



# **SELF STUDY REPORT**

**FOR**

## **1<sup>st</sup> CYCLE OF ACCREDITATION**

**SAGE UNIVERSITY, INDORE**

KAILOD KARTAL , DEWAS RAU BYPASS, INDORE

452020

[www.sageuniversity.in](http://www.sageuniversity.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# **1. EXECUTIVE SUMMARY**

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## **INTRODUCTION**

SAGE University Indore is self-funded and has world-class academic infrastructure. It is part of the SAGE Education Group, which was one of the first groups in India to bring global culture into education. SUI is a university that is based on research and new ideas. It is built on a foundation that has the qualities that have made world-class institutes great. SUI is the first university in central India to be given a QS rating, Diamond for engineering, and gold for management. It has a 32-acre green campus close to a national highway.

Over the years, the University has set global standards for education, training, and research by putting in place infrastructure that is state-of-the-art, using the most up-to-date teaching methods, and integrating technology. The University's goal is train the next generation of business, social, and cultural leaders. To do this, it tries to find a balance between modernity and tradition that will last. The University has 14 Institutes. As part of its efforts to provide high-quality education with a focus on flexibility and learning made possible by ICT, SAGE University Indore has introduced the Choice Based Credit System and built ICT into its academic framework. The courses are in line with global standards, ethical values, and the needs of the industry. The many and varied Ph.D. programmes are always getting better at making and spreading high-quality knowledge. The University is proud of the high-quality education it gives. Students from all over India live on campus, which makes it a very diverse place. The SAGE Innovation Incubator, located within the campus, that is aimed at empowering SAGE students and entrepreneurs to realize their innovative and entrepreneurial ideas. The practise, research, and outreach Centers of Excellence make it easier to do cross-disciplinary research and create new knowledge with a focus on how it applies to society and how it works with industry.

### **Vision**

Educating and Empowering citizens to be better humans.

### **Mission**

- To be center for delivering higher education, research and industry connect.
- To be source for enterprising, innovation and skill development.
- To provide quality infrastructure, teaching learning system for creating citizens for domestic and international needs.
- Offering digitally blended grooming, co-curricular and extra-curricular activities.
- Establishing relationship with international and national institutions/Universities for knowledge sharing.

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

### **Institutional Strength**

### **Institutional Strength**

SAGE university have major strengths which are very unique and largely exclusive to the institution:

- ♦ The University Grants Commission (UGC) provides Section 2(f) to SAGE University Indore, under of UGC Act, 1956.
- ♦ Academic autonomy fostered by qualified faculty.
- ♦ Strategic initiatives for curriculum improvement that include feedback from all parties.
- ♦ Teacher Empowerment Center to prepare, coordinate, and support them in becoming active learners.
- ♦ An innovative, cutting-edge, all-encompassing infrastructure that features several award-winning clean-and-green initiatives.
- ♦ Proactive and transparent system of governance with efficient and effective holistic human development programs in line with SAGE Group legacy.
- ♦ Academic freedom is promoted by knowledgeable teachers.
- ♦ Strategic attempts to enhance the curriculum that take into account comments from all stakeholders.
- ♦ Through internal and governmental support, the Atal Incubation Center and IEDC focuses a major emphasis on employability, innovation, and the entrepreneurial eco-system.

### **Institutional Weakness**

### **Institutional Weakness**

**Every organization of its scope and duration must have certain flaws. The following list includes various university-related facts that, although generally speaking, play to its strengths. Due to a fresh University also have some drawbacks**

- **Limited industrial exposure because of the institution.**
- **Insufficient student involvement off campus.**
- **Limited consulting projects and funds for outside research.**
- **A dearth of overseas professors with strong research credentials.**
- **The lack of a daycare center on campus.**
- **There are not adequate international students.**

### **Institutional Opportunity**

### **Institutional Opportunity**

- ♦ More chances for pedagogical innovation and ICT use for high-quality instruction.
- ♦ Improved industry contact to increase employability and student acceptance to master's programmes.
- ♦ Possibilities for improving student enrollment overall in programmes with high demand.
- ♦ Using flexible curriculum to adapt programmes based on cutting-edge technologies.
- ♦ The need to use the current research eco-system to solve societally important advances.
- ♦ Attracting international students with a supportive environment and academic achievement.
- ♦ Growing demand for programmes with an industrial focus.
- ♦ Establishing a regional entrepreneurial hub as part of a plan for regional government initiatives.
- ♦ The SUI has lately started programmes in developing fields, and it may aspire to move up to the next orbit of excellence.
- ♦ To establish the institution as a premier sports destination with cutting-edge facilities for cricket, hockey, football, badminton, table tennis, lawn tennis, and pool and snooker.
- ♦ To work with reputable national and international institutions to advance faculty and student exchange programmes, collaboration initiatives, and research culture.
- ♦ To significantly expand industrial consulting using the current infrastructure.

### **Institutional Challenge**

### **Institutional Challenge**

- ♦ Building cutting-edge research facilities in response to the rising expense of higher education. Maintaining an edge in the era of widely used ICT in education.
- ♦ The effect of multinational institutions' off-shore campuses in India.
- ♦ Procedural snags that take a long time to fix while implementing new, developing projects.
- ♦ To put in place a sophisticated ERP system that will automate and paperless run the institution.
- ♦ To increase the number of overseas students who enroll in all University departments.
- ♦ To keep up with the curricula's frequent modifications in order to meet students' fast-moving, dynamic learning demands.
- ♦ To convert conventional, physical higher education into a virtual system.
- ♦ To satisfy criteria for research and innovation on a worldwide scale.

## **CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The foundation of the demanding academic programmes provided at the institution is a strong curriculum combined with excellent instruction. This is in accordance with the university's philosophy, which places an emphasis on innovation and industry integration while pursuing academic achievement. SAGE University Indore has integrated ICT into its academic framework and established a flexible, choice-based credit system as part of its ongoing commitment to offering high-quality education. Students who choose courses that cross disciplines may get a more holistic view, use their skills and talents to meet the demands of a modern, dynamic business environment, and become more prepared for the workforce thanks to the Choice-Based Credit System. The credit system also allows for credit transfers, MOOCs, and live project credit earning. Blended learning, classroom contact time, workshops, seminars, certification programmes, and projects and assignments with practical application make up the course delivery.

The programme includes value-added courses in behavioural science, communication skills, foreign languages, and short-duration inter-disciplinary study with a focus on global exposure. The teaching-learning process at the university is centred on the use of ICT as part of the institution's digital integration programme, making the educational process student-centric. By allowing students to practise and engage in choices, cooperation, communication, critical thinking, creativity, and change, ICT is used to meet the different needs of students.

The institution has provided almost 1,000 courses across 80 programmes during the previous five years. In addition to covering the fundamental information, these courses also include topics like values and ethics, the environment and sustainability, technology, communication, and exposure to many cultures. The curriculum's main goal is to increase students' employability, and creative pedagogy and curriculum design are used to achieve this goal. Every year, the curriculum is evaluated, and input from numerous stakeholders is gathered for this evaluation.

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

Students' learning needs and knowledge gaps have been actively assessed by SAGE University Indore. Through practice assignments, additional reading materials, bridge courses, frequent quizzes, and assessments, both slow and advanced learners are assisted. For the new batches, SUI holds orientation programmes to acquaint students with the institution, its programmes, resources, and rules. Additionally, students take value-added courses in soft skills including personality development and communication skills.

Students' leadership abilities are boosted by the SAGE student ambassador and Student Activity cell, 24\*7 activities, and involvement in multiple extracurricular activities as student organizers. The needed exposure is increased via frequent guest lectures, corporate connect programmes, industrial trips, and expert discussions by scientists and public personalities. A dynamic teaching and learning environment is enhanced through hospital visits, district and high court visits, moot court sessions, art exhibits, fashion shows, therapy sessions, blood donation and eye exam camps, community outreach initiatives, and entrepreneurial awareness.

SUI has prioritized student-centered learning. Group discussions, role plays, the flipped classroom, collaborative learning, moral tutoring, quizzes, simulations, and gaming are some of the techniques employed. The scholars improve their critical thinking, communication, teamwork, and learning abilities. Internships throughout the summer that last 6–8 weeks are also regarded as essential components of the programme.

The rules governing exams are highly rigid, and deadlines are scrupulously followed. The Examination Department has a set of well-written policies that it has established. The Academic Manual, which heavily relies on Bloom's Taxonomy, reflects the results of all SUI programmes. The learning results are quite quantifiable. The methodology used is aligned with the desired learning goals. As is customary, the results are evaluated and quantified to determine the degree to which objectives were met. Beginning with the creation of pertinent COs for each course, POs, PSOs, and COs are attained. All participants have access to the master session, the programme booklet, and the assessment criteria. Preparing the proper COs for each course is the first step in achieving POs, PSOs, and COs. All participants have access to the programme manual and evaluation standards, and master session plans are posted on the ERP e-platform.

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

By encouraging fundamental and trans disciplinary research activities with a focus on new social demands and

innovation, the pursuit of new knowledge is given life. The smooth operation of research activities is guaranteed by the university's well established research policy. The institution does this by providing the necessary infrastructure and support for research while also fostering an environment that is conducive to multidisciplinary research culture. Additionally, the institution supports and rewards faculty members who write books, publish prestigious articles, and do ground-breaking research that results in patents. The institution also offers a startup innovation incubator to help business owners launch their own enterprises. The results of the research and innovation activities include a vast network of national and international partnerships that have produced collaborative initiatives, excellent publications, and research student exchanges.

On Covid-19 and post pandemic situation, all academic activities were online. In this period also we organized seminars, conference and awareness programs in online mode using google meet and zoom platform. Research papers are published online. Faculties are encouraged to publish at least 5 papers every year in peer reviewed UGC approved journals. Teaching faculty is also engaged in publishing own books. Institution provides research related facilities to staff and students for more and more research in college. We have organized seminars on Intellectual Property Rights (IPR) The institute is engaged in extension activities in nearby villages. In college campus also we organize various extension activities like international Yoga Day, personality development programs and environment awareness programs. We have also received awards and certificates for our extension activities as plantation, water conservation, Covid-19 awareness programs and gender sensitization programs. N.S.S. unit of University organizes various activities i.e. blood donation camp every year on 11th November in collaboration with blood bank. Relief fund rallies are arranged to help affected people. Seminars organized on women entrepreneurship development, Awareness programs and workshops for farmers are organized in association with government agriculture department. College has many functional MoU with various agencies, industries and organizations. Study tour, field visit, training programs and other collaborative activities are carried out with these MoU.

### **Infrastructure and Learning Resources**

As one of the best academic institutions, the SUI has taken great effort to ensure that the campus and buildings' landscaping takes full use of the surrounding natural beauty. In addition to having their own well-equipped lecture halls and conference rooms, the institutes and departments also share a number of shared conference rooms of various sizes. To keep up with rising demand and new needs, the institution has been steadily updating its infrastructure over the previous few years.

The research and computer laboratories are well-equipped with the most cutting-edge generation equipment and technology comparable with the best institutions in the country, while the classrooms are completely air-conditioned and furnished with digital projectors. SUI has made significant investments in the previous several years to upgrade the facilities in the classrooms, labs, and library with cutting-edge publications and periodicals. An emergency room, a residence for students, the Innovation Center, a Nescafe, Canteen, and Mess are a few of the significant infrastructural upgrades. By installing RO at various parts on campus, in the dorms, and in the staff housing, all buildings and floors also have access to safe drinking water. It is always being checked how well the plant is purifying the water. With the aid of 2 generators producing around 5 KV each, a continuous energy supply is guaranteed on campus. In addition to a few tiny automobiles waiting in the wings, buses are used to provide transportation services.

In addition to a playground covering acres of space for outdoor activities, athletics, and public events, SAGE University Indore has actively invested in preserving the green landscape with gardens and numerous lush green lawns to beautify its campus. The institution, which is a residential campus, has the required housing

units, hostels, and parking spaces for its inhabitants, who include students, teachers, wardens, and staff.

## **Student Support and Progression**

At SAGE University Indore, the pursuit of "academic excellence" includes student support and progression. Departments including admission, academics, exams, placements, grievances and complaints, network administration, and general administration have been established to handle the many support tasks needed to manage the academic delivery. One of the most crucial areas in which the institution has put considerable attention and preparation is student welfare.

The institution has put in place a number of strategic initiatives to support students' overall development. It is crucial to draw attention to SUI's "student-centric experiential learning method" and successful collaboration with businesses for successful job placements through its TPC. The development of student competencies and the adoption of a sustainable paradigm for higher education are two more initiatives aimed at achieving this goal. For improved academia-industry integration, the university makes sure students are exposed to the finest practices and surroundings of other higher education institutions, businesses, and business houses. Visits to various academic institutions and big business houses are scheduled to accomplish this.

SUI has set high standards for student support. The university upholds the best quality, authenticity, and accountability of the placements for students. The objective of SUI is to promote inclusive practises for social justice and better stakeholder relationships. The university promotes value-based education for inculcating social responsibility and good citizenship amongst its student community. The university's state-of-the-art infrastructure promotes active participation of the students in social, cultural, and recreational activities, which help develop various skills in students to foster holistic personal and professional development.

## **Governance, Leadership and Management**

In line with its vision and objectives, SAGE University Indore has a very effective and participative management style. This reflects the fundamental principles that support academic creativity, national pride, scientific integrity, and environmental sustainability. The leadership of the SUI ensures that all stakeholders are included, that decisions are made effectively, and that a unified system is in place that complies with all laws, regulations, and policies of the institution. The objectives, overarching goals, and purpose and vision statements are perfectly aligned with its strategic strategy.

To resolve any complaints that may arise throughout the course of work, a grievance and disciplinary system is required. The relevant committee considers each instance of "misconduct" and makes recommendations for the best course of action. Planning, administration, finance, and examination are all successfully managed through the university's electronic government. All of these committees make sure that meeting minutes are kept on file and that the records are used effectively.

SUI upholds extremely high living and working standards with first-rate facilities for infrastructure and welfare programmes for students and on-campus residents. It also offers assistance with finances, logistics, and motivation for all facets of professional development. For their own personal and professional development, faculty members are encouraged to participate in national and international FDPs, conferences, and seminars. According to the standards established by UGC, the Academic Performance Indicator and Performance-Based Appraisal System evaluate each teaching and non-teaching employee's performance. Every year, a rigorous

financial audit is conducted to maintain accounting, along with external audits to ensure a flawless and open system. The University occasionally gets funding from governmental organisations as well as private foundations. These funds are best used for specific initiatives and ongoing advancements in line with best practises throughout the world.

In order to execute and enhance quality standards and strategies through a mix of internal and external evaluation, SUI formed a "internal quality assurance cell" (IQAC). To enhance techniques, structures, and procedures connected to teaching and learning, IQAC conducts periodic audits. The IQAC's suggestions and recommendations are examined and put into practice to make changes.

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

To attain excellence in delivering 21st-century quality education to fulfil domestic and global demands, SAGE University Indore is dedicated to implementing best practises along with an educational value system. SUI places a strong premium on fundamental facets of human activity, such as national integration, gender and disability sensitivity, community development, and the promotion of human values. It exhibits financial and academic process openness, with a clear code of behaviour for university administrators. Through the website and an innovative online IT platform called ERP, all academic and extracurricular events and activities are meticulously documented and kept track of.

The University is well-equipped with cutting-edge infrastructure, sensitive human interaction, courses, and curriculum, as well as a readily available grievance redressal system and well-organized assistance and counselling services. Another asset the university has in ensuring an inclusive and equitable education is safety and security. Value education and professional ethics are carefully woven into curriculum through the use of effective pedagogy, community involvement, and activities like Social Awareness Programme and seminars on pertinent topics.

- ◆ Food waste and other leftovers Energy saving with solar power and LED lighting rainwater harvesting.
- ◆ Sewage processing facility Programs for gender equity that are inclusive of people with disabilities are often held.
- ◆ Human values, ethics, and environmental awareness courses growth of the local community.



## 2. PROFILE

### BASIC INFORMATION

Name and Address of the University	
Name	SAGE UNIVERSITY, INDORE
Address	KAILOD KARTAL , DEWAS RAU BYPASS, INDORE
City	INDORE
State	Madhya Pradesh
Pin	452020
Website	<a href="http://www.sageuniversity.in">www.sageuniversity.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Ankur Arun Kulkarni	0731-3503444	9826065360	0731-3503444	directoriqac@sageuniversity.in
IQAC / CIQA coordinator	Sanjeev Singhal	0731-35034441	6262606909	0731-35034441	hpc@sageuniversity.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	24-08-2017
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	17-08-2020	<a href="#">View Document</a>
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	KAILO D KARTAL , DEWAS RAU BYPASS, INDORE	Urban	25.6	63610.99	seventy four		

## ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	14
Affiliated Colleges	0
Colleges Under 2(f)	14
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	12
Colleges with Research Departments	12
University Recognized Research Institutes/Centers	12

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes										
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td><a href="#">109481_10486_1_1673249147.PDF</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">109481_10486_6_1677135699.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">109481_10486_8_1680418427.pdf</a></td> </tr> <tr> <td>COA</td> <td><a href="#">109481_10486_18_1672459322.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	AICTE	<a href="#">109481_10486_1_1673249147.PDF</a>	PCI	<a href="#">109481_10486_6_1677135699.pdf</a>	BCI	<a href="#">109481_10486_8_1680418427.pdf</a>	COA	<a href="#">109481_10486_18_1672459322.pdf</a>	
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BCI	<a href="#">109481_10486_8_1680418427.pdf</a>										
COA	<a href="#">109481_10486_18_1672459322.pdf</a>										

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	53				55				386			
Recruited	33	20	0	53	31	24	0	55	168	218	0	386
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	2	0	0	2

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				137
Recruited	91	46	0	137
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				36
Recruited	28	8	0	36
Yet to Recruit				0
On Contract	0	0	0	0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	33	20	0	31	24	0	3	8	0	119
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	165	210	0	375
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	1	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	17	0	27
UG	0	0	0	0	0	0	0	0	0	0

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

**Distinguished Academicians Appointed As**

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

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	nil	nil	nil

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1980	131	0	0	2111
	Female	664	68	0	0	732
	Others	0	0	0	0	0
PG	Male	938	48	0	0	986
	Female	431	25	0	0	456
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	27	8	0	0	35
	Female	35	6	0	0	41
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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#### Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	10
Total Number of Programmes Conducted (last five years)	165

## EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Institute Of Advance Computing	<a href="#">View Document</a>
Institute Of Agriculture Sciences	<a href="#">View Document</a>
Institute Of Architecture	<a href="#">View Document</a>
Institute Of Arts And Humanities	<a href="#">View Document</a>
Institute Of Biological Sciences	<a href="#">View Document</a>
Institute Of Commerce	<a href="#">View Document</a>
Institute Of Computer Application	<a href="#">View Document</a>
Institute Of Design	<a href="#">View Document</a>
Institute Of Engineering And Technology	<a href="#">View Document</a>
Institute Of Journalism And Mass Communication	<a href="#">View Document</a>
Institute Of Law And Legal Studies	<a href="#">View Document</a>
Institute Of Management Studies	<a href="#">View Document</a>
Institute Of Pharmaceutical Sciences	<a href="#">View Document</a>
Institute Of Sciences	<a href="#">View Document</a>
Phd Cell	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>A comprehensive strategy for a university with a heterogeneous undergraduate programme that gives equal weight to graduate and post graduate education courses and course material. A Memorandum of Understanding with research sectors developed into a workshop that combined STEAM and STEM, disciplinary skill: As per the new drafted ordinance - After a three-year undergraduate programme, candidates are eligible for a two-year PG professional programme. Ineligible for a 1-year PG programme after a 4-year Bachelor's programme with research. Integrated Bachelor's/Program Master's lasting five years, either a master's degree or a four-year bachelor's programme upon graduation. In 2017, SAGE University was founded. To provide interdisciplinary higher education to worthy students, M.A., M.Sc., ME, M.Tech, all UG, and BA, B.Com, B.Sc, BCA, B.Des, B.Tech., BE, all PG programmes</p>
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	<p>were gradually launched. There is a university curriculum in every UG and PG programme. We rigorously adhere to the institute's academic calendar and curriculum because it is self-affiliated. It will be simpler for the university to adopt the policy because the majority of programmes provided feature courses with a multidisciplinary or interdisciplinary focus that are appropriate for the NEP-2020 ideas. Additionally, a number of subcommittees were established, each headed by the head of the relevant department, and they held in-depth discussions on the curricular framework. In order to create expectations for the academic staff members working in terms of teaching and related academic activities, the committee believes in providing clear, intelligible, and consistent rules on teaching and learning standards. B.Sc. Agriculture sciences have an optional structure, although all UG and PG students still use CBCS. Humanities, social science, commerce, science, the arts of design, and architecture are all separate faculties at the university level. We provide bridge courses at the college level to students who are taking a new course at the beginning of UG and PG degrees. Students have the flexibility to choose the subjects they want to study in elective programmes. Students and professors present their research papers at annual national and international conferences. Additionally, all teachers are restricted from reading any research articles in NAAC-related fields. Interdisciplinary research is interesting to both students and professors across all subject areas. Research findings are presented to the studies board. It might be claimed that the institution is actively working to put the NEP's recommendations into practise. Designs for instructions are Qualitative analysis Classroom dynamics and learning preferences Effects of online education alternate transactional techniques regulated mentorship modifying courses to address environmental challenges that are skill-based and job-oriented multidisciplinary approach. Interdisciplinary pedagogical strategy transforming theatre into material and composition that can be used to teach.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>We strictly adhere to university curriculum and test patterns because we are a self-affiliated organisation. College faculty are involved in the paper setting, examination, and assessment processes. We have our</p>

own board of studies for certificate courses, value-added courses, and bridging courses at the college level where academics determine the curriculum and test questions. The institute will soon be ready for NEP due to its competent Academic Bank of Credits employees (ABC). Most of SUI's programmes adhere to the Choice-Based Credit System (CBCS). The Discipline Specific Core (DSC) courses each carry four credits under the NEP framework, whereas the Ability Enhancement Compulsory Courses (AECC), Open Elective Courses (OEC), and Skill Enhancement Courses (SEC) each carry three credits. Now that departure choices are available to them at various stages, the students will have more freedom. One credit is equivalent to one hour of lecture, one credit is equal to one hour of tutorial (with the exception of languages), and one credit is equal to two hours of practical. The final test component carries a 60% weighting, with the Continuous Internal Assessment (CIA) component carrying a 40% weighting. The NEP framework gives students a variety of departure alternatives.

3. Skill development:

The new NEP-based curriculum places more focus on skills- and values-based courses in order to provide inclusive and fair quality education for students for lifetime learning. The goal of the skill enhancement courses (SECs) is to raise students' skill levels in a variety of areas, including cognition, analysis, employability, transferability, and communication. Digital fluency, health and wellbeing, environmental studies, yoga, cultural activities, etc. are a few examples. The newly adopted curriculum and the training provided will assist students in getting fully trained in accordance with NSQFs to improve our graduates' employability in accordance with the industry's current human resource needs, in accordance with the Government of India, National Skills Qualification Framework (NSQF) and requirements of Industry 4.0. Universities increasingly provide skill-building courses in addition to traditional coursework to aid students in landing employment after graduation. Most students land jobs at one or more businesses. Few individuals work for the government, whereas the majority of students either start their own firms or work in the private sector. According to the institution's mandate, all UG students must enrol in at least one skill course

to maintain their employability and interdisciplinary approach. Students studying accounting and taxation find jobs at banks, credit unions, start-ups, and large companies. Some of them finish their task promptly. Students in ICT and web design frequently start their own institutes of technical education or find work in software companies. Students who work in organic agriculture advise local farmers and help their neighbours and relatives. Diploma and certificate programmes run parallel to university programmes. To teach students about moral behaviour, human values, and etiquette, departments provide value-added courses. The suitable value-added course's content and timetable may be chosen at the discretion of each department. In this context, the university has inked a memorandum of understanding with a free-access digital learning platform featuring learning activities that emphasise the development of industry-relevant skill sets for students and job seekers via the lens of domain-specific experts. Students who successfully complete certain courses can obtain certifications that allow them to demonstrate the Technical, Professional, and Essential Skills that are required by 21st-century industries. The higher-order cognitive talents, transferrable skills, etc. will be tested more frequently at the various levels of degree programmes the institution offers, according to the NEP-based curriculum. The NEP curriculum was established and put into place to contain transferable abilities that students will find useful not just in their academic studies but also in other situations, including their careers. Interpersonal abilities including teamwork and communication; digital/computer skills; research and development skills; problem-solving skills; research skills; self-management skills; time management; and work planning are just a few of these.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

In order to incorporate the Indian knowledge system, Indian languages, and Indian culture, SAGE University Indore has a plan accordingly. Class members make up the Student Activity Cell (SAC) and SAGE Student Ambassador (SSA), which are established annually. Every academic year, faculties designate Student Activity Cell and SAGE Student Ambassadors as their in-charge professors, who plan the yearly academic events to fit with the university schedule. All cultural activities, events, ceremony

	<p>days, and festivals are observed by SAC and SSA. Departments inside the institution observe the days appropriately. The Center for Personal and Professional Development was established to teach communication and soft skills help advance the Indian educational system. These faculties engage in giving optional courses in addition to teaching in core subjects. All Students of University have access to the certificate programme in health and yoga for beginners. Programs for students interested in yoga and wellbeing are frequently held at the Centre for Yoga and Wellness. The library features a special area for ancient books and manuscripts as well as Indian languages.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute looks for the outcome of education through alumni association. Alumni of the college are working in various fields. In alumni meet they forward their feedback which is taken into consideration by the institute. Course curriculum is designed by the university. Updates in curriculum for outcome based education is forwarded to university through BoS member. Placement of students through campus selection also underlines the outcome based education. Alumni meet and parent meet organized annually discuss about outcome based education. Curriculum is not designed by institute but the demand of alumni and parents is fulfilled through diploma courses and certificate courses career cautious students' makes demands of a particular content which is made general in certificate course. Automobile workshop, science laboratories, computer lab and language laboratory insist on outcome based teaching field visit and project work help student develop an outlook. • Several faculty development sessions have been conducted to sensitize the teachers for effective implementation of outcomes based education. • Learning Outcomes (LOCF): Program Outcomes (POs), Course Outcomes (COs), Program Specific Outcomes (PSOs) and Course Specific Outcomes (CSOs) for all undergraduate and postgraduate programs have been prepared with mapping. • The teaching learning process and assessment of learning outcomes are planned to align with the desired competencies with various methods • The learning outcomes, teaching strategies and assessment methods implemented in the programs. • Outcomes based education</p>

	<p>framework thus helps all stakeholders (students, parents, employers and others) to understand the nature and level of learning outcomes in all domains of knowledge, skills, attitudes and values a graduate of a programme should acquire/demonstrate on successful completion of the programme of study.</p>
<p>6. Distance education/online education:</p>	<p>The institute already have smart classroom to offer online teaching, on covid-19 background. All classes are taught online. Teachers are engaged in using various online platform like google meet, zoom and, students make use of Facebook links, you-tube links to listen to their teachers. The organize webinars on various topics. Institutes encourages faculty to organize webinars on various topics. Institute takes every chance for collaborative activities in online and offline mode. MoU with other agencies also support distance communication. All correspondence to NAAC, UGC, NIRF, AISHE, is through mail. The institute looks courses to distant students as well.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>SAGE student Ambassador play role of electoral literacy club. The Sage Student Ambassador Program is a leadership opportunity for students who are dedicated to serving and representing SAGE University, Indore. Student Ambassador will be part of Sage Student Ambassador Council in which they will hold different positions and perform their duties in various task groups. The mission of the Sage Student Ambassador Program is to cultivate student leaders who will share the SAGE University, Indore experience with prospective students, their families, and the community members and represent the college at special events and also help university in different administrative and management works. In SUI three types of Sage Ambassador Platinum, Gold and Silver</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Self-nomination done by the students for different positions in SSA council through Google form/physical form in prescribed format with consent of HOI/HOD and submitted to coordinator SAGE Student Ambassador Program. After scrutiny of all the nomination forms the list of eligible students</p>

	<p>selected for interview for various positions will be declared along with the schedule of the interview. Personal interview will be taken by the panel in which Task Group Head, Faculty Coordinator and members of SSA core committee will be the panellist or the panel decided by Honourable Vice Chancellor. Merit list will be prepared as per the marks obtained in the interview and result will be declared.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Creating events, activities and opportunities that help students and community to utilize The SAGE group.</p> <ul style="list-style-type: none"> <li>• Working with Sage University, Indore/The SAGE Group to promote current verticals, inform the development of current verticals and curate marketing ideas and campaigns and their implementation.</li> <li>• Participating and organizing conference, talks, training, and regularly scheduled meetings.</li> <li>• Spread awareness of SAGE University/SAGE Group activities.</li> <li>• Curation content for social media and connect students of college and other colleges across India.</li> <li>• Conduct activities to engage community in colleges / university and other verticals.</li> <li>• Collaborate with tech groups / societies / teams of various colleges.</li> <li>• Track, analyze and report the growth of identified programs.</li> <li>• Coordinate in training &amp; placement activities as volunteers.</li> <li>• Present our university in your school via conducting motivational seminar / career counseling for school juniors.</li> <li>• Help as a volunteer in office hour.</li> <li>• Work as campus tour guide for visitors.</li> <li>• Motivate and help new students.</li> <li>• Promotion of sage trend via email, SMS, and help us in digital marketing activities.</li> <li>• Connect our executive council with the students and teacher of previous schools / colleges.</li> <li>• Sage Ambassador will have direct and indirect benefits if he/she joins the program.</li> </ul>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>SAGE University Indore conducted many events on electoral related issue through campaign, survey, Nukad Natak and by awareness drive. Neighbouring villages of SUI and students participated in electoral processes. Related events conducted repeatedly on necessity of electoral issues and process. Special tieup with the local administration for the Road safety week started from the year of inception.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>	<p>Most of the students enrolled with voter ID and participated in voting. SAGE Student Ambassador</p>

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

committee and SAGE Activity Cell of SAGE University Indore timely work with assign faculty members and students of these committee do efforts on to prepare voter card and to registered eligible students as voter.

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
65	68	57	58	14
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 14

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7590	6334	4056	2357	415
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

##### Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2610	1133	512	47	0
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		



**2.3****Number of students appeared in the University examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7590	6334	4056	2357	404
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**Number of revaluation applications year-wise during the last 5 years**

2021-22	2020-21	2019-20	2018-19	2017-18
24	0	0	71	2

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2051	2038	1797	1227	265
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
421	357	241	137	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

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

2021-22	2020-21	2019-20	2018-19	2017-18
421	357	241	137	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5568	4816	3518	3017	677
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.2****Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2490	2105	1633	1379	286
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 240****4.4****Total number of computers in the campus for academic purpose****Response: 1780**

## 4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1244.3	710.78	1084.42	808.68	119.2

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

Academic Authorities create curriculum while considering their applicability to local, national, regional, and international developmental requirements. Regarding futuristic technology as well as global concerns like the environment and sustainability, regional and worldwide importance is taken into account.

In our evolving goals, the relevance of courses is explicitly addressed to market orientation. All fields, including engineering, law, sciences, humanities, design, architecture, journalism and mass communication, Management, etc., are covered in depth and with new perspectives in the material. Madhya Pradesh is primarily an agricultural state, hence courses in agriculture, biotechnology, agribusiness, and management have expanded in tandem with the importance of technology. We have mechanical and other engineering departments with course materials that meet the needs of the regional industry. To meet the various local and national demands, we also provide courses in film studies, multimedia, etc. With the help of subject- and industry-specific learning opportunities, all of these course materials will help us achieve our goal and produce the desired learning results. To maintain a competitive edge, the course goals are targeted and reviewed on a regular basis.

With the support of the top academic and intellectual talent in the field, SAGE University, Indore has regularly and persistently strived to adopt the best methods for creating and revising course curricula. It is crucial to stress from away that updating curriculum is a continuous process that involves valuable contributions from all parties involved.

The University uses thorough, standardized processes to create new curricula and periodically review and adjust those that are already in place. The Academic Council is the qualified top body with the authority to propose approval to the Board of Management. The Faculty Board, which is made up of the Faculty, provides advice to the Academic Council. Every Institute or department has a Board of Studies(BoS) within the Faculty. There are alumni, industrial, and academic representation on every BoS and the Academic Council. Members of the Academic Council and BoS assure that each program's curriculum is up to date and relevant to local, national, regional, and international developmental requirements.

The programme objectives are reflected in the outcomes of the programme. The outcomes related to the programme are then described, detailing the abilities that will be taught to students in the programme as well as their applicability to various stages of growth and market demands.

The study plan, or the selection of the many courses to be included in the programme, is made based on the programme objectives and results. The curriculum is then designed, with a focus on achieving the

course objective specifically as well as the overall programme objectives and results. The aims and results of the courses, as well as the specific curricula, are designed in a way that makes them relevant for the developmental requirements at various stages. Students are made aware of their responsibilities to society through required courses including Value Education, Legal Aid, General English, Environmental Studies, NSS, and Yoga. These classes help learners cultivate kindness and dedication, which helps them create well-rounded personalities

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

### 1.1.2

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

**Response:** 100

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

Response: 78

**1.1.2.2 Number of all Programmes offered by the institution during the last five years.**

Response: 78

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.1.3

**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

**Response:** 86.15

**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise**

during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1852	1746	1493	1088	220

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Academic Flexibility

### 1.2.1

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

**Response:** 80.34

#### 1.2.1.1 How many new courses were introduced within the last five years.

Response: 2452

#### 1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 3052

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.2.2

**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system**

has been implemented (Data for the latest completed academic year).

**Response:** 98.46

### 1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 64

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Curriculum Enrichment

### 1.3.1

**Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**

**Response:**

SUI is in the forefront of incorporating universal themes into its curriculum, such as gender, the environment, and human values. Gender Sensitization, Environmental Studies, Professional Ethics and Human Values, Soft Skills and Personality Development, Entrepreneurship Development, Life Skills, and English Communication Skills are just a few of the value-based courses that have been added to the curriculum to enhance it. A sizable selection of value-added courses were available during the evaluation period. All UG and PG programmes include activities and courses on human values, professional ethics, and environmental studies.

#### 1. Human Values and Professional Ethics

The students participate in a variety of activities to help them improve their moral principles and professional ethics. They involve going to NGOs, shelter homes, spastic children's centres, arranging blood donation drives, health checkup drives, workshops on hygiene and health, and campaigns to clean up rivers. Workshops are also offered on topics including gender concerns, public health, and social challenges. The committee leader keeps an eye on all of these actions. This is a required course that all students of SAGE University must complete as part of their behavioural science programme. SUI has a zero-tolerance policy for plagiarism in order to uphold the company's code of conduct and ethics. It is anticipated that all research papers and assignments produced by students and professors would be original and free of any plagiarism. Utilizing "Urkund plagiarism software," all research papers submitted for publication are first examined for originality. In order to instil social, moral, and ethical principles in the students, SUI regularly hosts guest lectures by specialists and other luminaries.

#### 2. Environment Studies

Every UG program's first year includes a course on environmental studies. To raise students'

understanding of environmental and sustainability concerns, a variety of events are planned for students in all programmes, including seminars, workshops, guest lectures, industrial visits, and field trips. In addition, other holidays, including Environment Day, Earth Day, and Water Day, are observed annually. It has effectively established a faculty and student group for environmental design and green initiatives.

### 3. Gender Sensitivity:

Gender studies courses are included into several of the university's programmes. Thus, gender sensitization at SUI is accomplished through the integration of theory and practice. The concepts, theories, and analytical elements of gender as a social construction are covered in these courses, as well as numerous cross-cultural strategies for achieving gender parity.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>

### 1.3.2

**Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 101

**1.3.2.1 How many new value-added courses are added within the last five years.**

Response: 101

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

### 1.3.3

**Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 69.93

**1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**



2021-22	2020-21	2019-20	2018-19	2017-18
4017	3576	2266	1989	415

**1.3.4**

**Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**

**Response:** 21.9

**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

Response: 1662

<b>File Description</b>	<b>Document</b>
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**Feedback System****1.4.1**

**Structured feedback for design and review of syllabus – semester-wise / year-wise is received from**

**1) Students, 2) Teachers, 3) Employers,**

**4) Alumni**

**Response:** A. All 4 of the above

<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

**1.4.2**

**Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### Student Enrollment and Profile

#### 2.1.1

**Demand Ratio (Average of last five years)**

**Response:** 1.12

##### 2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4980	4210	3267	2759	572

#### File Description

Demand Ratio (Average of Last five years) based on Data Template upload the document

#### Document

[View Document](#)

#### 2.1.2

**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years**

**(Excluding Supernumerary Seats)**

**Response:** 96.14

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2490	2105	1493	1231	286

#### File Description

Average percentage of seats filled against seats reserved (Data Template)

#### Document

[View Document](#)

### Catering to Student Diversity

## 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners****Response:**

The institution assesses the learning levels of the students in two ways at the time of the admission for the programme. Students admitted in various disciplines are identified as slow and advanced learners based on their 12th marks and the entry level test conducted by the institute. This helps to identify the slow learners and to design special classes to bridge the gap between the slow learners and the advanced learners. The faculty of the respective classes of UG and PG extend valid support in classifying the students with reports based on the class performance and class tests.

- The institution organizes Induction programmes for freshers both at the Institute level and at the University level. The facilities in the institute & university and the scope of the subjects being learnt are introduced in these sessions. Apart from this, sessions are also included to inculcate positive attitude and competitive spirit. This process helps as a base for monitoring the future progress of the students.
- Bridge Courses are also conducted at the institute level to lift the students to the level of higher education. The institute organizes bridge courses at the beginning of the academic year for the non-subject students enabling them to cope with the programme to which they are enrolled. The institute is conducting Bridge Course on Advances in Computer Science & various specializations of computer science.
- Remedial Classes are conducted with an aim to improve the academic performance of the slow learners, absentees and students who participate in sports and other activities. This practice helps the struggling learners to improve subject knowledge and helps them catch up into their peers.
- Group Study System is also encouraged with the help of the advanced learners. In regular time table self-study lecture is also included to give exposure of group learning.
- Academic and personal counselling are given to the slow learners by the faculty and the mentor.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding
- Provision of simple and standard lecture notes/course materials Strategies for the advanced learners
- Training is also given in Skill Development Programme like Communicative English, Aptitude and Placement.
- Advanced learners are encouraged to enrol in MOOC Courses – Swayam, EdX, and NPTEL.
- Provision of additional learning through industry oriented training and reference material.
- Assignment and Student Seminars on contemporary topics to enable them for placement
- Students are encouraged to participate and present papers in various Seminars/ Conferences/ Workshops/ Inter-Collegiate Competitions organized by other colleges. Students representing the college in various inter-collegiate meets.
- Participation by the students in the in-house competitions such as Debate, Group Discussion, Problem Solving – Decision Making Exercises and Quiz Programmes are also encouraged.
- All students are motivated to participate in extra-curricular activities, exhibitions and cultural competitions.
- The academic achievements of the students are extremely motivated and highly praised by the

university and honoured with Medals in the annual Day program.

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

### 2.2.2

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

**Response:** 18.03

File Description	Document
Any additional information	<a href="#">View Document</a>

## Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

For enhancing learning experiences the faculty members adopt many ways, for example, lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc. Teaching and learning activities are made effective by these practices. Some teachers use the conventional black-board or white board presentation methods, especially in mathematics, where they teach mathematics and statistics as numerical solving. Also, some teachers use power point presentations and computer-based materials. For, they use animated ppt, audio video lectures to make learning interesting besides the conventional oral presenting methods.

Some Student centric methods are given below:

**Project methods:** The project work stimulate student's interest on the subject and provide student an opportunities of freedom of thoughts and free exchange of different views. As per the requirement of syllabi, the project work is done. All students of first year to final year do micro projects to major projects as per the scheme.

**Interactive methods:** The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, discussion and questions and answers on current affairs, etc. Class room discussion in various topics are done under features. Especially, NSS, Political science department and sociology department organize interactive methods many times in a

year.

**ICT Enabled Teaching:** ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc. The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the essential equipment to support the faculty members and students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

#### **Response:**

Now a days, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning. Institutes are using Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The following tools are used by the Institute

#### **ICT Tools:**

- Projectors- There are 20 projectors are available in different classrooms/labs
- Desktop and Laptops- Arranged at Computer Lab and Faculty cabins in all over the institute.
- Printers- They are installed at Labs, HOD Cabins and all prominent places.
- Photocopier machines - Multifunction printers are available in HOI cabin, library & cooperative store of university.
- Scanners- Multifunction printers are available at HOI cabin, HOD cabin and all prominent places of Institute.
- Seminar& Conference Rooms- Two seminar halls & conference rooms are equipped with all digital facilities.
- Smart Board- Five smart boards are available in the institute for regular courses of specialized courses.
- Auditorium- 02 auditoriums are available .It is digitally equipped with mike, projector, cameras and computer system available in the university.
- Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)
- MOOC Platform (NPTEL, Coursera, SAP, Udemy, Edx, etc)
- Digital Library resources (DEL NET)

**Use of ICT by Faculty:**

- ♦ **PowerPoint presentations:** Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.
- ♦ **Industry Connect:** Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.
- ♦ **Online quiz:** Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.
- ♦ **Video Conferencing:** Students are counselled with the help of Zoom / Google meet applications.
- ♦ **Video/MOOC lecture:** Recording of video lectures is made available to students for long term learning and future referencing.
- ♦ **Online competitions:** Various technical events and management events such as Poster making, Ad-mad show, Project presentations, Business quiz, Debates, paper presentations etc. are being organized with the help of various Information Communication Tools.
- ♦ **Workshops:** Teachers use various ICT tools for conducting workshops on latest methods such as Programming languages, simulations etc.

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

**2.3.3**

**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 18.88

**2.3.3.1 Number of mentors ?????????????? ???????**

Response: 402

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

**Teacher Profile and Quality****2.4.1**

**Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 100

<b>File Description</b>	<b>Document</b>
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

**2.4.2****Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years****Response:** 70.81**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
222	219	199	115	36

<b>File Description</b>	<b>Document</b>
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>

**2.4.3****Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 12.25**2.4.3.1 Total experience of full-time teachers**

Response: 5158

<b>File Description</b>	<b>Document</b>
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>



**2.4.4**

**Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 81.74

**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
128	18	11	23	17

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)

**Evaluation Process and Reforms****2.5.1**

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

**Response:** 14.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.63	15.95	14.61	15.81	12.3

**File Description****Document**

List of Programmes and date of last semester and date of declaration of results

[View Document](#)

**2.5.2**

**Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 0.17**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	7	2

**File Description****Document**

Number of complaints and total number of students appeared year wise

[View Document](#)**2.5.3****IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution****Response:**

SAGE University has been changing its exam system by adding IT to all of its procedures and processes. Tools from information technology are used to do most of the work that goes into giving exams, grading them, and announcing the results. The whole exam process has been fully automated with the help of an ERP portal. The ERP portal is used to make admission tickets and a list of grades.

- Semester pattern of examination with continuous evaluation system has been followed.
- Credit based Credit system was introduced in affiliated institute of university for the benefit of the students.
- Question paper pattern has been changed and consists of two parts Part A and Part B along with objective type multiple choice questions.
- Inclusion of attendance, assignment, seminar presentation etc., as components of evaluation.
- Seating arrangements and invigilation for sessional and end-semester examinations are well planned and organized. This has led to optimal utilization of physical as well as manpower resources, increased vigilance and smooth conduct of the examinations.
- Appointment of squad consisting of senior faculty members of other reputed institutions and internal faculty to monitor the semester end examinations.
- Establishment of CCTV Surveillance System.
- Examiners are appointed from the approved panel of examiners. Panel of examiners for every course is compiled prior to the examination.
- Quizzes / Class tests/ Surprise Test(s) /Project works and assignments are made part of evaluation.
- Supplementary examinations and timely publication of results and issuing necessary certificates

in time.

- ♦ Social distance and allotment of 20 members in an examination hall/laboratory for examination (internal/ semester-end/ year-end) has been followed as per UGC guidelines during pandemic situation.
- ♦ Two sets of question papers are maintained for each course.
- ♦ Personal verification and revaluation system.
- ♦ Inclusion of security features (QR code) in marks sheet study certificate and transfer certificates.

**Continuous Internal Assessment (CIA)** includes sessional examination two times in a semester for each course, periodical assignments/tests/quizzes etc. to keep the students meaningfully engaged with the subject content throughout the semester. Preparation of detailed scheme of evaluation by internal subject / course experts. Setting the question papers from all the units with internal choice and moderation of question papers.

**Home tasks:** All of the Institute's programmes gave homework on topics that are talked about in lectures. Students have learned a lot from these short tests that are meant to help them remember skills, ideas, and information they have learned in class. Aside from making it easier for students to learn, these assignments have also taught them to take charge of their work, work on their own, evaluate their own progress, and, in many cases, relate what they are learning to the real world.

**Assignments:** There are assignments on the topics covered. Researchers have found that these assignments help students think critically and evaluate themselves, and they also improve their writing skills.

**Online Courses:** Students can opt to credit through General Elective of their course requirements through online offerings such as SWAYAM and MOOCS. This has covered the way for students to compare and take courses from the best of Universities offered by acclaimed faculty members.

**Online examinations:** During a pandemic, internal and project work evaluations were done online using class marker, Zoom, and Google meet as platforms.

File Description	Document
Year wise number of applications, students and revaluation cases	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.5.4

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

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

#### Response:

The Program Outcomes consists in moulding the graduates intellectually competent making them morally upright, socially committed having the following attributes.

- Our graduates will have the core knowledge based on their academic field.
- They will be committed to excellence in their core academic field.
- They will have a lifelong thirst for knowledge.
- They are expected to take personal responsibility for their choices and actions.
- They will be responsible members of social and professional communities.
- They will communicate effectively and professionally to a range of audiences, articulate ideas clearly and effectively and be concerned for environmental sustainability.

Students will be socially conscious, sensitive and active persons, who are committed and accountable agents of social good.

Students will be able to identify, formulate, research literature, and analyze socio-economic problems to arrive at substantiated conclusions using first principles of statistics, natural and social sciences. Create, select, and apply appropriate techniques, resources, and modern statistical tools & software. Apply to reason informed by the contextual knowledge to assess societally, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional accounting practice. Recognize the need for and have the preparation and ability to engage in independent and life – long learning in the broadest context of technological change.

The Values encapsulated in the Graduate Attributes Framework are further disseminated to the students through various Student Development Programs conducted in every semester.

All the program have well-defined Program outcomes (PO), program-specific outcomes (PSO) and course outcomes (CO) for all subjects. Teachers are conversant with POs, PSOs of the programs as they

are involved in PO's, PSOs formation process. The Head of the department and the teachers discuss POs and their frame. PSO's of the programs which are in line with Vision, Mission and the core values of the Institute.

Principal delivers an address to all the newly admitted first-year students and their parents in the induction program.

During her address/presentation institute's vision, mission, core values and program objectives are stated.

Every course teacher discusses expected course outcomes with the students at the beginning of the course, through the sessional question paper and Pre-university Test paper.

POs, PSOs and COs are a mandatory part of the course file prepared by the course teacher. The attainment of the CO, PSO and PO are approved by Dean Acedamics and IQAC

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

## 2.6.2

### **Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**

#### **Response:**

Teaching Learning Process cycle consists of Planning Phase, Action Phase and Measure and Analysis phase.

In the Planning phase the course Outcome and Objectives, method of assessment and schedule of assessment is decided.

In Action phase, where content is delivered and the question paper is mapped with defined COs.

In Measure and Analysis phase, based on the marks obtained by the students, the Cos-POs attainment are measured, analyzed and taken appropriate actions.

There are two methods for measurement of attainment of outcomes, one is the direct method where the regular assessing course outcomes and another is an indirect method of assessment in which various feedback and surveys are considered.

The method proposed pertains to the direct method, where analysis done is based on the Marks obtained

by students.

The process of attainment of COs and POs starts from writing appropriate COs for each course in the program. The course outcomes are written by the respective faculty member using action verbs of Bloom Taxonomy.

Then, a correlation is established between COs, POs & PSOs on the scale of 0 to 3, 0 being no correlation, 1 being the low correlation, 2 being a medium correlation and 3 being a high correlation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 2.6.3

**Pass Percentage of students(Data for the latest completed academic year)**

**Response:** 98.77

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

Response: 2095

**2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 2121

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.74

## **Criterion 3 - Research, Innovations and Extension**

### **Promotion of Research and Facilities**

#### **3.1.1**

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

**Response:**

#### **POLICY DOUMENT ON PROMOTION OF RESEARCH and DEVELOPMENT**

Sage University Indore (SUI) committed to the pursuit of excellence in research and aims to lead the national agenda across the spectrum of science and technology, humanities and social responsibilities.

The general guidelines for faculty engaging in research& development and are as follows:

#### **A. Basic Guidelines:**

##### **1. Funded research**

1. Every research proposal shall pass through a multi-tier review
2. All applications related to R&D shall be routed through the Head of Institution, along with one hard copy for R&D records. A soft copy shall also be emailed to the R&D coordinator, department R&D cell and to the Head of the Department.
3. Separate stock registers shall be maintained for the entire R&D projects, granted from the externally funded projects in every department.
4. Purchase of equipment, software and submission of the audit report thereof shall follow the Finance officer's guidelines.
5. The entire sanctioned amount shall be utilized as per the guidelines of the funding agency.
6. In case the Principal Investigator leaves the Institution, all the items purchased shall remain as an asset of the Institution.

#### **B. Patents:**

Full financial and legal assistance shall be provided to those who are interested in registering for the patent. The patent shall irrevocably be registered in the name of the Institution with the researcher's name prominently featuring as the inventor. The commercial aspects shall be mutually worked out between the Institution and the Researcher. If the patent is filed by Institution, then 100% of expenses are borne by the Institution.

#### **C. Academic Research Policy:**

1. Faculty of each department shall conduct research in focus areas.
2. Faculty publication in either WEB OF SCIENCE or SCOPUS indexed journals are appreciated at the institute level.
3. Individual Citation Score needs to be improved by publishing in reputed journals.

4.All publications and research papers of faculty must go through a plagiarism check.

#### **D.Incentive policy:**

- 1.The faculty members who received sponsored research projects from government/non-governmentfunding agencies are eligible for incentives.
- 2.Faculty members or students presenting a research paper in any conference of repute to be encouraged with incentives.
- 3.Faculty members who published SCI papers/books as first author / corresponding authors with institute affiliation will be encouraged with incentives.
- 4.The faculty members are provided with incentives for attending conference/FDP/workshop.
- 5.For filing a patent or copyright, filing fees will be paid by the institute.
- 6.The Management has allocated budget pursuing research in various areas by using Seed money. Participating faculty are eligible for incentives.

<b>File Description</b>	<b>Document</b>
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### **3.1.2**

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

**Response:** 51.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
62.57	59.02	59.50	53.43	22.8



File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

### 3.1.3

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

**Response:** 12.53

**3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
137	5	3	3	3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

### 3.1.4

**Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**

**Response:** 229

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	38	92	26	7

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

**3.1.5**

**Institution has the following facilities to support research**

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

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

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Paste link of videos and geotagged photographs	<a href="#">View Document</a>

**3.1.6**

**Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**

**Response:** 35.71

**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>

**Resource Mobilization for Research**

**3.2.1**

**Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

**Response:** 238.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
237.58	.50	.21	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.2.2**

**Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**Response:** 27.64

**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
9.01	0.05	2.37	10.26	5.95

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>

**3.2.3**

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

**Response:** 2.34

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

Response: 149

**3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 318

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Innovation Ecosystem

### 3.3.1

**Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.**

**Response:**

The faculty and student body at SAGE University Indore are enriched by the abundance of gifted individuals there. Start-ups are incubated by the IEDC Cell at SAGE University Indore to inspire students to become business owners. Proposals are welcomed all year long in an effort to encourage students to develop original concepts. The regulatory committee holds frequent meetings to examine student ideas and assign them pre-incubation or incubation status based on the applications submitted. Up to this point, the university has served as an incubator for about 01 startup, some of which have secured investment from both public and commercial sources.

The following are the main activities that the cell has coordinated during the past few years:

- Establishment of IPR Cell, 2019
- Establishment of IEDC (Innovation and Entrepreneurship Development Cell), 2019

In order to support and give a platform to the young talent of SUI and other universities, the IEDC Cell at SUI is holding a three-day event in 2022. Activities including B Plan contests, Intern fairs, Innovriti, speaking sessions, networking events, and seminars for creating B plans are included. Additionally, it arranges seminars and workshops on geographical indications and intellectual property rights. These events and interactive workshops inspire and educate the student body to take on such initiatives by raising awareness of entrepreneurship among them.

The University established the IEDC Cell in 2019 with the goal of exceeding stakeholder expectations and enhancing the innovation ecosystem. This cell has been fostering student ideas to become marketable products. The technical student groups are supervised by IEDC cell. Additionally, the IEDC Cell, a change catalyst, integrates and disseminates knowledge regarding government policies through liaising with governmental organizations to nurture student ideas. The university has established an environment for research, innovation, and entrepreneurship in keeping with its vision and mission. The university is committed to advancing the agenda for research and innovation. The following are the major actions taken:

- To guide and mentor the young students and scientists, the university hires energetic and lively young professors in addition to famous eminent professionals at senior level. Through the organising of Conferences, Seminars, FDPs, and Lecture Series, the faculty members are updated on domain-specific information.
- SAGE University Indore often welcomes notable specialists and has awarded honorary degrees and posts to academic and business leaders in order to encourage networking and create collaborations for carrying out multidisciplinary and interdisciplinary research. For Ph.D. candidates, the university supports the use of external co-supervisors.
- Protection and Commercialization of Intellectual Property: The University has an IPR Cell specifically committed to providing IPR services to all students, teachers, and researchers; the university bears all fees associated with setting up consultations and submitting patent applications.
- When seeking for advancements in other fields of interest as documented in journals, book chapters, new articles, and pamphlets - all available at the at SUI library sites - access to academic and research resources is quite essential.

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

### 3.3.2

**Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

**Response:** 72

**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
18	38	11	5	0

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

**3.3.3**

**Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

**Response: 8**

**3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

**Research Publications and Awards****3.4.1**

**The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	<a href="#">View Document</a>

### 3.4.2

**The institution provides incentives to teachers who receive state, national and international recognitions/awards**

**1. Commendation and monetary incentive at a University function**

**2. Commendation and medal at a University function**

**3. Certificate of honor**

**4. Announcement in the Newsletter / website**

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>

### 3.4.3

**Number of Patents published / awarded during the last five years.**

**Response:** 132

**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
69	44	18	0	1

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

### 3.4.4

**Number of Ph.D's awarded per teacher during the last five years.**

**Response:** 3.2

**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 16

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

Response: 5

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

URL to the research page on HEI web site

[View Document](#)

**3.4.5**

**Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response:** 1.93

**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
129	104	102	74	55

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

**3.4.6**

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 7.14

**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**



2021-22	2020-21	2019-20	2018-19	2017-18
457	456	220	549	39

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

**3.4.7**

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

**3.4.8**

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

**Response:** 4.81

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

**3.4.9**

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

**Response:** 10

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## Consultancy

### 3.5.1

**Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.**

#### Response:

Sage University Indore (SUI) committed to the pursuit of excellence in research and aims to lead the national agenda across the spectrum of science and technology, humanities and social responsibilities.

The general guidelines for faculty engaging in research, development and consultancy are as follows:

#### Basic Guidelines:

##### A. Funded research& consultancy

1. Every research proposal shall pass through a multi-tier review
2. All applications related to R&D shall be routed through the Head of Institution, along with one hard copy for R&D records. A soft copy shall also be emailed to the R&D coordinator, department R&D cell and to the Head of the Department.
3. Separate stock registers shall be maintained for the entire R&D projects, granted from the externally funded projects in every department.
4. Purchase of equipment, software and submission of the audit report thereof shall follow the Finance officer's guidelines.
5. The entire sanctioned amount shall be utilized as per the guidelines of the funding agency.
6. In case the Principal Investigator leaves the Institution, all the items purchased shall remain as an asset of the Institution.

##### B. Patents:

Full financial and legal assistance shall be provided to those who are interested in registering for the patent. The patent shall irrevocably be registered in the name of the Institution with the researcher's name prominently featuring as the inventor. The commercial aspects shall be mutually worked out between the Institution and the Researcher. If the patent is filed by Institution, then 100% of expenses are borne by the Institution.

##### C. Academic Research Policy:

1. Faculty of each department shall conduct research in focus areas.
2. Faculty publication in either WEB OF SCIENCE or SCOPUS indexed journals are appreciated at

the institute level.

3. Individual Citation Score needs to be improved by publishing in reputed journals.
4. All publications and research papers of faculty must go through a plagiarism check.

#### **D. Incentive policy:**

1. The faculty members who received sponsored research projects/consultancy projects from government/non-government funding agencies are eligible for incentives in terms of increment.
2. Faculty members or students presenting a research paper in any conference of repute may claim registration fees. Institute provides the complete amount of registration fees to the concerned person.
3. Faculty members who published SCI papers/books as first author / corresponding authors with institute affiliation will be awarded incentives in terms of increment.
4. The faculty members are provided with OD for attending conference/FDP/workshop. TA/DA shall be provided as per HR norms.
5. For filing a patent or copyright, filing fees will be paid by the institute.
6. The Management has allocated budget pursuing research in various areas by using Seed money. Participating faculty are eligible for incentives in terms of increment.

<b>File Description</b>	<b>Document</b>
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>
Paste URL of the consultancy policy document	<a href="#">View Document</a>

### **3.5.2**

**Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**Response:** 264.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
241.37	4.31	2.37	10.26	5.95

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>

## Extension Activities

### 3.6.1

**Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.**

#### Response:

The University operates in a variety of outreach initiatives, particularly in the community around it, to raise awareness of social concerns, spread the word about national campaigns and policies, and promote the holistic development of chosen rural communities and community organizations. In addition to its own registered Foundation **True SAGE foundation**, the institution has developed a variety of venues for all these activities, including NSS.

The SAGE Activity Cell (SAC) and SAGE Student Ambassador (SSA) conducted a thorough survey of these settlements, which they then assessed to identify and choose different development initiatives. In addition to their work with the NSS, the University's foundation's wings have adopted a number of additional nearby communities to help further the following initiatives: World Population Day, World Water Conservation Day, World Yoga Day, Swachh Bharat Abhiyan, Blood Donation Camps, Plantation Programs, Traffic Safety Week, Special Programs Related to Health and Hygiene Among University Students and Adopted Villages, Contacts and Awareness Programs among Slums, Legal aid cell which provides legal aid to the underprivileged people, Soil testing camps, career guidance and counselling programmes, women empowerment initiatives, and awareness of government initiatives like MSME and others.

For their overall growth and long-term community development, SAGE University Indore encourages instructors, staff, and students to regularly connect with the local community through a variety of activities. Every year, SAGE University Indore runs a programme called Welfare Drive in which faculty and staff members volunteer their time to take part in community service projects. Students and staff participate voluntarily in community-based activities with their neighbors through the organization of various awareness campaigns, workshops, and road shows with themes like health awareness, cleanliness, a green environment and tree planting, traffic rule awareness, and the empowerment of girls and women. A link between the University and the Society is created by the ongoing volunteer efforts of students to maintain cleanliness on and around the Campus, raise awareness about the need of a clean environment for human health, and support Extension initiatives.

1. Gain an understanding of the working environment and its relationships with the community.
2. Identify the community's needs and issues and include them in the problem-solving process.

3. Grow your feeling of civic and social duty.

4. Develop your leadership skills.

Students that participate in these activities are better able to connect with their communities and society. They learn about the numerous social issues that the society is dealing with, attempt to find answers to these issues, and blend in with society to form a well-rounded personality. Additionally, they support students' overall development and foster in them traits of leadership, as well as a sense of patriotism and cooperation. Programs like yoga and meditation promote greater health as well as traits like unity, fraternity, and sportsmanship.

The university also takes part in the "Career Fair" project of SAGE University Bhopal and arranges a lot of campus activities for the area's jobless youngsters. The students are assisted in obtaining their ideal careers and achieving their objectives through such activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.6.2

**Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**

**Response:** 55

**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
20	14	12	6	3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.6.3

**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 49**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
21	13	6	7	2

**File Description****Document**

Reports of the event organized

[View Document](#)

Institutional data in prescribed format

[View Document](#)**3.6.4****Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response:** 90.31**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
6935	6032	3055	2255	390

**File Description****Document**

Report of the event

[View Document](#)

Institutional data in prescribed format

[View Document](#)**Collaboration****3.7.1****Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 23.4**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment /**

**industry for research and academic development of faculty and students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
71	18	14	9	5

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

### 3.7.2

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

**Response:** 113

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	28	14	30	28

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### Physical Facilities

#### 4.1.1

**The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.**

#### Response:

The vision of SAGE University is to continuously enhance the learning environment for its students by offering facilities on par with those found in the greatest and most prominent schools. The institution has been actively working to increase the calibre of instruction, with regular and enhanced assistance from the surrounding infrastructure. These contributions are in line with the requirements stated by the relevant statutory authorities, such as UGC, BCI, PCI, COA, AICTE, etc.

#### Classrooms:

For holding theory classes, the institution has a sufficient number of well-equipped, air-conditioned, and spacious classrooms. Most of classrooms have multimedia projector that is well-equipped. There are 15 academic buildings with 240 classrooms, 22 seminar rooms, 3 enormous air-conditioned auditoriums, and 14 dorms for boys and 6 dorms for ladies. There are also several meeting and convention venues available. All academic buildings together have a covered area of 69000 square metres.

#### ICT, Science, Technology and Engineering Laboratories:

More than 114 laboratories with the newest tools and technology are available at the university. Every classroom and lab is equipped with ICT. Along with professors owning 44 laptops, there are 1639 PCs and 350 university laptops available to students and faculty. The institution also offers internet access, and printing capabilities. Numerous labs with incubation equipment, deep freezers, laminar air flow facilities, fermenters, chilled centrifuges, animal and plant cell culture equipment, rotary evaporators, PCR, orbital shaking incubators, forensic tools etc. are available in the Engineering, Pharmacy, Bioscience, Agriculture and Science departments. University also has to propose Herbal Garden to support active research on medicinal plants and herbal drugs.

**Media Centre:** Well-equipped Video Production studio and community Radio Station will be established at university campus, permission granted by Ministry of Information and Broadcasting.

**Visual Arts Studios:** a studio for sculpture, painting, applied arts, and graphic arts are available in campus.

**Central Library:** It is centrally air-cooled, ICT-capable, and well-stocked with books, periodicals, newspapers, journals, and e-research databases (DelNET and Ebasco), as well as question papers from past years' exams. Along with the well-stocked departmental libraries, it also has a reference section and a reading area that can accommodate 400 people. DELNET, the National Digital Library of India (NDL), e-Shodhsindhu, and Shodhganga are available for all members of the University.



**E-library:** 60 computers are available for users to use to access the Digital Library, e-databases, e-books, e-journals and other digital resources.

### **Internet & Reprographic facilities:**

The SAGE university is committed to providing sufficient safety and security for all of its stakeholders on campus, including employees, students, and visitors. More than 100 closed-circuit television (CCTV) cameras have been placed by the institution around the campus, including in lecture halls, faculty rooms, offices, and key outdoor spots. University has full Wi-Fi capability. Its Internet bandwidth is 1 GBPS. All of the academic and administrative spaces, the library, faculty cabins, and hostels have Wi-Fi network connectivity. There are on concessional rates scanning and photocopying services accessible at the library.

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

#### **4.1.2**

**The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**

#### **Response:**

The SAGE University aims at holistic development of its students. The outdoor and indoor and sports amenities are provided to both boys and girls. Students participate in various level competitions. For the overall growth of students, many events are planned throughout the year, including workshops, motivational talks, well-known guest lectures, webinars, etc.

The university sponsors a variety of cultural events where students may showcase their ability and creativity, such as Fresher's Day, Talent Hunt functions, Yoga Day, Fashion Show, several festivals, and national level fest. Deserving sportspersons receive fee reductions from the university.

The following facilities are available on campus for yoga, games, and sports:

**Auditoriums:** Einstein auditorium and Kalpraviksha auditorium; two auditoriums are at Block A and Block C present at University Campus with advanced audio-visual facilities with seating capacities of 250 and 1000 persons respectively.

**Multipurpose Halls:** 22 multifunctional spaces are available for planning different academic, extracurricular, cultural, and administrative events.

**Students' Activity Cell:** Established for planning and coordinating various co-curricular and extracurricular activities for the students.

**Media Centre:** The in-house community Radio Station will be established at university campus, permission granted by Ministry of Information and Broadcasting, and a well-equipped video production studio for making, MOOCs, videos and short films as well as for making editing tasks for cultural programmes easier.

**Sports Board and Complex:** Since founding in 2017, it has worked to promote students' physical, intellectual, and spiritual wellbeing. At SAGE University Indore phase II work on sport complex and it will be complete soon.

**Health Club (Gym and Yoga Centre):**

**Gym:** Approx. 400 square feet size fitness Centre available at near SAGE University hostel, has required equipment and facilities, which offers a variety of fitness and strength.

**Yoga Centre:** The University offers an open garden yoga centre on its campus, where it hosts several events for students to develop their minds, increase their ability to focus, and strengthen their bodies, under the direction of a yoga trainer. Faculty and students together celebrate International Yoga Day on June 21 every year.

**Playgrounds:** Large and safe playgrounds that promote outdoor sports like cricket, basketball, handball, volleyball, etc.

**Indoor Sports Room:** Well-resourced and Spacious area available for indoor games like Chess, Carrom, Table Tennis, etc.

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

**4.1.3**

**Availability of general campus facilities and overall ambience**

**Response:**

For the seamless operation of numerous activities, the SAGE University campus provides a variety of facilities and utility services to the students and employees. They offer a calm, secure, and welcoming atmosphere, with blocks and buildings that are conveniently situated, as well as the necessary infrastructure for teaching, learning, and extracurricular activities.

The university takes pleasure in having a completely green campus, which includes a beautiful green area at the entrance, well-kept surrounding lawns, eco-friendly garbage cans, and an effective system for managing garbage that uses vermin composting to handle food waste. Some of the major facilities include:

### **The Temple:**

Temple Saraswati—the Goddess of knowledge located at administrative building, as well as at each block of the University campus sculpture of GOD positioned, which provides inspirational and positive vibrations to all.

### **Health Center:**

Treatments are provided by a healthcare facility to university staff members and students. On particular workdays during the week, the super specialists and consulting doctor are also present on the panel.

### **Canteen and Mass**

There are two canteens and mess available at campus that serve wholesome snacks and meals.

### **Hostels:**

For the students, there are two hostels for males and two for ladies that offer safe housing.

**Residential accommodation-** Capacious 3 BHK houses provided to higher authorities of the university, as well as two residential blocks with 35 flats accommodation to faculties and staff members.

### **Guest House:**

Numerous out-of-town visitors, specialists, delegates, resource people, and other notable visitors to the university are accommodated in guest houses.

### **Auditoriums and Seminar Halls:**

Einstein auditorium and Kalpraviksha auditorium; two auditoriums and at Block A and Block C present at University Campus with advanced audio-visual facilities with seating capacities of 250 and 1000 persons respectively. 19 seminar halls also available to organize various academic, administrative activities, co- curricular and extra-curricular activities.

### **Transport facility:**

In addition to a taskforce of 64 well-maintained buses to accommodate students' transportation needs, there are five cars available on premises to support the University's extra transportation needs.

### **Provision for Field –**

The University has purchased land in near area of campus for establishing an Agriculture field, upon ICAR approval, for catering to the growing demand.

### **Other Utility facilities:**

Among the facilities on campus are an ATM, elevators, a parking space, a vehicle stand, a stationery store, a diesel generator set, and common rooms.

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

**4.1.4**

**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

**Response:** 49.57

**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
614.45	361.33	527.81	396.55	59.5

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

## Library as a Learning Resource

**4.2.1**

**Library is automated using Integrated Library Management System (ILMS) and has digitisation facility**

**Response:**

The SAGE University library is in centralized mode, University Library functioning has been automated using a software which has been developed inhouse. In fact, the university has developed its own ERP solution for all modules of its functioning including Library.

### **Library Management**

Software called the Library Management System (DeiNET EBISCO) is used to manage the library's catalogue. This assists in maintaining records of book transactions at the library. The library management system offered by the ERP Department is user-friendly and meets all of the needs of a librarian. Numerous features enable librarians to keep track of both issued and available books. This programme

may be accessed online.

**Here is a list of some features of Library Management System:**

- Maintain a list of several categories, including books, journals, newspapers, magazines, etc. Sort the books by subject.
- Simple method for adding new books.
- Keep a note of all pertinent information about a book, including its title, author, publisher, publication date and year, price, and date and bill number of purchase.
- Simple methods for checking in and checking out.
- Various types of reports, such as the total number of issued books, the number of returned books, book summaries, etc. Simple approach to find out how many books have been distributed to a certain student.
- Simple way to find out a book's status.
- Registered users have online access to check the status of their books.

**Book bank facilities for students Reprographic facilities**

The digitization facilities available are as follows:

- ◆ Access to databases of eBooks, e-Journals, and other electronic resources is simple thanks to the well-equipped e-library's of appropriate electronic peripherals.
- ◆ A Wi-Fi-enabled setting that offers wireless internet access.
- ◆ The following materials are available to staff and students via the DEL NET digital library.
- ◆ Blogs from academics, eminent engineers, and scientists Biographies.
- ◆ Dictionaries
- ◆ Resources for preparing for competition exams like the UPSC, SSC, CAT, and GATE Information about employment available to students across India -jobs-portals.

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

**4.2.2**

**Institution has access to the following:**

**1. e-journals**

**2. e-ShodhSindhu****3. Shodhganga Membership****4. e-books****5. Databases****6. Remote access to e-resources**

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

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

**4.2.3**

**Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 19.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
36.32	2.56	23.34	23.98	13.01

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4**

**Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 27.56

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 2208

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>

## IT Infrastructure

### 4.3.1

**Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

Response: 74.58

#### 4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 179

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.3.2

**Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**

Response:

SAGE University Indore has a policy on IT that includes the following important points:

**Network Development and Management** of ICT infrastructure is done by making sure that networks are built, protected, and that people have the right to use them.

**IT Service Management** makes it possible for the institution to use the best IT practices and run IT services well.

**Linkage Authentication** is done by connecting all computers to the University's network, either directly or through Wi-Fi. The web proxy server then verifies the computers before letting them access websites that are not part of the University. For the web proxy server, the University has shared a user account.

**Risk management** looks for cyber risks, how different kinds of threats relate to each other, how bad

their effects are, and how to deal with them.

Managing both hardware and software assets is how IT Equipment Maintenance is done. Hardware or software that was bought or made with money from different sources remains the property of the University, and users are not allowed to make copies of licensed software or documentation for their own use.

**Open Resources** are supported by policy actions that look for ways to use open source software in all areas. Focusing on better power management, printing less, storing files in soft form, and making better use of resources are all ways to make sure that computers are green.

**Websites and web applications** the website for the university is dynamic and is often updated as needed. Sections and departments of the University that need to are updating their content on their own. Through the website, important academic and administrative information is shared with students, parents, faculty, officers, affiliated colleges, vendors, and citizens. Students and affiliated colleges can fill out different application forms online so they don't have to go to the University office more than they need to.

**Network access and Wi-Fi:** For better performance and to cover the whole campus, the multimode optical fibre network is being replaced with a single mode fibre network. There are also Wi-Fi zones on the campus of the university. All academic departments, administrative buildings, hostels, the canteen, and the guest house have Wi-Fi zones. The Wi-Fi service is free for students, teachers, and officers.

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

### 4.3.3

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

**Response:** 4.26

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 4.3.4

**Available bandwidth of internet connection in the Institution (Leased line)**

**Response:** B. 500 MBPS - 1 GBPS



File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.3.5****Institution has the following Facilities for e-content development**

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

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

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

**Maintenance of Campus Infrastructure****4.4.1**

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

**Response:** 13.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
147.63	103.72	132.82	101.81	18.60

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

#### 4.4.2

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

#### **Response:**

The SAGE university has a well-organized system for maintaining and using its physical, academic, and support facilities, such as its labs, libraries, sports complex, computers, and classrooms. Maintenance and use systems are kept separate so that correct actions can be taken quickly and correctly from the start. The admin department is in charge of the civil, mechanical, and electrical problems on the widespread campus as a whole. The university has a history of signing annual maintenance contracts for things like electricity, air conditioning, water supply, street lights, the RO plant, the water cooler system, infrastructure, cleaning the campus, cleaning the solar panels on the roof, the inverter system, campus security, and keeping the landscaping and gardens in good shape.

#### **Computers:**

The computer centre has a well-thought-out system for keeping the IT infrastructure of the campus up and running for all departments and the administration. The centre gives the departments and sections a number of request forms to use. Once the requisition form is turned in to the Computer Centre, the matter will be taken care of in the way that is expected.

#### **Central Library**

The Central Library makes it easy to get to high-quality educational books, journals, e-resources, and databases that are related to different programmes on campus. The following steps are taken to make sure services are good and safety is good enough:

- Fire extinguishers and CCTV to watch the flow of people and goods.
- General maintenance, including good lighting, ventilation, air-cooling, and cleanliness.
- The Digital Library and the software for Del.net are maintained and updated every year.

#### **Laboratories**

There are several labs in different departments at the university, as well as a few central labs. The lab techs in the departments in question take care of the labs in those departments, and if they need help, they ask for it from the Estate Section or from outside sources.

#### **Sports complex**

The university's Physical Education department takes care of the university's playgrounds. Different sports facilities are often used for games and practise. The department keeps an eye on the indoor and outdoor game facilities and sends in reports to make sure they are in good shape.

#### **Transportation:**

The University has a department that makes sure the buses and cars are well-kept and run well.

**Work Shop**

The HODs inform the Administration department that which work needs to be done in the workshop for repairs and maintenance. At the end of each semester, all of the requirements are met so that the next semester can start. At workshop all required works process has going throughout the year.

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

## Criterion 5 - Student Support and Progression

### Student Support

#### 5.1.1

**Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 42.77

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
2680	2107	1287	1199	260

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 5.1.2

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

**Response:** 57.39

**5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3303	2355	2266	1187	415

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

### 5.1.3

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

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

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

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

### 5.1.4

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

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

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

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Student Progression

### 5.2.1

**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 60.12

**5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	10	3	0

**5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	12	14	6	0

#### File Description

#### Document

Upload supporting data for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

### 5.2.2

**Average percentage of placement of outgoing students during the last five years**

**Response:** 68.78

**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2180	1122	434	36	0

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.2.3

**Percentage of student progression to higher education (previous graduating batch).**

**Response:** 40.92

**5.2.3.1 Number of outgoing student progressing to higher education.**

**Response:** 1068

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Student Participation and Activities

### 5.3.1

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

**Response:** 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	16	12	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3.2

#### **Presence of Student Council and its activities for institutional development and student welfare.**

##### **Response:**

The most significant stakeholders of SAGE University Indore are the students. A governance model focused on students has been developed by the university. The numerous organizations that provide students a chance to openly observe the university's efforts to improve their academic performance, develop their administrative abilities, and voice their opinions.

The newly established University Student Council chooses its own President and Secretary. Student council is a body that represents students and allows them to participate in university issues. It collaborates with administration, staff, and parents for the benefit of the university and its constituents. They serve as the connection between the administration and the students and cooperate to identify the numerous problems that either directly or indirectly affect students. At the proper administrative levels and authorities, the opinions and recommendations of the student council are appropriately taken into consideration. The student council has concentrated on a variety of topics affecting students, including admission, exams, fees, safety, training, hostel amenities, sports, and cultural events, among others.

##### **Class Representative System:**

Each class section of student has two CRs, one boy and one girl. The appointment of CRs follows a well-defined organized process that is transparent. HoDs meet with all CRs once a month, and top management, including the Vice-Chancellor or Pro Vice-Chancellor, meet with all CRs at least once a semester. On a regular basis, CRs submit comments regarding the teaching, learning, and overall operation of the University. The CR Committee is to ensure that the academic, co-curricular, and extra-curricular activities of the class run well, keeping the following goals in mind:

- Students should be involved in class administration.
- Students should be able to provide specific comments on the teaching-learning process.
- To make the program's rules and regulations, as well as the Do's and Don'ts, clear to the students.
- To educate students about evaluation procedures, particularly when the subject is common and teachers' approaches varied for various sections.

##### **Participation of students in Administrative bodies/ committee:**

There are many clubs and committees and students are members of all clubs and committees. Students are members of disciplinary committee, Anti-ragging committee, Hostel discipline committee, Mess committee etc. Various clubs and committees are managed and run by students only. The students plan various activities and



also execute the same.

Student Activity Cell (SAC):

SAGE University Indore Student Activity Cell elects President, Vice Presidents, Member Secretary, and Treasurer Positions, through which students organize domain-specific events, extra-curricular events, competitions, and conferences, honing their subject expertise skills as well as their leadership skills. SAC are forums that provide students with several opportunity to express themselves and remove their inhibitions via an enlightening and engaging experience.

Club and committee events, campaigns, workshops, debates, and inter-university contests improve communication skills, team management and leadership abilities, time management, resource management skills, and, most importantly, confidence in each student. Students learn to perform practical implementation of classroom learning through the University's Club and committee platform. The Office of the Dean Student Welfare keeps track on the efficacy and outcomes of SAC Committee activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3.3

**Average number of sports and cultural events / competitions organised by the institution per year**

**Response:** 26.6

**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
35	37	33	18	10

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Alumni Engagement

### 5.4.1

**The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

#### **Response:**

SAGE University Indore Alumni Association plays an essential role in shaping the University's future by representing the views of its members and contributing to the development of an active and supportive alumni community. The SUI Alumni Association has been active on the university campus since 2017. The Association's principal goal is to keep the University and Alumni connected and to provide information on jobs and accomplishments. SAGE University organizes guest lectures by renowned alumni to expose students to cutting-edge technology, research and development, and business. Every year, SAGE Alumni members gather for an Annual get-together, during which all Alumni present are shown around campus, and Outstation Alumni who choose to join the Annual get-together gathering are supplied with all amenities.

#### **Objective of the SAGE Alumni**

- To arrange the lectures of Honorary Members and other respectable personalities in various fields and encourage the students to expand their horizon while entering in the real life.
- To provide guidance to the students of the University with reference to career choice and development.
- To assist the SAGE University Indore in organizing activities for the benefit of students.
- To encourage students to become entrepreneurs by undertaking training programs in various forms.
- To help the students with the help of ex-students for giving better opportunities in placements and with the help of Alumni exhaust the possibilities of giving practical knowledge and exposures to the students.
- To guide and assist Alumni who have recently completed their courses of study at the SAGE University Indore to keep them engaged in productive pursuits useful to the society.
- To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating networking events to provide alumni with an opportunity to contact other alumni so that if needed they may contact each other to excel in their career.
- To keep a roster of all Alumni of university.
- Maintaining the updated and current information of all Alumni.
- To encourage, foster and promote close relations among the alumni themselves.
- To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them.
- To provide and disseminate information regarding their Alma Mater, its graduates, faculties and students to the Alumni.
- To assist and support the efforts of Alumni's in obtaining funds for development.

The Alumni Association contributes in the various domain. Alumni meets are conducted once in a year at institute and departmental levels. Alumni share their expertise with the students for guidance in Projects / Placements / Contests / Internships and events like SMART INDIA HACKATHON etc.

Alumni Association directly & indirectly contribute to the development of the University. Alumni Association in the past had provided sponsorships to events like “Technophila” which is national level technical competition. A separate page on the university website and Facebook page is created so that alumni are in constant contact. A few alumni have also visited the university as part of requirement teams.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.4.2

#### Alumni contribution during the last five years (INR in Lakhs)

**Response:** C. 20 Lakhs - 50 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### Institutional Vision and Leadership

#### 6.1.1

**The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

#### **Response:**

The Vision and Mission statement defines the unique characteristics of SAGE University Indore and its effective leadership.

The '**Vision**' of SAGE University Indore is "*Educating and Empowering citizens to be better humans.*"

The '**Mission**' of SAGE University Indore is

- To be center for delivering higher education, research and industry connect
- To be source for enterprising, innovation and skill development
- To provide quality infrastructure, teaching learning system for creating citizens for domestic and international needs
- Offering digitally blended grooming, co-curricular and extra-curricular activities
- Establishing relationship with international and national institutions/Universities for knowledge sharing.

The governance of SAGE University Indore expressions an effective leadership which is working in line with vision and mission of the University. As per the Act of University Vice-Chancellor is chief who is supported by Pro Vice-Chancellor, Registrar, Director IQAC, Dean Academic Affairs, Dean Research, HOIs, HODs and Coordinators along with other Technical and support staff. The success of university leadership is evident in developing all areas of its activities mainly the ones mentioned in its vision.

- All authorities and officers have been nominated, with their responsibilities and authority precisely outlined in accordance with the terms of the act.
- All authorities and statutory bodies meet regularly, their decisions are carried out, and action taken records are kept.

Through a properly specified system that follows the management structure in accordance with this University's Act, Statutes, and Ordinances, the involvement of the Leadership of SUI is guaranteed. The leadership of the university is responsible for implementing and continually improving a set of university policies, regulations, and guidelines that have been produced by the many SUI committees.

The University has a tradition of encouraging faculty and students to actively participate in meetings of its statutory bodies, including the Academic Council, the Board of Management, and the Curriculum Conclave. By creating various directorates where academics can join as a nucleus and participate in decision-making and administrative roles as process owners, the university works on its basic values of integrity and teamwork.

From the very beginning, the university was designed for excellence in research. Publications and the growth of invention and entrepreneurship are the results of this. The establishment of an Intellectual Propriety Right (IPR) cell that filed 101 patents demonstrates the value of innovative leadership.

**SAGE Corporate Advisory Board (SCAB)**

More than 50 industry leaders, including CEOs, vice presidents, MDs, and HR directors, have joined the Corporate Advisory Board (CAB) to build an interface with industry. As a result, numerous facilities have been built in association with business.

SAGE University Indore is dedicated to providing students with the greatest learning environment, world-class facilities, and qualified faculty. To make decisions and oversee the various operations of the University, the faculty members are appointed to a number of statutory organizations and committees. A mechanism for academic audit is also in existence and is controlled by the IQAC Mechanism under the direction of a well-defined Quality Assurance Framework.

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

**6.1.2**

**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

**Response:**

The SAGE University Indore prides itself on decentralized administration and participatory governance. By making judgments about strategic administrative issues and overseeing the overall development of the University, this not only helps the institution advance but also helps the staff members develop personally.

All stakeholders at SUI, including students, teachers, non-teaching staff, and administrative personnel, are given the chance to contribute to the development of the university and to reach their full potential. SUI's administrative structure is decentralized. All interested parties are given sufficient opportunity to demonstrate their administrative prowess and facilitate academic procedures through the establishment of several committees and the appointment of coordinators from the offices of the HoDs to the Directors, Deans, and Registrar.

As a well-conceived institution, the University has coordinators at the departmental level who

passionately and independently oversee a variety of activities, including academic matters, curriculum design, course allocation for a semester, examination coordination, research activities, running different student clubs, organizing conferences, seminars, symposiums, workshops, guest lectures, conducting labs, field trips, and wardenship. While also preserving complete autonomy, all of these activities are managed and directed by Deans, Directors, and HoDs with assistance from the administrative staff.

Being a part of the change is the key to success in today's rapidly changing world, where new technologies emerge every second and create a highly competitive employment environment. The University also considers it crucial for all parties to participate in a decentralized system because, Feedback from students, teachers, businesses, and other stakeholders in order to develop course materials that could produce professionals who are prepared for the future and Regular curriculum reviews.

The recent curriculum/program review process carried out by a committee comprising all HoIs, HoDs, programme coordinators, might be used as a case study in this section. It was started in 2020 in most of Institute, and it was done to achieve the following goals:

- ◆ To rationalize the contact hours in order to conform to industry standards and consumer demand.
- ◆ To providing students with the freedom to pursue practical projects, industry certification, group projects, or independent study.
- ◆ To make CBCS more relevant.
- ◆ To make certain compliance with numerous regulatory agencies.

SUI has established best practices for accrual-based accounting in the area of finances, ensuring effective and open financial management. The university's administration has developed a novel idea. All interested faculty members are welcome to participate in this specialness and directly contribute to departmental, directorate, and registrar-level management. Faculty members are free to join any administrative office of their choice, without fear of discrimination, in order to expand their experience in academics, research, international collaborations, internships, training, and placements, sports, alumni relations, IEDC-cell, incubation centres, etc. The goal of this creative administrative experiment is to develop one's abilities for taking on more duties in the future and to foster a sense of community among the SUI brotherhood. The administrative setup of SUI guarantees effectiveness and gives its employees' efforts more support.

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

## Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed.**

**Response:**

The development documents and Perspective Strategic Plan of the University are available. These plans are created while taking into account the predetermined objectives and goals that are in line with the university's vision and mission. Most of the projected plan's domains were noted to have been realized during planning's review meetings, thus a new perspective plan must now be established to speed up the university's future expansion.

SAGE University Indore wants to be a leader in high-impact research, technological innovation, and the pursuit of excellence across the board in higher education. The university has created and implemented a strategic road map to help it reach such ambitious goals and give students a holistic education. The University continuously works on the numerous strategic road plan components to reform diverse academic fields, foster a culture of inquiry, curiosity, and scientific thinking, create an ecosystem for entrepreneurship, and enhance public perception across all segments of society.

The University's numerous strategic initiatives on a range of issues, including teaching, learning, and resources, globally renowned research and professional practises, graduation outcomes, outreach, inclusivity, and perception, have begun to bear fruit. The institution's reputation and perception have also improved as a result of the rise in high-caliber admissions each year. The University has made deliberate efforts to hire faculty members and students who are of the highest calibre. There have been efforts made to support and reward high-caliber, cutting-edge research and innovation and turn the University into a research and development powerhouse. The accessibility and inclusivity for the diversity of students by gender and by region are being worked on. The University is committed to fostering interdisciplinary collaboration within the fields of engineering, science, and management in order to give society with answers to the problems that the knowledge-driven technology world poses.

Through an accountability process that includes assessment, evaluation, reporting, and, where essential, re-planning, the strategic plan guarantees that the goals are met. The Internal Quality Assurance Cell (IQAC), which is duly approved by the Board of Management, develops the plan at the Department, Institution, and University levels as well as at the Department and Institutional levels.

The following domains are considered in the plans:

- Resources for academic and teaching-learning infrastructure Staff and Faculty Resources.
- Interactions with industry and placements Internationalization, Research & Innovation, and Entrepreneurship.
- The appropriate authority (Academic Council, Financial Committee, and Board of Management) is presented with the suggested plans for their approval and subsequent implementation.
- Activities and Support for Students

SAGE University has encouraged an entrepreneurial spirit among its students because it was a key component of the institution's original purpose. The Innovation and Entrepreneurship Development Cell (IEDC) was founded in the University in 2019 and awareness activities were launched, including student interactions with well-known entrepreneurs, company idea competitions, failure factories, etc. The students began expressing interest in entrepreneurship as a result of these activities, which spread a sense of entrepreneurship among them. University made the decision to go even further with the initiative in 2019.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### 6.2.2

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

#### **Response:**

SAGE University Indore was established as a State Private University under Act 21 of 2017 of State of Madhya Pradesh. University has a defined organizational hierarchy and structure to enable transparent and standardised decision-making. The organizational structure supports institutional capacity and educational efficacy by including stakeholders in various Committees/Boards. According to the Act and the University's statutes, a number of Statutory Authorities are responsible for establishing the rules and guidelines that the University must follow in order to operate effectively and fulfil its mission to serve society. The Chancellor of The SAGE University is also an edupreneur who leads and advises all of the administrators of the institution without interfering with their day-to-day duties.

The University's main governing bodies include the Board of Management, Academic Council, Planning Board, and Finance Committee, which are comprised of nationally renowned educators and government nominees. At least twice a year, the main policy-making body, the Governing Body, meets to make decisions that are then carried out by the Vice-Chancellor.

The Vice-Chancellor is supported administratively by a well-organized organization that includes the Registrar and other non-teaching employees. The Controller of Examinations, Chief Financial Officer, and other administrative staff members support the Registrar as the principal implementer. There are officials at each level, including Deputy Registrars and Assistant Registrars who carry out administrative decisions. The teaching and non-teaching personnel serve on various committees that assist the vice chancellor in providing suggestions on certain administrative and academic concerns. The dean of academic affairs, the dean of research, HOIs, HODs, and coordinators support the vice chancellor in academic matters. The Academic Council makes decisions regarding academic matters. Eminent academicians and representatives from the several faculties make up the Academic Council, which is presided over by the Vice-Chancellor. The University's main academic body for making decisions about all of its academic programmes' policies is the Academic Council.

The university has established clear guidelines for its service rules, promotion policies, leave policies, welfare programmes, and grievance redress mechanisms. The University has a well-organized framework in place for staff and faculty professional development. Financial and non-financial incentives are used to reward the accomplishments of academics and staff. The university has a recruitment strategy in place to carry out talent acquisition initiatives in line with organizational goals. Maximum PhD candidates that can help with providing quality teaching and research activities are searched after. Both teaching and non-teaching personnel are subject to a streamlined promotion mechanism at the university. The Grievance Handling System has been designed with the idea of offering a free and equitable grievance handling



mechanism and making it easier to resolve any conflicts or difficulties that may arise during employment.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>

### 6.2.3

**Institution Implements e-governance covering following areas of operation**

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>

## Faculty Empowerment Strategies

### 6.3.1

**The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**

**Response:**

SAGE University is dedicated to making its workplace the "Happiest Place to Work" by integrating all stakeholders in its growth and development. With this in mind, the university offers its staff members strong HR rules, as well as financial and non-financial advantages.

**Welfare measures for all Employees:**

**Medical facility:** The University features a health centre with two licensed doctors working there full-time, as well as the necessary paramedical and nursing personnel. All staff and students have free access to consultation services and first aid supplies. Additionally, a pharmacy shop is available where drugs are

sold for 5–10% cheaper than market pricing. On certain days and times for consultation, medical professionals in orthopedics, skin care, and gynecology attend.

**Medical Cover:** For treatment, medical expenditures are covered at set rates. Employees have received Rs 2.0 Lakh – Rs. 5.0 lakh in reimbursement over the last five years.

**Transport Facility:** 60% of employees are availing University free transport facility 02 E-rickshaws are also available for commuting within the campus for the students and visitors

- ♦ To imitate the provision of University information and communication technologies (ICT) amenities including computer laboratories, Smart boards, laptops, and tablet computers as well as Wi-Fi connectivity is available to all employees and students.

**Salary Advances:** Need based advance alongside salary is allowed to all employees.

#### **Welfare measures for teaching staff:**

Faculty are provided 12 Casual Leaves and 5 special Casual Leaves for attending educational conferences and seminars etc. The University offers financial assistance to faculties for attending conferences, workshops, seminars, FDPs etc. For successful research initiatives, seed money is given. Additionally, financial support is offered for submitting patents. Campus accommodation to faculties at free provided facilities for International exchange programs are provided.

The HR Office regularly organizes orientation programs for the newly recruited faculty for providing adequate insight into policies and regulations of the institute, professional expectations, and inculcation of a set of professional skills indispensable for their efficient functioning. During the three-day orientation process, the new faculty members are apprised with the nuances of academic spheres such as Academic, Syllabus coverage, Examination and evaluation, Results and students' vacation, Research and Innovation, Research incentives, Student Welfare, General services, Gender sensitization, practice on handling ERP independently, Infrastructure and campus facilities.

#### **Welfare Measures for Non-Teaching Employees:**

The employees are given 12 casual leave days and special earned leave days annually. All class IV employees receive free uniforms. SUI is steadfastly dedicated to the cause of happiness and advancement for its gifted staff. The top-tier members of the academic and administrative fraternity make up the teaching and non-teaching personnel, who are chosen after careful consideration and rigorous examination. Concurrently, care and consideration given to the well-being of staff is meticulous and kind.

One of the most fundamental requirements to keep personnel motivated and satisfied, aside from the basic demands of existence, is intellectual motivation. The university frequently offers Adviser speech for its teaching and non-teaching personnel with the goal of maintaining an intellectual barometer that is consistently active and improving subject-related and concomitant abilities.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 78.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
321	322	140	137	34

<b>File Description</b>	<b>Document</b>
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.3.3**

**Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 33.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	47	26	23	4

File Description	Document
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>

### 6.3.4

**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 37

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
206	47	68	57	26

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>

## Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

SAEG University is a self-financed University and is not getting maintenance grant from the state Government. Accordingly, funds are mobilized from:

1. Inside Sources

## 2. Outside Sources

### Inside Sources

Prime resource mobilization is over and done with collection of fee that contain of

- ♦ Academic Fee
- ♦ Hostel Fee
- ♦ Transport Fee

Students' fees are taken from them twice a year, semester by semester. To offer essential amenities to the student's gym, shops have been constructed which are allotted against payment of rent and earnings are duly accounted for.

### Outside Sources

Government, private, and corporate bodies pay for training and consulting services in order to conduct research and disseminate information about emerging technologies.

Providing university ICT resources available to other organizations for the use of admission exams and other academic tasks.

Borrowings from banks are another external source of funding. Bank the majority of borrowings are term loans needed to build and upgrade the infrastructure needed for academic and administrative operations. These loans are set up taking into account the university's future intentions for growth.

**Optimal Utilization of financial resources:** Strict budgetary management over expenditure in accordance with existing provisions ensures the best possible optimal use of financial resources. Additionally, pre-audit is done to make sure that only necessary expenses are made.

**Campus Improvement:** Construction of roads, provision of power, water, installation or renovation of sewage lines, planting, and other land development projects are all included in campus development.

**Infrastructure:** Only the necessary amount of buildings are built, and the infrastructure is designed beforehand. Academic buildings, libraries, hostels, an administrative building, etc. are all included in this exercise.

In addition to the aforementioned, the following amenities are provided using financial resources:

- ♦ **Student Facilities:** These services include a canteen, clean drinking water, recreation areas, common areas, and counselling centres, among others.
- ♦ **Central Library:** The financing for books and journals is based on necessity.
- ♦ **Equipment:** For laboratories, specialized office equipment, and contemporary teaching tools like multimedia projectors, etc., the equipment is dependent on necessity.
- ♦ **Advanced Research Activities:** For path-breaking, creative research that is not covered by major and minor research initiatives, funding is offered.
- ♦ **Human resources:** Human resources are vital for carrying out any creative process.

**Strategies for optimal utilization of resources** The Finance Committee which has been established by the University, is one of the planned procedures used to ensure the best possible use of resources.

1. The Finance Committee evaluates and grants approval to all investment-related actions.
2. For the treasury to operate effectively, the Investment Committee periodically evaluates the provisions outlined in the Investment Policy.
3. To ensure strong financial stability throughout the year.

**Best Practices for utilization of resources**

1. Without the previous consent of the Finance Committee, no expense, whether recurrent or non-recurring, may be undertaken by the University.
2. Annual accounts are prepared, audited, and submitted to the Finance Committee for approval each year. The Finance Committee is given with projected budgets for the upcoming year for review and approval.
3. To ensure the best possible use of financial resources, the University routinely examines quarterly, half-yearly, and annual cash flow statements.

**File Description**

**Document**

Link for Additional Information

[View Document](#)

**6.4.2**

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

**Response:** 0

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

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

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.4.3

#### Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

**Response:** 134.94

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
64.25	57.14	9.32	4.23	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.4.4

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

**Response:**

University has meticulously conducted both independent external audits (statutory audits) and internal audits. The tasks are completed carefully and in strict accordance with the timeframes. In contrast to the annual statutory audit, internal audits are conducted periodically.

The processing of financial transactions at SAGE University includes internal control as a key component. The core control system is quite straightforward but efficient. Transaction processing at the accounts department is the first level of control where all aspects of validating a transaction are checked

before entering a transaction in the accounting system, including budget provision, adequacy of requisition, supporting documentation, authorization and approval, account holder history, etc. Every invoice submitted to the finance department for payment is carefully examined, and any errors are addressed by the relevant department or unit. Pre-audit of bills is what this is termed. The Finance Department also has an Internal Audit Wing. Post-payment audits of invoices are completed through this division.

**Internal Audit:**

A pre-audit system is used while processing payments as the second level of control. In the Accounts division, an independent, specialized audit team has been established that carefully examines each payment and the related paperwork. To verify the propriety of the payments, the auditor verifies every aspect of control at each stage of the transaction, including the appropriateness of the demand, paperwork, authorization, and approval.

By providing the necessary extra supporting documents, authorization, or confirming proof, the accounts department follows up with the concerned department to correctly answer auditor's inquiries. In accordance, the auditor stamps each payment for clearing once satisfied. Before payments are ready for final approval from authorized signatories, the Chief Financial Officer and CA random checks and questions on the payment. In addition to this, a system of random testing of transactions and expenditures is in place for when it becomes necessary to examine the spending trends in a certain cost area. Internal and informal reviews of this nature are conducted to initiate necessary action if necessary.

**External Audit**

A statutory auditor chosen by the university to conduct this audit was an outside organization. This auditor does the post audit, certifies the yearly financial statements, and submits the audit report to the university. The audit subcommittee examined the audit objections detailed in the audit report and took action to comply. Finally, the Senate received the certified annual report, audit report, and compliance for approval.

Once a year, external auditors check the books of accounts critically and analyze the receipts and payments in accordance with the relevant auditing standards and laws to make sure that all statutory and regulatory requirements are fulfilled correctly and on time. In order to obtain further information and explanations to satisfy themselves on the financial statements, external auditors routinely discuss their observations and findings with the Accounts team. All essential reasons and explanations are given to the auditors during the final briefing meeting that concludes the external audit. Based on auditor's satisfaction, audited accounts are signed off.

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

**Internal Quality Assurance System**

6.5.1



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

**Response:**

The Internal Quality Assurance Cell (IQAC) created in 2019. The IQAC has significantly aided in institutionalizing quality assurance strategies and procedures. The IQAC was established in accordance with the NAAC's framework, and it has regular meetings. There is an IQAC Coordinator in each department. In its sessions, the IQAC develops and reviews quality assurance policies and procedures. Numerous actions have been done as a result of the work of IQAC, including the establishment of university R&D cells, entrepreneurial development cells, the annual holding of innovation contests, etc.

Following are two instances of techniques connected to teaching and learning quality that have been institutionalized as a consequence of IQAC initiatives:

**1.Strategic Roadmap Deployment**

**2.Outcome Based Education curriculum and syllabi**

**1. Strategic Roadmap Deployment**

The majority of hand-selected professors from across all programmes were given the responsibility of creating a strategic roadmap in 2019–23 to identify the most important efforts for raising our NIRF and NAAC rating. These attainments served as the foundation for the Key Performance Indicators of our Quality System, For the purpose of hitting the milestones on our strategic plan, all departments matched their objectives to this set of shared KPIs. For the purpose of maintaining standards and removing any obstacles a department could have, directorates were formed as process owners. Two leadership meetings—the Deans & Directors Monthly Structured Meeting and the Section Heads Monthly Structured Meeting review the process data gathered from this measuring system. In meeting minutes, countermeasures to enhance the performance of the quality system are noted for further follow-up and closure.

***5-year Strategy Roadmap developed to improve NIRF Ranking***

- ♦ Quality System Key Performance Indicators (KPI) identified based on NAAC and NIRF parameters
- ♦ Performance Management System developed based on KPIs for each department
- ♦ Directorate KPIs established for process owners
- ♦ Established Quality Circles in each department to drive process improvement
- ♦ Career Advancement Scheme for Internal promotion
- ♦ Participation in media surveys
- ♦ Participation in SWACHH Bharat survey
- ♦ Participation in Traffic

**2. Outcome Based Education curriculum and syllabi**

A significant training endeavour was necessary since the new NAAC rules, which were published in May 2022, added criteria for monitoring programme outcomes for non-engineering programmes in addition to

those that were previously necessary for engineering schools. Each department submitted a list of program coordinators who would be trained as mentors for creating matrices for articulating and attaining programme goals. The faculty empowerment centre at SAGE University offered practical courses for creating lesson plans and choosing pedagogical strategies with the right assessment methodologies. The program coordinator for each department set attainment thresholds so they could monitor programme attainment and the necessary course changes. Program outcome attainment targets can be made a department's Key Performance Indicator so that leadership can assess them during monthly meetings of the deans and directors and make suggestions for improvement before reporting to the academic council.

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

## 6.5.2

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

**1. Academic Administrative Audit (AAA) and follow up action taken**

**2.Confernces, Seminars, Workshops on quality conducted**

**3. Collaborative quality initiatives with other institution(s)**

**4.Orientation programme on quality issues for teachers and students**

**5. Participation in NIRF**

**6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Paste web link of Annual reports of University	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.5.3

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

**Response:**

### **Teaching, Learning and Evaluation processes**

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

The Academic Council at SAGE University Indore has spearheaded two significant initiatives that have been motivated by UGC guidelines and to reduce programme credits and increase programme elective offerings for our students under CBCS. In order to capitalize on programmatic synergies in a systematic and organised way, SUI established the Directorate for Academics as a process owner.

### **Administrative Improvements**

The executive leadership of SAGE University Indore understood the necessity of designating process owners to promote changes throughout the University in the following crucial areas:

- ◆ Research Exposure
- ◆ Academic Standing
- ◆ Internationalization
- ◆ How Industry and Entrepreneurship Connect
- ◆ Engagement and Support for Students

By creating Directorates and encouraging professors to nominate themselves for membership as Nucleus Members, these process owners were institutionalized. In order to help our university improve its quality and implement our five-year strategic roadmap. Due to this administrative endeavour, boundaries between academia and administration have been broken down. Our faculty has been empowered and inspired to take part in our quest for quality improvement.

### **Research and Development**

The establishment of advanced research laboratories has increased the number of publications in high Impact Factor and Scopus indexed journals. Progressively more submissions are being submitted to different financing organizations and the significant growth in patent filing.

### **Infrastructure and Learning Resources**

For a better teaching-learning environment, new academic buildings, classrooms, labs, staff cabins, auditoriums, and seminar halls were erected. A brand-new, cutting-edge Central Library has been built, complete with individualized reading areas.

**Feedback from Stakeholders**

Each year, parents and students of graduating batches provide detailed feedback to help identify areas for development. All students are required to complete the online teacher feedback form on the university's ERP portal both before and after examinations.

**Digitalization of processes**

the implementation of an online admissions process for more efficient and paperless procedures. SAGE University app ion has digitalized HR procedures for keeping track of professor and staff members' absences and attendance.Fourth class employees' biometric attendance and SAGE University app ion leave requests.

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

## Criterion 7 - Institutional Values and Best Practices

### Institutional Values and Social Responsibilities

#### 7.1.1

**Measures initiated by the Institution for the promotion of gender equity during the last five years.**

#### **Response:**

The campus of SAGE University in Indore features a positive environment for gender equity, which is adequately represented in the demographics of the faculty and staff. Men and women are given equal opportunity, and there is no gender discrimination. The University regularly conducts gender-sensitization and gender equity programmes to encourage respect and dignity for female staff members and students as well as collaboration among male and female students.

The university takes proactive steps to ensure that all of its members work in a gender-sensitive, gender-equal, and safe workplace. Its Regulation and Policy guidelines protect the interests of the teachers, staff, and students without making any distinction based on gender.

Topics related to gender equity and sensitization are covered in practically all university curricula. As extracurricular activities, we conduct seminars, conferences, and workshops in addition to delivering the curriculum in the relevant classrooms. In the university office and women's common area, there are posters for the UGC guidelines for the same issue as well as the Government Act for Prevention of Sexual Harassment of Women at Workplace. Sporting events are encouraged for female students to take part in. Female staff employees are represented on university issue committees and in the internal quality assurance cell. Students have the opportunity to submit articles to the university publication Magazine "THE SAGE TIMES." The institution takes the effort to make government scholarships available to students. Girls and boys receive scholarships since their admittance numbers are almost equal. A significant portion of the university's N.S.S. unit's students are female. Girls freely take part in N.S.S. camps.

#### **Safety and security**

The security and safety of its employees and students are of utmost importance to the university. With workers working three shifts, enough security is offered to guarantee everyone's safety and security on campus, notably that of women. The entire campus is constantly watched over by CCTV cameras and is periodically checked. Poster campaigns are launched to promote messages of gender parity and a zero-tolerance policy for harassment.

The Sexual Harassment of Women at Workplace for Prevention, Prohibition and Redressal Act established the internal complaints committee, which meets frequently to discuss complaints (if any) from students, teaching and non-teaching staff and take required action. Anti-ragging Committee and Squad make sure that there are no instances of ragging on campus.

#### **Counselling**

The institution has a well-established and effective system for assisting and guiding students (personal,

academic, and career counseling).

### **Mentor-Mentee Program.**

The mentors meet the mentees regularly and enquire about the students' overall performance and their personal problems, and refer them for counseling if necessary.

### **Common Rooms**

The institute has provided separate common rooms for both boys and girls, with basic facilities for dining, refreshing and relaxation, etc.

<b>File Description</b>	<b>Document</b>
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

### **7.1.2**

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

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

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Geotagged Photographs	<a href="#">View Document</a>

### **7.1.3**

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

- Solid waste management**
- Liquid waste management**
- Biomedical waste management**
- E-waste management**

- ♦ **Waste recycling system**
- ♦ **Hazardous chemicals and radioactive waste management**

**Response:****Waste Management steps including:**

- ♦ **Solid waste management**
- ♦ **Liquid waste management**
- ♦ **E-waste management**
- ♦ **Waste recycling system**
- ♦ **Clinical Waste: Hazardous chemicals and radioactive waste management**

**Response:**

Waste management include collecting, separating, transporting, treating further, recycling, and discarding various wastes. The university has effective management systems for solid, liquid, and electronic waste. In fact, the university is practically paperless, with the majority of forms, payments, and official correspondence taking place online via the SAGE University Indore ERP portal. To collect recyclables and regular waste, separate 21 dustbin sets have been installed. The three R's procedure, i.e.Reduce, Reuse, Recycle.

**Solid Waste Management:**

The solid waste is categorized into Non-biodegradable and biodegradable waste. The Non-biodegradablewaste is separated in to recyclable and non-recyclable. The recyclable waste is sent to designated vendor on regular basis. Non-recyclable waste is disposed off as junk through open bidding. No waste is tolerable to be accumulated on the campus.

Non-biodegradable and biodegradable waste are the two categories used to classify solid waste. Waste that cannot degrade is divided into recyclable and non-recyclable materials. The recyclable waste is routinely delivered to the specified suppliers Indore Municipal Corporation (IMC). Open bidding is used to dispose of non-recyclable material as garbage. No waste is tolerable to be stored on the campus. Biodegradable garbage is collected hygienically and delivered to a designated location where it is broken down and decomposes on an oxygen-rich medium, producing eco-friendly manure that is utilized for agriculture filed of campus.

**Liquid Waste Management:**

The amount of sewage waste produced by the university each day is around 25000L/D. STP have been developed by the university to manage this waste. The treated water from these STP is used for irrigation in the university. The University follows a stringent strategy for getting rid of liquid waste in its labs. Each item of glass that is used in the lab is washed with the least amount of water possible before being put in the liquid waste container. Waste that is organic and inorganic are separated from the liquid waste. Prior to disposal, inorganic waste is neutralised, such as concentrated acidic or alkaline solutions. To ensure that the neutralised liquid is free of any dangerous substances and maintain a constant pH, the neutralisation procedure uses sodium bicarbonate or calcium oxide (lime).

♦ **E-waste management**

The management of electronic waste is a crucial component of the university's commitment to sustainable development. Reusable and non-useable components of e-waste are collected and separated. By performing routine maintenance and small repairs, carried out by the university's own technical specialists, electronic equipment's lifespan is increased. Annual maintenance contracts and good upkeep can extend the life of computers, printers, fax machines, photocopiers, and other equipment. Previous versions of these tools are given to needy to be disassembled and learned from. Unusable items are given to selected merchants for disposal.

**Clinical Waste:**

A specialized clinical waste disposal firm disposes of the medical waste every other day. The application of the color-coded clinical waste management system facilitates identification and processing.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>

**7.1.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

**7.1.5**

**Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**



**5. Landscaping with trees and plants**

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

<b>File Description</b>	<b>Document</b>
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6**

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

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

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

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>

**7.1.7**

**The Institution has disabled-friendly, barrier free environment**

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

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

### 7.1.8

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

#### **Response:**

The University is sensitive to providing an inclusive environment for students and employees, as is evident from a range of initiatives that it has put in place to account for and promote cultural, regional, linguistic, socioeconomic, and other diversities on the campus. SAGE University has a various student and faculty base. The orientation programme at the beginning of the academic year acts as a forum for communication among diverse groups in order to create and maintain a full and respectful workplace for everyone, regardless of their identities.

To foster an inclusive atmosphere, activities are held under the following forums, which guarantee the participation of students from many areas and religions:

- Morning Prayer (SarasatiVamdana) at each department
- University Establishment Day(04 January)
- **National Service Scheme (NSS):** Encourage and assist students in organising Nukkad-nataks, rallies, and expert presentations for multicultural and different communities (such as rural and urban slums) in order to foster tolerance, creativity, and cultural sensitivity via acceptance and understanding.
- **Equality Cell:** In order to oversee the efficient implementation of policies and programmes for underrepresented groups, to offer guidance and counselling regarding academic, financial, social, and other issues, and to increase diversity on campus, the SAGE University Indore established the Equality Cell in 2017. The cell looks into the concerns of the weaker sectors of society and proposes peaceful solutions to their issues. It also assists individuals or a group of students who are members of the disadvantaged section of society in containing difficulties associated to discrimination. Cell provides for the needs of students with disabilities and handles problems affecting SC/ST/OBC and minority populations. It frequently puts on events including poster contests, awareness campaigns, sports meets, guest lecturers, and conferences.
- **Annual student fests:** Students from all backgrounds participating in activities like SAGE Fest, inter-university contests, tournaments, and annual play assure learning while socialising with one another. The University observes several holidays, including Eid, BasantPanchami, Holi, Diwali, Lohri, and Christmas, bringing fervour and enthusiasm to campus life and highlighting our extensive secular traditions.
- The use of group presentations, seminars, and paper presentations by students in lectures, conferences, workshops, or interactive sessions is an educational strategy for fostering teamwork,

creativity, and the capacity to work with others from various backgrounds.

- ♦ Students and employees of all religions and communities participate in cultural and religious celebrations. Diwali, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam, and other holidays are joyfully celebrated.
- ♦ International Day of Yoga (21st June) is celebrated.
- ♦ Mother tongue Day Celebration for students
- ♦ In rural regions, regular medical clinics are held for the impoverished, including school health programmes.
- ♦ Services provided to the community include blood donation drives and immunisation campaigns.

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

### 7.1.9

#### **Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

The university is well aware that education cannot be only focused on in-class instruction. The University believes it is its moral obligation to prepare students to become responsible citizens and contribute to the advancement and development of the country in addition to providing formal education at the postgraduate level.

SAGE University Indore organizes various programs to sensitize students and faculties to the constitutional obligations, values, rights, duties and responsibilities of citizens.

Through NSS, the university encourages students to participate in extracurricular activities and arranges study trips to help them appreciate the value of preserving the nation's cultural legacy. Additionally, the university holds special lectures on the Indian Constitution where topic specialists inform the students about the significance of the document as well as the fundamental rights, obligations, values, and responsibilities of citizens. The university also supports a number of events for its employees and students to respect the national anthem and flag as well as remember the victory for freedom. At the conclusion of significant events, the national anthem is performed to create a sense of patriotism among all attendees.

The students have organised several clean-up campaigns both on campus and in adjacent communities because they see it as a public duty. To ensure that everyone lived in a clean and natural environment, the students organise plantation drives both inside and outside of the campus. The university has also played a significant role in the Swachh Bharat Abhiyan, where we staged a rally for students to raise awareness of cleanliness and hygiene and went on a city tour. Students and faculty celebrate holidays such as Republic Day, Independence Day, Gandhi Jayanti, Dr. B.R. Ambedkar's Birthday, etc. every year.

Initiatives done to educate students and faculty about their constitutional duties include:

- ♦ The National Anthem and readings of the Preamble and the Fundamental Duties of Indian Citizens as outlined in Article 51 of the Constitution open all university activities and celebrations.
- ♦ Within the previous five years, students have made trip to Sansad Bhawan. Students witnessed Rashtrapati Bhawan, Ashok Hall and other political landmarks during their tour, which helped them understand the importance of democratic procedures.
- ♦ To raise knowledge of the Fundamental Rights, Directive Principles, and functioning of the Constituent Assembly, the Department of Law and Legal Studies organises an oath-taking ceremony, a photo and poster exhibition, and a movie showing on Constitution Day each year.
- ♦ SAGE Activity Cell (SAS) and SAGE Students Ambassador(SSA) visit to Kachhi Bastis and five government schools in the nearby area, visited by the volunteers to create awareness about hygiene, nutrition and educational needs .

#### 7.1.10

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

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

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

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

#### 7.1.11

**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

SAGE University Indore arranges celebratory days and activities on a national and international level

because the university genuinely believes that it is essential to safeguard and preserve our national identity and culture by educating young people about our historical past. The leaders of the Indian freedom fight made significant contributions to strengthening national cohesion and left us with the priceless heritage of a free, democratic India.

The total growth of a people depends on a number of variables, including knowledge of our culture, inspiration from notable individuals, and awareness with significant dates in all spheres of life that may be crucial in shaping one's personality. We support youth empowerment as part of the University's objective to assist them understand that they are in control of their own life. For this reason, the University celebrates important events like the birthdays and anniversaries of the deaths of those who have contributed significantly to society.

These events are organised by various Departments and Group leaders of the University to assist students in valuing Indian values while acquiring the best of Western culture, traditions, and legacy. All of these important events that will be observed throughout the forthcoming session are included in the academic calendar, which is created prior to the start of the session.

- ◆ **January:** World Hindi Day, National Youth Day, Indian Army Day, Republic Day
- ◆ **February:**Matrabhasha Diwas, National Science Day, World Cancer Day
- ◆ **March:** International Women's Day, World Day for Water, World Forestry Day
- ◆ **April:** World Health Day, World Earth Day
- ◆ **May:** International Labour Day (May Day), World No Tobacco Day
- ◆ **June:** World Environment Day, International Yoga Day
- ◆ **July:** Doctor's Day, World Population Day
- ◆ **August:** World Photography Day, Sports Day (Dhyanchand's birthday)(India)
- ◆ **September:** Hindi Day, World First Aid Day, World Ozone Day, World Heart Day
- ◆ **October:**World Animal Day, World Teacher's Day, World Food Day
- ◆ **November:**International Children's Day, Law Day, Flag Day
- ◆ **December:**World AIDS Day, International Day of Disabled Persons, Kisan Divas (Farmer's day)

On campus, a number of festivals are also observed, including gatherings for Holi, Raksha Bandhan, Diwali, mehndi competition for Teej, and the kite festival. Both students and staff members take part in these celebrations.

Together, these activities support students' general growth, foster social awareness among young people, and equip them to take on the issues of society and the wider world. They make a vital contribution to assisting them in becoming sensible, informed, and responsible citizens.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## Best Practices

### 7.2.1

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

**Response:**

**Best Practice: 1**

**Title: “Students Progress Programs”**

The SAGE University Indore has initiated an innovative practice on its campus entitled, **Student Activity Cell (SAC)** and **SAGE Student Ambassador (SSA)** from the year 2017.

#### **Objectives**

- To advance moral education and the maturation of social obligations, rights, and responsibilities.
- To encourage national integration and student socialization.
- To enable students to learn from their environment and to develop their personalities holistically.
- To offer a venue for meetings with famous persons.
- To learn from the world's most renowned leaders and prosperous individuals.

#### **Context**

Student activities have a good influence on an institution's atmosphere since they aim to assist students in developing their personalities, perspectives, learning, and attitudes. To acknowledge the significance of a student's entire development and the contribution of numerous activities The Institute is responsible for raising the younger pupils. The university's cultural, athletic, and social activities are being promoted and advanced by the students' activity cell. The university's student activity cell works with a number of faculties to supervise and execute the activities.

#### **Practice**

Under the direction of academic members, students organise departmental cultural events effectively. Additionally, the Departments' students offer their time for several important occasions like conferences, seminars, workshops, etc. Students' overall growth is actively supported by the university. Under the University's Students Development Program, about all Students have received training in approx 145 different places from professionals in a range of professions during the past five years.

#### **Evidence of Success**

The SAGE Student Ambassador and Student Activity Cell these two Programs are a leadership opportunity for students who are dedicated to serving and representing SAGE University, Indore. Student

Ambassador will be part of Sage Student Ambassador Council in which they will hold different positions and perform their duties in various task groups. The mission of the Sage Student Ambassador Program is to cultivate student leaders who will share the SAGE University, Indore experience with prospective students, their families, and the community members and represent the college at special events and also help university in different administrative and management works. The mission of the SAC & SSA Programs are to cultivate student leaders who will share the SAGE University, Indore experience with prospective students, their families, and community members and represent the college at special events and also help university in different administrative and management works.

#### **For Job Responsibility of Students:**

- ◆ Creating events, activities and opportunities that help students and community to utilize The SAGE group.
- ◆ Working with Sage University, Indore/The SAGE Group to promote current verticals, inform the development of current verticals and curate marketing ideas and campaigns and their implementation.
- ◆ Participating and organizing conference, talks, training, and regularly scheduled meetings.
- ◆ Spread awareness of SAGE University/SAGE Group activities.
- ◆ Curating content for social media and connect students of college and other colleges across India.
- ◆ Conduct activities to engage community in colleges / university and other verticals.
- ◆ Collaborate with tech groups / societies / teams of various colleges.
- ◆ Track, analyze and report the growth of identified programs.
- ◆ Coordinate in training & placement activities as volunteers.
- ◆ Present our university in your school via conducting motivational seminar / career counseling for school juniors.
- ◆ Help as a volunteer in office hour.
- ◆ Work as campus tour guide for visitors.
- ◆ Motivate and help new students.
- ◆ Promotion of sage trend via email, SMS, and help us in digital marketing activities.
- ◆ Connect our executive council with the students and teacher of previous schools / colleges.

#### **Problems Encountered and Resources Required**

In instigating the Student Development program SSA & SAC SAGE University Indore has not come across any complication. The student fraternities and their parents, on the other hand, have noticed and embraced it greatly. All are prepared by the renowned and experienced individuals from various areas who engaged with the students and offered them numerous life lessons and practical skills. The success of this unusual treatment is the fundamental reason why there is now such a desire. The main difficulty is making these two programmes (SAC & SSA) available to a growing number of students without affecting the department's normal classroom activities or day-to-day teaching and learning activities.

#### **Best Practices II: Customized Campus Recruitment Training Program (CCRTP) :**

CCRTP program is exclusively designed for the students in order to make them ready for placements. It is focused on ensuring that the students are well equipped to get through the recruitment process of various Core companies by gathering the inputs from the jobseekers and placement-providers. This training program is implemented through an external renowned agencies which have expertise and credentials in

grooming the students. Major goal of CCRT P to develop the most employable and skilled human resources with the ability to adapt to an intellectually and technologically changing environment.

### Objectives

- ♦ To enhance employability skills.
- ♦ To assist students in cracking the aptitude tests.
- ♦ To provide grooming environment through personalized coaching and group activities.
- ♦ To enhance overall personality.
- ♦ To train students on life skills so that they can excel in their academics and also in the careers of their choice.
- ♦ To train for Campus Recruitments

### The Context

While there are always job-specific skills that an employer is looking for, most recruiters also want to have some general skills. These general job skills also count for “employability skills” or “soft skills”. Customized Campus Recruitment Training Program identifies the student’s employability skills, combines them with improved self-awareness, and prepares them for getting placement. In view of the SAGE University has emphasized on grooming the students which is complemented by the outcomes. As the need of the industry is continuously changing to cope up with the global challenges, they also have an expectation from institutes and University to provide industry ready manpower. The University has to maintain the continuously growing placement record and needs to upgrade the trainings as per industry suggestions.

### The Practice

- ♦ The Institute has developed Value added Education as a center of excellence in soft skill trainings
- ♦ The Institute has nurtured the placement cell as Training and placement Cell (TPC) to complement the requirement of holistic development of the students, not only for on campus placements but also for other competitive examinations for higher education, research jobs, government sector jobs, etc.
- ♦ The University has different cells like IEDC, IIC, SWC, IPR Cell, TPC etc.
- ♦ The University runs various certification programmes through SAGE winter and SAGE Summer training program.
- ♦ University encourages faculty members and students to visit industry.
- ♦ Promoting Entrepreneurship.
- ♦ University timely conduct Faculty Training & Development programs for quality improvement in teaching.

### Evidence of success

With the combined effort and commitment of the institutions and students, the University has achieved very good results during on-campus recruitment processes. This has led to the increase in the quality, as well as, number of recruitments. Placement Summaries for the last 5 years indicate that the students have been performing consistently well and are recruited by reputed companies and the average pay package has been increasing year after year.



### **Problems encountered and resource required**

- ♦ As the complete module was required to be conducted at a stretch, the curriculum timings were required to be re-adjusted. Accordingly it was done and academic activities were not hampered. The extra lectures were conducted against this activity.
- ♦ The placement companies are having varied criteria for selection of students. In order to normalize it, a specific module covering maximum criteria was implemented.
- ♦ Some of the students, though academically capable, could not afford the cost for the training due to their poor economic background. The college supports these students by extending financial assistance.

### **Best Practice III: SAGE Clean and Green Mission**

Environment is very important aspect of any educational institute. It is highly essential to keep the campus clean & green every time. The faculty, staff and students entering the campus should feel that serene and cozy atmosphere which makes them stress-free during the entire day of academics. A glance at the clean and green campus pacify the brain and can give new energy for starting a new day. Moreover, keeping campus clean and green, makes environment healthier, full of oxygen and free from pollution and gives space for flora and fauna to develop with these objective and principles, the practice of 'clean & green' was started.

#### **objectives**

A remarkable feature of the University is tree plantation and conservation. The object of conducting the best practice tree plantation and conservation in University premises For beautification of campus, For healthy atmosphere, to create Oxygen Bar, to control noise and air pollution, To increase biodiversity, as well as:

- ♦ To make premises eco-friendly.
- ♦ To make the University campus free from the pollution
- ♦ To inform and aware the people about the importance of pollution.
- ♦ To plant tree around the college campus area
- ♦ To save the human being from the effect of environmental Pollution.
- ♦ SAGE Clean and Green Practices aim at achieving eco-friendly and sustainable environment within the University campus and as to support to swachh bharat. Indore has been adjudged the cleanest city of India for the sixth year in a row, while Madhya Pradesh is the cleanest state in the country. SAGE University proud to be a part of cleanest City.

#### **The Context:**

Environmental protection, Go Green, Swachh Bharat Mission are the concepts evolved after realizing the harmfulness of pollution which affects not only human health but also the ecological balance. Optimum use of natural resources and keeping our environment clean and green are necessary for healthy living and sustainable future. Converting the University into clean and Smart Campus by engaging the stakeholders will facilitate dialogue and sharing of ideas amongst students, faculty and administrators towards Sustainable Development Goals. Tree plantation and

conservation is the best solution to fight against the global warming. To achieve the goal, our University initiated this activity always. Timely Plantation Programs done by Students, Faculty members, and Staff members.

**The Practice:**

During the last five years University has planted different varieties of plants species at different intervals in the campus with the help of staff and students Present green campus is the outcome of our sincere efforts under the guidance of Management. All staff members create environment awareness among the students in the campus to propagate green campaign successfully. The University also invited guest to give lecture on pollution. The University has also kept dustbins at different places. The separate store room is created to keep all the deadstock material of the college. The University planted trees around the campus are to reduce pollution. The wastages are not burnt and it is composed in the earth. The roof water harvesting is connected to the tube well.

**Evidence of Success:**

The green campus developed by University helps not only to save environment but also add beauty of campus, besides providing shade to our students and also used for scientific studies. College campus is enriched with varieties plant species. Eco campus strongly employed resulted in one of the beautiful and clean campus in the vicinity it has resulted in attracting students. The local peoples, stakeholders seeing this appreciated and thanked them for taking such great initiatives. These campus pictures were also spread in social media to give valuable message to society. Students became aware about importance of plants and familiar with the campus and various plants. Other evidence of success:

- ◆ Because of particular parking area mention the pollution is reduced in the campus.
- ◆ Because of the plantation of the trees around the campus, the students get free fresh air.
- ◆ The campus area is clean and healthy.
- ◆ The slogans are pasted on the walls of the college.
- ◆ The reports of Green, Energy and Environmental audits portray the success of the green practices followed in the campus.

**Problems Encountered:**

The challenging issue during setup of this practice is planning of garden and selection of plant variety which can survive in the heavy rainfall, humid climate, low water retention due to loose soil, & scanty water supply during summer season. Initially land is rocky and impervious. That causes difficulty in digging the pits. Therefore we dug some pits by using JCB machine. The availability of the various plants and its maintenance. Some plants, herbs, shrubs grow at very high pace, while some does not, various insects, bees and fungus destroys the flowers, a regular and keen maintenance is required to clear these. These problems were faced and tackled by regular measures.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>

## Institutional Distinctiveness

### 7.3.1

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

**Response:**

The vision of the University is “**Educating and Empowering citizens to be better humans**”. A distinctive characteristic of SAGE University Indore (SUI) is its excellent culture and research culture. As a central India’s university of good standing, offering post-graduate and research degrees in the sciences, including agriculture, Pharmaceutical and engineering, the humanities, social sciences, Design, Architecture, Law and Legal Studies and management. The unique character of SUI in the higher education ecosystem of the country is derived from the emphasis on its research mission, along with a strong and clearly articulated higher education programme.

Over the years, all of the SUI's Institutes have built a solid reputation for their PhD programmes of the highest calibre. Around 90 people apply for each seat in the PhD programmes each academic year, which is a tribute to the calibre of instruction and training. Although national demands and international standards have spurred research in all of the university's key disciplines, the teaching at the institution stands out because it depends on faculty research, with the curriculum being regularly revised to reflect new research frontiers. We have been able to develop experts in a variety of professions as well as the next generation of research practitioners who are outfitted with cutting-edge domain knowledge taught in the classroom thanks to academic freedom and flexibility as well as easy access to resources. The ability to rank among the best research-focused institutions in the nation is a result of a number of factors, including a high concentration of talented individuals (over 5120 students admitted through a SEE entrance examination and over 494 faculty members with advanced degrees from the best of institutions), a rich learning environment and an ambience for conducting advanced research, as well as a governance structure that fosters leadership, strategic vision, and innovation.

SUI is the only university in Central India to receive the highest QS ratings in both management and engineering. The University has a proven track record of fostering creativity among faculty members via the establishment of innovation and incubation centres IEDC. Faculty members have been able to transform some of their own main research interests into engaging and dynamic programmes for educating the next generation because of this innovative environment. Research and development across disciplines are being done in a variety of courses by combining any stream with General Electives subjects. The faculty members are well-known globally for their achievements, particularly outside of academia in areas such as social and economic policymaking, the development of management competence, advancing national development, and establishing benchmarks for creative and aesthetic quality.

The University works with Institute and the Departments to promote environmental awareness, clean-and-green initiatives, the protection of natural resources, inclusivity challenges, support for women in need, and services after major disasters. Being a research and innovation-focused institution, SUI continually aims to include innovation in the delivery of high-quality education. Internationalization, knowledge delivery through ICT, and evaluation of knowledge delivery through appropriate pedagogy are all examples of innovations in education. In addition to academic freedom, the university launched a number

of modern programmes, including sustainability education, ICT-based teaching and learning, MOOCs, remote network education, and many more. These projects changed how information is created in the classroom in both qualitative and quantitative ways, preparing students for the job market.

There is a wide variety of conventional, professional, and vocational programmes and courses available that not only offer subject-specific information and skills but also general competences including problem-solving, analytical skills, communication, and interpersonal skills. a curriculum that is outcome-oriented and based on the student-centric learning paradigm Adding a research component to UG and PG courses would help students cultivate a scientific mindset. a focus on career-oriented, skill-development, and foundational courses, as well as interdisciplinary teaching and learning, introduction of innovative courses that improve employability

Regular evaluation of curricula and discipline knowledge bases for exponentially expanding their frontiers to fit the most recent innovations and problems, both locally and globally. Parents, employers, and alumni are involved in the development, revision, and other activities on campus through input and participation in various events. Implementing practicals, student projects, seminars, and internships into the curriculum will give students real-world experience and teach them how to apply their knowledge to problems in the real world by using the principle of "Target and analysis" This will help them become better thinkers and more responsible.

Students from all backgrounds are given access to an inclusive platform based on the institutional ethos of equity, access, capacity, and humanism in order to build on their strengths and talents and guarantee equal chances for them. Utilizing diversity on campus as a creative and instructional tool to foster the spirit of national integration as well as the opportunity for diverse viewpoints and experiences to permeate everyday interactions both inside and outside of the classrooms.

Dynamic and active teaching methods that push students out of their comfort zones and assure their involvement, ongoing attention, and rapid learning promoting extracurricular education through workshops, seminars, conferences, and guest. At the time of pandemic COVID 19, educations and examinations are being held online. a style of evaluation that is both formative and summative that is fair and open Clearly defined procedures for doing research promoting environmental awareness among employees and students through educational campaigns, active engagement in government efforts, and 3 Rs-reduce, recycle, reuse, based green campus initiatives Numerous famous people from all walks of life come to speak to students and offer their wealth of knowledge in order to inspire them and expose them to other cultures. In a nutshell, the university has been giving a focused attention, with successful results, on development of the students in the round by helping them to develop a sense of belonging to a wider community in order to understand and appreciate the common humanity and draws on the interconnectedness between peoples as well as between the local and the global.

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

## **5. CONCLUSION**

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### **Additional Information :**

SAGE University Indore, with support from the UGC, to break barriers between disciplines to advance novel education initiatives. the University received 2F from UGC to improve our research output and to network with other universities to help and enlarge our research efforts in science and technology. The beneficiaries, which include the numerous SAGE Institutes, accomplished excellent results and received accolades. As a responsible university, SUI has provided top-notch instruction in postgraduate and research programmes. Faculty members conduct research in vital areas like cancer, infectious diseases, ageing, education, social stratification, language problems, cultural formations, media policy, and they also have an impact on social policies and other academic decisions throughout central India. Our research has resulted in patents, policy articles, participation of our researchers and instructors on high-level advisory and policy-making bodies, and membership of our researchers in research grants. Other sources have also given the University credit for the work it has done. SUI collaborates and has agreements in place with several top research and education institutes locally, nationally, and internationally. The University will meet the demands of the nation in terms of education. National Needs, Global Standards, Innovation & Interdisciplinary Teaching/Research, and Social Impact are the university's basic values.

### **Concluding Remarks :**

As a part of the NAAC accreditation process SAGE University Indore is submitting the SSR prepared by IQAC and approved by Chairman IQAC of University. The University pioneered successful implementation of the flexible Choice Based Credit System (CBCS) in 2020 which gives flexibility to the students to design their own degree and choose from various areas to do a minor. The characteristic of the demanding academic system at SUI is the industry-integrated curriculum, with a focus on employability and human values and innovative pedagogical strategies for course delivery. This is repeated in the university's research papers and increasing number of patents. Through extensive educational opportunities, opportunities for research and business, and commitment to the complete development of students, SAGE University Indore works to improve the country and advance society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p><b>Number of value-added courses for imparting transferable and life skills offered during last five years.</b></p> <p>1.3.2.1. <b>How many new value-added courses are added within the last five years.</b>            Answer before DVV Verification : 124            Answer after DVV Verification: 101</p>																				
1.3.3	<p><b>Average Percentage of students enrolled in the courses under 1.3.2 above.</b></p> <p>1.3.3.1. <b>Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2420</td> <td>2003</td> <td>2972</td> <td>1462</td> <td>1180</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4017</td> <td>3576</td> <td>2266</td> <td>1989</td> <td>415</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2420	2003	2972	1462	1180	2021-22	2020-21	2019-20	2018-19	2017-18	4017	3576	2266	1989	415
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2021-22	2020-21	2019-20	2018-19	2017-18																	
4017	3576	2266	1989	415																	
1.3.4	<p><b>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</b></p> <p>1.3.4.1. <b>Number of students undertaking field projects or research projects or internships.</b>            Answer before DVV Verification : 1665            Answer after DVV Verification: 1662</p> <p>Remark : As per document provided by HEI , Input modified</p>																				
2.1.1	<p><b>Demand Ratio (Average of last five years)</b></p> <p>2.1.1.1. <b>Number of seats available year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4980</td> <td>4190</td> <td>3267</td> <td>2751</td> <td>602</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4980</td> <td>4210</td> <td>3267</td> <td>2759</td> <td>572</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	4980	4190	3267	2751	602	2021-22	2020-21	2019-20	2018-19	2017-18	4980	4210	3267	2759	572
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2021-22	2020-21	2019-20	2018-19	2017-18																	
4980	4210	3267	2759	572																	

2.1.2 **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years**

**(Excluding Supernumerary Seats)**

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2650	2457	1493	1231	293

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2490	2105	1493	1231	286

Remark : As per EP 4.2 Input modified

2.4.4 **Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

**2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
159	26	33	17	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
128	18	11	23	17

Remark : As per supporting documents provided by HEI, Input modified

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

**3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
137	15	78	68	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
137	5	3	3	3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
216	38	98	60	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
66	38	92	26	7

3.1.6 **Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**

3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Answer before DVV Verification : 7

Answer after DVV Verification: 5

Remark : As per document provided by HEI, Input modified

3.2.1 **Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
246.59	.55	2.58	10.26	5.95

Answer After DVV Verification :

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



237.58	.50	.21	0	0
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3.2.2 **Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

3.2.2.1. **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
246.59	.55	2.58	10.26	5.95

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9.01	0.05	2.37	10.26	5.95

3.3.2 **Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	89	13	11	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	38	11	5	0

Remark : As per supporting documents provided by HEI, Input modified

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

3.3.3.1. **Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	15	13	9	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	1	0

3.4.1 **The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

3.4.2 **The institution provides incentives to teachers who receive state, national and international recognitions/awards**

- 1. Commendation and monetary incentive at a University function**
- 2. Commendation and medal at a University function**
- 3. Certificate of honor**
- 4. Announcement in the Newsletter / website**

Answer before DVV Verification : A.. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per supporting documents provided by HEI, Input modified

3.4.5 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
129	104	102	74	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
129	104	102	74	55

3.4.6	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p>3.4.6.1. <b>Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>467</td> <td>456</td> <td>225</td> <td>552</td> <td>39</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>457</td> <td>456</td> <td>220</td> <td>549</td> <td>39</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	467	456	225	552	39	2021-22	2020-21	2019-20	2018-19	2017-18	457	456	220	549	39
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457	456	220	549	39																	
3.6.2	<p><b>Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years</b></p> <p>3.6.2.1. <b>Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1055 1046 1189"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>15</td> <td>14</td> <td>9</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1267 1046 1402"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>14</td> <td>12</td> <td>6</td> <td>3</td> </tr> </tbody> </table> <p>Remark : As per supporting documents provided by HEI, Input modified</p>	2021-22	2020-21	2019-20	2018-19	2017-18	40	15	14	9	3	2021-22	2020-21	2019-20	2018-19	2017-18	20	14	12	6	3
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2021-22	2020-21	2019-20	2018-19	2017-18																	
20	14	12	6	3																	
3.6.3	<p><b>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p>3.6.3.1. <b>Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>33</td> <td>10</td> <td>12</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	40	33	10	12	7	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	33	10	12	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

21	13	6	7	2
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3.6.4 **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6935	6032	3055	2255	390

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6935	6032	3055	2255	390

3.7.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

3.7.1.1. **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71	18	14	9	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
71	18	14	9	5

4.1.4 **Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
614.45	371.33	527.81	396.55	72.96

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
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614.45	361.33	527.81	396.55	59.5
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Remark : As per supporting documents provided by HEI. Input modified

4.2.2	<p><b>Institution has access to the following:</b></p> <ol style="list-style-type: none"> <li><b>1. e-journals</b></li> <li><b>2. e-ShodhSindhu</b></li> <li><b>3. Shodhganga Membership</b></li> <li><b>4. e-books</b></li> <li><b>5. Databases</b></li> <li><b>6. Remote access to e-resources</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				
4.2.3	<p><b>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1211 1045 1346"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>36.32</td> <td>2.56</td> <td>23.34</td> <td>23.98</td> <td>13.01</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1424 1045 1559"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>36.32</td> <td>2.56</td> <td>23.34</td> <td>23.98</td> <td>13.01</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	36.32	2.56	23.34	23.98	13.01	2021-22	2020-21	2019-20	2018-19	2017-18	36.32	2.56	23.34	23.98	13.01
2021-22	2020-21	2019-20	2018-19	2017-18																	
36.32	2.56	23.34	23.98	13.01																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
36.32	2.56	23.34	23.98	13.01																	
4.3.1	<p><b>Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)</b></p> <p>4.3.1.1. <b>Number of classrooms and seminar halls with ICT facilities</b></p> <p>Answer before DVV Verification : 179 Answer after DVV Verification: 179</p>																				
4.3.4	<p><b>Available bandwidth of internet connection in the Institution (Leased line)</b></p> <p>Answer before DVV Verification : B. 500 MBPS - 1 GBPS Answer After DVV Verification: B. 500 MBPS - 1 GBPS</p>																				

4.4.1	<p><b>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</b></p> <p>4.4.1.1. <b>Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>641.45</td> <td>371.33</td> <td>527.81</td> <td>396.55</td> <td>72.96</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>147.63</td> <td>103.72</td> <td>132.82</td> <td>101.81</td> <td>18.60</td> </tr> </tbody> </table> <p>Remark : As per supporting documents provided by HEI, Input modified</p>	2021-22	2020-21	2019-20	2018-19	2017-18	641.45	371.33	527.81	396.55	72.96	2021-22	2020-21	2019-20	2018-19	2017-18	147.63	103.72	132.82	101.81	18.60
2021-22	2020-21	2019-20	2018-19	2017-18																	
641.45	371.33	527.81	396.55	72.96																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
147.63	103.72	132.82	101.81	18.60																	
5.1.1	<p><b>Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).</b></p> <p>5.1.1.1. <b>Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1294 1046 1429"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5401</td> <td>4382</td> <td>2179</td> <td>1574</td> <td>333</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1507 1046 1641"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2680</td> <td>2107</td> <td>1287</td> <td>1199</td> <td>260</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	5401	4382	2179	1574	333	2021-22	2020-21	2019-20	2018-19	2017-18	2680	2107	1287	1199	260
2021-22	2020-21	2019-20	2018-19	2017-18																	
5401	4382	2179	1574	333																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2680	2107	1287	1199	260																	
5.1.2	<p><b>Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.</b></p> <p>5.1.2.1. <b>Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1921 1046 2056"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3303</td> <td>2355</td> <td>3243</td> <td>1187</td> <td>594</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	3303	2355	3243	1187	594										
2021-22	2020-21	2019-20	2018-19	2017-18																	
3303	2355	3243	1187	594																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3303	2355	2266	1187	415

5.1.3 **Following Capacity development and skills enhancement activities are organised for improving students capability**

**1. Soft skills**

**2. Language and communication skills**

**3. Life skills (Yoga, physical fitness, health and hygiene)**

**4. Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.2 **Average percentage of placement of outgoing students during the last five years**

**5.2.2.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2723	1164	520	36	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2180	1122	434	36	0

5.2.3 **Percentage of student progression to higher education (previous graduating batch).**

**5.2.3.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 1168

Answer after DVV Verification: 1068

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

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

Answer before DVV Verification:

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

21	20	23	17	8
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	16	12	4

5.3.3 **Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	57	44	38	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	37	33	18	10

Remark : As per supporting documents provided by HEI, Input modified

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
377	376	142	141	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
321	322	140	137	34

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development**



**Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
309	133	114	128	64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
206	47	68	57	26

**6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18.49	5.90	7.38	4.23	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. 4 of the above

Remark : As per supporting documents provided by HEI, Input modified

**2. Extended Profile Deviations**

ID	Extended Questions				
1.1	<b>Number of students year-wise during last five years</b>				
	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	7590	6334	4056	2357	415
	Answer After DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	7590	6334	4056	2357	415
1.2	<b>Number of outgoing / final year students year-wise during last five years</b>				
	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	2761	1298	567	47	0
	Answer After DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	2610	1133	512	47	0
1.3	<b>Number of students appeared in the University examination year-wise during the last five years</b>				
	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	8392	6551	4352	2327	404
	Answer After DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	7590	6334	4056	2357	404
2.2	<b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b>				
	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	2680	2480	1600	1240	300
	Answer After DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	2490	2105	1633	1379	286

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1365.45	825.18	1172.93	881.0	162.15

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1244.3	710.78	1084.42	808.68	119.2