitz | Web Design & Technology |
| Lufthansa | Airline Industry | King Fisher | Airline Industry |



**Number of Students Selected for Placement**

(Bar chart: 2008-09: 72; 2009-10: 151; 2010-11: 156; 2011-12: 265; 2012-13: 270)

**5.1.14 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?**

- Yes, the institution has a vibrant Alumnae Association called 'Bandhan' which fosters a bond between the alumnae and their alma mater.

- The activities of the Association are as follows:

    ➢ Maintaining an updated database of all the alumnae

    ➢ Organizing Annual General Body Meeting where members of the Executive Council of the Association meet to plan and oversee the functioning of the council

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- ➢ Organizing cultural events get togethers and academic events on a regular basis with the involvement and increased participation of the alumnae. A Dance Party is organized for the alumnae on the last day of the Annual Cultural Fest.

- The Association contributes towards the overall development of the university in the following manner:

  - ➢ Some of the outstanding alumnae are invited to interact with the students through Guest Lectures/Discussions.

  - ➢ Alumnae are involved as members of the Board of Studies wherein they contribute by giving their inputs to update the curriculum based on their real-time experience.

  - ➢ Well placed alumnae in public and private sector assist as resource or contact persons and also help in the placement of the students. They take initiatives in organizing campus drives by the firms, they are associated with.

  - ➢ The participation of alumnae in various cultural/academic events as guests of honour, speakers and judges facilitates effective knowledge sharing with the current students thus helping them to grow and learn from their experiences

  - ➢ The strong association of the alumnae with their alma mater also leads to building of ties between their current work place and their alma mater.

  - ➢ As University's brand ambassadors they help in the promotion of the institution and its programmes.

  - ➢ Their regular and objective feedback to the institution on its programmes, academic system and infrastructure helps in the overall improvement of the institution.

### 5.1.15 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

- Yes, the University has a Student Grievance Redressal Cell which has two committees

  - ➢ **Grievance Redressal Committee** to addresses grievances pertaining to Examination. Few grievances which have been redressed by the committee in the past are:

| Nature of Grievances | Action Taken |
|---|---|
| Options given in multiple choice questions were not correct | Bonus marks were given to all the students who appeared in the examination |
| Incomplete information in the question | Bonus marks were given to all the students who appeared in the examination |

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| Question out of syllabus | Bonus marks were given to all the students who appeared in the examination and syllabus was thoroughly examined to remove ambiguities. |
|---|---|
| Number of questions framed were less than the number prescribed in Blue Print of the Question Paper | Mistake was on part of the paper setter and the bonus marks were awarded to all the students who appeared in that exam |
| Grievance pertaining to evaluation of answer sheets | Scrutiny committee has been constituted which now scrutinizes the answer books and the marks awarded by the examiner |

➢ **Grievance Appeal Committee** addresses grievances regarding resources and facilities available at the campus. Few grievances which have been redressed by the committee in the past are:

| Nature of Grievances | Action Taken |
|---|---|
| Grievance of few parents regarding intimation of biometric attendance on their cell phones | The problem was temporary due to some Government norms related to bulk messages. Further no such grievance was received |
| Grievance pertaining to the provision of lockers to students in class rooms | Students of visual arts were immediately provided with the locker facility. However, for other students facility would be provided subject to space availability. |
| Proposal of students regarding weekly off on Saturday | Due to the semester scheme and also in order to maintain 180 teaching days, working 5 days a week is not possible. |
| Grievance of students regarding the issuance of gate pass | It was brought to the notice of discipline and gate pass committee to take suitable measures to streamline the system and avoid any kind of inconvenience to the students. |

**5.1.16 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.**

- Yes, the University promotes a gender-sensitive environment by conducting various gender sensitization programmes under the aegis of NSS, Population Education Club, Centre for Women Studies and Equal Opportunity Cell.

- The University offers course on Women's Studies as a compulsory foundation subject for all the students of Arts faculty in the sixth semester to generate awareness on issues like sexual harassment, gender sensitization and sex education.

- In order to create and promote awareness and disseminate knowledge regarding women's issues, activities like road shows, skits, guest lectures, exhibitions, debate etc are conducted regularly throughout the year. The details of the gender related programmes conducted in the past 3 years are as follows:

| Name of the activity<br>Conference/Seminar/Exhibitions/Publication | Date/s |
|---|---|
| Compilation of Book on Dialogues related to women's issues | December 2011 - April 2012 |
| Women Empowerment in Dadabari Basti | 11-15th December 2011 |
| Women Empowerment Skit | 16th December 2011 |
| Interviews done for ICG News letter "Youth speak" on women's issues | February – March 2012 |
| Chart Exhibition on Women's Empowerment (CD included) | 27-28th March 2012 |
| Book Exhibition | 9-16th March 2012 |
| Book Exhibition | 3-11th March 2011 |
| A picture exhibition 'Re-presenting Indian Women 1875-1947, A Visual Documentary' (Centre for Women Development Studies, Delhi) | 28TH February to 3rd March 2011 |
| Round Table Discussion/Workshop on Women's Visibility in Syllabuses | 11th December 2010 |
| Debate competition in Hindi on the topic, 'Kanyaa bhroon hatya ki uttardayee naari hee hai' | 14th October 2010 |
| Poster making competition on the following issues: Female Infanticide,<br>Dowry and Water Conservation | 29th September 2010 |
| National Seminar of Women's Role: Expectations and Identity | 25-26th March 2010 |

In addition, following special lectures on relevant issues were also organized:

| Guest Lecture | Date/s |
|---|---|
| Series of Lectures on Origin and Working of Census of India & Representation of Women's Work in Census | 16-17th September 2011 |
| 'Motivational Factors in Women's Movement' by Ms. Mamta Jaitly | 6th August 2011 |
| 'Work and experience of a sarpanch/pradhaan (woman) in the background of 73rd Amendment' by Smt. Urmila Sharma | 25th March 2011 |
| 'Health Services and RCH' by Prof. Shiv Chandra Mathur | 21st February 2011 |
| 'Women and Disability' by Ms Rainu Singh | 4th February 2011 |
| 'Women's Movement' Ms Mamta Jaitly | 21st January 2011 |
| Gender and Women's Rights, CEDAW by Dr Sharad Rathore, Female Feticide and Sex Selective Abortions, by Dr. Meeta Singh | 13th February 2010 |
| Sex and Gender by Ms Anita Mathur | 6th February 2010 |

- **The University has also taken an initiative to establish a Sexual Harassment Prevention Cell.** Being predominantly the women's University the cases reported are very rare. When a case of sexual harassment is reported, the cell constitutes a committee to examine the case and take the suitable action.

- Besides the above initiatives of the University for providing a safe and inspiring learning environment to the girls and women on campus, it has also tied up with the nearest Police Station to deter instances of eve-teasing, etc.

**5.1.17 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?**

- Yes, the University has the two units constituted as per the directives of the Honorable Supreme Court and the guidelines of the UGC, to check and curb the menace of the ragging and to ensure totally ragging free atmosphere in the campus. These units functions at two levels:

  ➢ **Anti Ragging Squad**

  ➢ **Anti-Ragging Committee**

  ➢ So far no case of ragging has been reported to have taken place in the university. However if any case arise in future, disciplinary action will be taken as per the Supreme Court guidelines.

**5.1.18 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?**

The University elicits the cooperation of all its stakeholders to ensure the overall development of the students on the following counts:

➢ All the teachers are entrusted with the responsibility of being mentors to students.

➢ Teachers are actively involved in syllabi development, designing and reforming pedagogy, teaching and research, teaching-learning process, etc. as members of the BOS, and the department council

➢ Teachers provide regular feedback through the annual appraisal form on further improvement in the overall academic and research scenario of the University.

➢ Parents are the vital stakeholders of the university and are the members in some committees like Grievance Appeal Committee and Anti-Ragging Committees.

➢ Parents are invited on annual functions, fashion shows, exhibitions, and other events, where they can give feedback on various academic and cultural issues.

➢ Parents can monitor the progress of their wards on day to day basis through Metacampus.

➢ The University elicits the cooperation of students by involving them in decision making process, planning and execution of various curricular and co-curricular activities in the capacity of the members of various university committees.

➢ Students also provide regular and objective feedback on the functioning of the college in terms of teaching, learning and evaluation.

➢ Industry experts are invited as subject experts and members of board of examiners in planning and implementation of various policies promoting better learning experience by the students.

➢ Suggestions and feedback of Alumnae are regularly sought on all academic issues.

➢ Alumane play an important role in facilitating University –Industry interface and placement of students.

**5.1.19 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.**

The IIS University promotes students' participation in the Intra and Inter-institutional sports competitions and cultural activities by way of the following:
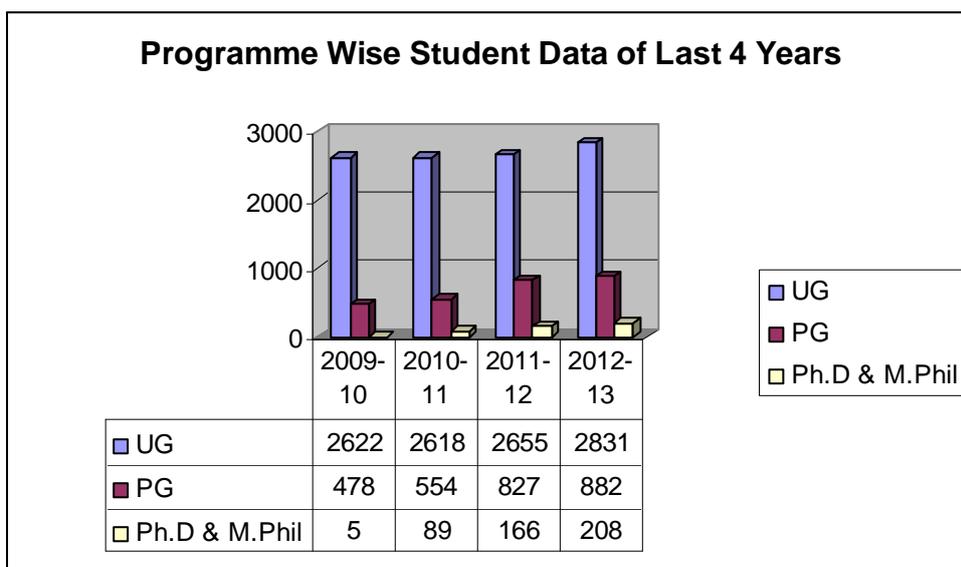
- Sports and Cultural activities are organized throughout the year on regular basis.
- Competitions are open for all students. Information regarding the intra and inter- institutional competitions are disseminated through notice boards.
- A team of faculty members is constituted which mentors the student council in planning and execution of various events.
- In case of inter institutional competitions, teacher/s assists and escorts the students to ensure their safety and security.
- Extra classes and tutorials are conducted for students participating in various sporting events to help them cope up with academics.
- Regular practice sessions are scheduled for students after the university hours.
- Specialized coaching is provided for meritorious students
- Provision of special Examinations for students who are unable to take the regular examinations due to their participation in National/ International sporting events

- Travel allowance, Daily allowance, nutrition allowance to the participants
- Uniforms and dresses for sports and cultural competitions are provided by the University
- Special awards have been instituted by the University to recognize and reward the winners

## 5.2    Student Progression

### 5.2.1    What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

- The student strength of the University for the Current Academic Year is 3952.

- The programme wise classification of students and the trend of last four years is given below:



**Programme Wise Student Data of Last 4 Years**

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|---|
| □ UG | 2622 | 2618 | 2655 | 2831 |
| ■ PG | 478 | 554 | 827 | 882 |
| □ Ph.D & M.Phil | 5 | 89 | 166 | 208 |

- Based upon the information available of last four years, an approximate percentage of students progressing for further studies is mentioned below:

| Student Progression | % |
|---|---|
| UG to PG | 72 |
| PG to M.Phil. | 6 |
| PG to Ph.D. | 12 |
| Employed<br>• Campus selection<br>• Other than campus recruitment<br>• Entrepreneurs | 100*<br>34**<br>10** |

**\* As per the number of students registered with the placement cell**

**\*\* The number has been calculated using the overall strength of students.**

**5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?**

| | UG (Stipulated Time 3 Years) | | PG (Stipulated Time 2 years) | | M.Phil (Stipulated Time 1 year) |
|---|---|---|---|---|---|
| | 2011-2012 | 2012-13 | 2011-2012 | 2012-13 | 2011-2012 |
| Pass Percentage (% of students who completed the course within the stipulated time period) | 96.88 | 96.22 | 97.83 | 98.23 | 100 |

**5.2.3 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?**

As per the information available the number of students who qualified the following exams in the past years is as follows:

| Examination | No. of Students |
|---|---|
| NET/JRF | 52 |
| SLET | 13 |
| CAT/MAT | 38 |
| TOEFL | 5 |
| GRE | 03 |
| GATE | 08 |
| Defence Entrance | 06 |
| Other Services | 1. Bank P.O (28)<br>2. R.A.S (06)<br>3. I.A.S (02) |
| Any Other (specify) | 1. NIFT (04)<br>2. GATE (08)<br>3. TIFR (03)<br>4. IIT-JAM (02)<br>5. DBT-JRF (01)<br>6. C.A./C.S./ C.M.A/C.F.A (125)<br>7. NCFM (02)<br>8. L.L.B. (01) |

**5.2.4.1 Provide category-wise details regarding the number of Ph.D./D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.**

The institution was granted the status of university in the year 2009. The IIS University commenced with effect from the year 2010. The First batch of Ph.D and M.Phil under the IIS University was registered in the academic year 2010-11. Three students were awarded the degree of M.Phil in the academic year 2011-12 and 2 Ph.D. thesis have been submitted.

## 5.3 Student Participation and Activities

**5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.**

The university recognizes the significance of sports, cultural and extracurricular activities in the life of students. The students are given a platform to participate in various activities. They are compulsorily required to choose any one out of the cultural, sports and extracurricular activities, for which 2 credits are assigned. Accordingly, wide array of activities are available matching with the interest of the students:

- **Sports**
  - ➢ Inter class/programme and inter college competitions in Shooting, Swimming, Cricket, Basketball, Badminton, Volleyball Handball, Table-Tennis, Tennis, Archery and Athletics
  - ➢ Training in Yoga and Meditation
  - ➢ Aerobic exercises and Training programmes through ICG Health Club (gym)
  - ➢ Mountaineering and Scouting

- **Cultural and Extracurricular activities**
  - ➢ Organization of Freshers' Day, Thank- you get together, IISU Annual Day- Annual Function and Farewell ceremony.
  - ➢ A 3- Days IISU Fest is organized annually wherein a number of activities and competitions are organized:
    - o Elocution (English & Hindi)
    - o Web- Page Designing
    - o Face – Painting
    - o Literary Quiz
    - o Solo dance (Semi –Classical & Folk)
    - o Creative Writing (English & Hindi Poetry)

- o Just a Minute

- o Flower Arrangement

- o Extempore (English)

- o Photography

- o Entertainment Quiz

- o Duet Dance

- o Solo song

- o Best out of waste

- o Quiz

- o Ad Zap

> Annual Fashion Show –"Creation" organized by the students of department of Fashion & Textile Technology

> Abhivyati-Annual Art Exhibition organized by the students of department of Visual Arts

> Various guild activities are conducted throughout the year by Guilds constituted by the University. The activities are planned with an aim at identify and explore the talents of the students and developing a spirit of team work

> Regular Workshops on Kathak (Classical Dance), Folk Dance, Contemporary Dance and Vocal Music are also organized

> The students participate actively in the activities throughout the year

| Event | Student Participation |
|---|---|
| Freshers' Day | 300 |
| Kriti Mehndi Competition | 172 |
| Thank you Bash | 200 |
| ICG Fest | 825 |
| Fashion Show | 107 |
| Abhivyakti | 165 |
| Farewell | 100 |
| Annual day | 250 |

- Besides the above mentioned Extra curricular activities, extension and outreach programmes are also organized throughout the year to sensitize the students and give them a global perspective of social service and national integration through NSS, civil defense and NCC.

- The detailed activity calendar is distributed to the students at the time of admission.

- The sports calendar, cultural activities calendar and extension activities are planned well in advance and included in the academic calendar of the

University. Every Saturday one and half hour is allocated to these activities. The individual committee incharges ensures the timely execution of activities as per the activity calendar with the help of student volunteers.

**5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.**

| Students' Achievment: Cultural Activities (2012-13) | | | |
|---|---|---|---|
| **Name of the Host Institution** | **Dates of the Event** | **Activities** | **Remarks/Results** |
| Kanoria PG Mahila Mahavidyalaya, Jaipur | 8 to 12 January 2013-05-10 | 'Kasturi – 2013' (Intercollege Fest) | 1. Second in Debate (Shivi Bansal.)<br>2. First in Sanskrit Elocution( Nandita Gupta<br>3. Third in Power Point Presentation( Apoorva Singhal and Aditi Saraswat)<br>4. Third in Extempore( Garima Surana)<br>5. Third is Ad Mad Show( Sneha Jain, Nandita Gupta, Sanghmitra & Shubhangi) |
| BITS Pilani | 2 to 6 November 2012 | 'Oasis'- all India cultural fest | 1. First in Face Painting Competition( Smriti Bengani and Chandani Bhandari)<br>2. Second in Solo Dance ( Shruti Mishra)<br>3. Second in creative writing(Shivani Sharma)<br>4. Second in Sketching Competition ( Janvi Kastiya) |
| Biyani Girls College, Jaipur | 26-27 November 2012 | 'SPECRUM'- Intercollege Fest | 1. First in Solo Dance ( Shruti Mishra)<br>2. Second position in group dance |
| Airports Authority of India(AAI) | | | AAI & eminent jury members of the selection committee of National Painting competition of Art work, have selected the best entries of Ms. Anushriya and Ms. Chandani Bhandari for AAI calendar 2012. |

| Students' Achievment: Cultural Activities (2011-12) | | | |
|---|---|---|---|
| **Name of the Host Institution** | **Dates of the Event** | **Activities** | **Remarks/Results** |
| Dainik Bhaskar | Dec 2011 to Feb.2012 (Conducted in 3 Phases) | Intercollege Cultural Competition | ICG- The IIS University won a cash award of Rs. 2 Lacs. |
| Kanoria Mahila Mahavidyalaya | 9-13 January 2012 | Intercollege Fest | I. 3rd in Quiz (Radhika Sharma & Jeenvanshu Jain) |

| | | | |
|---|---|---|---|
| | | | II. 1st & 2nd in Elocution (Abir Ahmed & Malvika Sharma)<br>III. Third in Extempore<br>IV. First in Western Dance Competition – Shivani Sharma & Group |
| Maharani's College | 23-28 January 2012 | 'College Week' | I. Second in Hindi Debate – (Geetika Ahuja)<br>II. First position in Power Point Presentation – (4 teams from BCA)<br>III. First in Quiz – (Radhika Sharma, Jeevanshu & Vinita Sharma) |
| Election Department, Government of Rajasthan | 25 January 2012 | Debate | Participation |
| Biyani Girls College | 7-8 February 2012 | 'Spectrum' Intercollege Fest | I. Second Position in Mehandi (Garima Jain Seema Singh )<br>II. First position in Face Painting (Charul Sharma Joyes Singh )<br>III. First Position in solo Dance (Shruti Mishra )<br>IV. First position in Western Dance (Group) (Shruti Mishra & Group)<br>V. Third Position in Solo Song(Siboli Das) |
| IIMET | 11 April 2012 | Techno Cultural Fest 'Esperanza' | I. First Position in solo Dance (Shruti Mishra)<br>II. First Position in Duet Dance (Srija Singh , Shivani Sharma ) |
| Birla Institute of Technology, Jaipur | | Intercollege Fest | I. First Position in Poster Making (Nirupama Singh)<br>II. First Position in Mock Parliament(Abir Ahmed, Chetna Lakhotia, Shruti Tiwari,Nandini Dusad )<br>III. Second Position in Quiz.(Vinita & Radhika)<br>IV. First Position in Mosaic.(Gemini Agrawal, Deepika Bhargava, Leena Kachoria and Suchika Agarwal )<br>V. First Position in solo Dance (Shruti Mishra)<br>VI. First Position in Duet Song (Radhika and Megha Kapoor)<br>VII. Second Position in Group Dance(Neha Singh and Group) |

| Students' Achievement: Cultural Activities (2010-11) | | | |
|---|---|---|---|
| **Name of the Host Institution** | **Dates of the Event** | **Activities** | **Remarks/Results** |
| Rotary International, Kota | 15-17 October 2010 | RYLA (Youth Leadership Programme) | Participants<br>1. Chandana Singh<br>2. Malvi Mehrotra<br>3. Ritika Pareek<br>4. Padmini Rathore<br>5. Mahrishi Sharma<br>6. Shefali Verma<br>7. Ms. Radhika Sharma (Faculty) |
| Dainik Bhaskar Group | December 2010- February 2011 | Intercollege Cultural Competition | The IIS University was the winner and got a cash prize of Rs. 1,11,000/- |
| Maharani's College, Jaipur | 3 - 11 February 2011. | Youth Week | I. First Position in Debate.(Isha Bajpai, Chandana S. Nirwan )<br>II. Third Position in Quiz.(Vinita Sharma,Moomal Detha, Apoorva Sharma )<br>III. Third Position in Power Point Presentation. (Nivedita Daga & Group ) |
| Biyani Girls College, Jaipur | 21-24 December 2010. | Inter college Fest | I. First Position in Group Discussion.(Garima Poonia & Chandna Nirwan ) |

| Students' Achievment: Cultural Activities (2009-10) | | | |
|---|---|---|---|
| **Name of the Host Institution** | **Dates of the Event** | **Activities** | **Remarks/Results** |
| L.N. Birla Institute | | Inter Institutional Debate | I. First Position ( Somya Jain and Garima Poonia) |
| Rajasthan College of Engeneering and Rajasthan Renewable Energy Corporation Ltd. | 18-Aug-09 | National Quiz and Slogan Competition | I. Second Position ( Shailja Jadaun, Ashima Parashar, Neha Bhaduka, Pooja Balani) |
| Doordarshan, Jaipur | 19-Aug-09 | Intercollege Quiz | I. First Position |
| Stani Memorial P.G College , Jaipur | 16-Dec-09 | Intercollege Youth Festival | I. First Position( Chandana Nirwan)<br>II. Second Position (Somya Jain)<br>III. First Position in Folk Dance.(Konika Sharma)<br>IV. Second Position in Solo Song.(Sakshi harish) |
| Biyani Girls College, Jaipur | 21 - 24 December, 2009 | Extempore Power Point Competition | I. Second Position.(Harshita Kasat & Anshu Aswani) |
| Maharani's College, Jaipur | | Intercollege English and | I. First Position(Ankita Jindal) |

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| | | Hindi Debate | II. Second Position (Chandana Nirwan) |
|---|---|---|---|
| Maharani's College, Jaipur | | Inter College Power Point Competition | I. First Position.( Apurva Chawla, Ayushi Sharma, Akaanksha Chaturvedi, Kavita Gidwani) |

| Details of student achievements in sports activities (2012-2013) | | | |
|---|---|---|---|
| **Name of the organizing Institute** | **Position** | **Venue** | **Date** |
| 'First Inter college sports meet, 2012' | 1. First in Volleyball 2. First in Table Tennis 3. $2^{nd}$ and $3^{rd}$ Position in shotput events | Jaipuria Institute of Management | 25 and 26 August 2012. |
| 'Desportivos Annual National Level Sports Meet' | 1. First in Basketball- cash prize of Rs. 15000 | LMNIT, Jaipur | 2 to 4 November 2012 |
| ' Knockout'- Intercollegiate tournaments | 1. Second in Basketball | Maharishi Arvind Institute of Management, Jaipur | 17 to 24 January 2013 |
| Intercollegiate Table Tennis Tournaments | 2. Second in Table Tennis | Mahaveer College of Commerce | 11 to 12 January 2013. |

## 2011-2012

## INTER UNIVERSITY LEVEL

The following players were selected in the UNIVERSITY of RAJASTHAN WOMEN'S team in various WEST ZONE and ALL INDIA inter university tournaments:

| Name of the sports | Name of the participants | Venue And Date | Position All India | |
|---|---|---|---|---|
| | | | **West Zone** | **All India** |
| Basket-ball | Shiji Jacob | 7-12 Nov 2011. Banasthali Vidyapith. Banasthali. | Winner | |
| Basket-ball | Shiji Jacob | 17- 22 Nov 2011. Kurukshetra University, Kurukshetra | - | Member |

| Handball | 1.Surbhi Mewara. 2.Rupali Choudhary | 3-7 Nov 2011. University of Rajasthan. Jaipur | III | |
| Handball | 1.Surbhi Mewara. 2.Rupali Choudhary | 22-26 Jan 2012.Punjab University, Chandigarh | - | Members |
| Tennis | Maya Singh | 16-19 Oct 2011. Maharashtra Arougya Vigyan Vidyapith, Nasik | III | |
| Air Riffle & Shooting | 1.Karnika Singh 2.Rajshree Ranawat | 1-4 Feb 2012. Jiwaji University. Gwalior | Members | |
| Badminton | Vrinda Singh | 10-13 Jan 2012. Mohanlal Sukhadia University, Udaipur | Members | |

## INTER COLLEGIATE LEVEL (2011-12)

| Name of Sport | Position | Venue | Date |
|---|---|---|---|
| Swimming | Over all Championship | ICG, Jaipur | 27-28 Aug 2011 |
| Tennis | II position | Uni. Commerce College, Jaipur | 15-17sept2011 |
| Basket ball | Semi-finalist | Biyani Girls College, Jaipur | 30-31 Aug 2011 |
| Handball | Semi-finalist | Biyani Girls College, jaipur | 25-26 Sep 2011 |
| Badminton | Winner | Shri balaji College, Jaipur | 11-12 Dec 2011 |
| Table Tennis | Semi-finalist | St. Wilfred College, Jaipur | 11-12 Jan 2012 |
| Volleyball | Quarter final | SGD College, Badagaon, Jhunjhunu | 1-3 Sep 2 011 |
| Basketball, Volleyball Athletic | General Championship | Annual Inter collegiate sports festival Organized by IIT Rajasthan, Jodhpur | 9- 12 Feb. 2012 |

| Student Participation in sports for the Academic Year 2010-2011 | | | | | |
|---|---|---|---|---|---|
| Tournament | Name of Sport | Event | Position | Venue | Date |
| International/National Level 2010-11 | Squash | Common Wealth Games | Quarter Final | New Delhi | 3-14 Oct 2010 |

| | Squash | Squash | DDA National Open Squash Tournament | First | |
| --- | --- | --- | --- | --- | --- |
| | Squash | Asian Junior Squash Championship | | | April 2011 |
| | Squash | Asian Senior Squash Championship | | | |
| Inter Collegiate Level 2010-2011 | Tennis | | III Position | S.S jain Subodh College Jaipur. | 14-16 Sep 2010 |
| | Basket Ball | - | Semifinalist | S.K.S Balika College Sikar Jaipur | 20-22 Sep 2010 |
| | Table Tennis | - | Quarter Final | Biyani Girls College Jaipur | 28-29 July 2010 |
| | Swimming | - | Overall Champian *Gold Medal 10 *Silver Medal 09 *Bronze Medal 01 | ICG Jaipur | 6-7 Aug. 2010 |
| | Handball | - | Semifinalist | S.Bhawani Niketan P.G. College Jaipur | 13-15 Oct 2010 |
| | Volleyball | - | Quarter Final | Maharani College | 7-8 Sep. 2010 |
| | Badminton | - | Quarter Final | Shri Balaji College Jaipur | 12-13 Aug 2010 |
| Inter University Level 2010-11 | Handball | - | Participant | Archarya Nagarjun Univ. Nagarjun Nagar (A.P) | 24-28 Jan |
| | Tennis | - | Participant | Mumbai Univ., Mumbai | 31st Jan |
| | Basket Ball | - | Participant | M.D Univ. Ajmer (Raj) | 15-18 Dec 2010 |
| | Cricket | - | Participant | Kerela | Dec 2010 |
| | Shooting | - | Participant | Jiwaji Uni. Gwalior | Nov-10 |

| Student Participation in sports for the Academic Year 2009-2010 | | | | | |
|---|---|---|---|---|---|
| **Tournament** | **Name of Sport** | **Event** | **Position** | **Venue** | **Date** |
| International/National Level  2009-10 | Squash | 12th World Cup Jr. Squash Champ. | Bronze Medal | Chennai | |
| | Squash | WISPA Indian Challenger # 1 | Second place | | |
| | Squash | DDA National Open Squash Tournament | First place | New Delhi | |
| | Squash | Asian Junior Squash Championship | Second place | Chennai | April 2010 |
| | Squash | Asian Senior Squash Championship | Second place | Kuwait | |
| Inter University West Zone and All India Inter University Tournament 2009-10 | Basket Ball | - | Participant | Mahatma Gandhi Univ., Kottayam | 11-12 Dec |
| | Cricket | - | Participant | Alappa Univ., Karikudi (Tamil Nadu) | 19-29 Dec |
| | Tennis | - | Participant | Mumbai Univ., Mumbai | 31-Jan |
| | Handball | - | Participant | Acharya Nagarjuna Univ., Nagarjuna Nagar, A.P. | 26-30 Jan |
| Inter-Collegiate Level 2009-10 | Tennis | - | Runners Up | Dept. of Physical Edu., UOR, Jaipur | 11-12 Aug |
| | Basket Ball | - | Third place | Balaji Engg. Coll., Jaipur | 17-18 Aug |
| | Chess | - | 16/35 | Univ. Commerce Coll., UOR, Jaipur | 25-27 Aug |
| | Swimming | - | Over All Champions *Gold Medal (10) *Silver Medal (09) *Bronze Medal (01) | ICG, Jaipur | 28-29 Aug |

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| | Volley Ball | | Fourth place | G.D.Coll., Badagaon, Jhunjhunu | 6-7 Oct |
|---|---|---|---|---|---|
| | | - | | | |

| Student Participation in sports for the Academic Year 2008-2009 | | | | | |
|---|---|---|---|---|---|
| **Tournament** | **Name of Sport** | **Event** | **Position** | **Venue** | **Date** |
| International/National Level 2008-09 | Squash | WISPA Indian Challenger # 1 | Second place | | |
| | Squash | DDA National Open Squash Tournament | First place | | |
| | Squash | Harishchandra Golcha Memorial Tournament (Under 19) | First place | Jaipur | 1-3 Sept |
| Inter University West Zone and All India Inter University Tournament 2008-09 | Basket Ball | - | Participant | Sant Gade Baba Univ., Amravati, Mah. | 10-Dec |
| | Cricket | - | Participant | Alappa Univ., Karikudi (Tamil Nadu) | 22-23 Dec |
| | Tennis | - | Participant | Jiwaji Univ., Gwalior | 2-6 Nov |
| | Basket Ball | - | Participant | Shri Venkateshwar Univ., Tirupati | 26-30 Jan |
| Inter-Collegiate Level 2008-09 | Swimming | - | Over All Champions *Gold Medal (12) *Silver Medal (08) *Bronze Medal (02) | ICG, Jaipur | 29-30 Aug |
| | Badminton | - | Fourth place | D.D.Dalmia Physical Edu. Coll., Jamdoli | 1-3 Sept |
| | Chess | - | Tenth place | Univ. Commerce Coll., UOR, Jaipur | 22-24 Sept |
| | Basketball | - | Fourth place | Balaji Engg. Coll., Jaipur | 15-16 Oct |

| Student Participation in sports for the Academic Year 2007-2008 | | | | |
|---|---|---|---|---|
| **Tournament** | **Name of Sport** | **Position** | **Venue** | **Date** |
| Inter University West Zone and All India Inter | Badminton | Participant | Sardar Patel University, Gujrat | 22-27 Oct |

| University Tournament 2007-08 | Swimming | Participant | Punjab University, Chandigarh | |
| | Handball | Participant | Nagarjuna University, Guntor | 2-6 Nov |
| | Basket Ball | Participant | Shri Venkateshwar Univ., Tirupati | 21-26 Jan |
| | Cricket | Participant | | |
| Inter-Collegiate Level 2007-08 | Swimming | Over All Champions * Gold Medal (10) * Silver Medal (06) * Bronze Medal (02) | ICG, Jaipur | 10-11 Aug |
| | Badminton | Fourth place | Jaipur Engineering College, Kukas | 24-25 Aug |
| | Basket Ball | Third place | SKS College, Sikar | 10-12 Sept |
| | Table Tennis | Third place | Shankara Engineering College, Kukas | 20-22 Sept |
| | Chess | Twelfth place | Univ. Commerce College, University of Rajasthan, Jaipur. | 5-9 Oct |

### 5.3.3 Does the university conduct special drives / campaigns for its faculty and students to promote heritage consciousness?

The efforts are constantly made in the university to establish profound connection of the staff and students with our culture and heritage. The modern application of traditional practices and values are taught and practiced in the University. In pursuit of this vision, the University has identified certain strategic plans and adopted them to promote indigenous art and cultural heritage with a view to influence moral regeneration. They are :

- Organizing cultural festivals, museum trips and tours to monuments and value based buildings related to Rajasthani culture and heritage to sensitize the students with the enriched experience of the same
- Assigning projects to students of the department of History on topics related to heritage buildings and history of Rajasthan and to the students of the department of tourism on various facets of Indian Culture
- Organizing audio- visual presentations, excursion trips to places of heritage & cultural significance and guest- lectures for the students and faculty members to provide them with physical and intellectual orientation of places of cultural importance
- Displaying exhibits, posters, model, etc. related to culture and heritage in close proximity area of the students to enhance their knowledge and understanding about conservation of heritage and culture
- Celebrating days of international/ national academic and cultural significance to reinforce the values related to them for example, teachers' day, Hindi Diwas day etc.

- Organizing a morning assembly to promote moral values, tolerance and self-worth in the youth of university and providing a platform during such gatherings for discussing other issues related to humanity, environmental protection, saving of natural resources, eradication of social evils, good habits, global concerns, value addition, etc.
- Organizing Abhivyakti- Annual Art Exhibition where the paintings and sculptures made by the students of the department of fine arts are exhibited
- Offering COSD courses in Kathak, Music (Folk and Traditional) to enhance and inculcate culture awareness
- Inviting various NGOs to deliver talks on various aspects of Indian heritage and culture
- Practicing the tradition of seniors welcoming juniors
- Organizing Yoga classes
- Initiating practice of gifting hand-made paintings and art pieces, made by the students of faculty of fine arts to the guests
- Celebrating different festivals all year round in the campus by the students and staff together
- Organizing competitions based on our culture and tradition  like, rangoli-making, hand-made diyas, rakhi-making competitions, etc.


**5.3.4** **How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.**

- The University promotes an encourages students to write, publish and participate in the process of publishing through its own publication wing which regularly brings out Periodicals, News Letters, Magazines, and Brochures & Bulletins etc.
- The winners of various competitions, like photography, creative writing etc organized centrally during the University Fest as well as at the departmental level are further encouraged and provided a platform for showcasing their talent  through the publication/inclusion of their works in the University magazine or   YOUTHSPEAK@IISU, the quarterly newsletter
- The formation of Editorial Committee of the students is also an initiative of the university to involve and encourage its students to write and publish. For example the Souvenir of Annual Fashion Show 'Creation' as well as the Catalogue of Annual Art exhibition 'Abhivyakti' are prepared with due contributions from the students of Department of Fashion and Textile Technology and The Department of Fine Arts respectively
- The University also offers various short term courses in creative writing, copy writing, etc to further groom the students with artistic abilities
- The major publications/ materials brought out with significant involvement of the students in the entire process of designing, writing, editing and printing during the last four academic sessions  include:

- ➢ The ICGian
- ➢ Pragya (an initiative of the Department of BBA)
- ➢ The IIS University Journal of Arts(ISSN 2319-5339)
- ➢ The IIS University Journal of Social Sciences(ISSN 2319-2593)
- ➢ The IIS University Journal of Science & Technology(ISSN 2319-2607)
- ➢ The IIS University Journal of Commerce and Management(ISSN 2319-4907)
- ➢ International Journal Management & IT(Oorja)( ISSN 0974-7869)
- ➢ YOUTHSPEAK@IISU, the quarterly newsletter of The IIS University

**5.3.5    Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.**

- Yes, the university has a Student Council comprising about 100 students who support the university in organizing, conducting and monitoring various curricular and extramural activities
- Its constitution is as follows:
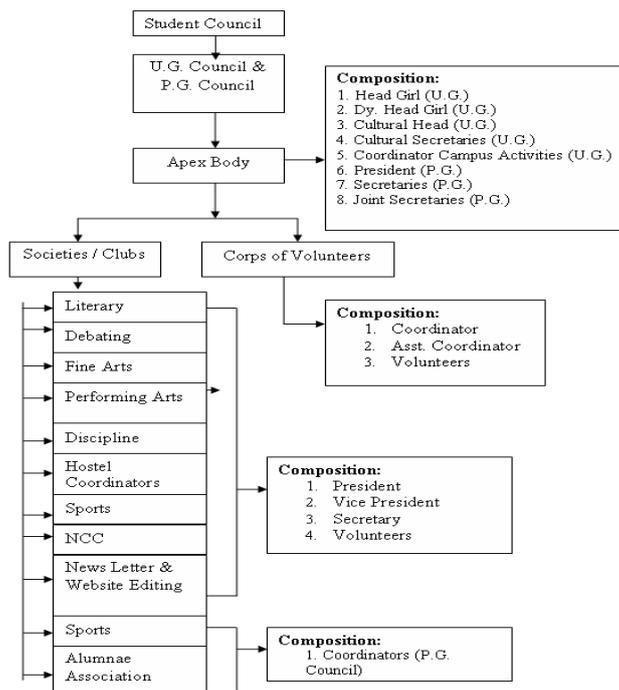


- Activities of the Students Council:
  - ➢ Extending support in organizing various cultural events and extracurricular activities throughout the year
  - ➢ Providing objective feedback on the overall improvement of the academic environment in the University as the representatives of the students
  - ➢ Active participation in planning and execution of academic events like conferences and seminars

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- ➢ Building relations with the other organizations through participation in various inter college events and other programmes and promoting healthy image of the University in the outside world as its ambassadors
- Funding of the Students Council :
  - ➢ Funds for planning & organizing all the different activities by the students' council are provided by the University.
  - ➢ Students also take initiatives in availing sponsorships for organizing various activities on campus.

**5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.**

As a part of its policy, the University encourages active involvement of its students in its bodies/committees to ensure their effective working. The administrative and academic bodies which have student representatives are as stated below:

- **Anti Ragging Committee and Squad** undertakes the following activities:
  - ➢ Check and curb the menace of the ragging in University and Hostel as per the directives of the Honorable Supreme Court and the guidelines of the UGC, and to ensure totally ragging free atmosphere in the campus
  - ➢ It help the victims file petition against the perpetrators to the concerned authority, who determines further action or punishment against the persons committing or abetting the act of ragging
- **Grievance Appeal Committee**
  - ➢ It ensures weekly/monthly collection and redressal of grievances.
  - ➢ It addresses grievances regarding academic matters, infrastructure and support services.
  - ➢ Students participate in the monthly meetings wherein the grievances/suggestions received are put up for review and the recommendations thereof are forwarded to the management for approval.
  - ➢ The committee ensures implementation of the proposed actions for each grievance.
- **Placement cell**
  - ➢ Students participate in overall planning and execution of career guidance, career counselling, and employment opportunities for the students of The IIS University.
  - ➢ Students assist in coordination and organization of various activities for the purpose of the placement and related activities which include arranging campus interviews, summer internships, organizing workshops and programmes for developing and enhancing employability skills like resume writing, facing interviews, participating in group discussion, communication skill, etc.

> ➢ They participate and support in organizing popular talks by experts on career prospects in different fields.

- **Hostel Committees**

  Three committees in the hostels of the University, having student representatives on them, are stated below. Their activities include:

  - ➢ **Menu committee** – students participate in planning nutritious diet for hostel inmates.
  - ➢ **Discipline Committee** – ensures discipline in the hostel.
  - ➢ **Maintenance & Cleanliness Committee-** ensures maintenance of cleanliness in the hostel.

Besides the permanent committees, certain committees are constituted on adhoc basis to look after the departmental activities. These committees have student representatives who are actively engaged in

- ➢ Organizing various activities like: guest lectures, quiz, seminar, field visits, workshops, exhibitions, and demonstration as members of the departmental association.
- ➢ Planning and organizing Intra Departmental Competitions like, model-making, posters-making, culinary activities, etc.
- ➢ Providing inputs for improving the teaching learning scenario through their feedback.

***Any other information regarding Student Support and Progression which the university would like to include.***

Apart from the information mentioned above, the University also makes following efforts regarding Student Support and Progression:

- The University issues Electronic Identity Cards to students to ensure smooth academic functioning.

- The University has a Wi-Fi Campus, internet facility is available to all the students to search reading material and information related to their career.

- Catalogues of prestigious Indian and Foreign universities are available in the library to help students select institute of their choice for higher studies.

- The University organizes special camps from time to time for medical checkups, Adhar cards, Pan cards and other related matters.

- Members of the student council are felicitated on the annual day for their contributions throughout the year.

- The University invites reputed companies for placements, who have been giving the feedback of the University year after year. Some of the MNC's like Google prefer to visit only the IIS University campus in Rajasthan for campus placements.

- The University has collaborated with Spic Macay. Under this collaboration various workshops are organized on regular basis with an aim to conserve and promote awareness of the rich artistic culture of India amongst the students.

THE IIS UNIVERSITY
JAIPUR

# GOVERNANCE
## LEADERSHIP
## &MANAGEMENT

**CRITERION VI**

| | | |
|---|---|---|
| **6.1** | **Institutional Leadership and Vision** | <ul><li>Well defined Vision, Mission and Goals which are in sync with University's focus on student centric approach, societal advancement and accountability</li><li>Value based education</li><li>Global outlook and approach</li><li>Good governance, dynamic leadership & responsible administration with accountability</li><li>Delegation of power</li><li>Leadership grooming and training</li></ul> |
| **6.2** | **Strategy Development and Deployment** | <ul><li>Perspective planning and strategic development</li><li>Mechanism for quality assurance</li><li>Efficient Feedback mechanism</li><li>Prompt and effective grievance redressal system</li></ul> |
| **6.3** | **Faculty Empowerment Strategies** | <ul><li>Effective Human Resource Development policies</li><li>Welfare measures for faculty and staff</li><li>Sound policies for attracting and retaining eminent faculty</li><li>Mechanism to review assessment of staff & faculty</li><li>Regular programmes for sensitizing staff and faculty towards women issues and safety</li></ul> |
| **6.4** | **Management and Resource Mobilization** | <ul><li>Inclusive budget according to the University budgetary guidelines and processes</li><li>Regular monitoring of current expenditures and revenues for accountability purposes</li><li>A strong mechanism for internal as well external audit</li><li>Various strategies for resource mobilization</li></ul> |
| **6.5** | **Internal Quality Assurance System** | <ul><li>Academic audits to promote efficient and effective administration in support of University's academic mission</li><li>IQAC to internalize and institutionalize quality enhancement</li></ul> |

## 6.1    Institutional Vision and Leadership

**6.1.1    State the vision and the mission of the university.**

The IIS University reinforces the cause of providing a conducive learning environment by articulating the vision and mission, and by translating them into concrete goals. The management supports the activities planned for achievement of the Vision, Mission and Goals of the University and implementation of proposals and schemes undertaken with such objectives into action.

**Vision**
- To be an international model institution for students' success beyond predicted expectations
- To promote and maintain academic excellence
- To transform the dreams and aspirations of the youth to reality
- To strive and seek to cater to the Global needs
- To provide best quality education with in-built vocational/ job oriented component and to promote professional education as per needs of the industry, business and society
- To promote research and dissemination of the knowledge in different disciplines

**Mission**
- To empower the youth to realize that they determine the outcome of their own lives
- To provide a conducive environment for the development of an individual's personality
- To believe that performance has everything to do with an individual's desires and determination to excel thereby providing a platform to unleash the dormant faculties and talents within
- To have an unflinching faith in the potential of the youth and to ignite young minds and develop the convictions in them discarding those that hold them back
- To cherish the Indian value system with focus on the Indian culture, traditions and heritage, imbibing the best of the West at the same time
- To support a proper harnessing of latent talents and to encourage the students to take initiatives
- To provide a learning environment, in which the students and the faculty are driven by the spirit of enquiry in their quest for knowledge
- To encourage the students to appreciate the natural and artistic realms of life
- To grasp and imbibe the complexity of moral issues
- To recognize the significance of growth and technologies
- To understand and appreciate human differences in culture, gender and race
- To provide the opportunities for the greatest possible achievement and attainment to each and every individual

**Goals**

- To develop a combination of knowledge and skills to promote modern outlook and a scientific temper
- To generate social consciousness among the youth to meet the challenges of the society and the world at large
- To promote International understanding and world fellowship through global education and exchange of ideas and knowledge
- To provide quality education for self-reliance
- To groom the students seeking admission in the university into dynamic, charismatic and WORLD READY CITIZENS

**6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?**

Yes, the mission statement truly defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's traditions and value orientations and vision for the future etc. along the following dimensions:

- Grooming world ready citizens who are molded to excel in every sphere, take up positions of leadership and represent the nation at global forums by:

  ➤ Offering globally relevant UG, PG and research programmes

  ➤ Developing global competencies through student exchange programmes, interactive sessions with academic peers from foreign universities, training sessions on communication, IT and life skills

- Fulfilling the mission of social responsibility through the following initiatives:

  ➤ Extension activities and social outreach programmes organized by NSS, NCC and departmental forums

  ➤ Sensitizing students to environmental issues through various academic programmes, co curricular and extra curricular activities

  ➤ Women empowerment facilitated through holistic development of students by way of a robust and multidimensional curricula, intra and extramural activities organized by Center for Women's Studies, NSS, NCC and other forums

  ➤ Special activities and practices undertaken to acquaint students with heritage and tradition of the country and inculcate Indian values blended with progressive outlook

  ➤ Value orientation done through camps, special lectures, interactive sessions and workshops

- ➢ Extension of donation and other aids for social and community development projects of the government and other NGOs

  ➢ Liaison with NGOs, GOs and SGOs for community and national development

- Offering a conducive learning environment to ensure integration, development and growth of the marginal sections of the society through:

  - ➢ Reservation for all the disadvantaged groups as per the government norms

  - ➢ Regular activities and awareness programmes organized by the Equal Opportunity Cell to sensitize the students and foster in them a spirit of equality for all

- Promoting academic excellence, innovation, leadership, teamwork, and a global focus through:

  - ➢ Wide array of professional, traditional, and vocational UG, PG, COSD and modular programmes

  - ➢ Curricula updated regularly to incorporate contemporary trends, subjects, courses and innovations

  - ➢ Latest pedagogies employed for enhanced and effective learning

  - ➢ Examination system revamped along the lines of current reforms

  - ➢ Special coaching and preparatory classes for entrance examination like NET, Civil Services, CPT etc

  - ➢ Independent thinking and decision making promoted by offering choice based credits pattern providing enough flexibility and choice to students for the selection of courses of their liking.

  - ➢ Interface with industry personnel by way of interactive and training sessions and incorporation of industry oriented courses facilitates bridging the gap between academia and industry

  - ➢ Making them highly employable and ready to embrace professional mobility by incorporating professional and skill oriented course in the curricula

- Providing numerous venues for development and training by way of:

  - ➢ Orientation programmes, personality development sessions, soft skill workshops and a host of extra-curricular activities for wholesome development of latent abilities

  - ➢ Quality education for self reliance to groom entrepreneurs with an ability to innovate

  - ➢ Deputing staff and students for capacity building programmes

- Development of intellectual capital and transfer of knowledge is facilitated through:

  ➢ Seminars, conferences, research workshops and FDPs which inculcate research culture in staff and students and acquaint them with the latest trends in their fields

  ➢ Quality based research programmes like M.Phil. and Ph.D. which facilitate creation of knowledge capital and skilled human resource

  ➢ Research projects, publications, applied research and patents generated help in transferring the technologies from laboratories to field and community

  ➢ Consultancy projects taken up by the faculty members facilitate application of knowledge to real life situation and bridges the gap between academia and community

- Promoting the unique culture of the University shaped by its traditions and values by:

  ➢ Developing a combination of knowledge and skills to promote modern outlook and scientific temper by encouraging interdisciplinary approach in curricula and research

  ➢ Recognizing the significance of growth and technologies by developing a digitally smart campus with state- of -the –art facilities , incorporating ICT resources in teaching –learning, offering ICT related and oriented courses , training for both basic and applied skills in computer usage and application

  ➢ Maintaining the cosmopolitan and pluralistic culture on campus by enrolling young scholars from diverse communities and different social, economic and religious backgrounds

## 6.1.3 How is the leadership involved in :
**Ensuring the organization's management system development, implementation and continuous improvement, interacting with its stakeholders, reinforcing a culture of excellence, identifying organizational needs and striving to fulfill them**

The leadership of the University has a constructive and decisive role to play in:

**Development of Management System**
- By articulating an organizational management strategy that:
  ➢ is aligned with organizational vision and mission.
  ➢ has the commitment of senior management
  ➢ is pervasive throughout the organization
  ➢ is integrated in the University's processes and structure
- By allocating adequate resources on an ongoing basis

- By proactively attracting, supporting and developing high quality staff and students

- By building and maintaining world class performance, engaging all the staff in strategies and values

- By securing a safe and healthy workplace and promoting organizational wellbeing

- By delivery of effective, efficient and standardized processes for goals, tasks, roles and systems

- By the continual identification of relevant explicit and tacit knowledge

- By developing organization culture that supports information-sharing

- By identifying and providing appropriate technology to support the information management and dissemination process e.g. at The IIS university all communications to the staff members and students are through e mails and notices posted on the web site, there by making the system paperless

- By embedding the leadership qualities and accountabilities into a range of University processes such as:

  ➢ Selection and recruitment

  ➢ Targeted leadership development programmes

  ➢ Formal performance management systems and reward systems

  ➢ Workforce planning, including career development and succession planning

- By meeting increasing demands from public, funding agencies, employers, students and the University employees

- By seeking new and alternative sources of funds and financial models

- By regular assessment for continuous improvement

**Implementation of Management System**

- The Vice Chancellor, being a full time officer of the University, provides the required leadership to the organization

- For Managing academic and other functions of the University the management system is established and implemented through decentralization of power to the officials and statutory bodies of the university as depicted below:
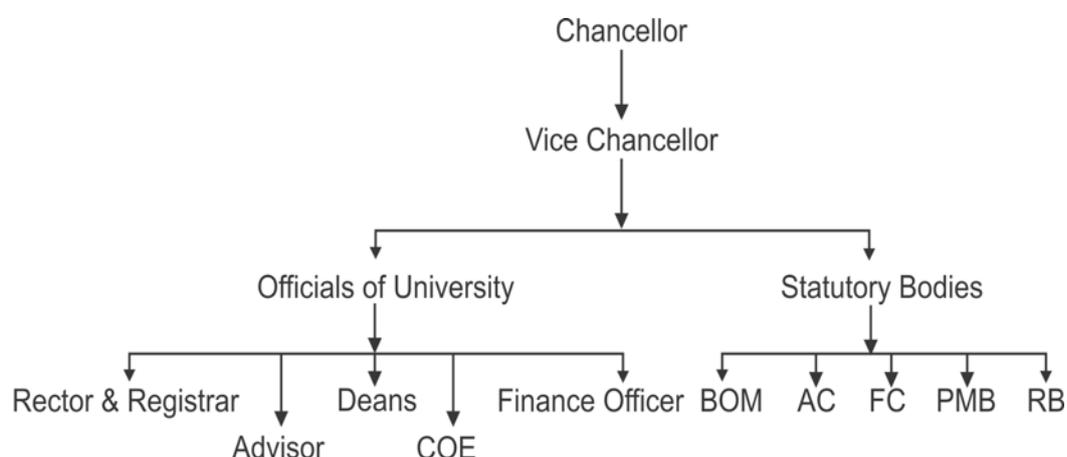
- The entire system is also supported by numerous administrative committees constituted annually for performing various academic, administrative and extracurricular responsibilities which ensures shared decision making

- Besides these committees, several ad-hoc committees are also constituted from time to time for special events and purposes

- Adequate powers are vested in employees from various levels of hierarchy with a view to enhancing their leadership skills

**Continuous Improvement of Management System**

- Continuous improvement of the system is ensured through multi source feedback system which incorporates inputs from all stake holders

- Each committee formulates its action plan at the beginning of the session and reports progress at the end of the session which helps in analyzing the challenges and opportunities and influences direction and change for improvement and innovation

**Interaction with Stakeholders**

- The Leadership views engagement with stakeholders as crucial to mission and strategic development of the organization

- Constructive interaction and ongoing consultation with stakeholders allows the University to identify the needs and priorities of its communities of interest and strengthen beneficial collaboration and partnerships

- This is brought about by ensuring representation of all stake holders viz. students, industry personnel, employers, parents, community representatives and staff members in various statutory bodies and administrative committees for their inputs and feedback

**Reinforcing Culture of Excellence**

- By adopting a Process Driven Model of individual and organization development which ensures that the policies formulated and systems

developed are enduring, stronger, and appropriate for the institution. It has the following highlights:

➢ Search for challenging opportunities to change, innovate and improve

➢ Experiment, take risks and learn from the accompanying mistakes

➢ Inspire a shared vision by envisioning an uplifting future and obtaining the involvement of primary stakeholders

➢ Develop the organization by developing each individual

➢ Foster collaboration by promoting co- operative goals and building trust

➢ Strengthen people by giving power away, providing choices, developing competencies, assigning critical tasks and offering visible support

➢ Engage all employees in actively managing their own performance and professional development

➢ Plan small wins that promote consistent progress and build commitment

➢ Recognize individual contributions to every project

➢ Celebrate team accomplishments regularly

➢ Evaluate and commit to continuous improvement

**Identification of Organizational Needs and endeavours to fulfill them**

- Develop an effective communication system for smooth flow of information and co-ordination of internal messages across units

- Obtain regular feedback on the needs of various stakeholders through interface, meetings, suggestions and other forms of formal and informal means of communication

- Use university administrative and academic structures to identify appropriate members like the rector, deans, heads of the departments, mentor guardians, heads of various administrative and academic committees, counsellors and representatives from the students' council to take feedback from staff and students and identify their needs

- Ensure proper representation of primary stakeholders in various statutory bodies and other committees so that they can communicate their needs/ suggestions at the right forum

- Get regular internal and external academic and departmental audits done to find out the gaps in the existing systems

- Ensure regular appraisal of staff and student performances to upgrade their competencies

- Facilitate employee ability to influence and improve leadership

- Ensure participation of all primary stakeholders in brainstorming and developing sustainable plans and policies to innovate and implement changes

- Support and encourage all staff to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role and, where they are involved in succession planning, for their next role within the University

- Use creativity/initiative in the generation of alternative solutions to the problems

**6.1.4    Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.**

No, none of the top leadership positions of the university has been vacant for more than a year.

**6.1.5    Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?**

Yes, the University ensures that all positions in its various statutory bodies are duly filled and meetings of various statutory bodies are conducted regularly through the following mechanisms:

- Before the commencement of the session the Academic Calendar is framed where in all the meetings to be held during the session are duly listed ensuring the regularity

- The IQAC also keeps track of the meetings to be held and maintains a proper record of the minutes of the meetings incorporating all the important decisions taken thereof.

**6.1.6    Does the university promote a culture of participative management? If yes, indicate the levels of participative management.**

Yes the university promotes a culture of participative management by way of:

- Encouraging the involvement of stakeholders at all levels of the organization in the analysis of problems, development of strategies, decision making and implementation of solutions

- Inviting employees to share in the decision-making process of the University by participating in activities such as setting goals, determining work schedules, and making suggestions

- Increasing the responsibility of employees (job enrichment); forming self-managed teams, quality circles, and soliciting survey feedback

- Treating the ideas and suggestions of employees with consideration and respect

**Levels of participative management**

- At the IIS University, participative management is implemented as an ideological vision for sharing power and responsibility at all levels

- The organizational structure of the institution is horizontal thus providing every employee an access to the highest authority in order to express views or give suggestions for improvement

- The various committees that are constituted for performing academic, administrative and cultural functions encourage participative management by including faculty as well as students as the members

- The strong alumnae body of the institution regularly participates in the decision making by offering vital suggestions for the institution's academic growth and improvement

- Industry representatives also play a significant role in decision making by being an integral part of many apex bodies of the institution like Board of Studies and Board of Management

- The participation of parents is also sought time and again through various interactive sessions to further the institution's goal of achieving academic excellence

**6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.**

Being deem- to- be –a- University the IIS University does not have affiliated colleges under its ambit.

**6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?**

Being deem- to- be –a- University, the IIS University does not have affiliated colleges under its ambit.

**6.1.9 How does the university groom leadership at various levels? Give details**.
Leadership at the IIS University is groomed by identifying, developing, and retaining talented leaders. The University performs its various functions through delegation of responsibilities to various bodies/committees.
- Each committee/body involved in carrying out administrative or academic functions has a supervisor/coordinator appointed on the basis

of his/her specific competence and interest, who is further groomed to perform leadership roles

- The members of each and every committee/body are time and again entrusted with various roles involving leadership skills and competence

- At the departmental level, the faculty members are evolved and groomed as leaders through their active participation in tasks integral to effective functioning of the department like curriculum designing, time table framing, and organizing projects-viva-voce.

- Various cross functional assignment given to the faculty members during events, conferences etc also help them acquire new leadership skills outside their own areas of expertise and experience

- The leadership qualities are inculcated among the students by formation of the Student Council where each student as the head of her respective office initiates as well as coordinates the assignments specific to her domain

- Students, as members of various committees, get an opportunity to learn and practice leadership roles under the supervision of their teachers in charge

- The various NCC and NSS programmes undertaken by the students work on the principle of grooming students as leaders, socially responsible and morally sound

- The student centric events like the IIS Fest, Fashion show, Art exhibition, Bazaar on campus etc. help the students groom as leaders by facilitating first hand experience of supervising and leading the events.

### 6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

In order to manage the knowledge resources available with the University, it has evolved the following systems and practices:

- Assessment of available knowledge by creating a map and structuring the availability of intellectual resources on the basis of academic qualifications and experience

- Appropriate development of intellectual resource through regular exposure in terms of intra and inter organizational assignments

- Delegation and distribution of tasks and assignments of diverse nature according to the interest and competence of the human resources

- Increased access to online learning resources through subscription of online journals like Questia, INFLIBNET etc and 24x7 internet facility for the updation of current knowledge and introduction of newer knowledge to meet the future needs

- Generation of knowledge through most advanced technologies and software for the existing knowledge to grow, develop and sustain in the ever changing global scenario

- Facilitation of knowledge sharing thought interdisciplinary programmes being offered at the University

- Incorporation of collaborative learning as one of the essential teaching methodologies

- Enhancement of current knowledge though exposure to the practical global world under the MOUs signed with different external national and international bodies.

- Promotion of a knowledge culture emphasizing the use of information, communication and technology in teaching and learning

- Encouragement for undertaking minor and major research projects and extension of grants for the same for utilization of knowledge and its further enhancement

- Provision of better and effective learning opportunities, specific to the needs and further growth of the students with extra ordinary potential through courses designed according to the current academic and industry demands and various systems like choice based credits offering them flexibility in learning

**6.1.11   How are the following values reflected the functioning of the university? (Contributing to national development, Fostering global competencies among students, inculcating a sound value system among students, promoting use of technology, quest for excellence)**

The IIS University is a pioneer institution for women education, contributing to social and economic development of the nation.

**The University contributes to national development by:**

- Creating skilled and educated workforce though its innovative programmes

- Fostering a spirit of service to mankind and nation at large through NCC and NSS programmes

- Ensuring social reforms through extension programmes

- Cultivating global outlook founded on moral values among the students ready to join the professional world of tomorrow

- Promoting research to create a pool of qualified researchers and scientists who would continuously develop the frontiers of knowledge in the form of their research publications

**Global competencies are fostered among the students by:**

- Creating a learning environment ensuring holistic development of the students through emphasis on participation in various co curricular and extracurricular activities

- Providing opportunities for interface with the international education and research milieu through tie ups with various international bodies, and exchange programmes

- Offering programmes in foreign languages like German and French for the students to increase their understanding of global cultures

- Providing an environment conducive for the development of high level thinking skills essential to compete globally

**The University ensures inculcation of values among the students by:**

- Fostering a culture based on the growth of moral and spiritual enrichment of the students

- Familiarizing the students with the richness of our culture and reinforcing the observance of morals and ethics integral to our culture though practices like, morning prayers, invocation to deity before the commencement of any event etc.

- Imparting human values through activities undertaken as a part of NCC, NSS and extension programmes

**The University extensively promotes use the technology in all education transactions both academic and administrative by:**

- Encouraging Optimum use of ICT for teaching and learning.

- Providing increased access to online learning resources and content through e-library with subscription of over 1100 journals and 24X7 internet facility for promoting research orientation among the students and faculty

- Using smart classrooms and IT based teaching methodology for knowledge sharing and delivery of subject content

- Making all the relevant content like syllabus, time table, events etc available on the University website to promote online exchange of information

- Adopting email as the prime means of communication for promoting technology and human interface

- Introducing online system of examination in certain papers/ courses to make students computer friendly and also to prepare them for technology driven professional world

- Developing online attendance and biometric entry systems thus promoting automation of various systems on campus

**The quest for excellence among the students and staff members is nurtured by:**

- Promoting a work culture and learning environment where excellence is the key to career advancement and academic success

- Offering rewards and incentives in the form of promotion and certificates of appreciation to the faculty members and scholarship and awards to students exhibiting extraordinary performance and competence

- Encouraging research orientation through sanction of grants for undertaking major and minor projects in order to develop the spirit of enquiry and high thinking

- Setting high benchmarks of performance in academics through curriculum and evaluation scheme so as to make the faculty members and students strive for higher and better.

## 6.2 Strategy Development and Deployment

**6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies? (Like Vision and mission, Teaching and learning, Research and development, Community engagement, Human resource planning and development, Industry interaction, Internationalisation)**

Yes, the university has a perspective plan which is prepared keeping the following in mind:

**Vision and mission**

Since the university's mission is to impart education that makes a difference at local as well as global level, the development of policies and strategies encompasses the following aspects:

- Increased access to education by the all sections of the society

- Women empowerment through education that promotes spirit of enquiry and decision making

- Innovative and dynamic leadership skills development by providing a formative ground for its growth

- Global Competence cultivated through updated curricula and innovative pedagogical practices

**Teaching and learning**

- Policies and Strategies for improving teaching and learning are devised along the following dimensions:

- Introduction of wide variety of programmes catering to varied interests and aptitude

- Curriculum designing according to contemporary trends

- Revision of curriculum according to changing professional needs and global trends

- Vocationalization of education through introduction of job oriented and employability enhancing courses

- Constant innovation in pedagogical practices for effective delivery of content and better learning

- Promotion of research to make learning more result oriented
- Organization of academic events to keep faculty members updated with the latest trends and practices in the sphere of education and research

- Assessment and evaluation practices to make the examination system expeditious and transparent

- Holistic development of the students through various co curricular and extracurricular platforms

**Research and Development**

The IIS University aspires to be a research-intensive university with targeted areas of research excellence. It has aligned its strategic planning, capital and recurrent expenditure with this vision, keeping in mind the following objectives:

- Build world-class research strength through strategic investment

- Demonstrate research of international standing and excellence in all its disciplines

- Develop a culture of research quality and performance that is well supported by infrastructure (physical and electronic) and resources (financial and human)

- Maintain core commitments to innovation, bringing disciplines together, and undertaking socially relevant research which provides demonstrable community benefit

- Substantially increase research outputs and its quality through increased levels of publication in high quality books, journals and conference proceedings

- Enhance e-research capability

- Bring to fruition the University's goals to leverage its intellectual property assets to create new enterprises and major external partnerships

- Increase the profile and impact of research through innovative information strategies

- Attract high quality domestic and international research students and provide a supportive environment

**Community Engagement**

The strategic plan of the University outlines the following specific goals and action items designed to guide the University's participation in its community engagement initiatives and focus its efforts in this area:

- Dedicate university resources to public understanding of societal issues and stimulate action for positive change

- Facilitate deliberative public dialogue on issues of public concern and actively invite community participation

- Facilitate engagement of faculty and students in community development

- Be a leader in fostering student, faculty, staff, and alumni engagement within the wider community

- Increase student, faculty and staff participation in community service learning, community based research and service to the community

- Increase community use of learning, cultural and outdoor venues on IISU campuses and sites

**Human Resource Planning and Development**

Through the perspective plan a more efficient and effective human resources system is envisaged which best serves the needs of the University and its employees. The HRD policies so designed aim to:

- Develop more flexible and adaptable systems to attract, retain and develop a community of talented and diverse individuals

- Ensure that staff members have a voice in the policies and procedures that directly affect their work lives, are active participants in the immediate governance of and policy development for the institution

- Improve processes, systems, and infrastructure to provide high levels of efficiency, quality, and cost effectiveness by regularly assessing HR efficiency and involving stakeholders

- Facilitate strategic partnerships with other organizations and universities to attain the university's goals through training and development programmes and sustainable initiatives

- Develop leading practices in the recruitment, retention, and recognition of outstanding faculty and staff, promote an inclusive and non-discriminatory workplace, and continue employee recognition programmes

- Support and promote the health and well-being of the University community through the implementation of strategic and comprehensive health and wellness approaches

- Work with peer institutions and public entities to develop viable shared services and consultative opportunities for the faculty

## Industry interaction

At the IIS University the industry-interaction is an important dimension while developing the Action plan. The Plan is developed keeping the following objectives for industry interaction in mind:

- Training of students through undergraduate and advanced degree programmes including courses developed in collaboration with different organizations from service and industrial sectors

- Contribution to the general knowledge base for public benefit through publications

- Promoting and facilitating knowledge transfer from labs to the field

- Promoting sponsored research/ consultancy projects by the faculty at the University for the benefit of industry

- Licensing inventions and developments for commercial purposes, including revenue generation

- Providing access to university-owned equipment, materials, facilities and specialized resource

- Objectively testing, evaluating and reporting on new technology.

## Internationalisation

The campus internationalization plan envisages courses that help students develop contemporary thinking skills such as mental agility, problem-solving skills and the ability to adapt to a changing world. The plan also proposes a global emphasis for every student keeping the following objectives in mind:

- Creating, implementing and coordinating more university-wide initiatives, international programmes for faculty, staff and students to gain and expand global perspectives

- Promoting campus-wide communication for greater awareness of global opportunities and engagement

- Selecting several strategically located international partners for teaching, research, and economic development

- Enhancing students' academic success by integrating global perspectives and internationally engaged learning experiences into programmes

- Increasing the effective implementation of high-impact global experiences through a variety of civic and global experiences like study abroad, international service-learning etc

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- Creating new internationally-focused interdisciplinary curricula to prepare students across disciplines to compete in the new global economy
- Enrolling a greater percentage of international students
- Providing international activities, initiatives and opportunities on campus for faculty and staff to network and collaborate across disciplines

**6.2.2    Describe the University's internal organizational structure and decision making processes and their effectiveness.**

The organizational structure of The IIS University is represented by the diagram given below:



## ORGANIZATIONAL SET UP OF THE IIS UNIVERSITY
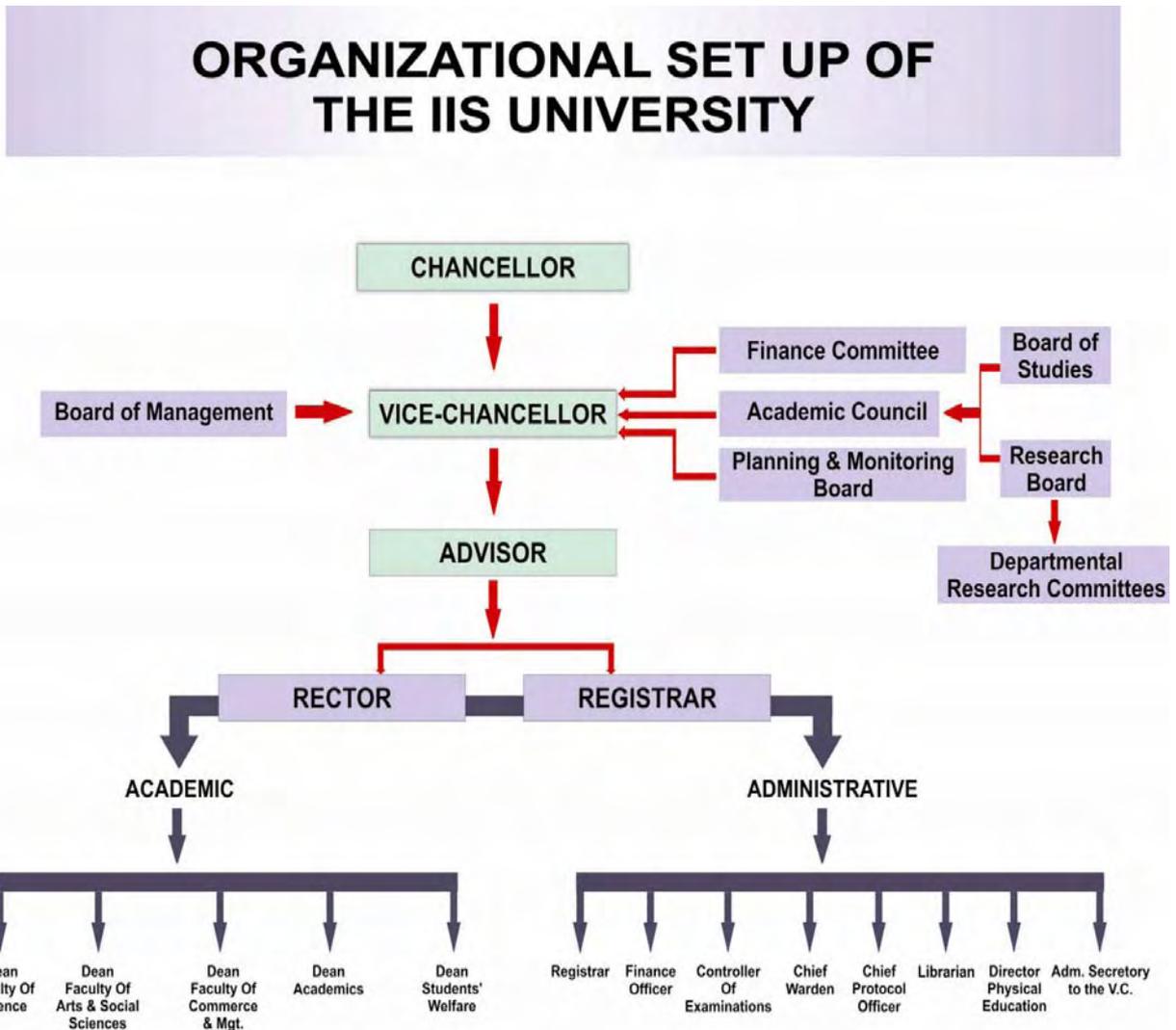
**The statutory bodies include**:

- Board of Management

- Academic Council

- Boards of Studies

- Planning and Monitoring Board

- Finance Committee

- Deans' Committee

**Other Committees include**:

- Research Board

- Departmental Research Committee

- Research Admission Committee

- Research Promotion Committee

- Internal Quality Assurance Cell

- Examination Committees:

  - ➢ Unfair Means Adjudication Committee

  - ➢ Grievance Redressal Committee

  - ➢ Result Committee

- Grievance Appeal Committee

- Anti Ragging Committee

- Library Committee

- Sports Committee

- Website Updation Committee

  Besides, the University has an Internal Quality Assurance Cell (IQAC) which has been set up as per guidelines of the NAAC-UGC to monitor performance, evaluation, assessment, accreditation and quality upgradation of the institution. The IQAC brainstorms and generates innovative ideas for quality enhancement, on a regular basis.

  **Decision Making Processes at the University**

  All the major decisions regarding the formulation of policies, as well as strategies and practices to be adopted for the overall development of the institution are taken by the top management **with the involvement of the**

**representatives of the academic as well as administrative staff in its apex bodies like the Board of Management, Academic Council, Planning and Monitoring Board, and Finance Committee etc**.

The Decision making processes of the University at various levels are as specified below:

- **Decision making process at the Management Level**

  ➢ The Board of Management (BOM) is the highest governing body and principal organ of management of the University which oversees and monitors its large scale programmatic goals and financial and physical resources

  ➢ The Vice Chancellor, as the head of the institution, and chairman of the BOM is the executive authority who is empowered to carryout the academic, administrative and management duties

- **Decision making process involving Academics/Curricula**

  ➢ The Academic Council is the principal academic body of the University and is responsible for the maintenance of standards of teaching, research and evaluation within the University

  ➢ The Deans of different faculties, with the approval of management committee headed by the Vice Chancellor, play an active role in policy making by discussing essential aspects of teaching Learning and Research in the University

  ➢ All faculty members of a department are members of the respective Board of Studies and participate in decision making pertaining to designing, revising and updating of the curriculum

  ➢ All heads of departments are members of the Academic Council and are involved in taking major decisions pertaining to academics and curricula planning

  ➢ Faculty members are also involved in planning and effective implementation of research programmes, through various committees like Research Admission Committees, and Department / Subject Research Committees

  ➢ The Heads of the various committees viz. Research Promotion, Examination, Grievance appeal, Website Updating etc in consultation with other members of the committees contribute actively towards decision making by providing issues for discussion or recommendations to be forwarded for implementation after thorough consideration.

  ➢ Decisions regarding extra and co-curricular activities are taken by the Dean and other coordinators of students' welfare and activities

committee, with significant inputs from the students as well, which are further approved by the Vice Chancellor

- Decision making process involving Planning and Financial issues

  ➢ Planning and Monitoring Board is the principal planning body of the University which monitors its developmental programmes

  ➢ For various administrative decisions pertaining to infrastructure, teaching learning and research resources, student, faculty and staff welfare and development, strategic planning etc a number of committees have been constituted which have faculty representation on them. Recommendations of these committees are further put up before the statutory bodies like Planning and Monitoring Board, Deans' Committee etc as per the nature of the issue. The final approval is accorded by the BOM

  ➢ The Finance committee is the principal body of the University responsible for the financial and budgeting matters and management of funds, assets and capital of the institution. It also has a few faculty and staff members on board

  ➢ Recommendations of this committee are implemented after the approval of the BOM

**Such an integrated decision making approach leads to excellence in the overall functioning of the University by:**

- Incorporating wider and more objective perspectives

- Creating a sense of belongingness and eventually dedication among the staff members

- Making decision making prompt and transparent though decentralization

- Generating more confidence and faith in the students and parents regarding the effectiveness of academics and administration in the University

- Forging better relations with the outside world particularly the corporate sector

**6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?**

Yes, the University has a mechanism for quality assurance that is managed through key university committees, and implemented via formal policies, guidance and strategies.

The various aspects that determine policy building include:

- Achievement of short term and long terms goals of the institution

- Branding of the institution as an organization with high goals and noble mission in the field of education and research

- Teaching and learning practices providing best academic experience to the students and a sense of satisfaction to the teaching community

- Collaborative participation and interface to accelerate quality enhancement through linkages

In order to drive, deploy and review policies and strategies for ensuring the quality most effectively, the following bodies/mechanisms are operational:

- **Internal Quality Assurance Cell (IQAC)**: An institutional body responsible for monitoring and upgrading the quality of the various systems and operations of the University. On the basis of its annual report, various existing policies are reviewed and new policies are designed and deployed

- **Annual Report Preparation**: The annual report of the institution further serves as a guide for the quality management of the institution. The accessibility of the information compiled in the report by the internal as well as external members facilitates wider participation in the policy review of existing policies and implementation of new ones

- **External Monitoring Practice**: The representatives of industry and external academic bodies as the members of various committees of the institution act as independent and impartial advisors, providing vital opinion on the performance of the institution and eventually influencing the formulation and deployment of policies

- **Interdepartmental academic audit**: This review performed every year also facilitates monitoring of quality parameters and identification of areas needing further attention

- **Feedback Mechanism:** The University lays emphasis on the feedback mechanism in the right earnest, which serves as a means for the periodic review of quality assurance and its further enhancement.

  - The feedback sought from the students through questionnaire and from the parents through discussion forums serves as a means for the periodic review of quality assurance and enhancement. The inputs received thus are used effectively for improving the quality of programmes and overall teaching learning atmosphere.

  - Feedback obtained from the external examiners and moderators is used effectively for revising and updating the syllabi, curriculum and courses every year.

  - Feedback obtained from other sources, e.g. academic peers, inspection teams and foreign delegates, visiting the University helps in identification of areas needing improvement and relevant policy formulation and deployment.

**6.2.4** **Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?**
Yes the university encourages its academic departments to function independently and autonomously.

- The Hierarchical structure of each department comprising Dean of the Faculty, Head, Deputy Head and the faculty members, makes it an independent unit performing its integral functions in collaboration with all the members of the department

- The departments are also free to exercise autonomy in various functions like timetable framing, use of teaching methodology, planning and organizing intra departmental events etc.

  **In order to ensure the accountability of the departments, the University has the following systems in operation**:

- Teaching plans prepared by teachers in the beginning of each session with specific objectives, instructional, evaluation and continuity components and timelines

- Departmental calendar of each department listing all the academic, co curricular and extracurricular activities for that particular academic session and a compliance report for the same submitted by the Head of the department at the end of the session

- Feedback from students regarding quality of teaching-teaching, assessment, timely completion of syllabi etc taken by each department at the end of each semester

- Periodic meetings of the Deans with the departments to review their performance by seeking inputs on aspects like regularity of classes, syllabus coverage etc

- Monthly pro-forma circulated by the IQAC cell seeks information from each department on various issues like events organized by the department, research initiatives by the members of the department and any outstanding achievement by or recognition for staff and students of the department

- Self appraisal by each member of the department towards the end of the session on their academic performance during the session as well as the performance of students in their subjects

- Annual meeting of the members of the Department with the Vice Chancellor for further assessment of their contribution in effective overall functioning of the department

**6.2.5    During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?**

As a university, no court case has been filed by or against the institution so far.

**6.2.6    How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?**

The University has two committees to address and resolve the grievances of the students:

- Grievances regarding academic matters, facilities and resources in the University are addressed by the Grievance Appeal Committee (GAC)

- Grievances regarding question papers and evaluation are addressed by the Grievance Redressal Committee (GRC)

For effective and prompt redressal of grievances, the University has a well defined and a structured procedure for each committee, as mentioned under:

**Grievance Appeal Committee**

- The Grievances are first collected through:

    ➢ A suggestion box placed in the campus

    ➢ Feedback from mentor guardians, students' welfare committee, faculty members of the department and/or parents

- The Committee then holds a monthly meeting with the Vice-Chancellor and Rector to apprise them of the grievances received and seek their advice to address the same

- The Minutes of the meetings are also perused by the Board of Management of the institution who in turn provide useful suggestion to deal with such problems

- The decisions/ measures thus undertaken are communicated to the concerned parties through appropriate channels

**Grievance Redressal Committee (GRC)**

- The grievance regarding question papers are reported, in writing, to the Controller of Examinations(COE) within three days of the date of the examination

- Comments regarding the same are taken from the concerned subject teacher, concerned head of the department and an external subject expert

- Thereafter, this grievance is put up in the meeting of GRC, which makes recommendations based on the inputs from the subject teacher, the head of the department and the external expert

- The COE forwards the same to the Vice Chancellor for his consideration and the necessary action

Grievances by other stake holders like faculty members, support staff and parents are entertained individually by the office of the rector and registrar who addresses the problem in consultation with the Deans' committee and the Vice Chancellor.

**The outcomes of each and every meeting are further utilized for promoting stakeholder relationship by way of the following:**

- Proper maintenance of all the data pertaining to grievances viz. no of grievances received, decisions taken to resolve them, measures introduced etc.

- Analysis of data in terms of nature of grievances and frequency of a particular type of grievance

- Resolution of grievances through changes/improvements in certain policies and systems

### 6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes, the University has a two- level feedback mechanism for the evaluation of institutional performance in terms of curriculum and courses, classroom teaching, faculty, infrastructure and facilities etc. by students:
- Feedback from the outgoing students through the Faculty Feedback Form
- Online feedback from the current students through a dedicated software

The feedback is then analyzed through the software and after a discussion of findings and results with the HODs and Dean's Committee, Rector and Registrar, corrective measures are taken. It is also shared with the faculty members for continuous improvement of teaching learning. On the basis of feedback and suggestions received from the students, the University has constantly responded to the needs and demands of the student community. **Some such innovations that have resulted out of the feedback system include:**

- System of online attendance

- Facility of 24x7 high-speed internet access

- Introduction of Career Oriented and Skill Development (COSD) courses

- A compulsory research component in the curriculum at PG level

- Inclusion of a practical component in all UG/PG non-practical subjects

- Online pattern of examination for compulsory subjects

- Provision of additional electives for advanced learners

- Inclusion of projects with applied components, especially in ICT-based courses

- Adoption of the 'earn while you learn' scheme for greater emphasis on practical training and professional exposure

- Incorporation of e-learning resources in the academic system

- Additional hostel building with facility of mess

### 6.2.8 Does the university conduct performance audit of the various department?

The performance audit of the various departments is considered vital for maintaining as well as improving the quality of teaching and learning delivered by various departments. The audit is conducted via following means

- **IQAC Cell-** It monitors and reviews the performance of each department through a pro-forma obtaining information on research initiatives by the members of the departments, organization of guest lectures, talks etc.

- **Deans' Committee** - This committee in its meetings held periodically evaluates the performance of the departments by seeking inputs from the Heads of the respective departments

- **Students' Feedback**-The feedback sought from the students on various parameters essential for assessing the functioning of the Department in terms of teaching output viz. teaching methodology, syllabus coverage, effective delivery of content etc, is another important auditing tool

- **Appraisal Method**- Appraisal forms furnished by the Heads of the department towards the end of the session also reflect on the overall performance of the department during the session thus making its evaluation and improvement possible

### 6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

Being deem-to-be-a university, the IIS University does not have affiliated institutions under its ambit.

**6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.**

The IIS University is a unitary organization and does not have affiliated colleges under it.

## 6.3 Faculty Empowerment Strategies

**6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?**

The University continuously endeavours to enhance the professional development of teaching and non-teaching staff:

- To ensure holistic Human Resource Development, the University regularly organizes:

  - ➤ Faculty and staff development programmes which include workshops on development of ICT, linguistic and soft skills

  - ➤ Seminars, conferences and workshops on themes related to recent advancements in different fields

- To provide enhanced professional and academic exposure, the University deputes faculty and staff members to participate in conference, seminars and workshops organized by external agencies and educational institutions

- To upgrade the existing skills and knowledge of the faculty members, they are also deputed by the University to attend Orientation programmes/Refresher courses organized by academic staff colleges and other collaborative initiatives of different Universities

- For the benefit of non-teaching staff, special workshops on office procedures, public relations and stress management are also organized frequently

- An Academic Enrichment Committee has been constituted which organizes lectures, workshops, FDPs etc, to enhance and upgrade knowledge and skills required among the staff members according to the changing global scenario

-

**6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.**

- The University uses various appraisal methods to ensure academic accountability and monitor research and innovative academic initiatives of faculty members like:
  - ➤ Self-appraisal by faculty
  - ➤ Feedback from the respective heads of the department and dean of the faculty

> ➢ Feedback from the students

- The performance of the non-teaching staff is gauged through :
  - ➢ Self-appraisal method
  - ➢ Evaluation report of the supervising officer

As an outcome of the review of various appraisal methods used by the University, some of the important decisions that have been taken are:

- The University has introduced the Career Advancement Scheme of the UGC
- As a step toward promoting research orientation among the faculty members, the University has initiated a number of schemes like providing seed money to them for taking up research projects, felicitating those faculty members who have made distinctive contribution in the field of research, initiated publication of research journals to name a few
- The University has also introduced a practice of awarding Certificate of Merit to the faculty members who have excelled in their various roles pertaining to administrative and academic assignments., organizing co curricular and extra curricular activities and extension programmes
- Workshops on development of ICT, communication and soft skills have been organized for the non teaching and administrative staff
- Leadership training programme for the senior faculty members have been organized
- Faculty members have been deputed to attend orientation and refresher courses
- Non teaching and teaching staff are motivated and have been given opportunity to upgrade their skills and qualifications

### 6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefited from these schemes in the last four years? Give details.

The following are some of the welfare schemes made available to the teaching and non-teaching staff by the University:

- Contributory Provident fund, Gratuity and ESI scheme

- Medical benefit through a tie up with a near by multi specialty hospital

- 3 month maternity leave for female employees

- Monetary aid to employees with serious or chronic medical ailments

- Fee concession to the wards of the employees

- Day Care Centre for the children of the employees

- Study leaves sanctioned to the teaching and non teaching staff for taking up higher studies and research

- Sponsorships extended to faculty members for attending training programmes for upgrading their skills, knowledge and qualification

- Provision of loans and advances on salary to employees in case of crisis

- A well-equipped, fully air-conditioned fitness centre with a state-of-the-art Gym facility

- Yoga classes for faculty members and students for de-stressing and physical and mental fitness

- Subsidized meals for staff and faculty in the University hostel mess

So far about **80- 85 percentage staff and faculty** have benefited from the various **welfare Schemes**

**6.3.4    What are the measures taken by the University for attracting and retaining eminent faculty?**

The University follows a set of laid-down HR practices which help not only in attracting and retaining but also shaping the talent of faculty members by way of:

- Transparent governance

- Congenial environment for academic work

- Sound physical infrastructure and ambience

- Environment that supports research

- Access to extensive collection of national and international books, magazines, journals and other e-learning resources

- Implementations of UGC scales and  sixth pay commission grade structure

- Implementations of Career Advancement Scheme for promotion

- Opportunities for growth in training and consultancy

- Opportunity to interact with professionals from  the best corporate houses and other organisations in India and abroad

- Opportunity for innovation in terms of launching interdisciplinary courses and electives

- Promoting Faculty research endeavours by sanctioning grants for research projects

- Recognition of research contributions and  other academic achievements through  certificates of appreciation and  awards

- Sponsorship to attend  National and International programmes/ conferences

- Participation of all regular faculty members in programme/course formulation by way of membership in Board of Studies(BOS)

- Acknowledgement of their potential through delegation of tasks suiting their competence and allocation of respective offices and positions

- Opportunity to handle important administrative positions

- Opportunity for faculty to upgrade and enhance their skills, knowledge and qualification

### 6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

The IIS University is predominantly a women's university. However, the Center for Women's Studies in conjunction with Sexual Harassment and Equal Opportunity Cells of the University works towards educating and sensitizing the staff and students towards issues like women's rights, security etc.

### 6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

- The University has a vibrant Centre for Women's Studies which is responsible for ensuring gender education and sensitization among the staff and faculty members

- The Centre regularly organizes educational training programmes and extension activities in and around the campus for generation of awareness and dissemination of knowledge related to women's issues.

- The foundation course in 'Women Studies' being offered to VI semester students, has gender sensitization programmes included in the curriculum which also helps removing gender biased practices and behaviour .

- To strengthen the cause of women empowerment, the center has conducted a number of gender sensitization programmes for its faculty and students (list enclosed in Criterion V)

### 6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

The University does not have an in-house Academic Staff College. However, the University deputes its faculty members for attending various orientation and refresher programmes organized by the Academic Staff Colleges in the different universities all over India.

Such wide exposure in terms of knowledge and research has led to the professional enrichment of faculty members by:

- Extending global perspectives to them in the field of education and research

- Building confidence and competence to incorporate audio-visual technology in their pedagogy

- Developing ability to think more critically in terms of curricula designing and implementation

- Creating healthy competitive spirit essential for individual professional growth

- Offering wider pools of knowledge and experience for them to explore and learn from

- Facilitating formation of fruitful academic and professional network of intellectuals and experts for them to benefit from meaningfully and positively

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

The Finance Committee, a statutory body of the University, oversees the financial planning and position of the institution. The University has a full fledged accounts department headed by the Chief Accounts Officer. Its annual financial statements are prepared in accordance with General Finance and Accounting Rules (GF&AR) - internationally accepted accounting principles and are audited annually against those standards. The University has the following financial management systems and processes for tracking resource utilization for effective use of its resources:

- Constructing budgets based on a thorough analysis of need that conforms to University budgetary guidelines and processes

- Expending or committing funds within approved University budgets using appropriate financial, accounting, purchasing and other approved University procedures, and maintaining records appropriate to these transactions

- Monitoring current expenditures and revenues regularly for accountability purposes

- Developing processes and procedures in accordance with record-keeping requirements established by the University and external regulatory agencies

- Using purchasing services to ensure fair and competitive prices

- Establishing basic internal controls to ensure that transactions are appropriately executed and recorded, including segregation of duties to maintain appropriate checks and balances

- Being alert to control weaknesses that can lead to waste, misuse, misappropriation or destruction of assets

- Reporting all suspected or known misappropriations, misuses, destruction of assets and conflicts of interest to an appropriate authority in the University

- Maintaining the confidentiality of University financial information as required

- Performing periodic internal reviews to ensure continued compliance with University financial policies and administrative and accounting procedures

- Maintaining systems security and a secure computer environment for financial and other University records

- Maintaining systems availability while monitoring and reporting the nature and extent of processing problem

### 6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Yes, the institution has a strong mechanism for internal as well external audit. The internal audit of the income and expenditure during the year is conducted by an Internal Audit Committee constituted by the University consisting of personnel from the accounts department, one faculty member from the commerce department and chartered accountants employed on contractual basis. All the objections are sorted out right at the preliminary level. Statutory audit is conducted by a chartered accountant firm appointed as per approval of the Board of Management.

### 6.4.3 Have the accounts been audited regularly? What were the audit objections, if any, and how were they complied with?

Yes, the accounts have been audited regularly. There have been no audit objections as the expenditure is made as per norms prescribed in this respect. Moreover the internal audit committee carries out rigorous audit from time to time and checks against any irregularity; necessary precautionary steps are taken as per their suggestions.

### 6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

## THE IIS UNIVERSITY TRUST
SFS, Gurukul Marg, Mansarovar, Jaipur- 302020

### Income & Expenditure Account for the Year ended 31st March, 2011

| Expenditure | SH. | Amount 2010-11 | Income | SH. | Amount 2010-11 |
|---|---|---|---|---|---|
| Staff Expenses | "F" | 27,905,829 | Term Fees | "I" | 70,783,150 |
| Administrative Expenses | "G" | 27,236,034 | Other Receipts | "J" | 3,847,569 |
| Educational Devlop. Exp. | "H" | 1,302,520 | | | |
| Depreciation | "D" | 4,958,296 | | | |
| Excess of Income over Expenditure | | 13,228,040 | | | |
| TOTAL | | 74,630,719 | TOTAL | | 74,630,719 |

As per our separate report of even date

For DEEPAK SETHI & ASSOCIATES         For THE IIS UNIVERSITY TRUST
CHARTERED ACCOUNTANTS
F R NO.002947C

(DEEPAK SETHI)            (Dr. ASHOK GUPTA)   (RAJEEV SOGANI)   (RAJANI SHARMA)
PROPRIETOR               PRESIDENT           TRUSTEE           FINANCE OFFICER
M. No. 071381

PLACE : JAIPUR
DATE : 20/09/2011

**THE IIS UNIVERSITY TRUST**
Gurukul Marg, SFS, Mansarovar, Jaipur- 302 020

Income & Expenditure Account for the Year ended 31st March, 2012

| Expenditure | | Amount 2011-12 | Amount 2010-11 | Income | | Amount 2011-12 | Amount 2010-11 |
|---|---|---|---|---|---|---|---|
| Staff Expenses | "L" | 48,489,167 | 27,905,829 | Term Fees | "P" | 125,116,870 | 70,783,150 |
| Administrative Expenses | "M" | 35,346,911 | 27,236,034 | Other Receipts | "Q" | 14,199,857 | 3,847,569 |
| Educational Devlop. Exp. | "N" | 7,975,466 | 1,302,520 | | | | |
| Financial Expenses | "O" | 23,323 | - | | | | |
| Depreciation | "F" | 5,663,603 | 4,958,296 | | | | |
| Excess of Income over Expenditure | | 41,818,257 | 13,228,040 | | | | |
| TOTAL | | 139,316,727 | 74,630,719 | TOTAL | | 139,316,727 | 74,630,719 |
| Income Accumulated u/s 11(2) | | 20,000,000 | - | Excess of Income over Expenditure | | 41,818,257 | 13,228,040 |
| Excess of Income over Expenditure carried forward to Capital Fund | | 21,818,257 | 13,228,040 | | | | |
| TOTAL | | 41,818,257 | 13,228,040 | TOTAL | | 41,818,257 | 13,228,040 |

As per our separate report of even date
for DEEPAK SETHI & ASSOCIATES
CHARTERED ACCOUNTANTS

for THE IIS UNIVERSITY TRUST

(DEEPAK SETHI)
PROPRIETOR
M. No. 71381

(Dr. ASHOK GUPTA)
VICE - CHANCELLOR

(RAJEEV SOGANI)
TRUSTEE

(GOVIND DADHICH)
FINANCE OFFICER

PLACE : JAIPUR
DATE : 22nd SEPTEMBER, 2012

## 6.4.5 Narrate the efforts taken by the University for Resource Mobilization.

The IIS University encourages different strategies for generation of resources for university development some of which include:

- Research Projects submitted to the UGC, State Government, DST, CSIR, DRDE, etc.  for funding and financial assistance

- Consultancy Services by staff members

-  Self financing Courses and Programmes

- Endowment funds established from corporate and individual contributions

- Research and academic collaborations forged through MOUs with national and international organizations to facilitate resource sharing

- National schemes for students like NSS which is funded jointly by the Central and State Government

**6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.**

Setting up of a corpus fund according to the UGC guidelines has been a major step towards creation of financial independence of the University for academic purposes.

- The parent body ICFIA has created a corpus fund of Rs.3 crores for the University prior to its establishment which is maintained in the form of Bank FDRs
- Savings of the University are also invested in the form of FDRs

**6.5    Internal Quality Assurance System**

**6.5.1    Does the University conduct an audit of its departments? If yes, give details.**

Yes, the University conducts an audit of its departments to promote efficient and effective administration in support of its academic mission.

**Objective of the Audit**

The purpose of the academic audit is to encourage departments to evaluate their "education quality processes". It focuses on faculty approach towards educational decision-making, organizing their work, using the resources available to them, working collegially to provide a quality education in the best interests of the discipline and student learning.

**Parameters of Audit**

Some of the broad areas that are examined in the academic audit pertain to the extent to which faculty in the department under review are:

- Determining desired learning outcomes
- Designing course content and department curriculum
- Designing teaching and learning
- Developing student assessment
- Focusing on the actual process of teaching and learning
- Striving for coherence in the department curriculum and the educational activities they use
- Working collaboratively to achieve mutual involvement and support
- Identifying and learning from best practices
- Making regular upgrading of the department's programmes and offerings a high priority

**Procedure of the Academic Audit**

- It is a peer reviewed process including a self-study and a site visit by peers from other departments within the institution
- The process emphasizes self-reflection and self-improvement rather than compliance with predetermined standards
- Each department prepares a self-study report based on the focal areas mentioned above
- Auditors (4-6) are faculty members from departments other than the one being reviewed
- Audit visits are typically one day.
- Auditors meet with departmental leadership, faculty, and students and ask questions similar to the self-study questions cited above
- They , then, write a report:
  - ➢ Highlighting examples of exemplary practice
  - ➢ Noting areas for improvement
  - ➢ Evaluating a department's approach to educational quality practices
- The report is then shared with the department and management as a feedback and for further action

**6.5.2** **Based on the recommendation of the academic audit, what specific measures have been taken by the University to improve teaching, learning and evaluation?**

Based on the recommendations of academic audits of different departments the University has introduced many reforms and innovations in the teaching, learning and evaluation processes, some of which are as listed as below:

- Inclusion of regular tutorials in all disciplines
- Introduction of bridge courses in many departments to cater to the academic needs of diverse student population
- More diverse roles for teachers, including coaching, demonstrating, and modeling
- Introduction of a practical component in traditionally theoretical subjects like Sociology, History, Public Administration name a few
- Vocationalizing curricula through a number of Career Oriented and Skill Development courses and modular programmes
- Optimum utilization of media-rich technology in teaching and learning by creating interactive and virtual classrooms through strategic alliances with EDUSAT and other organizations
- Adoption of innovative teaching learning approaches like Annual Arts Exhibition by the students of Visual Arts Department and Annual Design and Fashion Show by the students of Textile and Fashion Technology

**6.5.3  Is there a central body within the University to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome**.

Yes, the University has a central body- Internal Quality Assurance Cell (IQAC) which, in conjunction with the academic cell, continuously reviews the teaching learning process. The University regards teaching and learning as a core function and has developed explicit system and procedures to ensure and enhance quality. These systems support the main teaching and learning goals articulated in the University's strategic plan. As the University has grown in size and complexity, the quality assurance systems have evolved and, increasingly, responsibilities are articulated and devolved, with formal oversight and documentation.

## Structure of IQAC

The structure of IQAC at the University is as per the guidelines of the UGC and is given below:
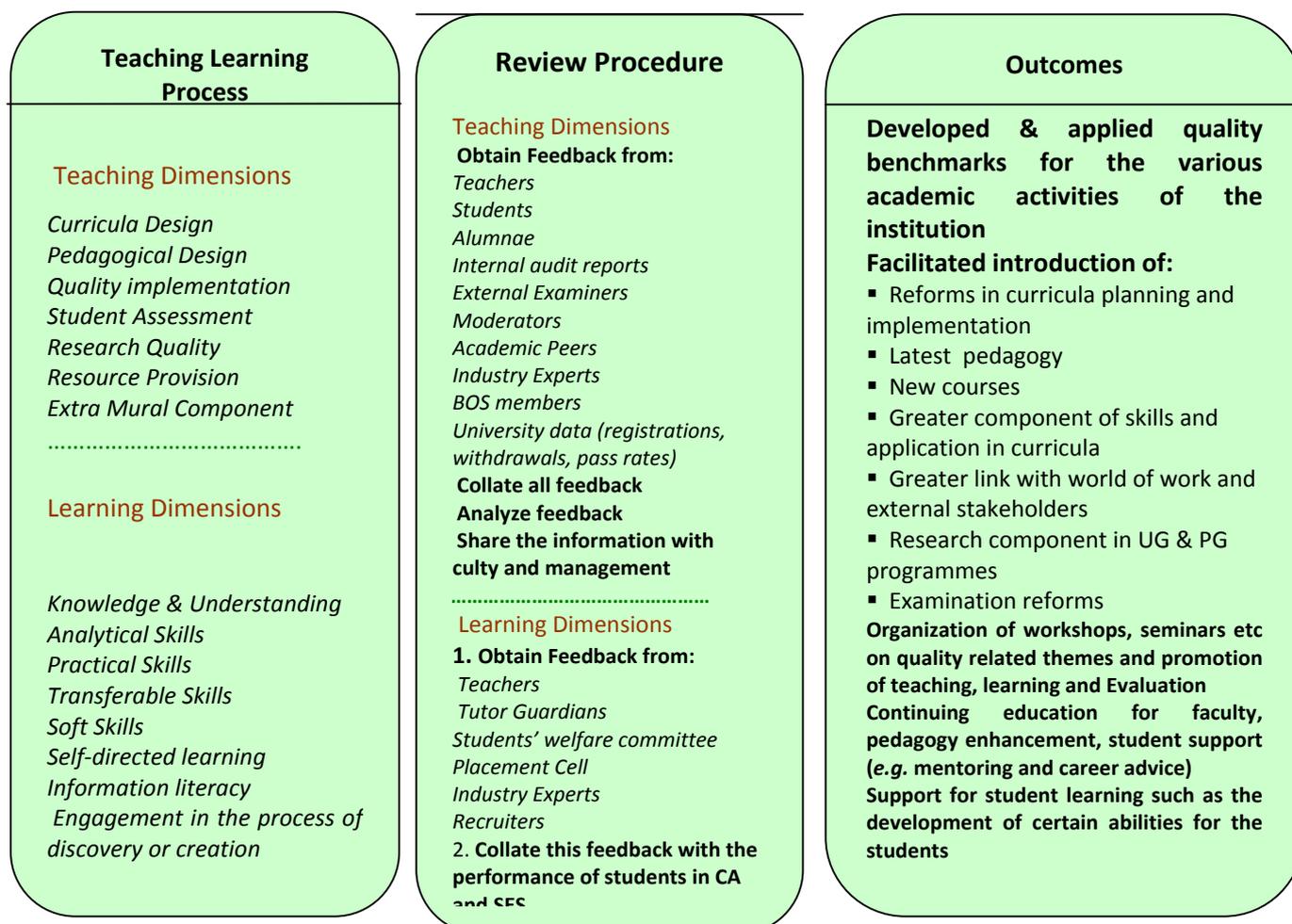
Vice Chancellor- Chairperson

Rector & 8 senior teachers- Members

3 experts on quality from industry/ local community- External members

Director IQAC- Member Secretary

## Methodologies of Operations and Outcomes

| Teaching Learning Process | Review Procedure | Outcomes |
|---|---|---|
| **Teaching Dimensions** | **Teaching Dimensions** | **Developed & applied quality benchmarks for the various academic activities of the institution** |
| *Curricula Design* | **Obtain Feedback from:** | **Facilitated introduction of:** |
| *Pedagogical Design* | *Teachers* | ▪ Reforms in curricula planning and implementation |
| *Quality implementation* | *Students* | ▪ Latest pedagogy |
| *Student Assessment* | *Alumnae* | ▪ New courses |
| *Research Quality* | *Internal audit reports* | ▪ Greater component of skills and application in curricula |
| *Resource Provision* | *External Examiners* | ▪ Greater link with world of work and external stakeholders |
| *Extra Mural Component* | *Moderators* | ▪ Research component in UG & PG programmes |
| ......................................... | *Academic Peers* | ▪ Examination reforms |
| | *Industry Experts* | **Organization of workshops, seminars etc on quality related themes and promotion of teaching, learning and Evaluation** |
| **Learning Dimensions** | *BOS members* | **Continuing education for faculty, pedagogy enhancement, student support (*e.g.* mentoring and career advice)** |
| | *University data (registrations, withdrawals, pass rates)* | **Support for student learning such as the development of certain abilities for the students** |
| *Knowledge & Understanding* | **Collate all feedback** | |
| *Analytical Skills* | **Analyze feedback** | |
| *Practical Skills* | **Share the information with culty and management** | |
| *Transferable Skills* | ......................................... | |
| *Soft Skills* | **Learning Dimensions** | |
| *Self-directed learning* | **1. Obtain Feedback from:** | |
| *Information literacy* | *Teachers* | |
| *Engagement in the process of discovery or creation* | *Tutor Guardians* | |
| | *Students' welfare committee* | |
| | *Placement Cell* | |
| | *Industry Experts* | |
| | *Recruiters* | |
| | **2. Collate this feedback with the performance of students in CA and SES** | |

### 6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

Through its persistent endeavours towards developing a system for conscious, consistent and catalytic improvement in the performance of the University, the IQAC has successfully channelized the efforts and measures of the institution towards academic excellence. The work of the IQAC has proved to be crucial towards the internalization and institutionalization of quality enhancement due to its role in evolving mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks

- The relevance and quality of academic and research programmes

- Equitable access to and affordability of academic programmes for various sections of society

- Optimization and integration of modern methods of teaching and learning

- The credibility and transparency of evaluation procedures

- Ensuring the adequacy, maintenance and functioning of the support structure and services

- Research sharing and networking with other institutions in India and abroad

- Ensuring that staff have the necessary technical, managerial, and leadership knowledge and skills to carry out their QA responsibilities by organizing training for coaching and mentoring, self and peer appraisals, performance improvement, and supervisory activities

- Communication and information which encompasses

  - Recording improvements and changes, sharing what has been achieved with the organization's staff and the community to improve their own services

  - Using the results for advocating policy changes and resource allocation

- Rewarding efforts made to foster and improve quality

**6.5.5** **How many of the decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?**

Ever since its inception in 2005, the IQAC of the University has regularly recommended a number of proposals and suggestions for quality enhancement, internalization of the quality culture and institutionalization of many good practices which have been tabled, on different occasions, before the various statutory authorities like the Academic Council, Research Board, Planning and Monitoring Board and Board of Management for consideration and approval.

**6.5.6** **Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.**

Yes, the IQAC of the University has three external members on board. Suggestions from them for publishing peer reviewed Journals, establishing Women's Study Centre and signing more MoUs with research centers of repute to name a few have been received and worked on.

**6.5.7** **Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of the society?**

Yes, the Equal opportunity Cell of the University, on the recommendation of the IQAC, maintains a record of the semester-wise academic progress of these students. Remedial measures to promote their incremental growth are determined in consultations with the faculty members of the respective departments and the Tutor Guardians of the students.

**6.5.8** **What policies are in place for the periodic review of administrative and academic departments, subject areas etc?**

The University has a policy of reviewing the administrative and academic departments annually to achieve improvement in the performance of the unit through a process of self-assessment, benchmarking, critical reflection, forward-planning and peer review. These reviews are conducted under the ambit of the IQAC of the University.

**Academic Reviews**

The Policy on Academic programme reviews is meant to guide the development of new undergraduate, post graduate, research, vocational and modular programmes and to aid in the ongoing improvement of existing programmes. It has been also designed to meet the University's responsibility towards ensuring the quality of such programmes. Reviews involve formal procedures like internal academic audits, reviews by external peers in formal academic bodies like Boards of Studies, Departmental Research Committees and the Academic Council and structured feedback from faculty members, students and alumnae. This information is collated with feedback obtained from external examiners, paper moderators, resource persons and eminent scholars invited by the departments for guest lectures and seminars, industry experts to name a few. To match with the expectations of industry and to increase the global competency of the students in the job market, subject areas are also reviewed.

**Administrative Reviews**

In order to sustain participative and efficient administration, performance audit is conducted annually. Besides this, regular performance feedback is taken throughout the year that recognizes performance excellence and addresses areas needing improvement. As part of performance management, responsible administrators/supervisors are also expected to work with the employee in developing a plan for addressing the employee's professional development needs and interest

**Any other information regarding Governance, Leadership and Management which the University would like to include:**

- The University has modified its MoA/ Rules as per the UGC (Deemed to be University) regulations 2010 and registered the same with the Registrar of the Society

- Emphasis on team building, cooperation and mutual support is the cornerstone of governance at the University

- An innovative practice towards encouraging participatory management is inclusion of all faculty members of a department in its Board of Studies

- The core focus of assessment of staff and faculty is on self reflection and critical appraisal of their own functioning

- Decision making at all the levels is in a collective and participatory environment encouraging creativity, accountability and transparency

# THE IIS UNIVERSITY
# JAIPUR

# INNOVATIONS & BEST PRACTICES

# CRITERION VII

| | | |
|---|---|---|
| **7.1** | **Environment Consciousness** | <ul><li>The University conducts Green audit with reference to air, water and energy.</li><li>The University received Rajasthan Energy Conservation award for the year 2009.</li><li>Class rooms are eco-friendly with appropriate light and ventilation requiring less consumption of energy</li><li>Solar powered water heating system providing hot water in hostels</li><li>The University has proposed the construction of a Rain Water harvesting plant.</li><li>A donation of rupees 10 lakh was made for construction of Kalyan dam in Dausa district.</li><li>Eco friendly association & NSS conduct drives to sensitize the students about the importance of water and green campus.</li><li>The biomedical waste from the animal house and labs is disposed off by incineration and dumped in pits.</li><li>A vermicompost unit has been established in the campus where organic manure is produced.</li><li>The University partners with CII in its endeavor towards green environment by disposing off its e-waste through an e-waste managing company.</li></ul> |
| **7.2** | **Innovations** | <ul><li>Introduction of a practical component in the form of Projects /Seminars.</li><li>Introduction of new globally recognized and locally relevant courses.</li><li>The Business English Certificate, to further train and qualify students in the use of English language.</li><li>CISCO Certified Network Administrator (CCNA) courses to enhance the ability of the students to design, build, install and maintain routed LAN.</li><li>Feedback and Monitoring at every level as a quality-check mechanism, both for faculty as well as students.</li><li>Biometric attendance monitoring system to ensure regularity of the students.</li><li>Compulsory COSD course for all students in the First Year at the Certificate level.</li><li>The in house community radio station FM-7 as a teaching tool to encourage students to conceptualize and present programmes of academic interest.</li><li>Adoption of scheme of 'earn while you learn' to encourage the students to take up tasks and get paid.</li><li>Special coaching classes for students preparing for IAS/ RAS/ NET.</li><li>Sanction of Research projects and grant of seed money to staff as well as students by the University.</li><li>Innovative features like dual evaluation, Scrutiny of answer books ,moderation of question papers, coding of answer books, remedial CA test, Special CA test etc.</li></ul> |

| | | |
|---|---|---|
| **7.3** | **Best Practices** | **Multi-channeled Feedback System**<br><br>• Feedback at every level is an integral part of the quality check mechanism, both for faculty as well as students.<br>• The feedback Monitoring Cell encourages all the stakeholders to give feedback for imaginative planning and effective performance of the institution.<br>• Regular and objective feedback from students on the functioning of the college in terms of teaching, learning and evaluation is sought through a feedback form.<br>• The feedback from Alumnae ensures quality assurance within the academic system.<br>• An external academic review through feedback forms filled by external examiners and experts at the time of evaluation of projects, seminars, answer books and moderation of question papers.<br>• Self-appraisal of teachers, helps one introspect the strengths and weaknesses thereby ensuring quality in instruction and learning.<br>• Grievance Appeal Committee: for the redressal of the problems reported by students, staff and parents .<br>• Grievance Redressal Committee: to address all examination related grievances of the students.<br><br>**Student centric, objective, transparent Assessment and Evaluation system**<br><br>• Moderation of question papers, coding of answer books, double evaluation of answer books lend credibility to the system.<br>• Central evaluation to render flexibility and rapidity to the system and declaration of results on time.<br>• Remedial exams for students who wish to improve upon their performance in the CA test.<br>• Scrutiny of the assessed answer books at two levels to reduce / check examiner's bias.<br>• Maintenance of continuous assessment record book to render transparency and rectify errors.<br>• The grievances regarding Question Papers are addressed by the Grievance Redressal Committee (GRC). |

## 7.1    Environment Consciousness

### 7.1.1    Does the University conduct a Green Audit of its campus ?

- Yes , Every year the University conducts a '**Green audit** ' by following ways :

  ➢ At the University campus, the ambient and indoor air quality is regularly monitored with respect to the major quality parameters which may affect the human health. The department of Environmental Science monitors the indoor air quality with respect to respirable particulate matter, suspended particulate matter, $SO_2$ and $NO_2$ using a dust sampler.

  ➢ In accordance with its commitment towards conservation of energy the University conducted an **energy audit** that was outsourced to Weecon , Jaipur. On the basis of the recommendations made by the consultants a **Facility Management Team** was formulated to review the electrical maintenance, improvements to be done periodically to further save electricity.

  ➢ The water quality of bore well water and water cooler at the campus is regularly monitored for various quality parameters including pH, electrical conductivity, total hardness, fluoride, nitrate, and inorganic phosphate as well as microbiological parameters.

  ➢ The **sound level is monitored** in and around the campus using a Sound level meter. Certain measures like plantation of trees around the campus   and enclosures for noise producing units like generators are adopted to maintain the sound level within the permissible limits for silent zones.

### 7.1.2    What are the initiatives taken by the University to make the campus eco-friendly ?

- **Energy conservation**

  ➢ Efforts are made to conserve energy on campus. The University buildings and class **rooms are eco-friendly** with windows that provide appropriate sunlight light and ventilation leading to less consumption of energy.

  ➢ **Solar energy** is also tapped  in the University hostels by way of  solar powered water heating  system providing hot water in the bathrooms.

  ➢ Staff and students are encouraged to switch off the electrical appliances when they are not in use.

- ➢ The University encourages the campus community to use public transportation ( buses , vans , auto rickshaws etc ), thus saving fuel and reduce the carbon emissions.

- ➢ Staff as well as students are encouraged to organize **car pools** for commuting.

- **Use of renewable energy**

  - ➢ The University has installed solar powered water heating system in the hostels wherein solar energy is being tapped for providing hot water in the bathrooms.

- **Water harvesting**

  - ➢ The campus of the University has open lawns and grounds wherein a good percentage of the rain water coming from the buildings is soaked by the soil of the grounds, **recharging the water table** .

  - ➢ NSS and Eco friendly association organize special lectures for the students to sensitize them regarding the importance of water and ways of conserving the same.

  - ➢ The University has plans to get the water harvesting system constructed on campus for which technical estimates have already been taken from the vendors.

  - ➢ The University has signed a **water pledge** , initiated by CII that aims at motivating people to conserve water.

  - ➢ The residual water from the RO systems is used in watering the college gardens.

- **Check dam construction**

  - ➢ Though the University does not have a landscape suitable for constructing a Check dam but under the University's social responsibility endeavours , efforts have been made to encourage construction of dams and conservation of water. In the same context a **donation of rupees 10 lakh** was made by the University for construction of **Kalyan dam** in Dausa district that is expected to directly benefit a total population of 17,800 . It would fulfill their need of drinking water and irrigation water as well , indirectly the whole region would benefit with the water table going up.

- **Efforts for Carbon neutrality**

  - ➢ The efforts are being made for carbon neutrality on the campus. The hostel kitchen uses the gas burners for cooking. Use of coal/ wood/ kerosene etc is strictly prohibited.

  - ➢ In the Department of Chemistry LPG gas burners are used instead of gas plant based on coal/wood/diesel/petrol etc, thus reducing carbon emission.

- ➢ The Electric **light bulbs have been replaced by CFL** and tube lights.

- ➢ Students of Department of Environmental Science monitor the presence of $NO_2$, $SO_2$ and carbon particles from time to time.

- **Plantation**

  - ➢ All three campuses have lush green and well maintained lawns with seasonal flora.

  - ➢ Tree **plantation drives** are undertaken from time to time to sensitize the students about the benefits of planting trees to ensure a green campus and a pollution free environment.

  - ➢ Every student takes responsibility of a few trees so as to ensure their proper care (watering, putting manure etc.).

  - ➢ Saplings are distributed to the staff and students on 15 Aug and 26 Jan for promoting the concept of 'green city'.

  - ➢ One side used paper is further used by the faculty members and office staff.

- **Hazardous waste management**

  - ➢ The biomedical waste from the animal house and different labs is removed regularly, it is collected and disposed off by incineration and also dumped in specially dug pits.

  - ➢ The university aims at resource conservation and resource value addition. For this purpose, organic manure is produced using the vermi compost technology wherein the organic waste from the canteen and hostel kitchen is subjected to composting in order to get organic manure which is further used in the campus gardens in place of chemical fertilizers .

- **E-waste management**

  - ➢ The electronic equipments like computers , cell phones etc are reused as second hand or after slight up gradation.

  - ➢ Inkjet cartridge is also used after **refilling**. This method also reduces the volume of e-waste generation.

  - ➢ The **University partners with CII** in its endeavor towards green environment by sending its **e-waste** through them to an e-waste managing company.

- **Any other**

  - ➢ Acknowledging the efforts made by the University as International College for Girls towards conservation of energy, it was awarded **The Rajasthan Energy Conservation award for the year 2009 by RREC** (Rajasthan Renewable Energy Corporation Limited, Department of Energy, Govt. of Rajasthan).

➢ The NSS units of IISU proposed setting up of waste paper cycling plant and eventually the University proposes to set it up.

➢ The University ensures acquisition of knowledge, skills and values to work towards an environmentally sustainable future among the students by integrating Environmental studies into the syllabi of many courses.

➢ The University tries to integrate environmental knowledge into all relevant disciplines and sensitize the students to environment related problems, techniques and methods of monitoring composition of environment and remedies and laws for environmental conservation. It provides opportunities for students to study campus and local environmental problems, formulate strategies to resolve such problems. In accordance, the students and faculty members have taken up a number of research projects.

➢ The Department of Environmental Science offers a comprehensive curriculum on **Environmental Science as an elective at UG** level and a full fledged programme M.Sc (Environmental Science ) that encourages students to integrate theory and practice for analysis, understanding and management of environment and environment related issues.

➢ The University has constituted an **Eco-Friendly Association** that represents a long-term effort to promote environmental literacy within the campus community and demonstrate best practices in environmental sustainability. This initiative engages students as well as staff to conduct a Green audit of the campus and make necessary efforts for a better environment.

## 7.2    Innovations

### 7.2.1    Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the University.

Some of the innovations initiated by the University to create a positive impact on the functioning of the University are as follows:

**Curricular Aspects**

• Introduction of a practical component in the form of Projects /Seminars to make the traditionally non practical subjects more application and skill-oriented.

• Incorporation of Seminars and Projects/ Dissertation as a compulsory component of all PG courses.

• Introduction of **new globally recognized and locally relevant courses** such as Jewellery Designing, Fashion Designing, Garment Production and Export Management, B.Com (Hons.) Professional for the students

preparing for CA and CS through continuous feedback from various stakeholders.

- Introduction of **Professional and career oriented courses having a multi-disciplinary approach** like Mass Communication and Video Production, Event Management, Tourism & Airline Management etc to name a few.

- Thrust on ICT- enabled courses .

- Regular updation of the curriculum based on changing trends and global competencies, etc.

- The University offers a set of international tests of English, the **Business English Certificate offered by the Cambridge University**, that provides a platform to the students to hone their skills in using English as a business language and earn internationally recognized certificate.

- **CISCO Certified Network Administrator** (CCNA) courses have been made a part of the curriculum.

- **Feedback and Monitoring** at every level as an integral part of the quality - check mechanism, both for faculty as well as students.

- Compulsory COSD course for all students in the First Year at the Certificate level.

- B.Com-Honours (Professional) has been so designed as to directly address the learning needs of the students and the professional demands of the corporate world.

- The University uses appropriate technological support for information management and dissemination process , such as :

  - Use of ICT facilities like LCD projectors, interactive boards integrated with class room teaching.

  - **Wi-fi enabled campus** and providing laptops to some faculty members.

  - Through **Metacampus**, posting of lectures and content online, access to attendance, e-learning material , assignments through student and faculty logins.

  - Flexibility of using e-resource irrespective of time and place.

- Guest lectures, workshops, field visits and educational tours are organized to ensure real-time learning.

- To facilitate counseling to the students on personal and academic issues a tutor – guardian system has been initiated .

- Tie - ups with Corporates like **ICICI, Genpact, CII, ICWA, CCNA** etc. to provide an additional platform for further strengthening the functional aspects of learning.

- **Summer training** as an integral component of some of the programmes like B.Sc. Fashion Technology, Bachelor of Textiles, BJMC etc, to give students first-hand knowledge of the industry.

- The well structured **Biometric attendance monitoring system** to ensure regularity of the students.

- The Guild system to provide opportunities to the students to bring forth, foster and enhance their variegated abilities and also to develop in them a spirit of team work.

- The in house community radio station FM-7 acts as a teaching tool wherein students are encouraged to conceptualize and present programmes of academic interest.

- Adoption of scheme of '**earn while you learn**' to encourage the students to take up tasks and get paid for invigilation duties( by research students), software development, and other such services rendered to the institution.

- Scholarships are offered to meritorious students which motivates them to excel in academics.

- Special **coaching classes** for students preparing for **IAS/ RAS/ NET**.

- In-house summer training is being offered to the students of the department of Psychology.

**Research**

- Increased linkages with business and corporate houses, service sector industries and non-profit organizations for providing ample opportunities to students for carrying out research projects in such organizations.

- **Fellowships** are awarded to meritorious research scholars.

- E-library has been set up with more than 1000 e-journals and other e-resources.

- **Sanction of Research projects and grant of seed money** to staff as well as students by the University.

- The University has taken up in house publication of double blind peer reviewed journals in all faculties :
  - The IIS University Journal of Arts (ISSN 2319-5339)
  - The IIS University Journal of Science and Technology (ISSN 2319-2607)
  - The IIS University Journal of Commerce and Management (ISSN 2320-4907)
  - The IIS University Journal of Social Sciences (ISSN 2319-2593)
  - International Journal of Management and IT – Oorja (ISSN 0974-7869)
- The University has ear marked **5% of the total budget for research.**

- Faculty members are felicitated for contribution in research with certificate of appreciation .
- Two papers of advanced study have been incorporated along with the papers on Research Methodology and Review of published research work in M.Phil and Ph.D coursework so as to build a strong research foundation.

**Examination Reforms**

- **Transparent, well defined and structured** evaluation system.

- Innovation in evaluation criteria comprising 30% continuous assessment and 70% Semester End Examination at UG and PG level; and, in the ratio of 50:50 for the Course work for M.Phil. / Ph.D.

- Innovative scheme of examination with features like **dual evaluation, Scrutiny of answer books , moderation of question papers, coding of answer books, remedial CA test,** Special CA test etc.

- Regular feedback from external experts, moderators and examiners regarding syllabus, testing methods and performance of students.

- **Online system of examination** to make the students computer friendly and also to prepare them for the technology driven professional world.

- The examination forms are available online and they can be submitted online too.

- The photocopies of **best five answer sheets** are kept in the library for the reference of the students and maintain transparency of the evaluative system.

- Award of duty leaves to the students increases the participation of students in college activities.

**Co-curricular Activities**

- Organization of sports and recreational activities throughout the year to keep students fit and active. In the I and II semester of UG classes, every student is required to opt for any one of the activities, viz. sports, NCC, NSS and cultural activities for which they are awarded **2 credits** in each semester.

- Organization of The **Annual Art Exhibition 'Abhivyakti'** by the Department of Visual arts to showcase the art- work of all its students.

- Student centric events like the IIS fest , fashion show, art exhibition, bazaar on campus help students groom themselves as leaders.

- Awards and Recognition to the National/State/Inter-University/ University winners in sports and cultural events.

- A well equipped, fully air conditioned fitness centre with a state-of-the-art Gym facility for the students & faculty.

- The University has a culture of **Volunteering** , it is encouraged to give students, hands-on experience with curricular and extra-curricular tasks and assignments.

- The University is known for its Annual functions that are very professionally managed and the performances of the students are of very high standard.

- **Student Council is a nominated body** . The applicants are screened and selections are made through merit.

- Focus on preparing students not merely for the job market but also as future entrepreneurs through **NEN which represents a community of future high growth entrepreneurs.**

- Tie up with **Young Indians** which is an integral part of **Confederation of Indian Industry** – India's premier business association to give a platform to the youth.

**Others**

- Continuous improvement of the system is ensured through the feed back system which incorporates inputs from all the stakeholders.

- For managing academic and other functions of the University, a system is established and implemented through decentralization of power to the officials and statutory bodies. This system is supported by numerous administrative committees constituted annually.

- At the IIS University **participative management** is implemented as an ideology for sharing power and responsibility at all levels. Adequate powers are vested in employees with a view to enhancing leadership skills.

- The University provides a number of welfare schemes   for its employees such as **Gratuity, Provident fund, medical benefits** through a tie up with a hospital,  swimming pool facility, concession on the tuition fee of the children of staff  members studying at IIS/ICG , Day care for children of staff members etc.

- Staff get together is a regular feature wherein staff members whose birthday falls in that month are greeted with flowers.

- Subsidized meals for students and faculty in the University hostel mess.

- Availability of psychologist on campus to counsel students on emotional and behavioural aspects, as and when the need arises.

## 7.3    Best Practices

### 7.3.1    Give details of any two best practices which have contributed to better academic and administrative functioning of the University.

Initiatives have been taken up by the institution to promote a number of best practices in the institution. The two best practices initiated by the University are:

**(A)    1.    Title of the Practice**

**Student centric, objective, transparent** assessment and evaluation system

**2.    Objectives of the practice**

To make the system ,

- Student centric, transparent and objective.
- Flexible and rapid .
- **Fair** and less cumbersome.

To

- Reduce grievances.
- Prepare students for new patterns of online exam.
- Address the issues of unfair means, malpractices.
- Do away with the system of re-valuation.

**The Context**

- Timely declaration of result
- Reduce grievances regarding question papers
- Maintain secrecy
- Reducing cases of unfair means
- Just and fair evaluation

**The Practice  and   Evidence of success**

The University has a transparent, flexible, well defined and a structured assessment and evaluation system.

| System | Outcome | Evidence of success |
|---|---|---|
| **Moderation** of question papers received from external examiners | • Reduces the grievances of students<br>• Maintains required difficulty level<br>• Ensures compliance with the blue print and scope of syllabus | This system has been successful and fine tested for 5 years<br><br>Reduced grievances of students |
| **Blue prints** sent to the paper setters | • Ensures that the question papers are set in strict accordance to the pattern and scope of syllabus<br>• Reduces grievances related to question papers | Compliance with blue print and syllabus<br><br>Rapid |

| | | |
|---|---|---|
| Online exams | ▪ Saves time and prepares students for competitive exams | Improved performance of students |
| **Remedial** CA tests | ▪ Help students to improve upon their performance <br> ▪ Students deputed by college for various activities are not at any disadvantage | Secrecy and objectivity of the system is maintained |
| Hologram sticker | ▪ Checks and prevents fraudulence | |
| **Coding** of answer copies | ▪ Maintains secrecy and renders objectivity to the evaluation system | Curtailed demand for revaluation |
| **Dual assessment** (answer copies are evaluated twice, both by external and internal examiners) | ▪ Reduces / checks examiners' bias | |
| **Third evaluation** | ▪ Ensures completely fair assessment of answer copies <br> ▪ Curtails the demand for revaluation | |
| **Central evaluation** | ▪ Expedites the process of result declaration. <br> ▪ Renders flexibility and rapidity <br> ▪ Rectification of errors committed while assessing, totaling and posting of marks | |
| **Scrutiny** of answer copies and marks | ▪ Rectification of errors committed while assessing, totaling and posting of marks | |
| A **continuous assessment record book** is maintained by the faculty members | ▪ Renders transparency <br> ▪ Rectification of errors while posting of marks | |
| Question papers and reports kept in the BOS meetings | ▪ Helps in upgrading the quality of question papers in the subsequent years | |

## Problems Encountered and Resources Required

- With a changing global scenario and ever-increasing professional demands, innovations are regularly made in the course content to enhance and upgrade the quality of instruction but finding an examiner for the same becomes a challenge however rigorous efforts have to be made to find competent examiners.

- The question paper pattern is quite exhaustive which in turn narrows the probability of finding paper setters.

- Conduction of Remedial exams and Special exams for students who wish to improve upon their performance or who are not able to take the test due to certain unavoidable circumstances creates pressure on the Examination Cell.

- At times students get complacent and careless because of the flexibility offered in the system .

- The semester system has to stick to a strict time frame as compared to the annual system.

- In central evaluation not all institutes are willing to relieve the examiners.

- Timely receipt of the question papers is a challenge.


**(B)** 1. **Title of the Practice**

**Multi channeled Feedback System**

2. **Objectives of the practice**

To

- Bring **quality assurance** within the academic system.

- Improve and update the existing curriculum and to introduce more globally and locally relevant courses.

- Introspect the **strengths and weaknesses** , in the process ensuring quality in instruction and learning.

- Make an effective contribution to improvement in internal processes by integrating views of students as regular and continuous feedback, analysis and implementation.

- Keep the system dynamic with scope for improvement every year.

- Bridge the gap between employer and employee.

- Develop **staff competencies** through performance appraisal.


3. **The Context**
- To develop and impart quality education to bridge the gap between academia and industry.

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- Need to make students aware of **new career trends** in the job market.

- To make **pedagogy optimally effective** and to streamline administrative functions.

- To protect and enhance the social image of the institution grievances of the students should be addressed appropriately.

## 4. The Practice

- Feedback at every level is an integral part of the **quality check mechanism**, both for faculty as well as students.

- The **Feedback Monitoring Cell** encourages all the stakeholders to give feedback as an assessment of their perception is necessary for imaginative planning and effective performance of the institution.

- To determine the effectiveness of its systems, the University's feedback mechanism operates on the following levels :

- **Student** , the primary stakeholders contribute significantly towards the overall development of the University .

  ➢ The Tutor Guardian system facilitates the collection of feedback from the students maintaining a healthy interaction between staff and students.

  ➢ The **Student Welfare Cell** contributes towards quality enhancement through the suggestions of the students for improvement in various activities and also for taking up new activities.

  ➢ The **feedback received from the Alumnae** on the University website also ensures quality assurance within the academic system.

  ➢ The **Student Council** further creates an effective channel for feedback through interaction with the students.

  ➢ Regular and objective feedback on the functioning of the college in terms of teaching, learning and evaluation is sought through a feedback form.

- All the **faculty members** of the University as a stakeholder contribute towards upgrading the teaching learning atmosphere .

  ➢ A feedback system to evaluate the performance of the respective faculty member by the Head of the Department and the Deans has been devised by the University.

> ➤ **Self-appraisal of teachers**, done annually also helps one introspect the strengths and weaknesses thereby ensuring quality in instruction and learning.

- **Parents** are the vital stakeholders of the University and their contribution in the overall **development of its students** is sought .

  - ➤ Their feedback regarding special needs of their wards vis-a-vis the facilities available in the university during the Orientation programme at the beginning of the session.

  - ➤ Their involvement in annual functions, fashion shows, exhibitions, and other events, where they can give feedback on various academic and cultural issues .

- **Industry Representatives:** In order to elicit their contribution and feedback the University ensures their active involvement.

  - ➤ as members of Board of management, BOS, Planning & Monitoring Board and other statutory bodies and committees.

  - ➤ as Subject Experts and members of board of examiners in planning and implementation of various policies promoting better learning experience by the students.

  - ➤ An external academic review is ensured through feedback forms that are filled by external examiners and experts at the time of evaluation of projects, seminars, answer books and at the time of moderation of question papers.

- **Grievance Appeal  Committee** has been constituted for the redressal of the problems reported by students,  staff and parents. It  addresses grievances regarding academic matters, library, transportation, health services and other central services etc.

- **Grievance Redressal Committee** is formulated to address all examination related grievances of the students.  The Committee deliberates upon the grievances communicated and immediate action/decision is taken.


5. **Evidence of success**

   - Introduction of a practical component in the form of Projects /Seminars to make the  conventional non practical subjects more application and skill- oriented.

   - Introduction of new globally recognized and locally relevant courses such as Jewellery Designing, Fashion Designing, Garment Production and Export Management, B.Com (Hons.) Professional, through continuous feedback from various stakeholders.

- Introduction of **Professional and Career Oriented Courses** with a multi-disciplinary approach.

- Greater thrust on **ICT- enabled courses** and integration of ICT tools in the classroom teaching.

- Regular updation of the curriculum based on student –need and global competencies, etc.

- Installation of Software like SPSS, MATLAB, QUARK Express, Mathematica, Quantum Espresso etc. for use by the faculty members and students.

- Making the campus Wi-fi enabled providing 24 hr internet access.

- Reforms in the assessment and evaluation system.

- Introduction of **Career Advancement Scheme**.

- The number of grievances are reduced.

- Improvement in the performance of the teachers and awareness about the institutional goals.

## 6. Problems Encountered and Resources Required

- Data handling is quite cumbersome because of large amount of information from all the stakeholders.

- Follow-up with all the stakeholders proves to be quite challenging at times.

- Non objective approach and a casual feedback from the students can lead to spurious results.

# ANNEXURES

## Workshops/ training programmes/ sensitization programmes organized by the University

| Disciplines | Type of activity | Workshops/ Training programmes/ sensitization programmes | Resource person/Guest Speaker |
|---|---|---|---|
| Botany | Lecture | How to develop Scientific Attitude | Mr. S.P. Sharma, Director Let's Talk Academy, Jaipur |
| Zoology | Workshop | Advanced techniques of Immunohisto Chemistry | Prof. Maheep Bhatnagar MLS, University, Udaipur |
| Biotechnology | Sensitization programmes | Documentary on "The Green House Effect" | Department of Biotechnology |
| Computer Science & IT | Lecture | E-learning Environment: New opportunities and challenges for students | Ms Gwen Van Der Velden, University of Bath,UK Ms. Kyriaki Angnostopoulou, University of Bath,UK Dr. Stylianos Natzipanagos, Kings College , London |
| Biotechnology | Lecture | Tumor Immunology | Dr. Hemant Agarawal, Director, Flow Cytometry Solutions, India |
| Biotechnology | Lecture | Entrepreneurship & IPR | Mr. Govind Sharma Head, IPR, P & A, NDRC, New Delhi. |
| English | Lecture | Gender and Patriarchy | Prof. Malati Mathur, IGNOU, Delhi |
| Computer Science & IT | Lecture | Project reports and Guidelines for research | Mr. K.L. Jhawaria , Technical Director NIC, Jaipur |
| Fashion and Textile Technology | Lecture | Fashion Marketing | Ms. Akshita Singhal, Merchandiser, RAAS, Jaipur |
| Accounting and Taxation | Lecture | Right to Information | Dr. Roopa Manglani, Associate Professor, Rajasthan Police Academy, Jaipur |
| Chemistry | Lecture | Scientific Writing | Dr. Neelima Gupta, Dept. of Chemistry, University of Rajasthan, Jaipur |
| Botany | Lecture | Careers in Research | Mr. S.P. Sharma, Director Let's Talk Academy, Jaipur |
| Sociology | Lecture | Writing Research Report. | Prof. Harish Doshi, VSNG University, Surat |
| English | Lecture | Reserch Methodology in Literary Research | Prof. Anup Beniwal, IP University, Delhi. |
| Fashion & Textile Technology | Lecture | Product Life Cycle | Mr. Darshan Purohit, Maharshi Arvind Institute, Jaipur |
| English | Lecture | Research in Humanities | Prof Anup Beniwal, IP University, Delhi |
| English | Lecture | Literary Research | Prof. P.C. Kar, Center for Contemporary Theory, Vadodra |
| Zoology | Lecture | Scientific Writing and Funding Agencies | Prof. S.J.S. Flora, Scientist 'G', Defence Research and Development Establishment , Gwalior |
| Chemistry | Lecture | Scientific Writing | Dr. Neelima Gupta, Dept of Chemistry, UOR, Jaipur |
| Chemistry | Lecture | Launching of local chapter of CRSI & Guest Lecture on Scientific Writing | Dr. Neelima Gupta, Dept of Chemistry, UOR, Jaipur |
| Botany | Lecture | JRF/ NET examination as a step towards research | Mr. S.P. Sharma, Director Let's Talk Academy, Jaipur |
| Chemistry | Lecture | Scientific Writing | Dr. Neelima Gupta, Dept of Chemistry, UOR, Jaipur |
| Chemistry | Lecture | Launching of Local Chapter of Chemical Research Society of India | Dr.Anshul Dandia Dept of Chemistry, UOR, Jaipur |

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|---|---|---|---|
| Fashion and Textile Technology | Workshop | Line Development | Mr. O. M. Kumawat, Fashion Designer, Cheer Sagar, Jaipur |
| Botany | Lecture | Biotechnology & GM Crops | Dr. Narendran Nair, Associate Scientist, MAHYCO Research Centre, Jalna |
| Biotechnology | Lecture | Bioinformatics | Mr. P. S. Solanki, Senior Scientist, BISR, Jaipur |
| GPEM and Fashion & Textile Technology | Lecture | Product Development | Ms. Poonam Thakur, Academic Head, NIIFT Mohali |
| English | Lecture | Interdisciplinary Research in Arts and Social Sciences | Prof. Leonard Harris, Purdue University, USA |
| Fashion & Textile Technology | Lecture | Apparel Production Technology | Ms. Shalini Gaur, ATDC Jaipur |
| Home Science (Clothing and Textiles) | Lecture | International Exposure to Artisans of Rajasthan by Modification of Traditional Design to Western Form | Mr. Jeremy Fritz, Entrepreneur, USA |
| History | Lecture | Dadu Dayal and his Contribution to Religious Movements in Rajasthan | Prof. (Retd)Monika Boehm Tettlebach, Department of Indology, University of Hiedelberg, Germany |
| Economics | Lecture | Monetary policy of India | Dr. Aashish Shrivastava, Manager, RBI, Jaipur |
| English | Workshop | Feature and Screen Play Writing | Ms. Deepali Junjappa Freelance, Content and Screen Play Writer, Mumbai |
| Physics | Lecture | Evolution of Physicists Picture of Nature | Prof. K. P. Maheshwari, Former Head , Dept of Physics, DAVV, Indore |
| CS & IT | Lecture | System Testing | Mr. Pawan Sharma, QA Engineer, Metacube Software Pvt. Ltd. |
| GPEM | Lecture | Design Inspiration | Ms. Rajani Jain, Pearl Academy of Fashion, Jaipur |
| Fashion Technology | Lecture | Current trends in Fashion Industry | Dr. Himadri Ghosh, Director, Institute of Design, Banasthali Vidyapeeth |
| Centre for Women's Studies, History & Economics | Lecture | Representing Women's Work in Census of India | Shri Avinash Sharma, ADCO, Rajasthan |
| Geography | Lecture | Political Geography: An Interdisciplinary Approach | Prof. Sudhipta Adhikari, Patna University, Patna |
| Botany | Lecture | GM Crops | Prof. (Retd.) S.K. Mahana, MDS University, Ajmer |
| Environmental Studies | Sensitation Programme | Visits to <ul><li>Sewage Treatment Plant, Rambagh Polo Ground, Jaipur</li><li>Vermicomposting Unit, Pinjarapol Goshala, Jaipur</li></ul> | Department of EVS The IIS University, Jaipur |
| Chemistry | Workshop | The Techniques of TLC | Department of Chemistry, The IIS University, Jaipur |
| Fashion & Textile Technology | Lecture | Intellectual Property Rights | Ms. Gauri Kathju, Freelancer, Jaipur |
| English | Lecture | Literary Research | Prof P.C Kar, MS University Baroda |
| Commerce | Lecture | Research in Management | Dr. Atul Mitra, University of Northanlowa, USA |
| History & Sociology | Lecture | Motivational Factors in Women's Movement | Ms. Mamta Jaitely Director, Vividha Documentation Centre, Jaipur |
| Financial Studies | Lecture | An Introduction of RBI and First Quarter Review of Monetary Policy 2011 | Dr. Aashish Shrivastava, Manager, RBI, Jaipur |

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| HRM & IB | Lecture | Research Inputs | Mr. Ashwin Daribakshin<br>Graduate School of Management, University of California, Davis<br><br>Mr. Olivia Rebell<br>University of California, Davis |
| Chemistry | Lectures | Computational Chemistry | Prof. P.V. Bhartam, NIPER, Mohali, Punjab |
| Botany | Lectures | Biotechnology- A Gift of Basic Science | Prof Amla Batra<br>Dept. of Botany<br>University of Rajasthan, Jaipur |
| Chemistry | Lectures | Research Prospects in Chemistry | Prof. Bhartam<br>NIPER<br>Mohali, Chandigarh |
| Mathematics | Workshop | SPSS Software | Mr. Rakesh Chandra<br>Statistician<br>SPSS South Asia Pvt Ltd.<br>Banglore |
| Fashion & Textile Technology | Lectures | How to prepare Synopsis | Dr. Ruby Jain,<br>Dept. of Home Science, University of Rajasthan, Jaipur |
| Fashion & Textile Technology | Lectures | Importance of Fashion Forecasting in Research | Dr. Harsha Jharia<br>Vice Principal,<br> LAD College For Women, Seminary Hills, Nagpur |
| Computer Science | Workshop | "FDORA" 12 | Mr. Vimal Daga<br>CEO,Linux World, Jaipur |
| Chemistry | Lectures | How to write a scientific research paper | Dr. Neelima Gupta,<br>Dept. of Chemistry,<br>UOR, Jaipur |
| Zoology | Workshop | Potential Alternatives to Dissection | Mr. Chadrima Chatterjee<br>Director<br>Economic & Consultancy, AEPC, Gurgaon |
| MJMC | Workshop | Research Methodology: Tools and Techniques | Dr. Umesh Arya<br>Sr. Lecturer<br>Department of Advertising & Management<br>P.R. Gurujamkeshwar University, Hissar |
| Mathematics | Workshop | Mathematica Software | Mr. Subramanayam<br>Software Engineer, Banglore |
| Management Studies | Lecture | Emerging trends and challenges in Management | Mr. Joginder Singh<br>Former Director<br>Central Bureau of Investigation, New Delhi |
| English | Workshop | Academic Writing | Prof. K. K. Gautam,<br>JNU, Jaipur |
| Home Science | Workshop | Tools and Techniques in Research Methodology | Dr. Maya Choudhary, Dean, Dept. of Home Science, MPAU, Udaipur |

## National and International Conferences/ Seminar/ Symposia/ Workshop/Training Programmes organized by the University (2008-2012)

| S.No. | National /International Conferences | Eminent Scientists/ Resource Persons | Date |
|---|---|---|---|
| 1. | Entreprenurship and Innovation: Catalysts and Effects | Shri Sudipto Chaudhary, CEO, Bharti Airtel, Rajasthan Circle, Jaipur<br>Dr. T. V. Rao, Chairman, TVRLS, Ahmedabad, Adjunct Professor, IIM, Ahmedabad | 12-13 April, 2013 |
| 2. | International Conference on New Emerging Trends in Chemistry | Prof. G. Mehta FNA, FRS, National Research Professor & Lili-Jubilant Chair, School of Chemistry, University of Hyderabad, Hyderabad<br><br>Prof. W. Thiel,<br>Max Planck Institute of Coal Research, Muelheim Germany<br><br>Prof. Sourav Pal FNA, FASc, FNASc, FRSc<br>Director, CSIR-National Chemical Laboratry &<br>Adjunct. Professor,<br>Indian Institute of Science<br>Education and Research, Pune<br><br>Prof. H. Zipse<br>Department Chemie,<br>LM University, Muenchen Germany<br><br>Prof. G. Pandey<br>Division of Organic Chemistry,<br>National Chemical Laboratry, Pune<br><br>Prof. P. Comba<br>Anorganisch-Chemisches Institute,<br>University of Hydelberg, Germany<br><br>Prof. P.K. Chattaraj<br>FNA, FASc, FNASc,<br>J.C. Bose, National Fellow<br>Indian Institute of Technology<br>Kharagpur<br><br>Prof. P.V. Bharatam<br>FRSC<br>Department of Medicinal Chemistry,<br>NIPRE, Mohali<br><br>Prof. V.K. Singh<br>FNA<br>Director, IISER Bhopal<br><br>Prof. G. Franking<br>FRSc<br>Fachbereich Centre<br>Phillips-Universitate,<br>Marburg, Germany<br><br>Prof. E.D. Jemmis<br>FNA, FASc, FTWAS<br>IISER, Thiruvananthapuram Kerala<br><br>Prof. A. Samuelson<br>Department of Inorganic and Physical Chemistry,<br>Indian Institute of Science, Banglore<br><br>Prof. Rita Mehra<br>Head, Department of Chemistry, MDS University, Ajmer | 3$^{rd}$ -4$^{th}$ March, 2013 |

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| | | Prof. R.T. Pardasani<br>Head, Department of Chemistry,<br>Central University, Kishangarh<br><br>Dr. Rupini Bohini<br>School of Agricultural Science,<br>IGNOU, New Delhi<br><br>Prof. Anil Kumar<br>NCL Pune | |
| 3. | Intellectual Property Rights: Current and Future Prospects | Mr. Birendra Pratap Singh<br>Deputy Controller,<br>Patents & Designs, Delhi<br><br>Prof. Anil Gupta<br>Coordinator, SRISTIO Founder,<br>Honey Bee Network Executive Vice Chair, National Innovation Foundation, IIIM Ahmadabad<br><br>Mr. Vikas Gupta<br>Deputy Director,<br>MSME Development Institute<br>GOL, Jaipur<br><br>Prof. Arya Kumar<br>Chief Entrepreneurship & IPR Unit,  BITS Pilani<br><br>Shri. T. Chandrashekhar<br>Director PFC,<br>TIFAC, Delhi<br><br>Prof. Ganesh S. Hingmire<br>IPR Attorney<br>Chairman ,GMGC, Pune<br><br>Dr. Rekha Chaturvedi<br>Patent Agent,<br>Ex-Scientist,<br>IGIB(CSIR), Delhi<br><br>Mr. Dinesh S. Mishra<br>Assistant Registrar ,<br>PPVFRA,<br>Ministry of Agriculture, Delhi<br><br>Dr. Prakash Chand<br>Copyright Consultant and Advocate,<br>Ex-Head-NSL<br>CSIR e-Consotium, Delhi<br><br>Mr. S.K. Mohanty<br>Advocate,<br>IP Attorney-Copyright,<br>Legal Shebang, Delhi<br><br>Mr. Vikas Asawat<br>Patent and Trademark Attorney,<br>Kota | 12th Oct-13th Oct, 2012 |
| 4. | Interdisciplinary National Conference on "Sustainable Rural Development in India: Efforts and Challenges" | Prof. Krishna Mohan<br>Chairman,<br>Department of Geography,<br>Punjab University, Chandigarh<br><br>Prof. H.N. Mishra<br>Department of Geography,<br>University of Allahabad, Allahabad<br><br>Prof. B.C. Upreti<br>Director ,<br>South Asia Studies Centre, | 18th Sept-19th Sept, 2012 |

| | | University of Rajasthan, Jaipur<br><br>Prof. Rajiv Gupta<br>Head, Department of Sociology,<br>University of Rajasthan, Jaipur<br><br>Retd. Prof. Yogesh Atal<br>Principal Director of Social sciences, UNESCO, Gurgaon<br><br>Prof. Vinay Srivastava<br>Dept of Sociology,<br>Delhi University, Delhi<br><br>Prof. B.K. Nagla<br>Dept of Sociology,<br>M.D. University, Rohtak<br><br>Prof. Madhu Nagla<br>Dept of Sociology,<br>M.D. University, Rohtak<br><br>Prof. Harish Dosh<br>Dept of Sociology, Surat<br><br>Prof. Naresh Bhargava<br>Dept of Sociology, MLS University<br>Udaipur<br><br>Prof. Damyanti Gupta<br>Dean, Faculty of Social Science,<br>University of Rajasthan, Jaipur<br><br>Prof. P.R. Vyas<br>Department of Geography,<br>Mohan Lal Sukhadia University<br>Udaipur<br><br>Dr. Madhukar Gupta<br>IAS, Divisional Commissioner<br>Jaipur<br><br>Dr. Rashmi Jain<br>Dept of Sociology,<br>University of Rajasthan, Jaipur<br><br>Dr. Harish Sharma<br>Assist. Director,<br>ICSSR, New Delhi | |
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| 5. | Symposium on Celebration of International Day for Preservation of Ozone Layer | Prof. Shishir Bhaduri<br>Principal,<br>M.A.I.E.T, Jaipur<br><br>Prof. Manoj Pandit<br>Dept. Of Geology,<br>University of Rajasthan, Jaipur | 15th Sept. 2012 |
| 6. | Innovative & Sustainable Global Solutions to Bussiness Management & IT Issues | Dr. Anil Khandelwal<br>Former Chairman & Managing Director, Bank of Baroda, Jaipur<br><br>Prof. Harsh Diwedi,<br>Dean & Director, R. A. Poddar Institute of Management, UOR, Jaipur<br><br>Padma Bhushan Dr. D. R. Mehta, Former Chairman, Securities and Exchange Board of India, Jaipur | 19-20 April, 2012 |
| 7. | Seminar on Foreign Trade Policies and Procedures | Dr. Kavita Bhatnagar<br>IRS,<br>Addl. Commissioner of Customs, Jaipur | 21st Feb 2012 |

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| | | Shri. Virendra Singh<br>ITS,<br>Jt. Director General of Foreign Trade<br>Jaipur<br><br>Shri. Uday Pandit<br>Branch Head, ECGC, Jaipur<br><br>Shri. V.P. Sharma<br>Dy. Director, MSME ,Jaipur<br><br>Shri. R. Giridharan<br>Dy. General Manager, RBI ,Jaipur<br><br>Shri. Satish Raina<br>I/C EDI, Jaipur | |
| 8. | Talk by Eric Sandeen on "The Challenge of Dissent in a Democracy" | Mr. David Mees<br>Cultural Attache,<br>American Embassy, New Delhi<br><br>Prof. Eric Sandeen<br>Director of American Studies,<br>University of Wyoming, USA<br><br>Ms. Mandeep Kaur<br>All India Principal Program Advisor,<br>Public Affairs Section ,<br>American Embassy, New Delhi | 15th Feb 2012 |
| 9. | Seminar on Evolution of Physicists Picture of nature | Prof. K.P. Maheshwari<br>Emeritus Prof. Davv, Indore | 20 Jan 2012 |
| 10. | National seminar on Disaster Management-Issues and challenges | Shri M. Shashidhar Reddy<br>Vice Chairman,<br>National Disaster Management<br>Authority, New Delhi | 17th Jan 2012 |
| 11. | National Painting Camp in Collaboration with Lalit Kala Academy New Delhi | Mr. Prem Singh<br>Former Principal,<br>Government College of Art,<br>Chandigarh<br><br>Mr. Dinanath Pathy<br>Director, Alice Boner Institute for Fundamental Studies,<br>Varanasi<br><br>Prof. M.C. Sharma<br>Dean,<br>Faculty of Visual Arts<br>Indra Kala Sangeet<br>Vishwavidyalaya<br>Kahiragarh, Chhattisgarh,<br><br>Mr. Akarnov Goswami<br>Faculty Arts, Maharishi Vidya Mandir, Silpukhuri, Guwahati,<br>Assam<br><br>Mr. Abdul Karim<br>Retd. Artist,<br>University of Rajasthan, Jaipur<br><br>Mr. J. Venkateshwarlu<br>Academic Assistant,<br>Department of Painting<br>College of Fine Arts<br>JNAFAU, Masabtank<br>Hyderabad<br><br>Mr. K.G. Narendra Babu<br>Freelance Artist, Banglore | 16th Jan -22nd Jan 2012 |

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| | | Mr. V. Dhakshinamurthy<br>Ayya Art Gallery, Chennai<br><br>Mr. Alok Kumar<br>Assistant Professor,<br>College of Arts,<br>Lucknow University, Lucknow | |
| 12. | XXXI Annual Conference of the Society of Toxicology, (STOX) India and Symposium on Current Trends in Environmental Toxicology, | Prof. Y.K. Gupta<br>President, STOX India<br><br>Prof. P.K. Gupta<br>Patron, STOX India<br><br>Dr. Vinita Sharma<br>Scientist G, Head<br>Science and Equity, Empowerment Development Division & GLP, DST<br>New Delhi<br><br>Dr. K.C. Gupta<br>Director,<br>CSIR-Indian Institute of Toxicology Research, Lucknow<br><br>Prof. Juergen Pauluhn<br>Bayer Health Care,<br>Wuppertal, Germany<br><br>Prof. B.D. Banerjee<br>University College of Medical Sciences & GTB Hospital, Delhi University, Delhi<br><br>Prof. Maheep Bhatnagar<br>Department of Zoology,<br>M.L. Sukhadia University, Udaipur<br><br>Dr. S.J.S. Flora<br>Defence Research Development Establishment, Gwalior<br><br>Prof. Ashok Kumar<br>Vice Chancellor,<br>Chhatrapati Shahu Ji Maharaj University, Kanpur | 22$^{nd}$-24$^{th}$ Dec. 2011 |
| 13. | Conference on Icons and Illusionists Lawyer Statesmen and Constitutional Democracy | Prof. Prafulla Kar<br>Director,<br>Centre for Contemporary Theory<br>Baroda<br><br>Dr. Jyotirmaya Tripathy<br>Department of Humanities and Social Sciences, IIT Madras, Chennai<br><br>Prof. William D. Pederson<br>Director,<br>International Lincoln Center,<br>Shreveport, USA<br><br>Mr. Nikhil Moro<br>University of North Texas-Denton, USA | 22$^{nd}$ Dec 2011 |
| 14. | Conference on Transcending Disciplinary Decandence Exploring Challenges of Teaching, Scholarship and Research in the Humanities and Social Sciences | Prof. Arjun Appaduva<br>New York University, USA<br><br>Prof. Brinda Mehta<br>Mills College,<br>Oakland, Californis, USA<br><br>Prof. Dorothy E. Roberts<br>North Western University,<br>School of Law, Chicago, USA | 18$^{th}$- 21$^{st}$ Dec 2011 |

| | | Prof. Nikolas Kompridis<br>University of Western<br>Sydney, Australia<br><br>Prof. Tunde Bewaji<br>Brooklyn College,New York, USA<br><br>Prof. Sonia Dayan<br>Hezburn, University of Paris<br>France<br><br>Dr. Patricia Pisters<br>University of Amsterdam<br>Denmark<br><br>Prof. Paget Henry<br>Brown University<br>Providence, USA<br><br>Prof. Lewis Gordon<br>Temple University<br>Philadelphia, USA<br><br>Prof. P.C. Kar<br>Director<br>Centre for Contemporary Theory<br>Vadodara | |
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| 15. | National Seminar on "Shakespeare and Film" | Retd. Prof. Jasbir Jain<br>Dept of English<br>University of Rajasthan, Jaipur<br><br>Prof. Rupendra Guha Majumdar<br>University of Delhi, Delhi<br><br>Prof Poonam Trivedi<br>Indraprasth College,<br>University of Delhi, Delhi<br><br>Retd. Prof. R.W. Desai<br>University of Delhi, Delhi<br><br>Dr. Nita N. Kumar<br>SPM College,<br>University of Delhi, Delhi<br><br>Dr. Nishi Pulugurtha<br>Brahmananda Keshad Chandra College, Kolkata<br><br>Dr. Sudha Shastri<br>IIT Mumbai, Mumbai<br><br>Dr. Paramita Dutta<br>WBES<br>Chandernagore College, Kolkata,<br>West Bengal<br><br>Dr. Vandana Agarawal<br>PGDAV College,<br>University of Delhi, Delhi<br><br>Sudeshna Chakravorty<br>Susil Kar College<br>University of Calcutta, Kolkata,<br>West Bengal<br><br>Namrata Dey Roy<br>Susil Kar College<br>University of Calcutta, Kolkata,<br>West Bengal | 13th- 15th Oct 2011 |

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| | | Pradipta Mukherjee<br>Vidyasagar College for Women North Kolkata, West Bengal<br><br>Juhi Rituparna<br>University of Delhi, New Delhi<br><br>Paromita Chkravarti<br>Jadavpur University<br>Kolkata, West Bengal<br><br>Ajanta Dutt<br>Deshbandhu College<br>University of Delhi,<br>Delhi | |
| 16. | HR Conclave 2011 on "Generation Y Employees – The Future of Entrepreneurship" | Mr. Sanjay Gupta<br>Regional Head,<br>Retail & Business Banking,<br>ICICI Bank, Jaipur<br><br>Mr. Anand N. Sahai<br>COO,<br>Vodafone Essar digilink Ltd., Jaipur,<br>Rajasthan<br><br>Ms. Harsha Kumari Singh<br>Senior Correspondent,<br>NDTV, Jaipur<br><br>Mr. Himmat Anand<br>Founder,<br>Tree of Life resort & Spa<br>Jaipur<br><br>Mr. Arun Sogani<br>CEO,<br>Sysnetglobal Technology Pvt. Ltd., Jaipur<br><br>Mr. Dileep Karan Singh Rathore<br>Asst. Vice President<br>NIIT-Uniqua, Jaipur, Rajasthan<br><br>Mr. Raghuvendra Mirdha<br>Zila Parishad Member,<br>Nagaur, Rajasthan<br><br>Ms. Virina Subbaiah<br>Founder<br>The Final Touch, Jaipur | 23rd-24th Sept 2011 |
| 17 | Symposium on Celebrating International Year of Chemistry and Centenary Year of Marie Curie Nobel Prize | Prof. Illa Junjappa<br>INSA, Senior Scientise<br>Jawahar Lal Nehru Centre for Advanced Scientific Research<br>Jakkar, Banglore<br><br>Prof. R.K. Bansal<br>Emeritus Professor<br>The IIS University, Jaipur<br><br>Prof. R.K. Sharma, Coordinator<br>Green Chemistry Network Centre<br>Department of Chemistry<br>University of Delhi, Delhi | 17th Sept 2011 |
| 18 | National Conference on "Human Migration in the Indian Subcontinent : Complexities, Challenges & Implications" | Margaret Walton-Roberts<br>Associate Professor<br>Department of Geography and Environmental Studies<br>Director<br>International Migration Research Centre<br>Wilfrid Laurier University<br>Waterloo, Ontario<br>Canada | 9th -10th Sept,2011 |

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| | | Prof. Krishna Mohan<br>Chairman<br>Department of Geography<br>Panjab University, Chandigarh<br><br>Prof. Alpana Trivedi<br>Department of Geography,<br>Government Hamidia Arts and Commerce College, Bhopal<br><br>Dr. Nandkumar Sawant<br>Associate Professor<br>Department of Geography<br>Smt. Parvatibai College, Margoa-Goa<br><br>Dr. Rakhee Shukla<br>Associate Professor<br>Department of Geography<br>Govt. Motitabela Girls College<br>Indore<br><br>Razia Sultan<br>Research Officer<br>Bangladesh Institute of International and Strategic<br>Studies(BIISS), Dhaka<br><br>Prem Bahadur Kshetri<br>Advocate<br>High Court of Delhi & Legal Advisor to the Embassy of Nepal,<br>Delhi<br><br>Prof.R.D. Doi<br>Department of Geography<br>University of Rajasthan, Jaipur<br><br>Dr. Sameena Hameed<br>Asstt. Professor<br>India Arab Cultural Centre<br>Jamia Millia Islamia, New Delhi<br><br>Sujata Ganguly<br>Ph.D. Scholar<br>International Institute for Population Sciences, Govandi Station<br>Road<br>Deonar, Mumbai | |
| 19 | National Symposium on Organic Synthesis | Prof. Goverdhan Mehta, FNA, FRS<br>School of Chemistry<br>University of Hyderabad, Hyderabad<br><br>Prof. Javed Iqbal<br>Director<br>Institute of Life Sciences<br>University of Hyderabad Campus<br>Hyderabad<br><br>Prof. D. Basavaiah<br>School of Chemistry<br>University of Hyderabad<br>Hyderabad<br><br>Prof. V.K. Singh<br>Department of Chemistry<br>IIT Mumbai, Mumbai<br><br>Prof. Ganesh Pandey<br>Head<br>Division of Organic Chemistry<br>National Chemical Laboratory, Pune<br><br>Prof. Vinod K. Singh | 18$^{th}$ -19$^{th}$ Feb., 2011 |

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| | | Director<br>Indian Institute of Science Education and Research<br>ITI Campus Building<br>Govindpura, Bhopal<br><br>Prof. Faiz Ahmed Khan<br>Professor & Head<br>Department of Chemistry<br>Indian Institute of Technology<br>Hyderabad<br><br>Prof. B.C. Ranu<br>Senior Professor<br>Department of Organic Chemistry<br>Indian Association for the Cultivation of Science<br>Jadavpur, Kolkata<br><br>Prof. Subrata Ghosh<br>Department of Organic Chemistry<br>Indian Association for the Cultivation of Science<br>Jadavpur, Kolkata<br><br>Prof. David Crich<br>Centre de Recherche de Gif,<br>Institute de Chimie des Substances,<br>Naturelles, CNRS, I avenue de la Terrasse, 91198 Gifsur-Y vette,<br>France<br><br>Prof. D.B. Ramachari<br>School of Chemistry<br>University of Hyderabad, Hyderabad<br><br>Dr. Ashok Kumar<br>President R & D (Chemicals)<br>IPCA Laboratries Ltd., Mumbai<br><br>Dr. Sundeep Dugar<br>President & CEO<br>Sphaera Pharma, India | |
| 20 | National Conference on "Ethics, Education & Governance | Prof. Ramesh Arora<br>Dept. Of Public Administration<br>University of Rajasthan, Jaipur<br><br>Prof. B.M. Jain<br>Dept. of Political Science<br>University of Rajasthan, Jaipur<br><br>Prof. K.L. Sharma, Vice- Chancellor<br>Jaipur National University Jaipur<br><br>Prof. Pratibha Jain, Former Principal<br>Maharani's College<br>University of Rajasthan, Jaipur<br><br>Prof. Tulsi Patel<br>Dept. of Sociology<br>University of Delhi, Delhi<br><br>Prof. Asha Kaushik, Dept. of Political Science<br>University of Rajasthan, Jaipur<br><br>Prof. Rajeev Gupta<br>Head<br>Dept. of Sociology<br>University of Rajasthan, Jaipur | 18th Dec 2010 |
| 21 | H R Conclave 2010, | Mr. Dinakar Murthy | 12th -13th Oct., |

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| | Opportunities of Emerging Talent : Mapping and Meeting Industries Expectations | Plant Head<br>Mico Bosch, Rajasthan, Jaipur<br><br>Mr. George Cheriyan<br>Director, CUTS International<br>Head, CUTS CART India | 2010 |
| 22 | A Seminar on "Women's role: Expectations and Identity. | Ms. Prabha Krishnan<br>Health Policy Activist Mumbai<br><br>Prof. Pratibha Jain<br>Former Professor<br>University of Rajasthan, Jaipur<br><br>Ms. Harmeet Kaur Sarin<br>International Labour Organisation, Delhi<br><br>Ms. Anita Modi<br>Head<br>Department of Economics<br>G.S.S. Girl's College, Chirawa<br><br>Ms. Hemangini Baraiya<br>Women's Study Center<br>V.V. Nagar, Anand, Gujarat<br><br><br>Prof. Nirupama Prakash<br>Chief Women Study & Social Development Unit, B.I.T.S., Pilani<br><br>Dr. Deeptima Shukla<br>Lecturer<br>Kanoria P.G. College, Jaipur<br><br>Dr. Mamta Jaitley<br>Coordinator<br>Vividha-Women's Documentation & Resource Centre, Jaipur<br><br>Ms. Divya Panjabi<br>Research Assistant<br>Women's Study Centre<br>Sardar Patel University, Gujarat<br><br>Dr. Meeta Singh<br>Head<br>Dignity of the Girl Child Program, Save the Child, Jaipur<br><br>Dr. Jayshree Singh<br>Coordinator<br>Women's Studies<br>M.S. University, Udaipur<br><br>Mr. Ashwani<br>Assistant Professor<br>Maulana Azad National Urdu University, Hyderabad<br><br>Prof. Damyanti Gupta<br>Head, Dept. of Political Science,<br>University of Rajasthan, Jaipur<br><br>Ms. Chaitali Parmar<br>Research Assistant<br>Women's Studies Centre, Anand<br>Gujarat<br><br>Shri. Nand Bharadwaj<br>Former Director ,Doordarshan,<br>Jaipur<br><br>Ms. Parinitoo Jain<br>Advocate | 25th -26th March 2010 |

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| | | Rajasthan High Court Jaipur<br><br>Dr. Sambodh Goswami<br>Head<br>Department of History<br>Sant Jayacharya Girl's College<br>Jaipur<br><br>Prof. Sanjeev Bhanawat<br>Head<br>Centre for Mass Communication<br>University of Rajasthan, Jaipur | |
| 23 | National Workshop on "New Paradigms and Applications in Educational Evaluation in Arts & Social Sciences" | Dr. Jitendra Singh<br>Minister for Higher Education<br>IT and Energy<br>Government of Rajasthan, Jaipur<br><br>Mr. Joe Tun Sein<br>Orient Longman Pvt. Ltd., Hyderabad<br><br>Prof. M.L. Sisodia<br>Ex-Director<br>Academic Staff College University of Rajasthan, Jaipur | 12th-13th March 2010 |
| 24 | National Seminar on New Direction in Literary Studies | Prof. Jasbir Jain<br>Dept. of English<br>University of Rajasthan, Jaipur<br><br>Prof. P.C. Kar, Director,<br>Centre for Contemporary Theory<br>Vadodara<br><br>Prof. Shormistha Panja<br>University of Delhi, Delhi<br><br>Prof. M. Sridhar<br>Central University of Hyderabad<br>Hyderabad<br><br>Prof. Sudha Pandya<br>Dept. of English<br>M.S.University, Vadodara<br><br>Prof. G.J.V. Prasad<br>Jawahar Lal Nehru University<br>New Delhi<br><br>Prof. Sudha Rai<br>Dept. of English<br>University of Rajasthan, Jaipur | 29th -30th Jan., 2010 |
| 25 | National Conference on Environmental Sustainability of Textile Industry | Prof. Saroj jeet Singh<br>Department of Clothing & Textiles<br>Choudhary Charan Singh Agricultural University,<br>Hissar, Harayana<br><br>Dr. Sanjay Mathur<br>Associate Professor<br>Department of Civil Engineering<br>Malviya National Institute of Technology, Jaipur<br><br>Dr. Charu Gupta<br>Reader<br>Department of Fabric and Apparel Science<br>Institute of Home Economics<br>University of Delhi, Delhi<br><br>Prof. Amita Pandya<br>Department of Clothing & Textiles<br>Faculty of Family & Community Sciences | 8th -9th Jan., 2010 |

| | | M.S. University of Vadodara Gujrat | |
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| | | Ms. Nandita Abraham<br>Course Leader<br>Business & Technology<br>Pearl Academy of Fashion,<br>New Delhi | |
| | | Prof. K.P. Sharma<br>Department of Botany<br>University of Rajasthan, Jaipur | |
| | | Dr. D. Narasimha Reddy<br>Consultant<br>Oxfam India, Hyderabad | |
| 26 | Potential Alternatives to Dissection | Prof. Reena Mathur<br>Department of Zoology University of Rajasthan, Jaipur<br><br>Mr. O.P. Joshi<br>Under Secretary<br>Ministry of Environment and Forest<br>Government of India<br>New Delhi<br><br>Dr. Nick Jukes<br>Co-ordinator, International Network for Humane Education (InterNICHE), UK<br><br>Prof. R.S. Bedwal<br>Head ,<br>Department of Zoology<br>University of Rajasthan, Jaipur<br><br>Prof. M.A. Akbarsha<br>Director<br>MGDCAUALSE (Mahatma Gandhi Doerenkamp Centre for Alternatives to Animal Use in Life Science Education)<br>Bharathidasan University Tamilnadu<br><br>Dr. M.M. Salunkhe<br>Honorable Vice Chancellor<br>Central University of Rajasthan<br>Kishangarh, Rajasthan<br><br>Dr. Anila Jain<br>RL Saharia<br>Government PG College<br>Kaladera, Jaipur<br><br>Ms. Chandrima Chatterjee<br>Director (Economic & Consultancy)<br>AEPC, Gurgaon | 19th -21st November, 2009 |
| 27 | National Seminar on Technological Advancement in Apparel Industry | Dr. Navneet Sharma<br>Economic Consultant<br>New Delhi<br><br>Ms. Bhavna K. Verma<br>Associate Professor<br>NIFT, Delhi<br><br>Prof. Sonia Choudhary<br>Institute of Apparel Management Gurgaon<br><br>Mr. Vikram Joshi<br>Managing Director<br>Rangotri Exports, Jaipur<br><br>Mr. Mayank Chaubisa<br>Reader & Head | 29th -30th Oct., 2009 |

| 28 | National Conference on Environmental Sustainability of Textile Industry | Rajasthan College of Engineering for Women, Jaipur<br><br>Ms. Shruti Vyas<br>Managing Director<br>Clothing Craft, Jaipur<br><br>Dr. Inderpal Rai<br>Director<br>Kamla Nehru College for Women<br>JNV University, Jodhpur<br><br>Mr. Dheeraj Talreja<br>Regional Sales Head<br>Huntsman, Mumbai<br><br>Mr. Amolak Goel<br>Assistant Professor<br>Department of Textile Chemistry<br>Manikya Lal Verma Textile Engineering College, Bhilwara<br><br>Prof. R.B. Chavan<br>Consultant ,Mahatma Gandhi Institute of Rural Industrialization (MGIRI) Wardha, Maharashtra<br><br>Dr. Ela Dedia<br>Associate Professor<br>Department of Textile and Fashion Technology  College of Home Science Nirmala Niketan, Mumbai<br><br>Dr. V.K. Gupta<br>Assistant Professor<br>Department of Textile Chemistry<br>Manikya Lal Verma Textile Engineering College, Bhilwara, Rajasthan<br><br>Dr. T.I. Khan<br>Coordinator<br>Indira Gandhi Centre for Human Ecology, Environment and Population Studies (HEEPS)<br>University of Rajasthan, Jaipur<br><br>Ms. Pratima Goel<br>Head<br>Department of Textile and Fashion Technology<br>College of Home Science,<br>Nirmala Niketan, Mumbai<br><br>Dr. Ruby Jain<br>Assistant Professor,<br>Department of Home Science<br>University of Rajasthan, Jaipur<br><br>Mr. R.K. Poddar<br>Former Chairman<br>Confederation of Indian Industries, Jaipur, Rajasthan | 27th –28th March, 2009 |
| 29 | Quality Management in Institutes of Higher Education | Dr. Latha Pillai<br>Pro Vice Chancellor<br>IGNOU, Delhi<br><br>Mr. B.S. Raghvan<br>IAS(Retd.)<br>Vice Chancellor<br>ICFIA University, Jharkhand<br><br>Prof. Manas Chakraborty<br>Dean (Academics)<br>ICFIA University, Hyderabad<br><br>Dr. Meenakshi Gopinath<br>Principal<br>Lady Shri Ram College, Delhi | 16th –17th March, 2009 |

| | | Prof. Vimla Veeraraghavan<br>Former Director-General<br>Amity Institute of Behavioural, Health & Allied Sciences, Noida<br><br>Fr. Vincent Braganza<br>Principal<br>St. Xavier's College<br>Ahmedabad, Gujrat<br><br><br>Dr. Pramila Maini<br>Director,<br>Institute for Excellence in Higher Education, UGC ,Bhopal<br><br>Mr. M.L. Mehta<br>IAS (Retd.)<br>Vice Chairman<br>Rajasthan Mission on Livelihoods,  Jaipur<br><br>Dr. Jitendra Singh<br>Minister for Education Government of  Rajasthan, Jaipur<br><br>Mr. Parvindar Singh<br>IAS<br>Principal Secretary,<br>Higher Education Rajasthan, Jaipur<br><br>Mr. B.S. Ponmudiraj<br>Assistant Advisor<br>National Assessment & Accreditation Council (NAAC)<br>University Grant Commission,<br>Banglore | |
| 30 | Emerging trends and challenges in Management | Sh. Joginder Singh<br>Former Director<br>CBI, Delhi | 26th Feb., 2009 |
| 31 | New Paradigms & Applications in Educational Evaluation in Arts & Social Sciences | Prof. C.S. Jha , Vice-Chancellor Banaras Hindu University, Varanasi<br><br>Prof. M.L. Sisodia<br>Ex- Director, Academic Staff College,University of Rajasthan, Jaipur | 20th -21st Feb., 2009 |
| 32 | National Conference on "Recent Trends in Environmental Toxicology and Biotechnological Approach to Conserve Environment" | Prof. S.L. Kothari<br>Dean,<br>Faculty of Sciences University of Rajasthan, Jaipur<br><br>Prof. S.S. Dudeja<br>Head<br>Department of Biotechnology<br>CCS University, Hisar<br><br>Dr. Sudhir Goel<br>Scientist F and Head<br>Petrolium Toxicology Division<br>Indian Toxicology Research Centre<br>Lucknow<br><br>Prof. Sanjeev Kulshreshtha<br>Sr. Bioinformatics Engineer and Database Developer<br>Genomics, San Diego, California<br><br>Prof. P.C. Trivedi<br>Department of Botany University of Rajasthan, Jaipur<br><br>Ms. Shivani Chandra<br>Scientist<br>Birla Institute of Scientific Research  Jaipur<br><br>Dr. Krishna Mohan<br>Head R & D Division | 30th –31st Jan., 2009 |

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| | | Birla Institute of Scientific Research Jaipur | |
| | | Prof. A.L. Bhatia<br>Department of Zoology University of Rajasthan, Jaipur | |
| | | Prof J.P. Srivastava<br>Department of Zoology<br>University of Rajasthan, Jaipur | |
| | | Prof. P.K. Dev<br>Department of Zoology University of Rajasthan, Jaipur | |
| | | Prof. P.K. Goel<br>Department of Zoology University of Rajasthan, Jaipur | |
| 33 | State Level Conference on "Human Rights and Media" | Justice Narendra Mathur<br>National Law University<br>Jodhpur<br><br>Justice Jagat Singh<br>Member<br>State Human Rights Commission, Jaipur<br><br>Prof. P.D. Sharma<br>Department of Political Science<br>University of Rajasthan, Jaipur<br><br>Prof. Satish Shashtri<br>Dean<br>Faculty of Juridical Sciences<br>Modi Institute of Technology and Management, Laxmangarh, Sikar<br><br>Justice N.K. Jain<br>Chairperson<br>Rajasthan State Human Rights Commission, Jaipur<br><br>Sh. M.D. Kaurani (IAS)<br>Chief Information Commissioner<br>Rajasthan, Jaipur<br><br>Shri. Savitur Prasad (IAS)<br>Joint Secretary<br>National Commission for Enterprises in the Unorganized Sector (NCEUS), Delhi<br><br>Sh. Prabhash Joshi<br>Senior Journalist & Founder Editor<br>Jansatta, New Delhi<br><br>Dr. Sanjeev Bhanawat<br>Head<br>Centre for Mass Communication,<br>University of Rajasthan, Jaipur<br><br>Sh. Rajendra Bohra<br>Senior Journalist, Dainik Bhaskar, Jaipur<br><br>Prof. Naresh Dadhich<br>Vice Chancellor<br>Vardhaman Mahaveer Open University, Kota | $10^{th}$ –$11^{th}$ Oct., 2008 |
| 34 | International Symposium on Radiation Induced Bystandar Effects | Dr. P.P.S. Mathur<br>Vice Chancellor<br>Rajasthan University of Health Sciences, Jaipur<br><br>Dr. M.R. Raju<br>Fellow<br>Los Almos Laboratory, USA<br><br>Dr. V.K. Kalia<br>Prof., Department of Biophysics, National Institute of Mental | $9^{th}$ Nov., 2008 |

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| | | Health & Neurosciences (NIMHANS), Bangalore<br><br>Dr. Carmell Mothersill<br>Mc Master University<br>Ontario, Canada<br><br>Dr. K.P. Mishra<br>United Institute of Technology,<br>Allahabad<br><br>Dr. Colin Seymour<br>Mc master University<br>Ontario, Canada | |
| 35 | National Conference on Application of Biotechnology in Sustaining the Environment | Prof. Uma Kant<br>Department of Botany<br>University of Rajasthan, Jaipur<br><br>Prof. Rup Lal<br>Department of Zoology<br>Delhi University, Delhi<br><br>Prof. Sant Prakash<br>Department of Genetics<br>Dayalbagh University, Agra<br><br>Dr. R.K. Jain<br>Director, Kumurappa National Handmade Paper Institute,<br>(KNHPI)<br>Jaipur<br><br>Dr. Vineeta Sharma<br>Principal Scientist, DST<br>Government of India, New Delhi<br><br>Prof. A.L. Bhatia<br>Department of Zoology<br>University of Rajasthan, Jaipur<br><br>Dr. Asheesh Bhatnagar<br>Department of Microbiology<br>MDS University, Ajmer<br><br>Dr. Shivani Chandra<br>Scientist, Birla Institute of Scientific Research, Jaipur<br><br>Prof. P.C. Trivedi<br>Department of Botany<br>University of Rajasthan, Jaipur<br><br>Prof. P.P. Bakre<br>Dean, Sciences<br>Gyan Vihar University, Jaipur<br><br>Prof. R.P. Pareek, Birla Institute of Scientific Research, Jaipur<br><br>Prof. P.K. Dev<br>Department of Zoology, University of Rajasthan, Jaipur | $5^{th}$ -$6^{th}$ Feb., 2008 |

## Research projects undertaken by the faculty at the University

| | Year wise | Number | Name of the project | Name of the funding agency | Total grant received in Rs |
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| **A. University Sanctioned Projects** | | | | | |
| | | | **MINOR PROJECTS** | | |
| Faculty Projects | 2012-13 | 30 | Biomonitoring of Hospital Effluence by Allium cepa L. test. | IISU | 20000.00 |
| | | | Analysis of Information Retrieval Techniques | IISU | 18500.00 |
| | | | Information Search Behaviour of Travelers : Demographic and Personality Factors | IISU | 12500.00 |
| | | | A Case study on E-databank Application for Rajasthan's Ecological Information using Feature Driven Development Methodology | IISU | 19500.00 |
| | | | Analysis of Playout Buffer Algorithms of VoIP based Social Network Application | IISU | 20000.00 |
| | | | Development of a Water Treatment Bioreactor Using Immobilized Bacteria for Arsenic Contaminated Water | IISU | 20000.00 |
| | | | Study of Heavy Metal Toxicity found in an Ayurvedic Medicine and its Haematological and Hepatotoxic Effect on Swiss Albino Mice | IISU | 20000.00 |
| | | | Screening of Phytochemicals from Ageratum conyzoides L. and Verbesina encelioides Benth and Hook. F.ex Gray for Bacterial activity | IISU | 20000.00 |
| | | | Effect of Heavy Metals on Regeneration of Eleusine Coracana (L.) Gaertn. | IISU | 18000.00 |
| | | | Critical Analysis on Educational Data Mining based Clustering Technique | IISU | 18500.00 |
| | | | Characterization of Amylase Producing Actinomycetes Isolated from Waters of Sambhar Salt Lake, Rajasthan | IISU | 20000.00 |
| | | | Characterization of Protease Producing Bacteria Isolated from Cattle Farm, Cattle Hide and Agricultural Land Agricultural Land | IISU | 20000.00 |
| | | | Comparative Account of Induced Hepatotoxicity in Swiss Albino Male Mice Fed with Food Exposed to Different Temperatures in Microwave Oven | IISU | 15000.00 |
| | | | Assessing Effectiveness of Resist Materials for Batik Printing | IISU | 18000.00 |
| | | | Evaluating Effectiveness of Advertising Standards Council of India | IISU | 5000.00 |
| | | | Justification of Satan's Heroic ways in *Paradise Lost* : A Hindu Tantra Perspective | IISU | 4000.00 |
| | | | "The Female Body as a Site for the Expression of Femininity : A Feminist Reading of Eve Ensler's *The Vagina Monologues* | IISU | 4000.00 |
| | | | Rising Popularity of Religious Leaders in India : A Sociological Study | IISU | 4500.00 |
| | | | Development of Solar Power in Rajasthan: Potential and Opportunities | IISU | 5000.00 |
| | | | Studies on the Hepatotoxicity and Hematotoxicities of Nimesulide and Paracetamol in Swiss Albino Mice | IISU | 5000.00 |
| | | | Behavioural Studies in the new born of Swiss Albino Mice fed with aqueous extract of Pan Masala | IISU | 5000.00 |
| | | | Use of Bioassays for the Genotoxicity Evaluation of treated Waste Water of hospitals of Jaipur | IISU | 5000.00 |
| | | | Study of Antioxidant and antimutagenic activity of essential oil of Fennel (Foeniculum Vulgare) and Ajwain (Trachys Permum amni) against induced mutagenesis in Salmonella system | IISU | 5000.00 |

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| | | | Chemical Analysis of different composts (Vermicomposts & Pitcompost) and their effect on nutrient content and growth of Spinach | IISU | 4500.00 |
| | | | Noise Level Assessment at the sensitive areas of Jaipur City | IISU | 5000.00 |
| | | | Study of Tropospheric Ozone levels at Mansarovar Area of Jaipur | IISU | 4500.00 |
| | | | Studies of Toxicity in Pregnant Swiss Albino Mice exposed to dicofol during organogenetics period of gestation | IISU | 5000.00 |
| | | | Partial Purification of Protease obtained from a Bacterial Isolate | IISU | 5000.00 |
| | | | Analysis of water quality served in the Dhabas of Mansarovar area | IISU | 4000.00 |
| | | | Hormonal and histopathological changes induced in testis of Swiss Albino Mice after administration of food exposed to microwave( at 3200C for 10 minutes) for four weeks | DST | 10,000.00 |
| **MAJOR PROJECTS (Other agencies)** | | | | | |
| Faculty Projects | 2011-12 | 01 | Development and quality; evaluation of ready to reconstitute (RTR) Entral formula feeds | UGC | 10,64,300/ |
| | 2009-10 | 02 | Catalytic asymmetric Diels-Alder reaction of azaphospholes | DST | 10,55,100/ |
| | | | Isolation of arsenite oxidizing bacteria from soil and purification of the oxidizing enzymes | DRDE | 4,56,000/- |
| | 2008-09 | 01 | Dielectric Studies of Food Grains, Oil Seeds, Fruits and Vegetables at Radio and Microwave Frequencies | UGC | 5,89,000/- |
| **Following projects were applied to different funding agencies** | | | | | |
| Major Projects | | 01 | Hepato protective and Nephro protective potential of *Moringa oleifera* and *Triticum aestivum* leaf extracts against Acetaminophen and Sitagliptin induced toxicity in Swiss Albino mice | Ministry of Health & Family Welfare, Government of India | |
| | | 01 | Impact assessment of non- ionizing Radiation emitted by cell phone towers on Mammalian Genome, Reproduction and Development | Science & Engineering Research Board, Dept of Telecom, Govt of India | |
| Minor Projects | | 29 | Synthesis and Characterization of New Bis-1,2,4-triazole-3 thiones | UGC | |
| | | | Theoretical studies on the Properties of Chemopreventive Organoselenium Compounds | UGC | |
| | | | Effect of Cyfluthin on Kidney of Swiss Albino Male Mice | UGC | |
| | | | Hormonal and Reproductive Changes Induced in Swiss Male Albino Mice Due to the Regular Administration of Microwave Cooked Food | UGC | |
| | | | Development of a Bioreactor for Arsenic Remediation using Arsenite Oxidizing Bacteria | UGC | |
| | | | Analysis of Food Items prepared by Substituting Corn-Starch with Lotus Stem (Nelumbo nucifera) Powder | UGC | |
| | | | The Effect of Processing on Nutrient composition of selected green leafy vegetables and development of value added products | UGC | |
| | | | Characterization of Protease Producing Bacteria (Isolated from selected regions of Jaipur and Black Buck Sanctuary, Tal Chappar, Chru) and Enzyme Produced by them | UGC | |
| | | | To evaluate the anti-oxidative, anti-inflammatory and anticancerous role of Methi against mouse skin carcinogenesis system *in Vitro* | UGC | |
| | | | Ameliorative activity of Trigeonella foenum gracecum(L) against two stage mouse skin carcinogenesis with special reference to the study of p53 gene | UGC | |

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| | | | Screening of Actinomycetes isolated from waters of Sambhar salt, Rajasthan for Bioactive compounds | UGC | |
| | | | Abiotic Stress tolerance in *Eleusine coracana* by manipulation of tissue culture media | UGC | |
| | | | Effects of heavy metals on cumin tissue culture | UGC | |
| | | | Screening of Phytochemicals from some taxa of Asteraceae for bactericidal activity | UGC | |
| | | | Efficient Data Mining Techniques for Application in Elementary Education with Special Reference to out of School Children | UGC | |
| | | | Investigation of Business Software Evolution Using Combination of Feature-Oriented Programming and Agile Methodologies in Eclipse-Feature IDE Environment | UGC | |
| | | | Organizational Citizenship Behaviour and Organizational Justice among Corporate Managers | UGC | |
| | | | Psychosocial Correlates of Voluntary Workplace Behaviour | UGC | |
| | | | Rural Urban Migration in India ( A study of Socio-economic status of Migrant Labour of Urban Jaipur City) | UGC | |
| | | | Neo-liberal Economy and the Indian Middle Class (A study of Consumerist behaviour of Urban Middle Class families of Jaipur) | UGC | |
| | | | The Changing cultural status of the religious forms of the Tattoo art and disease caused ( A study from Rajasthan) | UGC | |
| | | | A study of awareness of college students Right to Information (with special reference to Jaipur district) | UGC | |
| | | | An investigation of Productivity Efficiency of Apparel Export Manufacturing Units of Jaipur | UGC | |
| | | | Development of Product Through Combination of Zardozi and Aari Tari | UGC | |
| | | | An Eco Friendly Anti Microbial finish using natural herbs for the treatment of Psoriasis | UGC | |
| | | | Impact of textile, dyeing and printing industrial effluent on soil and ground water quality : of Bagru Town | UGC | |
| | | | Retail Management (A Comparative satudy of Retail Stores in Jaipur) | UGC | |
| | | | A study on Role of Microfinance in Rural Development with Reference to Jaipur Division | UGC | |

## Research projects completed and grants received during the last four years

| Year wise | Number | Name of the Project | Name of the Funding Agency | Total Grant Received (in Rs) |
|---|---|---|---|---|
| 2011-12 | 07 | Relationship between self efficacy and organizational commitment: Gender role orientation as a mediating variable. | IISU | 14000/- |
| | | Psychological Capital (PsyCap) in Relation to Well Being And Job Satisfaction | IISU | 20000/- |
| | | Floral waste management in popular temples of Jaipur City through vermicomposting and Physico-chemical analysis of the organic manure produced | IISU | 20000/- |
| | | Defense Mechanisms in Relation to Locus of Control and Anger Expression among college entrant girls | IISU | 12000/- |
| | | Jhalana Forest Area : As an Ecotourism Destination : An Explanatory study | IISU | 20000/- |
| | | Food Habits, health Status and Life Style Pattern of College Going Female Hostellers and Day Scholars : A Comparative Study | IISU | 18,700/- |
| | | Development of Products through combination of Mukke Ka Kaam and Gota Work of Rajasthan | IISU | 20000/- |
| 2011-12 | 19 | Development of Maternity Garment for the relief from low back pain | IISU | 5000/- |
| | | Academic Stress and Depression in students : A comparative study of two education boards | IISU | 5000/- |
| | | Gratification Delay and Parenting Behavior : A study on pre-school children | IISU | 5000/- |
| | | Evolvement of Palestinian Poetry as voice of Palestinian | IISU | 5000/- |
| | | The literary representations of life and death in selected dramatic works | IISU | 5000/- |
| | | Fantasy fiction yet withstanding the changing perspectives in the current world of logic and reason. | IISU | 5000/- |
| | | Evaluative study of Shekhawati frescoes with special reference to Chirawa | IISU | 5000/- |
| | | An exploration of the logic romance and fascinating appeal of time travel with reference to J.K. Rowling's *Harry Potter and the Prisoner of Azkaban and Audrey Niffenegger's; The Time Traveler's Wife.* | IISU | 5000/- |
| | | Effect of ventilation pattern on indoor air quality of domestic kitchens | IISU | 4500/- |
| | | Study of the morphological and biochemical parameters in Chick embryo exposed to dicofol-an organochlorine pesticide | IISU | 5000/- |
| | | Urban sprawl and its changing paradigms : A comparative study of urban sprawl areas in Jaipur | IISU | 5000/- |
| | | Microwave cooked food induced hepatotoxicity in Swiss Albino Male Mice | IISU | 5000/- |
| | | Effect of protein substrates on protease activity of an *actinomycete* isolate | IISU | 5000/- |
| | | Micro foliar and phyto chemical studies of some broad leaved taxa of family caesalpiniaceae in Jaipur Locality | IISU | 4500/-. |
| | | Effect of synthetic pyrethroid on biochemical parameters of liver and serum of Swiss albino mice | IISU | 5000/- |

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| | | Comparative study of Antimutagenic Activity of Pure Saponin and Crude Extract of Fenugreek (*Trigonella foenum-graeeum*) using *Salmonella* I system and *Escherichia coli* WP-2 Strain | IISU | 5000/- |
| | | Synthesis & Investigation of Antimicrobial activity of sulphonamido derivatives of amino substituted 1,2,4-triazole. | IISU | 5000/- |
| | | A study on strategical interviewing the unannounced game | IISU | 5000/- |
| | | To know about present scenario and determine the feasibility and cost of using paper bags / jute bags | IISU | 5000/- |
| 2010-11 | 07 | Globalisation and Women in Informal Sector | UGC | 1,20,000 |
| | | Monitoring of Clonal Fidelity in Tissue Culture-Derived *Dianthus* using RAPD analysis. | UGC | 1,10,000/- |
| | | Impact of Self Concept on Attitude and Buying Behaviour of Indian Women for Branded Jewellery & Concept Stores" | UGC | 1,50,000/- |
| | | A DFT Level study of Mercapto Substituted 1'2'4-triazoles. | UGC | 1,20,000/- |
| | | Development of Avain model for the screening of xenobiotics for their teratogenic potential | UGC | 1,75,000/- |
| | | Application of Eco-Friendly Dyes on Khadi Silk | UGC | 2,00,000/- |
| | | High frequency response and energy absorption behavior of polar aromatic compounds and their mixtures | UGC | 1,90,000/- |
| 2010-11 | 09 | Urban Sprawl And Its Impact On Socio Economic Life Of Fringe Dwellers (A Case Study Of Paldi Parsa Village Of Jaipur City) | IISU | 15,000/- |
| | | Impact Of Certain Life Style Factors On The Reproductive And Cytogenetic Parameters Of Swiss Albino Male Mice | IISU | 18000/- |
| | | Effect Of Synthetic Pyrethroid Cyfluthrin, A Household Insecticide, On Liver Of Swiss Albino Mice | IISU | 22000/- |
| | | A Study Of Self Efficacy And Locus Of Control Among Players At Different Level Of Sports Performance In Individual And Team Sports. | IISU | 20000/- |
| | | Performance Evaluation And Improvement Of Internet Based Software | IISU | 15000/- |
| | | Application Of Artificaial Intelligence Techniques For Developing Software Metrics | IISU | 18000/- |
| | | Aperformance Enhancement Of Cloud Data Bases | IISU | 18000/- |
| | | Identification And Quantity Estimation Of Synthetic Colours Present In Commonly Consumed Food Products | IISU | 20000/- |
| | | A Comparative Study On Quality Of Life & Osteoporosis Risk In Post Menopausal Women( 45- 60 Years) Belonging To Different Socioeconomic Groups | IISU | 17000/- |
| 2010-11 | 09 | A study on Professional quality of life : Emotional Quotient Happiness, Life Satisfaction, Happiness in Medical Doctors | IISU | 5,000/- |
| | | Removal of heavy metal toxicity from the water effluent of natural dyes | IISU | 5,000/- |
| | | Spectro photometer determination of anti Hypertensive drug in Pharmaceutical samples | IISU | 5,000/- |

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| | | Prevention of Corrosion using green inhibitors | IISU | 5,000/- |
| | | Comparative study of Na and K content in fresh and commercial fruit juices | IISU | 5,000/- |
| | | Air pollution tolerance index of Plants near traffic junction in Jaipur City | IISU | 5000/-- |
| | | Effect of Synthetic Pyrethroid - Cyfluthrin, a Household Insecticide, on liver of Swiss Albino mice | IISU | 5,000/- |
| | | Effect of Microwave cooked food on male mice exposers reproduction pattern | IISU | 5,000/- |
| | | Dictary habits, life style and nutritional status of pavement dwellers in Jaipur City | IISU | 5000/- |
| 2009-10 | 06 | Generation of a Hyper Protease Producing Mutant Bactria By Random Mutagenesis | DST | 1,00,000/- |
| | | Education and Learning Society (A study of changing life patterns among families of economically backward girl child availing free education in private schools) | ICG | 20,000/- |
| | | Standardisation of Dose of Probiotics for Ameliorating the Mutagenic Effects of Adulterated Tea | ICG | 25,000/- |
| | | Evaluation of Antioxidant potential of Bacopamonnieri | ICG | 25,000/- |
| | | Dielectric Studies of some chemicals in dilute solutions | ICG | 25,000/- |
| | | Evaluation of some baby care products as cancer causing agents | DST(SP) | 10,000/- |
| 2008-09 | 08 | Mapping Productity : In response to Global competitiveness in readymade garment industry | UGC | 1,25,000/- |
| | | Environmental Remediation Through Photoreduction of Textile Industry Effluent | UGC | 1,30,000/- |
| | | Isolation and generation of hyper protease producing strains of bacteria by using immobilization techniques. | UGC | 1,20,000/- |
| | | Synthesis of some novel-diketones possessing biological activities | UGC | 1,40,000/- |
| | | Study of antimutagenic activity of Fennel (*Foeniculum Vulgare*)_ and Ajwain (*Carum copticum*) against sodium azide ($NaN_3$) induced mutagenesis | UGC | 1,10,000/- |
| | | Surrogate advertising and social control | UGC | 60,000/- |
| | | Micro Propagation of Dianthus and Assessment of Clonal fidelity | DST | 1,00,000/- |
| | | Japanese Motifs: A New Design Perspective in Textiles | DST (SP) | 13, 000/- |
| 2008-09 | 04 | Theoretical Study of Superconductivity in $MgB_2$ | ICG | 29,000/- |
| | | Occupational Health hazards in apparel manufacturing units and suggesting remedial measures in reference to Ergonomics | ICG | 20,000/- |
| | | Women & Apparel Industry : Challenges and Opportunities in new era of Technology | ICG | 20,000/- |
| | | Formulation of Chicks pea based product(s) with high nutraceutical value using various processing techniques | ICG | 23,000/- |
| 2007-08 | 05 | Construction of Khadi Fabric using Ecofriendly Natural Dyes on Handspun Cotton Yarns | UGC | 70,000/- |
| | | Environment Pollution and Occupational Hazards Prevailing in the Printing Cluster of Bagru | UGC | 60,000/- |
| | | Diversity of Actinomycetes in Waters of Sambhar Salt Lake, Rajasthan | UGC | 90,000/- |

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| | | Impact of Life Style and Environmental Factors on Human Reproduction | DST (ST) | 14,000/- |
| | | 30-Screening of Antitumor and Immunomodulatory Polysaccharides of Medicinal Mushrooms | DST(ST) | 3,000/- |
| 2006-07 | 02 | Formulation and Evaluation of Cereal And Legume based Weaning Food Supplement | UGC | 50,000/- |
| | | Nutritional Status of Hyperlipidaemic Males with and Without non-Insulin Dependent Diabetes Mellitus | UGC | 95,000/- |
| 2005-06 | 07 | Eco-Religion and Conservation: An Innovation Through Sacred Means (With Special Reference to Chaksu Block of Jaipur District) | DST (ST) | 13,500/- |
| | | Relevance of Garment Production & Export Management (GPEM) Curriculum in Context of Industrial Needs | DST (ST) | 7,000/- |
| | | End of Quota Regime: challenges and Opportunities for Indian Garment Exporters | DST (ST) | 10,000/- |
| | | Effect of Different Processing Methods on Antioxidant Levels in Selected Common Foods in India | DST (ST) | 11,000/- |
| | | An Exploratory study on Zardozi and its application | DST (ST) | 9,000/- |
| | | Biochemical Studies on raw and processed Soybean | DST (ST) | 8,000/- |
| | | Oxidative Enzyme Activities in Calli of *Arachis hypogaea* in Response to Culture filtrate of Pathogenic Fungi for Raising Disease Resistant Cell Lines | DST (ST) | 12,000/- |
| 2003-04 | 06 | Feeding Practices & Nutritional Status of Infants of Working and Non-working mothers | DST (ST) | 5,000/- |
| | | Analysis and Determination of Seam Strength and Seam Slippage Caused in Knitted Garments | DST (ST) | 7,000/- |
| | | Microbiological & Biological Analysis of Street Food | DST (ST) | 7,000/- |
| | | Children's emotional maturity affected by mother's mental health | DST (ST) | 10,000/- |
| | | Complexation of Metal Ions in body with Nucleotides/Nucleoscides/Protein Amino Acids in Presence of Antibiotics/Analgesics drugs | DST (ST) | 10,000/- |
| | | Medicoethnobotanical Studies of the rural areas of District-Jaipur | DST (ST) | 6,000/- |
| 2002-03 | 01 | A Study on the Eco-balance of Hotel Laundary Practices | DST (ST) | 4,000/- |

# Research Publications of the Faculty

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**Prof Pradeep Bhatnagar**

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**Dr. Pallavi Kaushik, Dr. Priyanka Mathur, Ms. Priyanka Raghuvanshi**

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**Ms. Priyanka & Dr. Priyanka Mathur**

- Critical Analysis of Health Challenges to Migrants Special Reference to India, *Human Migration in Indian Subcontinent*, RBSA Publishers, Jaipur, 2013, ISBN 978-81-7611-643-5

**Ms. Priyanka**

- Astronomy, *Foundation Course in General Studies*, RBSA, Jaipur, 2013
- Nobel Prizes, Foundation Course in General Studies, RBSA, Jaipur, 2013
- Indian Space Programme, *Foundation Course in General Studies*, RBSA, Jaipur, 2013

**Dr. Ameeta Sharma**

- Human Body Basics, *Foundation Course in General Studies*, RBSA, Jaipur, 2013

**Ms. Charu Jhamaria**

- Global Environmental Issues, *Foundation Course in General Studies*, RBSA, Jaipur, 2013

## DEPARTMENT OF HOME SCIENCE
**Dr. Ila Joshi**

- Nutritional Status of Children of Migrated Families, *Human Migration in Indian Subcontinent,* RBSA Publishers, Jaipur, 2013, ISBN 978-81-7611-643-5

**Dr. Ila Joshi & Ms Tejender Kaur Sarna**

- Food, Nutrition and Health, *Foundation Course in General Studies*, RBSA, Jaipur, 2013

**Ms. Rena Mehta**

- Hazards caused in textile Printing Sector, *Environmental Problems & Strategies* Chapter V, Page 43-50, Vol I Serial Publications, 2007
- A Study on decentralized printing cluster of Jetpur focus on Environmental Pollution & Waste management; *Environmental Problems & Strategies,* Page 67-79, Volume I, Serial Publication, 2007

## DEPARTMENT OF COMPUTER SCIENCE & IT
**Ms. Anubha Jain**

- Study Material for BCA II year – Computer Applications for office Management, Vardhman Open University,2010, ISBN: 13/978-81-896-255-0
- Study Material for BCA II-Computer Application, Vardhmarn Open University 2011, ISBN: 13/978-85-8496-312-0
- Study Material for MCA VB Programming, Bhoj University, Madhya Pradesh 2011

## FACULTY OF COMMERCE & MANAGEMENT
**Ms. Aditi Gupta**

- Operations Management MBA Module, Vardhaman Open University, 2010

**Ms. Ruchi Jain**

- IGNOU study Module on International Business MP-404, on the topic International Financial institutions and Liquidity. (Under Printing)

**Ms.Chavi Jain**

- E-Banking Security Issues, *Emerging Challenges in E-Banking, Discovery* Publishing House, New Delhi, ISBN 93-5056-259-6

**Ms. Roopam Kothari**

- Study Material on Inventory Control and System, Vardhman Open University, 2011

## ∗ BOOKS EDITED
The books edited by the faculty are as follows:

**Dr. Nisha Yadav**
- *Human Migration in Indian Subcontinent,* RBSA Publishers, Jaipur, 2013, ISBN 978-81-7611-643-5

**Dr. Vandana Kant & Ms. Geetanjali Singh**
- *Initiating Dialogues* , Centre for Women's Studies, The IIS University, Jaipur, 2012

**Dr. Swati V. Chande**
- Course Module, *Fundamentals of Computers*, Vardhaman Mahaveer Open University, Kota, 2011.
- *Software Engineering,* Vardhaman Mahaveer Open University, Kota, 2009.
- *Course Module, Programming in VB & .NET*, Vardhaman Mahaveer Open University, Kota, 2008.

## * BOOKS PUBLISHED
**DEPARTMENT OF PHYSICAL & COMPUTING SCIENCE**
**Prof. K.S. Sharma**
- A text book for Degree classes in Hindi  Dolan Avam Tarangen, i.e. *Oscillations and Waves*, Rajasthan Hindi Granth Academy, Jaipur, (Awarded with Samman Patra for this book). 1992
- *Higher-Education Statistics,* Directorate of College Education, Rajasthan, Jaipur, 1999.
- *Higher-Education: Growth and Future Options*, Statistical Supplement, University Book House, Jaipur, 2000

**Dr. Suveen Agarwal**
- *Differential Calculus*, Ramesh Book Depot Publishing House, Jaipur, 2005

**DEPARTMENT OF HOME SCIENCE**
**Dr.  Jyoti Gaur**
- *Developmental Psychology,* RSB Jaipur, 2012,ISBN 978-81-7811-606-0
- *Textiles and Laundry*, College Book Depot, 2003

**DEPARTMENT OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY**
**Ms. Anubha Jain**
- *Fundamentals of computers,* R.B.D.Publications, Jaipur 2011, ISBN: 81-8142-366-6
- *Web Technologies and Development*, Genius Publication, Jaipur, September, 2010, ISBN: 978-93-80311-42-5
- *Computer Fundamentals* II Ed.,2010, ISBN: 81-8142-366-6
- *Fundamentals of Internet* and PC Web Programming, Ramesh Book Depot, Jaipur,2009, ISBN: 978-81-8142-398-6
- *Internet and Intranet*,Genius Publications, Jaipur, 2009,  ISBN: 978-81-88870-95-0
- *Software Engineering,* Ramesh Book Depot, Jaipur,2009, ISBN: 978-81-8142-458-7
- *Computer Fundamentals and PC Software*, Ramesh Book Depot, 2008
- *Computer Application in Management*, Ramesh Book Depot, 2007, ISBN: 81-8142-366-6
- *E-banking and Security Transactions*,  Ramesh Book Depot, 2007, ISBN: 81-8142-331-3
- *Computer Fundamentals*, Ramesh Book Depot, Jaipur,2007, ISBN: 81-8142-366-6

**Dr. Swati V. Chande**
- *MS - Office Question Bank*, BPB Publications, New Delhi, 1997, ISBN: 81-7029-892-X.

**DEPARTMENT OF BEHAVIORAL & HEALTH SCIENCE**
**Dr. Renu Shungloo**
- *Health education* ,  Sublime  Publications, 2011-12, ISBN-81-7268-781-2

**DEPARTMENT OF LANGUAGE & MASS COMMUNICATION**
**Dr. Swarnendu Baksi**
- *Francorama*, Goyal Publishers, Delhi,June, 2011, ISBN -81-8307-435-9

**Ms. Poonam Sethi**
- *Gadya Vividha,* Indian Publishing House Jaipur, 2005

**DEPARTMENT OF SOCIAL SCIENCE**
**Dr. Archana Gupta**
- *India and Pakistan : The Conflict – Peace Syndrome*, Kalinga Publications, 2005, ISBN 81-8764-471-0

**DEPARTMENT OF COMMERCE & MANAGEMENT**
**Prof. M.K. Sharma**

- *Company Law and Secretarial Practices*, Jaipur Publishing House, Jaipur, 1994
- *Management*, Jaipur Publishing House, Jaipur 1992
- *Essay and Comments*, Jaipur Publishing House, Jaipur,1988
- *Elements of Insurance*, Jaipur Publishing, House, Jaipur 1986, 1988 Revised Edition
- *Elements of Management*, Jaipur Publishing House, Jaipur 1986
- *Industrial Organization*, Jaipur Publishing House, Jaipur, 1984
- *Theory, Practice and Techniques of Management*, Kailash Book Depot, 1981
- *Practical Problems on Mercantile Law*, Kailash Book Depot,1980
- *Principles of  Management*, Kailash Book Depot, 1979
- *Principles and Practices of Management*, Kailash Book Depot, 1979

**Dr. Shweta Gupta**
- *Management Accounting (2 edition),* Shivam Publication, Jaipur, 2011, ISBN 978-81-924665-3-8

**Dr. R.K. Tailor**
- Operations Research and Q T for Management, Shivam Book House(P) Ltd., Jaipur, 2013, ISBN 978-81-9246-6552
- Business Statistics, Ajmera Book Company, Jaipur, 2013, ISBN 978-81-8931-462-0
- Fundamentals of Accounting**,** Malik & Company, Jaipur,2012, ISBN 978-81-7998-109-2
- Advanced Financial Accounting, RBSA Publishers, Jaipur,2012, ISBN 978-81-7611-5926
- Principles of Managerial Economics, RBSA Publishers, Jaipur,2012, ISBN 978-81-7611-563-6
- *Business Communication* Skills, Malik & Company, Jaipur, 2012, ISBN 978-81-7998-101-6
- Advanced Corporate Accounting, RBSA Publishers, Jaipur, 2012, ISBN 978-81-7611-593-3
- Advanced Statistical Methods, Paradise Publishers,2011, ISBN 978-93-8003-328-0
- Statistics in Finance, Paradise Publishers,2011, ISBN 978-93-8003-327-3
- *Fundamentals of Business Organization,* RBSA Publishers, Jaipur,  2011, ISBN 978-81-7611-562-9
- *Accounting and Financial Management,* Malik & Company, Jaipur,  2011, ISBN 987-81-7998-084-2
- *Communication Skills*, Malik & Company, Jaipur,  2011,ISBN 978-81-7998-098-9
- *Fundamentals of Accounting Vol-II,* Malik & Company, Jaipur, Aug., 2011, ISBN 978-81-8680-381-3
- *Strategic Sales management*, Prateeksha Publication, Jaipur, Dec., 2011, ISBN 978-93-8062-620-8
- *Fundamentals of Finance & Management* Prateeksha Publicstion, Jaipur, Dec., 2011, ISBN 978-93-8062-640-6
- *Models in Decision Support System,* RBSA Publishers, January, 2011, ISBN 978-81-7611-484-4
- *Contemporary Quantitative Techniques*, RBSA Publishers, 2010, ISBN 978-81-7611-521-6
- Concepts of Accounting and Financial Management, RBSA Publishers,2010,ISBN 987-81-7611-483-7
- *Leadership in Management,* Prateeksha Publications, 2010, ISBN 978-93-8062-609-3
- *Management Concepts and Principles*, Prateeksha Publications, 2010, ISBN 978-93-8062-605-5
- *Principles of Performance Appraisal,* Prateeksha Publications, 2010, ISBN978-93-80626-04-8
- *Information Technology for Management*, RBSA Publishers, 2010, ISBN 978-81-7611-473-8
- *Quantitative Techniques for Business and Economics*, RBSA Publishers, 2010, 978-81-7611-520-9
- *Concepts of Accounting and Financial Management*, RBSA Publishers, 2010, ISBN 978-81-7611-483-3
- *Modern Marketing Management*, Avishkar Publishers, 2010, ISBN 978-81-7132-627-3
- *Advertising: Modern Concepts, Principles and Methods*, Avishkar Publishers, 2010, ISBN 978-81-7910-314-2
- *Business Communication*, Malik and Company, 2010,ISBN 987-81-7998-086-3
- *Business Mathematics for Management*, RBSA Publishers, 2009, ISBN 978-81-7611-415-8
- *Business System*, RBSA Publishers, 2009, ISBN 978-81-7611-423-3
- *Mathematics for Decision Making*, RBSA Publishers, 2009, ISBN 978-81-7611-416-5
- *Operations Research Models*, RBSA Publishers, 2009, ISBN 978-81-7611-466-0
- *Operations and Production Management*, RBSA Publishers, 2009, ISBN 978-81-7611-420-2
- *Advertisement and Publicity*, Prateeksha Publications, 2009, ISBN 978-81-8581-920-4
- *Accounting for Management*: Theory and Management, Prateeksha Publications, 2009, ISBN 978-81-85819-06-8
- *Business Organization and Management*, Prateeksha Publications, 2009, ISBN 978-81-8581-929-7
- *Business and Information Technology*, Prateeksha Publications, 2009, ISBN 978-81-8581-925-9
- *Cost Accounting*, Prateeksha Publications, 2009, ISBN 978-81-8581-908-2
- *Communication Management and Skills*, Prateeksha Publications, 2009, ISBN 978-81-85819-05-1
- *Database Management System*, Prateeksha Publications, 2009, ISBN978-81-8581-931-4
- *Economic Environment of Business*, Prateeksha Publications, 2009, ISBN 978-81-8581-924-2
- *Financial Accounting*, Prateeksha Publications, 2009, ISBN 978-81-85819-34-5
- *Industry Policy and Financial Management*, Prateeksha Publications, 2009, ISBN 978-81-8581-926-6
- *Materials Management*, Prateeksha Publications,  2009, ISBN 978-81-8581-919-8
- *Modern Business Management and Strategies*, Prateeksha Publications, 2009, ISBN 978-81-8581-922-8
- *Principles of Management Accounting Vol. I and II*, Prateeksha Publications, 2009, ISBN 978-81-85819-07-5

- *Quantitative Research Methods*, Prateeksha Publications, 2009, ISBN 978-81-8581-915-0
- *Quantitative Methods and Risk Analysis*, Prateeksha Publications, 2009, ISBN 978-81-8581-936-9
- *Strategic Business mathematics*, Prateeksha Publications, 2009, ISBN 978-81-8581-916-7
- *Strategic Financial Management*, Prateeksha Publications, 2009, ISBN 978-81-85819-09-9
- *Statistics for Modern Management Vol. I and II*, Prateeksha Publications, 2009, ISBN 978-81-8581-933-8
- *Cost and Management Accounting*, Malik and Company, 2009, ISBN 978-81-7998-058-3
- *Human Resource Management*, RBSA Publishers, 2009, ISBN 978-81-7611-435-6
- *Business System*, RBSA Publishers, 2009, ISBN 978-81-7611-423-3
- *Operations and Production Management*, RBSA Publishers, 2009, ISBN 978-81-7611-420-2
- *Mathematics and Statistics*, RBSA Publishers, 2009, ISBN 978-81-7611-414-1
- *Advanced Mathematics and Bio Statistics*, Ramesh Book Depot, 2009, ISBN 978-81-8142-389-4
- *Management Information System*, RBSA Publishers, 2009, ISBN 978-81-7611-436-3
- *Fundamentals of Pharmacy Practice*, Avishkar Publishers, 2008, ISBN 978-81-7910-264-0
- *Drug House Management*, Avishkar Publishers, 2008, ISBN 978-81-7910-266-4
- *Secretarial Audit*, Pointer Publishers, 2008, ISBN 978-81-7910-267
- *Principles of Business Finance*, Pointer Publishers, 2008, ISBN 978-81-7132-559-7
- *Principles of Financial Management*, Pointer Publishers, 2008, ISBN, 978-81-7132-565-8
- *Drug Store and Business Management*, Malik and Company, 2008, ISBN 978-81-7998-092-7
- *Business Economics*, Ajmera Book Company, 2008, ISBN 978-81-8931-473-6
- *Managerial Economics*, Ajmera Book Company, 2008, ISBN 978-81-8931-474-3
- *Business and Management*, RBSA Publishers, 2008, ISBN 978-81-7611-389-2
- *Business Mathematics*, RBSA Publishers, 2008, ISBN 978-81-7611-386-1
- *Business Organization*, RBSA Publishers, 2008, ISBN 978-81-7611-402-8
- *Management*, RBSA Publishers, 2008, ISBN 978-81-7611-403-5
- Principles and Practice of Management, RBSA Publishers, 2008, ISBN 978-81-7611-406-6
- *Business Communication*, Malik and Company, 2008,ISBN 978-81-7998-093-4
- *Statistical Methods*, Malik and Company, 2008, ISBN 978-81-7998-060-6
- *Financial and Marketing Management*, Malik and Company, 2008
- *Fundamentals of Accounting Vol – I*, Malik and Company, 2008
- *Pharmacy Practice*, Ramesh Book Depot, 2007, ISBN 978-81-8142-349-8
- *Business Economics*, Ajmera Book Company, 2007

**Dr. Kawaldeep Dixit**
- *Information Technology for Management*, Allied Informatics, April 2008. ISBN: 978-81-8198-236-0
- *Communication & Soft Skills,* University Book House, March 2009.

**Dr. Ankita Chaturvedi**
- *Cost Accounting Vol II* Shivam Book House (P) Ltd., Jaipur 2012
- *Cost Accounting*, Shivam Book House (P) Ltd., Jaipur 2011

**Dr. Poonam Madan**
- *Business Communication*, Ramesh Book Depot, Jaipur, October, 2010,ISBN 81-8142-050-0

**Ms. Chhavi Jain**
- *Business Communication*, N.K.Publication, 2009
- *Marketing Management for MBA*, NK Publications, 2009

**Mr. Ashish Khandelwal**
- *Financial Accounting(Vol-I),* Ramesh Book Depot, 2010, ISBN 81-8142-336-4
- *Financial Accounting (Vol-II),* Ramesh Book Depot, 2010,ISBN 81-8142-029-2

**Dr Shubhra Gupta**
- *Marketing of Banking Services (An Indian Perspective)*,Indus Valley Publication by Ramesh Book Depot, Edition : 2010, ISBN-81-88719-67-6

**Ms. Aditi R. Khandelwal**
- *Retail Management,* RBSA Publication, Jaipur, 2012, ISBN 978-81-7611-637-4

**Dr. Monika Singh**
- *Casual Relationship of Stock Market Volatility and Economic Variables*, LAP Lambert Academic Publishing, Heinrich-Bocking –Street, 6-8 66121, Saarbrucken, Germany, November 2012 *ISBN 978-3-659-30553-5*

**Dr. Sachin Gupta**
- *Tourism Marketing,* RBD Publication, Jaipur,2012 ISBN 978-81-8182-575-9

**THESIS PUBLISHED AS BOOKS**

**DEPARTMENT OF ENVIRONMENT & LIFE SCIENCE**

**Dr. Kalpana Agarwal**

- *Effect of Heavy Metals on Crop Productivity*, Lambert Press, Germany, December, 2010, ISBN 978-3-8433-8601-2

**DEPARTMENT OF FASHION & TEXTILE TECHNOLOGY**

**Prof. Radha Kashyap**

- *Clothing Behaviour : Psychological Analysis*, Pointeer Publisher, Jaipur, 2004

**DEPARTMENT OF SOCIAL SCIENCE**

**Prof. Sharad Rathore**

- *Royalty in Transition - The Changing Face of the Rajput Woman in Rajasthan,* Rupa and Co., Delhi, October 2010, ISBN 81-2911-6936

**Prof. Nisha Yadav**

- *Globalization and Dynamics of Indian Middle Class*, RBSA Publisher, Jaipur, 2013,ISBN 978-81-7611-647-3

**Dr. Arti Sharma**

- *Marketization State and Education : Some Sociological Issues*, Educational Publishers, Jaipur, 2011, ISBN 978-93-5126-303-6

**Research awards received by faculty members**

| Year | Faculty Member | Category | Title of The paper | Conference/Seminar | Organizers |
|---|---|---|---|---|---|
| 2013 | Dr. Pallavi Kaushik | Young Scientist Award (Best Poster Award) | Detoxification of Arsenite II to less Toxic Arsenate (V) using Bacteria isolated from Arsenic Contaminated Soil) | Applications of Natural Products for Human Health and Bioremediation of Pollutants | University of Rajasthan , Jaipur |
| | Ms. Payal Mehtani | Best Paper Award | Silver Extraction from X-Ray Film by Bacterial Gelatin: An Eco-Friendly Approach | Applications of Natural Products for Human Health and Bioremediation of Pollutants | University of Rajasthan, Jaipur |
| 2012 | Dr. Sharad Rathore | Best Paper Award | Cultural Ethos & Chivalric Traditions from the Heroic Poetries of Medieval Rajasthan | Cultural History of Rajasthan: New Researches, Hypothesis and Prospects | Centre for Rajasthan Studies, University of Rajasthan, Jaipur |
| | Dr. Pallavi Kaushik | First Prize & Gold Medal (Best Poster) | Bioremediation of Arsenite Contaminated Drinking Water using Bacteria isolated from Contaminared Soil | Environment Conservation and Management for Sustainable Era | S.S Jain Subodh P.G College |
| | Ms. Anubha Jain | Best Paper Award | Heuristic Optimization of Queries in Informational Retrieval | Emerging Trends in Information Technology | IMS, Ghaziabad |
| | Ms. Isha Sukhwal | Best Poster Award | Acceptability of Cereal and Pulse based Infant Weaning Food incorporated with Dry Spinach Powder | Wellness Convention: Nutrition, Health and Fitness | Manav Rachna International University, Faridabad |
| | Dr. Lata Shahani | Best Poster Presenthation Award | A Non- Mammalian Alternative Model in Biomedical Research: The Chick Embryo | Use of Animals and Alternatives in Bio Medical Research with Emphasis on Drug Development | Department of Zoology, University of Rajasthan, Jaipur |
| | Ms. Neha Lodha Panwar | Best Poster award | Innovation at Work Placethrough Ergonomic Interventions forHigher Efficiency and Sustainable Developmentof Apparel Workers | Apparel and Home Textiles: The New Excellence | Institute of Home Economics, Lady Irwin College, Delhi, |
| | Ms. Priyanka Raghuvanshi | Best Paper Award | Carbon Capture and Storage : Key Mitigation Technique in Tackling Global Climate Change and Ensuring a Service Energy Supply | First Annual National Convention on Climate Change and Water | Suresh Gyan Vihar Univeristy, Jaipur |
| | Ms. Priyanka Raghuvanshi | Best Paper Award | Mitigation Technology, Carbon Capture and Storage : A Potential Mean to Combat Global Climate Change and Ensure a Secure Energy Supply | Environmental Conservation and Management for Sustainable Era | S.S Jain Subodh PG College, Jaipur |

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|---|---|---|---|---|---|
| | Dr. Sachin Gupta | Best Poster award | Groundwater and Development: Challenges and Opportunities in Livelihood and Environment | Livelihood Challenges in a Globalizing India | School of Rural Management IIHMR, Jaipur |
| | Mr. Mahesh Singh | Painting | | Kala Mela Samman | Rajasthan Lalit Kala Akademi, Jaipur |
| | Dr. Pallavi Kaushik | Young scientist Award (Oral Presentation) | Arsenic resistant Microbacterium species and evolution of arsenic resistance in bacteria isolated from soil receiving textile discharge | International Conference on Microbial ,Plant & Animal Research | Mody Institute of Technology and Science Lakshmangarh, Sikar Rajasthan |
| **2011** | Dr. Priyanka Mathur | III  Prize in Oral Presentation Best Paper Award | Study to evaluate the Teratological Effects of Quinalphos (Organophosphate) and Carbosulphan (Carbamate) in Chick Embryo | XXXI Annual Conference of The Society of Toxicology, (STOX) India and International Symposium on Current Trends in Environmental Toxicology | The IIS University, Jaipur |
| | Dr.Lata Shahani | Gold medal for Paper Presentation | Teratogenicity testing of Decis 2.8EC Containing Deltamethrin as an active ingredient in The Chick Embryo   Paper presentation | 31st Annual Conference of Society of Toxicology (India)and International Symposium on Current Trends in Environmental Toxicology | The IIS University, Jaipur |
| | Ms. Payal Mehtani | II Prize in Poster Presentation | Enhanced production of alkaline protease from an actinomycete strain isolated from Sambhar salt lake,Rajasthan,by Acridine Orange ,Ethidium Bromide and UV mutagenesis. | 31st Annual Conference of Society of Toxicology (India)and International symposium on Current Trends in Environmental Toxicology | The IIS  University, Jaipur |
| | Ms. Juhi Saxena | Consolation Prize for Poster Presentation | Engineered Nanoparticles in Drug Delivery:Exploration of Potential Risks | 31st Annual Conference of Society of Toxicology (India)and International symposium on Current Trends in Environmental Toxicology | The IIS University,Jaipur |

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|---|---|---|---|---|---|
| Ms. Charu Sharma | II Prize in Poster Presentation | Enhanced production of alkaline protease from an actinomycete strain isolated from Sambhar salt lake Rajasthan by acridine orange ethidium bromide and UV mutagenesis | XXXI Annual Conference of The Society of Toxicology, (STOX) India and Symposium on Current Trends in Environmental Toxicology | The IIS University, Jaipur |
| Dr. Priyanka Mathur | I Prize in Poster Presentation | Critical Analysis Of National AIDS Control Programme Phase III Progress In India And Rajasthan | National Conference on AIDS: Current Scenario and Future Challenges Centre for Advanced Studies, | Department of Zoology ,University of Rajasthan, Jaipur Under The auspices of Indian Society of Reproduction and Fertility |
| Ms. Priyanka Raghuvanshi | Best Poster Award | Critical Analysis Of National Aids Control Programme Phase III Progess In India And Rajasthan | National Conference on AIDS: Current Scenario and Future Challenges Centre for Advanced Studies, | Department of Zoology ,University of Rajasthan, Jaipur Under The auspices of Indian Society of Reproduction and Fertility |
| Dr. Priyanka Mathur | I Prize in Poster Competition | Critical Analysis of National AIDS Control Programme Phase III Progress in India and Rajasthan | National Conference on AIDS: Current Scenario and Future Challenges | Centre for Advanced Studies,Department of Zoology, University of Rajasthan, Jaipur Under The auspices of Indian Society of Reproduction and Fertility |
| Ms. Priyanka Raghuvanshi | I Prize in Poster Competition | Critical Analysis of National AIDS Control Programme Phase III Progress in India and Rajasthan | National Conference on AIDS: Current Scenario and Future Challenges | Centre for Advanced Studies, Department of Zoology, University of Rajasthan, Jaipur Under The auspices of Indian Society of Reproduction and Fertility |
| Ms. Radhika Sharma | II Prize Oral Presentation (Best Paper Award) | Are you happy at work? A shift from Job security to job satisfaction | HR Conclave 2011 Generation Y employees – The future of entrepreneurship | The IIS University, Jaipur |
| Dr. Poonam Madan | I Prize in Poster Presentation | HR Conclave on Generation Y Employees- The Future of Entrepreneurship | HR Conclave 2011 Generation Y employees – The future of entrepreneurship | The IIS University, Jaipur |
| Ms. Tejender Kaur Sarna | Appreciation prize for Poster Presentation | Changing Trends in The Weaning Practices among Working Mothers | 44th National Annual Conference of Indian Dietetics Association on Pediatric to Geriatric Nutrition: Emerging Trends and challenges | IDA and AIIMS (Dept. of Dietetics), New Delhi |
| Ms. Roopam Kothari | Best Paper Award | Generation Y and Stock Market Volatility | HR Conclave 2011 Generation Y employees – The future of entrepreneurship | The IIS University |
| Dr. Priyanka Mathur | I Prize in Poster Competition | Evaluation of Hepatic Toxicity of a SynThetic PyrethroidCyfluthrin (SOLFAC 050EW) | National Conference on Environmental Pollution – A Threat to our Biodiversity | Gyan Vihar University, Jaipur |

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|---|---|---|---|---|---|
| | Ms. Priyanka Raghuvanshi | I<sup>st</sup> Prize in Poster Competition | Evaluation of Hepatic Toxicity of a SynThetic Pyrethroid Cyfluthrin (SOLFAC 050EW) | National Conference on Environmental Pollution – A Threat to our Biodiversity | Gyan Vihar University, Jaipur |
| | Dr. Radha Kashyap, Ms. Neha Lodha | I Prize for poster presentation | Ergonomic suggestions foe workers in apparel units: A step towards green fashion | National Conference on Sustainability Development -A Collective Vision, Institute of Home Economics | Institute of Home Economics, New Delhi |
| **2010** | Dr. Pallavi Kaushik | III Prize in Poster Competition | Isolation of Arsenite Resistant Bacteria from soil receiving dye discharge | National Seminar on Frontiers of Biosciencs | Gyan Vihar School of PG Studies, Jaipur |
| | Ms. Neeru Jain | I Prize for Poster Presentation | Role of Textile scraps & Techniques in Eco Fashion Jewellery | UGC Sponsored National Conference on Environmental Sustainability of Textile Industry | International College for Girls, Jaipur |
| | Dr. Radha Kashyap Ms. Pratibha Mishra | Best Paper Award | Natural Dyes : an alternate to save environment | National Seminar on Role of Toxicants in Environment Pollution : Causes Effects and Control | Vedic Kanya PG Girls College, Jaipur |
| | Dr. Ritu Jain | Best Paper Award | Temperature dependent dielectric relaxation studies of 1-propanol in dilute solutions with benzene | National Conference on Advances in Microwave Communication devices and application (AMCDA10) | IEEE, Jaipur |
| | Dr. Sreemoyee Chatterjee | I Prize in Poster | Study of Antimutagenic activity of Ajwain seeds sodium aside included mutagenesis | National Seminar on Frontiers of Biosciences | Gyan Vihar School of Biosciences, Jaipur |
| | Ms. Tejender Kaur Sarna | Appreciation prize for poster presentation | Inclination towards obesity in Affluent Class school going children | State level conference on Nutrition and Health | Dept. of Home Science, UOR, Jaipur |
| 2009 | Dr.Lata Shahani | II Prize in Poster Competition | Available Alternatives to dissertation at various levels | National Workshop cum Symposium on 'Potential Alternatives to dissection and animal experimentation in Zoology and Practical curriculum | R.L. Saharia Govt. PG College, Kaladera, Jaipur |
| | Ms. Radhika Sharma | III Prize in Poster Presentation | Environmental Biomining – Miniminers | UGC sponsored National Conference on Recent Trends in Environmental Toxicology and Biotechnological Approach to Conserve Environment | International College for Girls & Association of Microbioogists of India |
| | Ms. Priyanka Raghuvanshi | III Prize in Poster Presentation | Available Alternatives to Dissection | National workshop cum Symposium on Potential Alternatives to dissection and animal experimentation in Zoology and Practical curriculum | Deptt. of Zoology, R.LSaharia Govt.P.G.College, Kaladera, Jaipur |

| | Ms. Radhika Sharma | Among Best Five posters | Ameliorative effect of Whaet grass against Arsenic toxicity in Swiss albino mice | Molecular Mechanisms of Diseases | The Defence Research and Development Establishment (DRDE), Gwalior |
|---|---|---|---|---|---|
| | Ms. Radhika Sharma | Best Poster Award | Protective Effect of *T. aestivum* against arsenic included toxicity in Swiss albino mice | XXVII Annual Conference Society of Toxicology, India(STOX) | DRDE, Gwalior |
| 1985 | Prof. Pradeep Bhatnagar | Research Award | Significant conribution in Research on Pestisides | International Conference on Toxicology | ITRC, Lucknow |

## Research awards received by students

| Year | Name of student(s) | Category | Title of the Paper | Conference/Seminar | Organizers |
|---|---|---|---|---|---|
| **2013** | Kuldeep Kaur | Best Poster Award | Signs and Symptoms of Kidney Diseases | Renal and Cardiac Nutrition | Narayana Hirdualaya, Jaipur |
| | Komal Jangid | Best Poster Award | Coronary Heart Disease | Renal and Cardiac Nutrition | Narayana Hirdulayala,Jaipur |
| | Suman Krishania | Best Oral Presentation | Current Production Level of Fingermillet Crop and Future Prospects | Role of Biotechnology in Crop Improvement and Sustainable Development of Agriculture for the New Millennium | Seth Moti Lal PG College, Jhunjhunu, Rajasthan |
| **2012** | Megha Mathur and Neha Rawat | Certificate of Appreciation for the best poster | Monitoring Ozone Layer Depletion | International day for the preservation of the Ozone Layer | Department of Chemistry, The IIS Unisversity, Jaipur |
| | Megha Mathur | Certificate of appreciation | Antagonism of Fluoride and Arsenite in *Microbacterium paraoxydans* strain CF-36 | International Conference on Microbial, Plant & Animal Research | Mody Institute of Science and Technology, Laxmangarh |
| | Megha Mathur | Consolation Prize | Mechanical and Molecular Model of Polymerase Chain Reaction (PCR) | Energetica, 2012 | IIMET, Jaipur |
| | Komal Jangid | Best Poster Award | Effect of Processing on Beta Carotene in Papaya and Development of Value Added Product (Murrukku) | Wellness Convention: Nutrition, Health and Fitness | Manav Rachna International University, Faridabad |
| | Sonal Jain | Best Poster Award | Bioremediation of Arsenite using bacteria isolated from contaminated soil | Environmental Conservation and Management for Sustainable Era | S.S. Jain Subodh PG College, Jaipur |
| | Suman Krishania | Best Oral Presentation | Toxic Effects of Heavy Metal on Eleusine Corana (l.) Gaerth | Impact of Plant Tissue Cultureon Advances in Plant Biology and 33rd Annual Meet | St. Xavier's College and Loyola Centre for Research and Development, Ahemdabad |
| **2011** | Neha Rawat | Consolation Prize | Heavy metals tolerance by *Microbacterium paraoxydans* strain CF36 and its bioremediation approach | XXXI Annual Conference of Society of Toxicology (STOX) | The IIS University, Jaipur |
| **2010** | Megha Mathur | 3rd prize in poster presentation competition | Isolation of Arsenite [As(III)] hyper-tolerant bacteria from sewage sludge | Frontiers of biosciences | Suresh Gyan Vihar University, Jaipur |

## Memberships/National recognitions received by the faculty members

| Faculty | Recognition/ Memberships |
|---|---|
| Dr. Ashok Gupta | • Member, NAAC Review Committee<br>• Ex- member of Syndicate, University of Rajasthan<br>• Ex-Member, Governing Body of Central Board of Secondary Education, Delhi<br>• Member, Board of Governors, International Schools Association, Geneva<br>• Regional Representative, ISA, India and South East Asia<br>• Member, Academy of Management, New York<br>• Member, European Council of International Schools, Great Britain<br>• Member, Indian Institute of Public Administration, New Delhi<br>• Member, Indian Society for Technical Education<br>• Member, Governing Body, State School of Open Schooling<br>• Member, Governing Council, State Institute of Educational Research and Development.<br>**Professional Membership**<br>Convener-Education Cell, Jaipur Chamber of Commerce & Industry, Jaipur<br>**Award & Achievements**<br>• '**UDYOG RATNA' Award from PHD Chamber of Commerce and Industry (PHDCCI),** New Delhi on 14 Sept, 2005 by Smt. Vasundhara Raje, Chief Minister, Rajasthan<br>• **National Award for Teachers** by President of India, 1988<br>• **State Award for Teachers** by the Governor of Rajasthan, 1988<br>• **Top Outstanding Young Person (TOYP),** Rajasthan State Jaycees, 1982<br>• **National Award for Computer Literacy** by the President of India on 26th Aug 2002<br>• **Award for Excellence in Information Technology in Education Sector in Rajasthan** by Smt. Vasundhara Raje, Chief Minister, Rajasthan on 18th Aug, 2005<br>• **"Service Above Self Award"** by the Rotary International, USA.<br>• **RI Membership Achievement Award**, 1997-98<br>• **RI Presidential Citation Award**, 1997-98<br>• Certificate of Meritorious Services TRF, 1998-99<br>• Awarded as **Distinguished Past District Governor of RI in Zone 5** at the Rotary International Convention held in Barcelona, Spain.<br>• Awarded with **CBSE National Teachers'** Award 2003<br>• **Distinguished Service Award** by the Rotary Foundation 2005. **Nominated** as one of the thirty nominees for the internationally recognized **Ernst and Young Entrepreneur of the Year Award, 2003** out of six hundred applicants.<br>• **Awarded** for special contribution in the field of education by 'Rajasthan Patrika' during **Rajasthan Patrika** Golden Jubilee Celebrations on 23rd February, 2006. |
| Prof. K.S Sharma | • Convener, Logo & seal Committee, Dr BR Ambedkar Law University, Jaipur<br>• MEMBER, BOARD OF MANAGEMENT, K.V.NO.5, JAIPUR<br>• Government nominee, State Level Grant -in-aid Committee<br>• Government nominee, Member Finance Committee, Jai Narayan Vyas University, Jodhpur<br>• Member, Selection Committee ,Vardhman Mahaveer Open University, Kota<br>• Member, Subject Expert Committee of Hindi Granth Academy |
| Prof. Raakhi Gupta | • Member, NAAC Review Committee<br>• GOVERNMENT NOMINEE, BOARD OF SECONDARY EDUCATION, RAJASTHAN, AJMER<br>• MEMBER, BOARD OF MANAGEMENT, K.V.NO.5, JAIPUR<br>• Member, Secretary Education, Government of Rajasthan<br>• Member, State Advisory Committee-National Service Scheme (NSS) |
| Prof. R K Bansal | • **President of India**, Sh K. R. Narayanan awarded *Atma Ram Award* for the Year 2000 on June 15, 2001 for thesis in Hindi<br>• Felicitation by *Rashtra Bhasha Sansthan*, Jodhpur for significant contributions to Science in Hindi.<br>• **Member Editorial Board** Phosphorus, Sulfur, Silicon & Related Elements<br>• **Fellow, Alexander von Humboldt Foundation, Germany** |
| Prof. N.K Jain | • During his headship the Department was declared the best department in the IBB |

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| | University, Republic of Yemen. |
| Prof. M.K Sharma | • State Liaison Officer (Dy. Secretary Cadre) Dept. of Higher Education, Secretariat, Govt. of Rajasthan, Jaipur.<br>• Liaison with Central Government, Ministry of Youth Affairs and Sports, UOR, Jaipur<br>• Associated with HCM Rajasthan Institution of Public Administration |
| Prof. Pradeep Bhatnagar | • Fellow of Society of Environmental Biology, India<br>• Fellow of Society of Toxicology, India<br>• Member, Board of Management, Birla Educational Institute, Jaipur<br>• Member, Research Development Committee, Dayalbagh Educational Institute, Deemed University, Agra<br>• Member, Research Development Committee, Kumaun University, Nainital<br>• Member, Board of Studies, Dayalbagh Educational Institute, Deemed University, Agra<br>• Member, Board of Studies, Mody College of Arts, Science and Commerce (Dean University), Lakshmangarh, Distt. Sikar. (2006- till date) |
| Dr. Nisha Yadav | • External member of Departmental Research Committee, Department of Social Science, University of Rajasthan, Jaipur<br>• External member of Assessment Committee constituted for Department of Sociology, University of Rajasthan, Jaipur for upgradation from RGNJRF to RGNSRF under the scheme of Rajiv Gandhi National Fellowship.<br>• External member of Assessment Committeee for Department of Sociology ,University of Rajasthan, Jaipur for upgradation to SRF under the scheme of JRF in Social Science, University Grants Commission. |
| Dr Roopa Mathur | • Member, Board of Studies, Amity University<br>• Member, Board of Studies, Banasthali Vidhyapeeth Editorial Board of Journal |
| Dr Kawaldeep Dixit | • Member, Board of Studies, FMS-RA Podar Institute of Management, University of Rajasthan.<br>• Member, Advisory Council, Biyani Institute of Science & Management (BIMSA), Jaipur |
| Dr. Ila Joshi | • Member, Board of Management, Kendriya Vidhyalaya No 5, Jaipur |
| Dr. Sharad Rathore | • Member, Rajasthan State Advisory Committee of NSS, Commissionerate of College Education, Jaipur<br>• Best NSS Programme Officer of the State Award |
| Dr. Swati V. Chande | • Member, Course Development Committee, MS (Cyber Security) Programme, Sardar Patel University of Police Security & Criminal Justice, Jodhpur.<br>• Member, Syllabus Committee for the M.Sc. (Computer Science) Programme, Central University of Rajasthan, Jaipur.<br>• Member, Board of Studies (Computer Science) Jayoti Vidyapeeth Women's University, Jaipur<br>• Member, Expert committee for exploring and recommending the possibilities of launching M.Sc. (Computer Science) programme, Vardhaman Mahaveer Open University, Kota.<br>• Member, Syllabus Committee for the M.Sc. (Computer Science) programme of the Vardhaman Mahaveer Open University, Kota. |
| Dr. Radha Kashyap | • External Member, Board of Studies, JNV University, Jodhpur |

## Collaborative endeavours at the University

| Name of Activity | Collaborating Agency | Academic benefits/ Financial Benefit |
|---|---|---|
| National Seminar/Symposium on Chemical Science | UGC | **Academic benefit**<br>• Provided an unparallel opportunity to be informed about the latest advancements in chemical sciences<br>**Financial benefit**<br>Rs.1,15,000 |
| International Year of Chemistry- National Symposium on Organic Synthesis | UGC | **Academic benefit**<br>• Provided an insight into the latest development in the field of organic chemistry<br>**Financial benefit**<br>Rs.1,00,000 |
| National Seminar/Symposium on Chemical Science | CSIR | **Academic benefit**<br>• Presented a forum for scientists, teachers and students in the country to participate and discuss recent progress in chemical sciences<br>**Financial benefit**<br>Rs.7,00,000 |
| National Conference on Sustainable Rural Development in India: Efforts and Challenges | ICSSR | **Academic benefit**<br>• Provided an opportunity to experts, faculty and students across the country to discuss the gaps between the need and availability of livelihood in rural areas<br>• Provided an avenue for interdisciplinary research<br>• Enabled to understand complexities of Sustainable Development, along with various challenges involved in this process<br>**Financial benefit**<br>Rs.2,00,000 |
| International Conference on New Emerging Trends in Chemistry | Indo-German Society | **Academic benefit**<br>• Aimed to be proactive, focused attention on new opportunities; new directions and provided information to the synthetic chemists needed to keep abreast with the latest developments in the field<br>• Brought together a galaxy of investigators from India and abroad and offered a platform to young scientists from industry and academia to exchange views & research ideas in the field |
| MoU with Kent State University | Kent State University, Ohio, USA | **Academic benefit**<br>• Student and Faculty exchange programme in education and research<br>• Advanced teaching learning opportunities |
| MoU with Intellectual Property Summer Institute, University of Hamshipre, USA | University of Hampshire, Franklin Pierce Law Center Concord, USA | **Academic benefit**<br>• Advanced teaching learning opportunities<br>• Generated awareness about IPR<br>• Research and academic exchange |
| MoU with Defence Research Development Establishment | Defence Research Development Establishment (DRDE), Gwalior | **Academic benefit**<br>• Complemented academic and scientific skills with knowledge and technology to solve complex research problems<br>• To apply high tech and advanced technology in scientific research<br>• Enabled resource sharing by providing access to their libraries, laboratories, infrastructure, experts, and resources at nominal /no expense |
| MoU with Central Sheep and Wool Research Institute | Central Sheep and Wool Research Institute, Institute of Indian Council of Agricultural Research, Avikanagar | **Academic benefit**<br>• Interdisciplinary and collaborative research<br>• Provided opportunities to research scholars to apply theoretical research in the industrial set up<br>• Opportunity to use advanced technology in research<br>• Enabled access to laboratory and infrastructural resources |
| MOU with Post Graduation Education and Research Centre for Livestock Health and Production | Rajasthan University of Veterinary and Animal Science, Jaipur | **Academic benefit**<br>• Avenues for Interdisciplinary and collaborative research |
| MOU with Rajasthan Police Academy | Rajasthan Police Academy, Jaipur | **Academic benefit**<br>• Collaborative research<br>• Opportunities to attend workshops/ conferences<br>• Exchange of subject expertise |

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| | | **Financial benefit**<br>Rs 1,50,000 |
| MOU with Kumarappa National Handmade Paper Institute | Kumarappa National Handmade Paper Institute, Jaipur | **Academic benefit**<br>• Conduction of collaborative research<br>• Complementing knowledge and technology for multifaceted research<br>• Resource sharing |
| MOU with Disha | Disha- Centre for Special Education, Jaipur | **Academic benefit**<br>• Provided opportunities to carry out research in the field of special education and social work<br>• Presented avenues for hands-on experience and training |
| MOU with Umang | Umang- Centre for Research, Jaipur | **Academic benefit**<br>• Valueable inputs for academic endavours<br>• Exchange of expertise<br>• Hands on training<br>• Enabled to undertake projects based on increased creativity and innovations related to social issues |
| MOU with Rajasthan Rajya Bunkar Sahkari Sangh | Rajasthan Rajya Bunkar Sahkari Sangh | **Academic benefit**<br>• Provided training and hands on experience for development of new products<br>• Window display |
| MOU with DMRC | DMRC, Jodhpur | **Academic benefit**<br>• Promoted collaborative research to minimize the existing communicable and non communicable diseases in the state.<br>• Enable resource sharing to carry out research project by getting access to their libraries, laboratories, infrastructure, and resources |
| Creations-The IIS University Fashion Show | • Etv Rajasthan<br>• Big Boss Studio, Jaipur | **Academic benefit**<br>• Inculcated awareness of current trends, and new developments in the field of fashion, textiles & jewellery designing<br>• Promoted creativity and innovation among students<br>• Hands on experience<br>• A podium for planning, execution and management of event to the students |
| Business English Certificates (BEC) | University of Cambridge, UK | **Academic benefit**<br>• Upskill the students to use English to deal with real business situations<br>• Develop business communication and soft skills of the students<br>• Personality development |
| MOU with Phillipps Universitat | Phillipps Universitat, Marburg, Germany | **Academic benefit**<br>• Boosted interdisciplinary and international research between the two Universities<br>• Enabled free flow and exchange of information through journals published by the University and by the faculty's contribution in other journals.<br>• Enlarged the network of academic and scientific connectivity<br>• Enabled resource sharing to carry out research project by getting access to their libraries, laboratories, infrastructure, experts, and resources |
| Bhaskar-e azam | Dainik Bhaskar | **Academic benefit**<br>• Developed cultural environment of the state<br>• Provided a platform to showcase the talent of the students and compete amongst the various colleges of the city |
| Intercollegiate Swimming Championship | Sports Council of Rajasthan | **Academic benefit**<br>• Provided opportunity to the students of various colleges of Rajasthan to prove their merit/calibre in swimming<br>• Provided a platform to the students of the University to interact and compete with the swimmers from different colleges of the state |
| State Level Inter College Patriotic Solo Song Competition | Commissionerate of College Education, Govt of Rajasthan | **Academic benefit**<br>• Provided an opportunity to the students of various colleges of Rajasthan to prove their talent in singing<br>• Provided a platform to the students of the University to interact and compete with the singers from different colleges of the state. |

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| | | • Promoted spirit of patriotism among the students |
| National Painting Camp | Lalit Kala Academy New Delhi | **Academic benefit**<br>• Encouraged and promoted study and research in the fields of creative arts such as painting, sculpture and graphics etc<br>• Promote and coordinate the activities of the regional art organizations and Lalit Kala Academy<br>• Exposed the students of the department of fine Arts to the works of the best artists of the country and interact with them<br>Financial benefit<br>• Rs. 4,50,000 |
| Training on low cost nutritious recipes Aanganbari Center | Integrated Child Development Scheme( ICDS) | **Academic benefit**<br>• Enhanced the capability of the students to look after the normal health and nutritional needs of the child through proper nutrition and health education.<br>• Hands on experience<br>• Enabled to undertake projects based on increased creativity and innovations related to nutritional and health issues |
| Bazar on Campus | National Entrepreneurial Network (NEN) | **Academic benefit**<br>• Promoted entrepreneurial skills among the students |
| Exchange programme with Penn State University | Penn State University, Pennsylvania | **Academic benefit**<br>• Academic and Cultural exchange for mutual understanding and benefit of students from the two countries |
| Linkage with Birla Institute of Scientific Research, Jaipur | Birla Institute of Scientific Research (BISR), Jaipur, Rajasthan | **Academic benefit**<br>• Conducting basic and applied research in established and emerging areas of science and technology.<br>• Organizing quality improvement and customer specific training programs in Biotechnology<br>• Enabling access to their library, laboratories, infrastructure, experts, and resources |
| National Institute of Amateur Radio, Hydrabad | National Institute of Amateur Radio, Hydrabad | **Academic benefit**<br>• Provided training to students on conducting and co-ordinating Amateur Radio demonstrations, Lectures, Awareness Programs and setting up of Amateur Radio stations.<br>• Conducting classes for Amateur Radio License etc. |
| MOU with National Entrepreneurial Network (NEN) | National Entrepreneurial Network (NEN) | **Academic benefit**<br>• Helped University to build an effective and a vibrant entrepreneurial environment on campus<br>• Provided critical support to start-ups and early-stage entrepreneurs through high-impact entrepreneurship education;<br>• Enabled access to<br>➢ Mentors and experts<br>➢ Fast-track access to incubation and funding<br>➢ Learning tools and materials. |
| Membership with CII-YI | Confederation of Indian Industry- Young Indians, Jaipur Chapter | **Academic benefit**<br>• Provided a platform for young Indians to participate in and contribute to being and integral part of the Indian growth story.<br>• Promoted effective leadership skills for the development of the students through the learning programs. |
| Ten days course on Reseach Methodology | Indian Council of Social Science Research (ICSSR), New Delhi | **Academic benefit**<br>• Improved research skills and competence amongst the researchers by strengthening their theoretical knowledge<br>• Enabling hands-on training using SPSS, conducting field work, report writing etc.<br>**Financial benefit**<br>Rs. 4,95,000 |
| National Conference o Biodiversity Conservatio Embracing Our Future Preserving Our Past | • Indian Science Congress Associatio, Jaipur Chapter<br>• DCF Wildlife, Jaipur | **Academic benefit**<br>• Supported and promoted the implementation of the objectives of strategic plan for biodiversity and the Aichi Biodiversity Targets, with the goal of significantly reducing biodiversity loss<br>**Financial benefit**<br>Rs. 90,000 |

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| A Lesson on "Hiranya Garbh- The Golden Womb by Ms. Seema Kohli | Lalit Kala Akademi, Lucknow (Regional Centre) | **Academic benefit**<br>• Encouraged students to think critically and creatively<br>**Financial benefit**<br>• Rs. 25,000 |
| National Painting Exhibition | Kalaneri Art Gallery, JLN Marg, Jaipur | **Academic benefit**<br>• Boosted creativity amongst students<br>• Provided a platform to the students for honing their latent potentials<br>• Provide exposure to the students<br>**Financial benefit**<br>Rs. 30,000 |
| Annual Exhibition "Abhivyakti Ek Prayaas" | Jawahar Kala Kendra, Jaipur | **Academic benefit**<br>• Provided the students a platform to display their creativity and talent<br>• To find out the hidden talent of the students<br>• Provided an opportunity to the students to associate themselves with the professional world<br>**Financial benefit**<br>Rs 2,00,000 |
| Collaboration with ICAI | The Institute of Cost Accountants of India | **Academic benefit**<br>• Imparted practical knowledge to the students in the area of Accounting<br>• Thrust on computerized Accounting<br>• Familiarized them with on-line statutory compliance regime |
| Seminar on Foreign Trade Policy and Procedures | Directorate General of Foreign Trade, Ministry of Commerce and Industry | **Academic benefit**<br>• Provided platform for an interface between the budding exporters and the government departments<br>• Initiating handholding programme to motivate young entrepreneurs to start international business enterprises |
| XXXI Annual Conference of the Society of Toxicology, (STOX) | • CSIR<br>• DST<br>• ICMR<br>• DRDE | **Academic benefit**<br>• Brought scientists working in the different areas of environmental toxicology and allied disciplines on one platform for scientific deliberations and interactions<br>• Offered an excellent opportunity to the young student scientists to interact with some of the experts from various disciplines of toxicology<br><br>**Financial benefit**<br>• Rs. 1,00,000 |
| Linkage with SPIC MACAY | SPIC MACAY, New Delhi | **Academic benefit**<br>• Enriched the quality of formal education by increasing awareness about different aspects of Indian heritage and inspiring the young students to imbibe the values embedded in it.<br>• Inspired youth through experiencing the mysticism embodied in the rich and heterogeneous cultural tapestry of Indian and World Heritage,<br>• Developed a comprehension and interest in classical Indian art form and music among the youth |