



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAFFLES UNIVERSITY

**JAPANESE ZONE, NH-48, NEEMRANA, ALWAR, RAJASTHAN
301705**

www.rafflesuniversity.edu.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Raffles University is a premium campus that is surrounded by the gigantic Aravalli hills and has a picturesque view that enhances the beauty of this institute. The University traces its path from the traditional Indian education system i.e. *Gurukula*. It aims to foster human minds and promotes self-discipline.

The University was founded under the able guidance of Shri Vinod Kumar Gomber with a view to give rural people, an access to higher education within their reach. This educational journey started way back in 2011 when Neemrana was lacking higher institutes of education. It started with the School of Law and further it outgrew itself by adding other Schools i.e., Alabbar School of Management, School of Basic and Applied Sciences, School of Agricultural Sciences, School of Pharmacy, School of Engineering and Technology and School of Social Sciences and Humanities.

This exquisite and marvellous institute combines all the faculties and students to work for a greater goal which is to achieve success and impart knowledge that shines all around the world. We feel enthusiastic to share that the University has a global connection with the exotic country (Dubai) and historical country Portugal. The University aims to inculcate confidence, competence and commitment and concern as basic values, in addition to providing knowledge. As a growing University, the institution is also working to get accreditations on the qualitative parameters

The University functions under the sponsorship of the Gomber Education Foundation trust. It feels pleasure to share that our University got the award for “Best Innovative University for Law of the Year-India” under the able guidance of Chairperson Honourable Dr. Justice Meena V. Gomber for 2020-2021 by Asia Today.

Vision

To evolve as an Institution of Excellence, where scholars develop informed and inquiring minds and broaden the frontiers of pure and applied knowledge. Where they, not merely undergo the humdrum learning of how things are done but move onwards, exploring problems and solutions that have tended to challenge human ingenuity.

To create an ambience conducive to spirit of inquiry and the pursuit of excellence by working with the ablest, best and globally acknowledged centers of research and academia, coupled with system and process developed within the University.

Mission

Scholasticism of a high order through education, not instruction. Ensuring emergence of students from the university portals, as fully developed global citizens, prepared to function as agents for change in the era where technology and commerce are rapidly transforming human lives.

Ingraining the capacity to usher in change, by discovering, nurturing and expanding individual skills, talents

and interests, while standing forth as leaders and path breakers in their future careers

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The University campus was established in 52.28 acres of land with lush green environment and Infrastructure meets global standards along with experienced team of professors and faculty.
- The University is located in industrial area amidst of Japanese companies and Industry Interaction through guest lectures, site-visits for making students industry ready
- In this rural area, this University is the standalone English medium, multi-disciplinary University.
- The campus is residential and is situated on the lap of Aravalli hills and its closeness to nature fosters students' mind.
- Best academicians from all over India.
- The GURUKULA concept fits in the quieter environment of the university taking them away from stressful existence.
- The ambience of the University helps in enhancing work culture.
- The University offers 20 UG ,08 PG programs and 06 Ph.D. Programs.
- Healthy and effective student-teacher relationship.
- Well-equipped and stacked library with latest journals, reference books and employing ICT & conventional modus-operandi services
- Curated curriculum tailor made to meet the industrial standards and students' job ready by the end of the course, based on revised Bloom's Taxonomy for realization of learning outcomes.
- Eco friendly campus with herbal nursery and green-house.
- Through e-governance, university ERP has automated key processes, promoting efficiency and effectiveness.
- Strategic Plan aligned with Vision, Mission and Core Values and defined organizational structure, leads to decentralised and participative governance.
- Health facilities within the campus and hospital associations.
- Separate indoor Gymnasium for girls and boys.
- The national and international conferences, seminars and workshops take place time to time to enhance students' knowledge.
- Provision of upto 40% scholarship facility for the eligible candidates

Institutional Weakness

- Rural people's lack of seriousness in Higher Education leads to a smaller number of students in the University.
- The mindset/ Psych of the rural people hindering the growth of University in terms of admissions
- Most learners are from rural belt hence needed a lot of acclimatization for integration in academic processes.
- Alumni base should be strengthened.

Institutional Opportunity

- The institute is situated in the premium region of Japanese zone.
- The quality of education and its location makes it a reputed name in the rural area.
- Through MoUs and linkages, the institute tend to collaborate with different industries and global universities for greater opportunities for the students.
- As a pioneer educational institute in the area, it can become a reputed research centre addressing the local issues.
- To develop the institute as an eminent research centre along with fostering the talent of students and teachers.
- The university is a multi-disciplinary university hence there is an opportunity to promote inter-disciplinary research.
- To collaborate with more number of international universities and to launch combined student and faculty exchange programs.
- The university is located in industrial area a number of internship opportunities are available to make students competent enough by acquiring 21st century skills.
- Chance to collaborate for increased number of projects with industries

Institutional Challenge

- The main challenge of the university in terms of admissions
- Enable rural students to successfully cope with the curriculum in English medium Attract more industries for placement, in-plant training & project work.
- Being a private university retention of faculty is main challenge.
- To escalate the communication and soft skills among the students.
- To increase the participation in community services.
- To make the students responsible human with deeper sense of understanding.
- To increase the quality of research work with more innovations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The university is an autonomous body hence flexibility in curriculum design and framing is according to the local needs of students besides following the fundamental framework of Statutory bodies like UGC, BCI, AICTE ,PCI, ICAR Norms. The process of curriculum development is reviewed at three levels by the sub-committee of Board of Studies, Board of Studies and Academic Council.

The university has 07 schools offering 20 UG,08 PG programs. The Academic flexibility in the curriculum is exhibited through Choice Based Credit System introduced in 2018 in all programmes with multi-disciplinary approach. The multidisciplinary approach is a comprehensive system focusing on holistic development by providing multiple skills like critical thinking, problem solving, creativity, flexibility, team work, compassion and analytical skills through enriched curriculum.

Flexibility in curriculum is introduced with choices in the form of inter-disciplinary, intra-disciplinary electives in few programmes and adopting choice-based credit system as well with variety of courses in the form of discipline centric electives, generic electives, open electives, ability enhancement compulsory courses, skill enhancement courses and value added courses. The introduction of credit based inter disciplinary courses like introductory of law, principles of management, computer courses in B.Sc. Communication skills and Management courses in Engineering, computer courses like AI and Data analytics in Management and AI in law, IPR in pharmacy basic computers in Agriculture programs from the day of implementation of semester and CBCS from 2018 onwards is in practice.

The value-added courses like human values and professional ethics, environmental sciences exist in all programmes. Cross-cutting issues relevant to society and catering to needs of environment management, gender equity and sensitization with inclusive approach are implemented in all disciplines of the curriculum.

Now from this academic year onwards as per NEP 2020 the framing of curriculum based on the National credit Frame Work (NCFrW). curriculum of all schools and programs included essential and elective subjects as skill-based courses with increased credits following the percentage of National credit frame work as per UGC and approved by BOS. By incorporating the skill-based courses making the students competent to meet the 21st century demands.

For implementation of the national credit framework in curriculum design to train the faculty 03 workshops on curriculum and every academic year syllabus revision for removal of redundant topics are organized.

The inclusion of industry experts from the local industries in BOS for suggesting the industry related courses to acquire employability skills among the students is in practice to maintain the industry and academia interface.

The structured feedback on curriculum is made available in the university website and suggestion given by the stakeholders taken into the consideration for imparting multiskills, experiential learning, academic skills and employability is customized with brainstorming discussions of the teachers, students and parents with experts.

Teaching-learning and Evaluation

The university strictly adheres to Admission policies of university ordinance and during admission process, it adopts all possible measures to ensure the objectivity and transparency. During the commencement of every academic year approved academic calendar with holidays and examinations schedules is made available on the university website. The teaching- learning and evaluation process are executed in accordance with academic calendar.

The teaching learning program of RU is learner centric. Various methods of problem solving/participative/experiential learning are followed to ensure that students are active learners rather than passive listeners. Student faculty ratio is optimally maintained to facilitate student centric learning environment.

Faculty are conversant with & use ICT to make teaching learning processes effective. Mentor Mentee system is in place to provide personal attention to every student. The young, motivated, and adequately qualified faculty members are committed to student development. The University is committed to maintain the highest standards of academic integrity in the assessment/examination procedures in accordance with the standards and principles established.

At RU efforts are made to attract students from diverse background to create an inclusive and rich ecosystem for teaching and learning. Attempt is made to identify students with special learning needs in order to assist them and enable them to learn in pace with their peer group. Slow & advance learners are identified through analysis of the performance during the semester. Comprehensive integrated intervention measures are taken to address the needs of slow & advanced learners separately. The special support is extended to slow learners in the form of remedial classes, while high achievers are motivated to pursue challenging career goals. Student-centric teaching methodology, with student involvement through seminars, group discussions, brain storming sessions and project works, ensures the holistic development of the learners. Wi-Fi enabled campus for promoting ICT based teaching and learning process in the classrooms. The student centric teaching methodology is adopted besides traditional teaching procedures.

Average teaching experience of the teachers at RU in 2022 – 2023 is 3.42 years and average permanent teachers with PhD are 55% during 2022 - 2023. The students-teacher ratio is well maintained to resolve academic and stress related issues. Best Teacher award is instituted in the RU and awarded to faculty members on Teacher's Day.

Program outcomes and course outcomes are stated are displayed on the website and communicated to the concerned stakeholders from time to time. University measures attainment of outcomes as per the laid down policy for programme and course learning outcomes. Average pass percentage in 2022 – 2023 is 65%.

Research, Innovations and Extension

To inculcate the vision and mission towards innovation, research, consultancy and extension services for the benefit of the society to transform rural areas for self-reliant India. Raffles University (RU) had established research and development cell in the year 2012 for guiding the students in School of Law, subsequently followed by other schools. Various policies for research promotion have been executed after prior approval from the authorities. To improve the research/innovation ecosystem in the university, "University Research Fund" was established with seed money to provide financial assistance to research scholars/faculty members for undertaking translational research activities. The efforts have shown result in a short span of time, with consistent increase in number of quality publications in reputed journals, National and International Patents, in-house innovations, and extension services along with active research collaborations with various institutions, industries both national and international. The teachers and researchers have presented their research outcome in various National and International conferences, seminars and symposiums and receive recognitions from renowned dignitaries.

RU has initiated its Doctoral program as per the guidelines of the UGC in various streams. The number of research scholars increasing yearly, indicates the quality in research of the university as research scholars are joining from across the country.

The University has 42 Ph.D, 0 M.Phil. awarded teachers, 36/28 Ph.D. research guides under whose able guidance 140 students are registered and 16 of them have awarded Ph.D. degree. Total 933 research papers have been published in peer reviewed and refereed journals, 12 teachers have contributed in authoring a book and or chapter/s. There are 22 patents. The Research Advisory Committee plays sheet anchor role to co-ordinate research activities in the university which led to establishment of **incubation center** and **IPR** cell. The incubation center has not only fetched the consultancy, collaborations (34 MoU's) but also promotes collaborative research. The IPR cell established in the year 2021, and organizing awareness programs and faculty development program by associating with international collaborations.

Extension activities and community outreach programs are conducted under the banner of NSS and Student welfare center. The NSS unit, Student welfare unit and Environmental awareness group has conducted activities such as cleaning campus, Swachhta programs, voter awareness programs, Community Development programs like nukkad natak, Traffic rules road safety awareness programs distribution food and clothes on death anniversary of founder, including adoption of village, blood donation camps, blood group and hemoglobin checkup. The University has set up Legal Aid Center as part of “University Social Responsibility” towards the benefit of society for sustainable development of India.

Infrastructure and Learning Resources

The university has sprawling campus in the form of 01 administrative block (Chancellory) and three academic blocks making the structure well supported for teaching centric facility equipped with ICT enabled classrooms, tutorial rooms, seminar halls, conference room, laboratories, state of the art library etc. The campus is spread over in an area of 52.38 acres with a built-up area of 54268.89 sq. meters. Playground with a capacity of 240 sq .mt for indoor games and outdoor 32775 sq.mt is available in the campus for 200 meters track, football, hockey, cricket, gymnasium for girls and boys, volleyball court and badminton courts providing a good ambience for sports and games. The University has separate hostels for boys and girls with AC single room occupancy. Other infrastructural facilities on the campus include staff quarters, bank ATM, tuck shop, auditorium, engineering workshop, health center, DG and store room, agriculture equipment/tool quarter, food court with 02 dining halls, parking areas, cow sheds etc. The university has green campus including Solar panels, agricultural fields, green house, herbal garden etc.

The university provides proper resources and infrastructure for academic excellence according to its vision and mission. RU promotes cultural and extra-curricular activities for students through various clubs-music, cultural, sports, drama, women empowerment, anchoring, business consultancy, nature lover etc.

University has established spacious central library (VKG Memorial) and departmental libraries. The central library is automated with Koha and RFID Integrated Library System with sufficiently stocked books of all disciplines, journals, reference books etc. The library is equipped with 24x7 online web OPAC, computers for accessing e-journals and e-contents, Wi-Fi, CCTV, reprographic section for printing, photocopy and scanning facilities. University provides remote access facility of the subscribed databases and other e- resources of Manupatra, NDLI, Vidyamitra, e-PG Pathshala, e-Gyankosh, NPTEL, DELNET SWAYAM, e-Shodh Sindhu, Shodhganga, , and Swayamprabha to the students and faculty. The University library has more than 16943 books and 107 journals

The university has 280 computers, 06 computer labs ,01 English language lab, 06 smart class rooms,01 seminar hall, 04 conference rooms and 01 business lounge, 01 auditorium with LCD projector facility. Wi fi facility is also available in both hostels. There are 50 UPSs for ensuring power back up and 03 Generators with 15 kva, 250 kva,100 kva are also installed in DG room to ensure uninterrupted power supply on the campus

The university rigorously and successfully adopted online teaching learning and assessment during COVID19 pandemic. Faculty members have developed e-content in the form of study material, PPTs, audios and videos. The University has also implemented its Learning Management System for conducting online examinations from Teamlease Edtech. The online teaching along with content uploading & delivery, question bank and assessment through surprise test, class participation are conducted through google class room and zoom platform.

University upholds adequate student computer ratio (7:1) with suitable bandwidth (1 GB) for internet connection and uses CAMU Solutions ERP for real-time student progress. University has well laid out policies/manuals like Maintenance Manual, Workshop Manual, IT Policy and e-Governance Policy for procedural and smooth functioning.

Student Support and Progression

The university follows student-centric policies wherein Students Welfare takes precedence. Strategic initiatives have been developed for student support. To help students continue with studies without financial constraints, the University strives to provide financial assistance through Fee concessions, Performance based Scholarship and constantly facilitating students for Government Scholarship.

The University implements sustainable efforts for students support to ensure academic excellence. The welfare measures and supportive programmes are mentioned in students handbook as well as on university website. The student support activities like curricular, co-curricular and extra-curricular are organized to ensure the holistic development of students. The university regularly conducts lecture on soft skills, communication skills by using language labs and career counselling sessions to create preparedness for competitive examinations. To keep students updated with the industry requirements and technical advancements, workshops/conferences/seminars are conducted. Health/fitness related events like Medical Camps, Blood Donation Camps and Yoga Workshops are regularly organized.

During last 05 years about 162 students were benefitted by the Central and State Government Scholarships and 30% students were benefitted by scholarships provided by the institution, 48 students were supported from girl students 'scholarship by the institution. The total student strength is 1731 during 2023-24 and 1384 male 347 female students.

The University has transparent on-line/manual mechanisms for timely redressal of grievances including ragging and sexual harassment cases. Students are constantly sensitized through workshops, interaction with NSS. Significant reduction in such cases has been observed. The RU Student committee acts as a bridge between the University and Student Body and aids identification & resolution of academic/administrative concerns.

A dedicated Placement Cell is the conduit between academia and industry and works continuously for placement of students. Industry Interaction Cell provides maximum exposure to the students by facilitating industrial visits, expert guest lectures and sharing of best practices. Progression to higher education is also encouraged by motivating students to enhance performance in State/National/International level examinations.

Annual Fest, Sports Fest, Freshers' Party are planned and executed by students. NSS Units conduct outreach activities in surrounding villages. NCC Wing is to be launched soon. Few RU students have bagged awards at State/National level in sports and cultural activities.

Alumni association is active but registration is pending. Since the University is only 12 years old, alumni base is in the process of expansion and hence the contribution is humble but growing.

Governance, Leadership and Management

Raffles University aspires to achieve excellence with integrity as enshrined in its Vision, Mission and Core values 'promoting participatory governance', with 'student centric policies' and 'meaningful research benefiting the community'. It is committed to 'preparing human capital with ethical, social and ecological sensibilities, thereby contributing to national prosperity'.

The University Policies are aligned with governmental guidelines, industry requirements and focused on promoting excellence in teaching and learning for holistic development of students. The Strategic Plan has been deployed and is periodically evaluated. The RU Management ensures involvement of all stakeholders for participative and effective decision making consistent with the University's Acts, Statutes and Ordinances.

The faculty are encouraged to equip themselves with the latest developments in their field of knowledge and learner-centric pedagogies through the periodically organized faculty development programmes by the institute and also depute them for training programmes conducting by other professional bodies. The faculty are encouraged to complete orientation and refresher courses, by enrolling themselves UGC SWAYAM portal to acquire updated knowledge in their specific fields of teaching. The University supports to organized conferences/workshops by providing financial support. Non-teaching staff is updated on campus automation, software and office procedures by subjecting them to inhouse training programmes.

The university Financial Management and Resource Mobilization System ensure prudent use of financial resources. The Finance Committee prepares Annual Budget, Expense details and Annual Accounts. The university prepares its annual budget by prioritizing the infrastructural and other requirements of the institution and the budget proposal approved by the Board of Management. The major sources of finance for the university is students fees but the Management also contributes towards the infrastructural requirements as well as maintenance of the university. The balance sheet for every year is duly sent to external audit.

The Quality Assurance Cell, Statutory Bodies and Committees work seamlessly, taking timely decisions that are appropriately documented. Meeting minutes of all committees are maintained and disseminated. Service rules, employee welfare schemes, promotion systems are well-defined to ensure transparent functionality.

Professional Development Programs for teaching and non-teaching staff are organized based on training need analysis. The University provides support to the faculty for professional development, attending conferences and workshops. Every Teaching/ Non-Teaching employee is assessed for his/her performance through the indicators illustrated in the 'Career Advancement Scheme' and based on the 'E-Performance Appraisal Policy'.

E-Governance implementation has automated ERP for - Administration, Finance & Accounts, Student Admission & Support and Examination and ensures that the governance is efficient and effective.

Institutional Values and Best Practices

Raffles University, an institute with a well-defined code of conduct for its students and employees aims to promote and safeguard Rights to education to all irrespective of caste, creed, religion and gender. It is a ragging free campus having Anti ragging committee Cell to address various issues of the students.

The university has created a lush green campus with lawns, gardens, sidewalks for environment sustainability. To cater the needs of sustainability and recycling, it has adopted green initiatives like prohibition of plastics, construction of rain water harvesting system, Sensor based LED street lights, and regular Audits by external

agencies. E-wastes are disposed through buy-back mode.

It has incorporated barrier-free environment by providing railings, lifts, disable friendly rest rooms, signage, information and service counters. Initiatives like Unnat Bharat Abhiyaan, and establishment of Legal Aid Centre have been taken up to help the needy people of the nearby villages. The university has rain water harvest pits and hold rain water from the buildings. Green Practices on the campus include no vehicle is allowed on the roads except in parking area. The university has well planned pedestrian friendly roads. Inculcation of the Social Values among students by their active participation in NSS and university has one active NSS unit sanctioned by RSNSS cell, with 100 registered volunteers. The inclusion of students in NSS is a significant step in the growth and evolution of the university as a centre of learning committed to the social and intellectual development of the students

Best Practice 1 Community development programmes such as adoption of village and employing and clean and green programme to maintain health & hygiene under **Unnat Bhart Abhiyan**.

Best Practice 2: Organizing farmers meet (**Krishi samvad**) in the school of agriculture twice in every year and giving advices in farming for the farmers of nearby villages.

A need was felt by the promoters of RU to upgrade knowledge in farming and educating them on modern & sustainable agricultural techniques.

Institutional Distinctiveness: Social responsibility through employment and awareness. Being a premier institute of higher education located in rural vicinity, RU endeavours to perform its social responsibility towards the surrounding villages.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	RAFFLES UNIVERSITY
Address	Japanese Zone, NH-48, Neemrana, Alwar, Rajasthan
City	ALWAR
State	Rajasthan
Pin	301705
Website	www.rafflesuniversity.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dr. Gadangi Indira	01494-675502	9529678005	01494-675599	registrar@rafflesuniversity.edu.in
Professor	Dr. Sanjeev Kumar	01494-675505	9990446382	01494-675599	iqac@rafflesuniversity.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	27-03-2011
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	27-03-2011	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Japanese Zone, NH-48, Neemrana, Alwar, Rajasthan	Rural	49.25	54268.89	Fifty Six		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	7
Affiliated Colleges	0
Colleges Under 2(f)	7
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	6
Colleges with Research Departments	6
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>PCI</td> <td>105535_5066_6_1691816094.pdf</td> </tr> <tr> <td>BCI</td> <td>105535_5066_8_1608115741.pdf</td> </tr> </tbody> </table>	SRA program	Document	PCI	105535_5066_6_1691816094.pdf	BCI	105535_5066_8_1608115741.pdf	
SRA program	Document						
PCI	105535_5066_6_1691816094.pdf						
BCI	105535_5066_8_1608115741.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	7				23				78			
Recruited	5	1	0	6	7	2	0	9	29	26	0	55
Yet to Recruit	1				14				23			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				45
Recruited	32	8	0	40
Yet to Recruit				5
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				20
Recruited	15	0	0	15
Yet to Recruit				5
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	7	2	0	14	12	0	41
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	14	0	29
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	6	0	0	6

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Board of Management	Chairperson	Raffles University Neemrana
2	Board of Management	Chairperson	Gomber Education Foundation

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	736	249	0	0	985
	Female	132	57	0	0	189
	Others	0	0	0	0	0
PG	Male	65	63	0	0	128
	Female	32	41	0	0	73
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	15	59	0	0	74
	Female	12	54	0	0	66
	Others	0	0	0	0	0
Diploma	Male	147	50	0	0	197
	Female	14	5	0	0	19
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	23	34	0	0	57
Female	10	25	0	0	35
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Alabbar School Of Management	View Document
School Of Agricultural Sciences	View Document
School Of Basic And Applied Sciences	View Document
School Of Engineering And Technology	View Document
School Of Humanities And Social Sciences	View Document
School Of Law	View Document
School Of Pharmacy	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The multidisciplinary approach is a comprehensive system focusing on holistic development by providing multiple skills like critical thinking, problem solving, creativity, flexibility, team work, compassion and analytical skills through enriched curriculum. The introduction of credit based inter disciplinary courses like introductory of law, principles of management, computer courses in B.Sc.
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	<p>Communication skills and Management courses in Engineering, computer courses like AI and Data analytics in Management and AI in law, IPR in pharmacy basic computers in Agriculture programs from the day of implementation of semester and CBCS from 2018 onwards is in practice. Now the University geared up for implementation NEP 2020 the curriculum of every program is designed according to NCFrW suggested by UGC and approved by BOS of concerned schools.</p>
2. Academic bank of credits (ABC):	<p>To enable the students for multiple entry and exit options the ABC is developed on abc.gov.in. The credits are transferable and students can get admission in other universities across the country. the university started entering the credits from the academic year 2022-23 in Digi lockers of the students. The controller of examination is the in charge of the ABC.</p>
3. Skill development:	<p>The role of NEP 2020 in skill development is very significant and important parameter of student centric learning. It helps the student to develop critical thinking, problem solving, and inculcating the employability skills. The transformation of teaching and learning process to conceptual understating and experiential learning with new pedagogical approaches leads the students to learn the subjects as skills instead of theoretical knowledge. The curriculum of all schools and programs included essential and elective subjects as skill-based courses with increased credits following the percentage of National credit frame work as per UGC and approved by BOS. By incorporating the skill-based courses making the students competent to meet the 21 st century demands.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian knowledge system is a new course introduced by the UGC in undergraduate courses to promote the traditions, history and culture of our country's treasure box. Reviving the IKS from non credit to 2 credit course and is introduced from this academic year in School of humanities and social sciences in second semester. The faculty are deputed for training classes conducted by UGC to learn about the teaching methodology of IKS in the month of October 2023. Even some of the faculty enrolled in online course of IKS to acquire expertise to teach the subject. The university further planning to introduce this course as</p>

	mandatory in all school programs from next academic year onwards.
5. Focus on Outcome based education (OBE):	Outcome based education is the main credentialism of NEP 2020, as well as to make the students competent enough with employable skills and execute the knowledge learnt in the form of skill and it is in practice, in most of the courses like Engineering, Science and Management in our University. The University is implementing the OBE from 2022-23 onwards by following the Blooms taxonomy, both in lesson plans as well as in evaluation system by framing the course objectives, course outcomes and programme outcomes and calculating the result according to outcomes in direct and indirect method. The results are declared by calculating the graduates' attributes and program attributes.
6. Distance education/online education:	Distance Education is not applicable. Online Education :- During covid 19 due to unprecedented surge of covid virus, following the stay at home and lockdown order, the University conducted online classes from March 2020 to June 2021, through google class rooms and zoom platform. To avoid the loss of academic years as per the guidelines issued by the Government, even the examinations were also conducted through online mode by using a Teamlease Ed tech company's software. Besides this the university neither conducting any online classes or nor involved in any mode of online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, electoral literacy club has been formed in the university with the following purposes:- The primary objectives of the Club are as follows: a. To educate members about the electoral process, including voter registration, candidate selection, and voting procedures. b. To provide a platform for civil discourse on political matters, promoting an inclusive and respectful environment for all members. c. To organize events and initiatives that encourages voter turnout and civic engagement in local, regional, and national elections. d. To collaborate with electoral authorities and other relevant organizations to
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	enhance the integrity and transparency of the electoral process. e. To promote research and dissemination of information on electoral issues and reforms.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, student's co-coordinator and co- coordinating faculty member are appointed by the university. ELC are formed by the university with a preamble of "We, the members of the Electoral Club, promote democratic principles, foster political engagement, and uphold the integrity of the electoral process, establish this constitution for the better governance of our club and its activities".
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.	a. ELCs in university took up the initiative to organize enrollment drives on university campus to urge young voters to register and enroll themselves ahead of Lok Sabha Election 2019. b. Sankalp Patras is a Pledge Letter issued to the family through the ELCs volunteers /students, who get it signed by their parents and adult family members pledging to vote in the upcoming election. They also pledge to motivate friends and neighbors to cast their vote.
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.	As young and future voters constitute a sizeable part of India's democratic polity and its future, it is essential to focus on making them electorally literate and enthusiastic to participate in the electoral process. Evidence based on international practices suggests that electoral literacy imparted through education at a young age helps in informed and ethical electoral participation. For this purpose, the university instituted Electoral Literacy Clubs (ELCs), on 25th January 2019, 9th National Voters' Day, to impart electoral education to young and future voters.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Conducting Elections to choose student representatives were carried out by ELCs (as per ELC resources) in University campus in all department / schools. This enabled the students to understand the complete process of electing their representatives in schools at present and later for their nation.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1305	764	597	480	419
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
263	215	173	150	105
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	80	64	68	75
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

Response: 212

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
492.39	288.10	177.42	321.94	290.07

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Program Outcomes (POs):

Program Outcomes are overarching statements that encapsulate the broad educational goals and intended learning outcomes of each academic program. In the University, these POs are meticulously crafted to ensure that they resonate with a wide range of developmental needs in all the programmes offered by the various schools.

1. **Local Relevance:** POs may include statements that emphasize the program's contribution to address specific local issues, challenges, and opportunities.
2. **Regional Significance:** Reflecting the regional context, POs may encompass aspects that acknowledge the unique characteristics, industries, or regional concerns.
3. **National Alignment:** POs are designed to align with national developmental goals, policies, and priorities. These may include references to national initiatives, technological advancements, or societal needs.
4. **Global Perspective:** In recognition of the interconnectedness of the world, POs may incorporate global awareness and preparedness. They can include elements that empower graduates to excel in the global workforce, address global challenges (e.g., climate change, global health crises), or contribute to international cooperation and sustainable development).

Course Outcomes (COs):

Course Outcomes are specific, measurable learning objectives for individual courses within the program. These objectives include knowledge, understanding the concept, critical thinking and analytical skills to create competencies. COs reflect the program's alignment with developmental needs at different levels by following revised Bloom's Taxonomy.

1. **Local Application:** COs within specific courses may include assignments, projects, or fieldwork that require students to apply their learning to local contexts, solving real-world issues relevant to the region.
2. **Regional Context:** Courses may integrate regional case studies, research aspects to provide

students with a broader understanding of regional dynamics and challenges.

3. **National Relevance:** COs can encompass components that encourage students to analyse and engage with national policies, regulations, and data relevant to the subject matter.

4. **Global Perspective:** Courses might incorporate international case studies, global best practices, or assignments that encourage students to think critically about global implications.

By structuring both POs and COs in this manner, the University ensures that its curricula are well-rounded and adaptable, addressing a wide spectrum of developmental needs from the local to the global. This approach enhances the relevance and impact of education and equips graduates with the knowledge, skills, and values needed to make meaningful contributions to society and the world.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

Curriculum flexibility is discussed in BOS meetings of respective schools. The vertical and lateral mobility ensured in programs through Credit System by adding value added courses, interdisciplinary courses and skill-based courses. In BOS meetings inviting the industry experts from local industries and consideration of their suggestions for introduction of skill-based programmes in framing the curriculum.

In all programmes the value-added courses like environmental sciences, human values and professional ethics are made mandate with 2 credits as per the UGC guidelines by following the CBCS from 2018 onwards. The skill based courses includes communication skills for all programs and basic computer skills for non-computer students with 2 credits also introduced. Curriculum enrichment activities such as workshops, skill development programs, Hands- on Trainings, Guest Lecturers, Study and Field visits, Company Internships, Projects and Surveys are planned within the time-table frames. They impart multi skills, provide experiential learning and enrich academic skills and enhance employability.

Many of programs introduced mandate internship programmes to promote entrepreneurship and acquire employability skills. The Project base learning (PBL) in final semester also promotes critical thinking and team work and research abilities among the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>Response: 2.59</p>	
<p>1.2.1.1 Number of new courses introduced during the last five years:</p> <p>Response: 24</p>	
<p>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</p> <p>Response: 927</p>	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

<p>1.3.1</p> <p>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</p>

Response:

The university believes in the integration of cross-cutting issues that are relevant to various dimensions of education, including Professional Ethics, Gender, Human Values, Environment and Sustainability, and other value frameworks outlined in the Sustainable Development Goals (SDGs) and the National Education Policy - 2020, within its curriculum.

This commitment reflects the institution's recognition of the broader responsibilities of education in preparing students not only for their chosen professions but also as responsible and ethical global citizens. Here's how these values and frameworks are incorporated into the curriculum:

1. **Professional Ethics:** The curriculum includes dedicated courses or modules that focus on professional ethics, providing students with a foundation in ethical principles and practices specific to their fields of study. This helps students understand the importance of ethical behaviour in their future careers. 02 credit course is introduced in B.Tech, Ph.D (As per UGC norms), B.Sc. B.A.BBA & BBA LL.B / BA LL.B.
2. **Gender Studies:** The institution offers courses and initiatives that promote gender equality and sensitivity. These courses address issues related to gender disparities, stereotypes, and the promotion of equal opportunities for all genders. The school of Humanities & Social Sciences has gender studies 2 credit course in both B. A & M.A.
3. **Human Values:** Human values are embedded throughout the curriculum to foster personal development and character building among students. Courses may explore topics like empathy, compassion, integrity, and social responsibility. Human Value Courses (Non- Credit) in all UG & PG Programmes run by the University.
4. **Environment and Sustainability:** The institution recognizes the urgency of environmental issues and sustainability. Curriculum elements related to these topics may cover environmental conservation, sustainable development, climate change mitigation, and responsible resource management. Environmental science in all UG & PG Programmes run by the University.
5. **Sustainable Development Goals (SDGs):** The institution aligns its curriculum with the United Nations' Sustainable Development Goals (SDGs). Courses may highlight the role that education plays in achieving these global goals, inspiring students to contribute positively to society and the planet.
6. **National Education Policy - 2020:** The curriculum aligns with the objectives and recommendations outlined in the National Education Policy - 2020. This includes a focus on holistic development, multidisciplinary learning, and the incorporation of 21st-century skills. From the academic year 2023-2024 the curriculum is designed according to the National Credit framework principles in allocating more weightages to ability enhancement courses and skill-based courses. The introduction of these courses is approved by BOS and Academic Council and following from this academic year.

The integration of these cross-cutting issues and value frameworks enriches the educational experience by fostering a well-rounded perspective among students. It equips them with the knowledge, skills, and values necessary not only for their professional success but also for their active participation in addressing pressing global challenges and contributing to a sustainable and just society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 08

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

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

Response: 85.71

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

Response: 18

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

Response: 21

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 20.75

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1795	1740	1740	1740	1680

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

2022-23	2021-22	2020-21	2019-20	2018-19
843	338	259	214	150

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 51.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	75	51	64	34

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

2022-23	2021-22	2020-21	2019-20	2018-19
416	167	128	106	75

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

The assessment of the learning levels of the students is done by the teachers in the classrooms during

lectures and through conducting class tests, assignments, tutorials, etc; on the basis of which slow and advanced learners are identified. Specific teaching-learning methodologies oriented to the needs of such students are then discussed and implemented.

An integrated approach is followed in the classes by our faculty. Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable.

Slow Learners:

Tutorials and remedial classes are organized, the purpose of which is to give special coaching in areas where they need support. Additional reading material and books in simple form is made available to increase their understanding of the subject. E-links are also suggested to the students to help them gain an in-depth knowledge of the subject.

Bilingual explanations and discussions are done in the class with the aim of reaching out to the slow learners so that they can be brought at par with the rest of the class. Personal, academic and career-related counseling is given from time to time. Home assignments are given and evaluated on a regular basis. Additional tests are conducted outside the curriculum to assess the learning ability of students. Peer learning is encouraged through group discussions and presentations. This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills.

Advanced Learners:

During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the caliber of the students and identify the advanced learners. Departments through a combination of academic and co-curricular activities encourage the advanced learners to optimize their potential. Such students are encouraged to participate in inter university/department competitions.

The faculty helps the students to get relevant research projects and publish papers in the field of their choice. They are suggested advanced readings in the relevant topics to enhance their understanding of the subject to enable them to pursue research in future. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations. They are given an opportunity for micro teaching in the class as well as making individual presentations. They are involved in special projects like book and movie reviews, analysis of current issues of relevance to their subjects. The university library provides the **koha** facility and other e-resources (linked to Raffles University) to help the advanced learners to broaden their horizons.

Students who are advanced learners are encouraged to upgrade their knowledge and skills through add-on courses provided by the Department / School along with special lectures organized by expert resource persons.

Students are given recognition for their achievements at various forums in terms of cash awards, medals, appreciation certificates and scholarships. They are also motivated to secure rank and distinction in University final examination.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 12.55

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The university provides a conducive environment for teaching and learning process by imparting the courses through student centric pedagogical methods. The teaching Paradigm applied by faculties of the university is centred around developing students from passive recipients into active participants in the teaching-learning process. As a result of such a method of teaching, experiential and participatory learning are made possible for the student. This has facilitated "learning by doing" The students of various programmes are subjected to the experiential learning by project base learning, practical's, flipped classrooms, quiz, role play, visits to industries, field trips, mock interviews, internships and students' seminars. These activities promote critical thinking, creativity, inculcates scientific culture, and motivating research orientation. Project work is assigned in all practical subjects to encourage teamwork and participative learning.

The university implements interactive approach through discussions, debates, oral group presentations, role play to encourage greater participation and interactive learning. Field trips to biodiversity parks, heritage sites, industry visits, law firms, monuments etc. are organized to promote grass root level understanding of concepts. Extensive use of Case Studies to improve the problem-solving ability of the students.

Teachers of the Schools use the technology in teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards. ICT has enabled better and swifter communication; presentation of ideas in an effective and relevant way

The university is a Wi-Fi enabled Campus and teachers, students to stay connected to the internet and learn updated information. The University has ICT enabled Classrooms, smart class rooms having Desktops, Laptops, and Projectors facilitating e-learning process. Teachers use microphone connected speakers to enable them to reach to all the students in the classroom effectively.

The university has an automated central library equipped with new edition of books and journals, magazines and new papers. The library provides accessibility to e-resources.

The university has 06 Computer Labs and 01 ELL. The teachers perform the practicals for most of the programs as technology innervated in all courses irrespective of arts, science and humanities.

The labs are updated with all essential software regularly. .

Teachers make PowerPoint presentations in the classrooms. Presentations are the best way to make notes as they can be updated with the latest changes in the knowledge, presenting diagrams, charts, etc.

During Covid, online classes are scheduled on different platforms like Google Meet, Zoom, Microsoft Teams, etc. Besides using the e-books in the e-classrooms, educational podcasts and videos, such as Ted Talks, YouTube Content, etc that further adds quality to lecture delivery.

The teachers share reading materials, short notes, e-books over different media like Google Classroom, E-Mail, College Portal, Blogs, WhatsApp, etc

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Mentoring is essentially about helping students. It is a relationship designed to build confidence and support the mentee so that they are able to take control of their own studies along with overall development. Mentoring is not the same as training, teaching or coaching. The mentoring system has a structured format and the students are divided into groups and allocated to the mentors. The university has a robust mentor mentee system for mentoring the students emotional, career counselling, encouraging to participate in the co and extracurricular activities. The routine class room activities are

also monitored by the mentoring system. Mentor to tap the Mentee for remedial coaching, the holistic character building, career guidance and counselling.

The effective delivery the curriculum is facilitated by Mentor-mentee system. The remedial coaching, ICT usage, enrolment in free online courses, categorization of advanced and slow learners, summer trainings for highly interested students are also monitor by mentor mentee system.

Special mentoring programmes are conducted to resolve the academic, personal and social stress related issues

File Description	Document
List of Active mentors	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 71

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	108	108	108	108

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

2.4.2

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

Response: 72.64

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

Response: 154

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

2.4.3

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

Response: 0.08

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

Response: 8

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	34	39	69	17

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

2.5.2

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

Response: 3.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	29	01	16	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1168	685	574	466	399

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

2.5.3

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

Response: E. Only manual methodology

File Description	Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcome based education is the main credentialism of NEP 2020, as well as to make the students competent enough with employable skills and execute the knowledge learnt in the form of skill and it is in practice, in most of the courses like Engineering, Science and Management in our University. The University is implementing the OBE from 2022-23 onwards by following the Blooms taxonomy, both in lesson plans as well as in evaluation system by framing the course objectives, course outcomes and programme outcomes and calculating the result according to outcomes in direct and indirect method. The results are declared by calculating the graduates' attributes and program attributes.

The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices. Learning outcomes form an integral part of college vision, mission and objectives. The learning objectives are communicated through various means such as school's prospectus, Dean's address to students and parents, Alumni meets and dissemination in classroom by concerned staff. These are also prominently featured on School's boards, university newsletter and other publications brought during conferences and seminars.

Informing the stakeholders, especially the parents, persuade students towards skill oriented and value-based courses. Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals. Teachers are also well communicated about the outcomes.

The university deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of syllabus organized by the university. Many teachers are also the members of syllabus sub committees; thus, the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.

Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

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

2.6.2

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

Response: 77.95

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

Response: 205

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The Raffles University strives to promote teaching and research in emerging areas of Law, Engineering, Science, Management studies, Agriculture science, Pharmacy, and Humanities and social sciences. The Management also supports both students and teachers to promote in excellence in of research. The University has a well-defined policy for the promotion of Research and has implemented for quality research from inception in the field of law followed by Management. the university research ordinance is updated regularly according the guidelines of UGC and made available on the university website. Each academic year two notifications for Ph.D Admissions are communicated through website . The admissions in Ph.D of respective schools are as per the UGC Regulations. The Research Director announces course work time table and Course work examination schedule. Besides the university research ordinance, the SEED Money Scheme and Ethical Policy are also made available in the university website.

The University provides a funding to the faculty/School depending on the budgetary requirements per projects, conferences and workshops and other required resources for nurturing research. the project submitted are scrutinised by the screening committee and selection for sanction of the fund allocated accordingly.

The ethical policy provides rules, regulations and ethical issues related to the schools of Pharmacy, Basic and Applied sciences.

The University has anti plagiarism software to check the research authenticity in publications and thesis submitted by the research scholars. The Publications in quality journals recognized by the UGC- CARE and indexed in Scopus / Web of Science and/or with a good Impact Factor are incentivized.

The Research and Innovation Cell of the University serves as a liaison among investigator, all the departmental administrations and funding agencies. Research and Innovation Cell (R&I Cell) under the direct supervision of research director deploy all the function pertaining to the research. The cell is also responsible to provide guidance, support and resources to the researchers, innovators and creators in the Raffles University and facilitate protection and development of Intellectual Property (IP). In pursuing these objectives, the cell shall create awareness of the importance and role of IP Rights, provide guidance and help in seeking legal recognition of IP Rights and generate resources for creation and protection of IP

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

3.1.2

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.5	00	00	00	00

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

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: 0.94

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

Response: 02

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document

3.1.4

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

Response: 0.71

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

Response: 1

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 140

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.2.2

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

Response: 0**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years**

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document

3.3 Innovation Ecosystem**3.3.1**

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

Response:

The University serves as a focal point for collaboration amongst numerous specialised centres that promote the innovation, entrepreneurship development, and ecosystem enhancement. These centres and cells function under the capable direction of an outstanding teaching team, robust research labs and programmes, industry partnerships, technology incubators, collaboration with outside technology innovators, seed and funding tie-ups, and IP advisors.

The University has established IPR cell in School of Law to promotes awareness programmes on the Intellectual property rights by organising the faculty development programmes, workshops and orientation programmes to the research scholars besides organising the extension lectures to the students on the concept. The IPR Cell is dedicated to promoting, protecting, managing, and commercialising intellectual property created by faculty and students at the university at school levels, including patents, copyrights, trademarks, and others. The cell fosters an academic setting that is favourable to the growth of the intellectual property.

The University established clinical legal aid centre/cell in school of Law to promote the research orientation and critical thinking in legal issues. The centre resolves community related issues by client

counselling.

The incubation centre established for promoting collaborations with various industries firms and scientific agencies through MOU's.it also encourages the faculties for collaborative research in various areas of science and technology.

The Institutional Social Responsibility cell is committed to promoting community orientation, which is inspired by the college's intrinsic moral and ethical conscience. The Cell works to instil students with a feeling of social responsibility and to help shape them into responsible individuals who are empathetic to society's problems.

Innovation and Knowledge Transfer Successful knowledge transfer has been made possible by dedicated centres and successful partnerships with businesses and institutions:

- Conferences, Workshops and Lectures on IPR, Patents and Copyrights
- Community-service activities

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

3.3.2

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

Response: 06

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

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: B. Any 3 of the above

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

3.4.2

Total number of Patents awarded during the last five years

Response: 20

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

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 0.39**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 14

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

Response: 36

File Description**Document**

PhD Award letters to PhD students.

[View Document](#)

Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)**3.4.4****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 0.56**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 118

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.5

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

Response: 0.08

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

Response: 17

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

3.4.6

E-content is developed by teachers :

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

Response: D. Any 2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

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

Response: 5.13

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

3.4.8

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

Response: 6

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

3.5 Consultancy

3.5.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities

3.6.1

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

Response:

The University organizes community developmental activities in adopted villages and neighboring villages. These includes Blood donation, Plantation programme Health checkups, First-aid service in local festivals, awareness on myths, literacy drive through nukkad natak, advices to Farmers in farming etc. to sensitize the students towards a wide range of social issues to become good citizens of the country. The University in collaboration with Disaster Management, Relief & Civil Defence Department, Government of Rajasthan organize the awareness programmes, demonstrations and exhibitions to make student ready to face the disasters. The university has a functional NSS unit through which a variety of community development programmes are organized besides adaptation of village, and under the aegis of Unnat Bharath Abhiyan 05 villages being adopted by university for developmental programmes and student volunteers rendering the services relentlessly.

For Holistic development of students, the university introduced mandatory courses on cross cutting issues like gender, environment and community developments and also by inviting experienced professionals to deliver extension lectures on soft skills, personality development and human values. The sports and games activities are included in regular time table for physical fitness and sound mind. Further the university organizes sports and cultural competitions at university level and encourages the students to participate in state and national level competitions. Seminars and work shops on communication skills are also organized. By maintaining industry and academia relations the university facilitate the students for industrial visits, study tours and field trips.

The students are involved in making the perfumed sticks from cow dung for hands on experience, self-learning and enhancing the skill abilities in local small-scale industry. The school Agriculture has a best practice of organizing Kisan samvad involving the farmers of villages. The students of Management visits neighboring industries to develop entrepreneurship abilities by interacting with Japanese and other

official personnels. The engineering and science students learn technical skills by industrial visits to the manufacturing industries such Hitachi, Astemo, Honda, Diakin, Havel's etc surrounding the university. The rally's are conducted on World Aids day, youth day, literacy promotion rally etc.

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

3.6.2

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document

3.7 Collaboration

3.7.1

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

Response: 15

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

Raffles University appearance is eye captivating and its architectural grandeur encompasses academic buildings, administrative centers, student residences, other facilities that contribute to a conducive environment.

The university is equipped with cutting-edge infrastructure, including advanced ICT facilities, automated library, well-equipped laboratories, and campus designed to accommodate individuals with disabilities. The administrative block with 02 floors serves as the nerve center with a buildup area of 24840 sqft, housing essential offices such as 01 President office, 01 Chancellor room, 03 conference rooms, 01 Registrar office, Account section cell with 01 Executive office with 08 cubicles, 01 Research Director room, 01 IQAC office, 01 Administration office, 01 Reception, 01 Chairperson office, 01 Admission cell, 01 Admission Director office cell. In the first floor, 08 class rooms, 02 faculty rooms, 01 computer lab, and 01 IT server room. In the second floor Examination branch with 01 COE office, 01 Deputy registrar office and 02 strong rooms besides, each floor has the toilet blocks with pantry facility. Adequate water facility with RO system is made available.

The school of law building is provided with 55,080 sqft build up area along with a spectacular moot court with judge room and 01 seminar hall with LCD projector with 100 seats. There are 09 faculty chambers, 01 dean office, 01 Chief Patron's office along with Library in the ground floor. In the basement there are 05 class rooms, 01 computer lab and 10 class rooms, 02 faculty rooms in each floor. The school of pharmacy and agriculture building with 49,608 sqft, built up area with 12 labs, one ELL, 01 business lounge, 01 auditorium & 11 class rooms.

The school of Engineering and Technology has 16,543 sqft workshop equipped with instruments like CNC lathe and CNC milling machine. The workshop consists of 20 Laboratories for mechanical, electrical and computer science. The other facilities in the campus includes 02 residential hostels, staff quarters, 01 tuck shop, 01 food court along with 200 seat capacity dining area and chairperson house. The hostels are provided with single occupancy AC rooms, (boys 266 rooms and girls 129 rooms), 06 common halls, 02 gyms.

There is a primary play school with an area of 6930 sqft along with 09 classrooms, 01 Library, 01 principal office, 01 lab, 02 halls, and toilet blocks.

The university has an adequate number of play grounds for games and sports like basketball, football, cricket, badminton, 200-meter track facility, table tennis court, space for carrom and chess.

The institution is equipped with ICT facilities, including smart classrooms with a robust ERP. Smart classrooms have interactive whiteboards, projectors, and high-speed internet connectivity. Conference halls are equipped with LCD projectors.

The university offers an array of facilities to cater to cultural and sports activities. The University has an auditorium with 250 seats, an open stage, seminar hall to accommodate a substantial audience, making it suitable for various events, including seminars, conferences, cultural performances. For cultural activities, the institution has set up a dedicated space for art exhibitions, cultural events and yoga classes.

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

4.1.2

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

Response: 30.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
184.02	99.37	4.16	181.33	8.60

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

A library is essential to the growth of any university and serves as the heart of the educational institution. The VKGM-Library recently purchased 'KOHA: ILMS (Integrated Library Management System) software, and it has been fully automated since 2015 (the Libsys program was previously utilized for automation). It is housed in double storied with a carpet area of 588 Sq. Mtr. It is located in building of School of Law.

The VKGM Library is open from 9:00 a.m. to 11:00 p.m. on weekdays and 10:00 a.m. to 5:00 p.m. on weekends. The Library and Information Resource Centre (LIRC) offers online book browsing via the WEB OPAC capability. In the VKGM- LRC, 20 network-connected desktop computers with printers and scanners have been placed for users in the library's Multimedia Section to access e-resources and recorded lectures from faculty members. e- Library has subscribed to institutional membership in several databases/resources and is operational 24 hours a day, 365 days a year via the Virtual Private Network service.

The library is a member of:

- DELNET (Developing Libraries Network)
- Club Membership of NDLI (National Digital Library of India) (<https://ndl.iitkgp.ac.in/>)
- Swayam
- ePG Pathshala
- Shodhganga & shodhgangotri (submitting Ph.D. theses over there, as directed by UGC)
- e-shodhsindhu

VKG Memorial Library & Virtual Learning and Resource Centre has both kind of resources subscribed and Open/ freely available.

Subscribes to:

- DELNET Database
- Ebsco
- MANUPATRA
- Hein online
- SCC Online

The library has purchased books and other resources for the existing seven schools (SOAG, SOPH, SBAS, SOET, SOH&SS, SOL, and SOM) for immediate use by staff, students, and scholars in the related departments. RU has taken appropriate steps to ensure 'Plagiarism-Free Learning and Research' in

its scholarly communication. To check for plagiarism, the Library has also been given Original Plagiarism Detection Software.

The library provides a user alert service to its pupils. Regular updates and information on 'New Arrivals' are distributed via group emails and posted on the university's website.

The library also has Educational Audio & Video Cassettes, CD ROMs, Back Volumes, Project Reports / Ph.D. theses, and other materials. There are several manuals accessible in the reference area for preparing for competitive exams like as GATE, Civil Service Exam, TOEFL, GRE, GMAT, Agricultural test, Defence Service exam, and many others.

The Library holds an 'orientation program' on Library systems and services, e-resources, remote access, and other topics on a regular basis to ensure effective utilization.

Important activities, notices, services, and facilities, among other things, are displayed on a Notice Board at the library gate to keep patrons informed of the facilities and services available. The Library Sub-committee of the university meets every month to ensure that all Library facilities are updated regularly.

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

4.2.2

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

Response: 1.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.20	2.05	0.22	6.25	6.81

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

In today's digital age, a robust IT infrastructure is crucial for the smooth functioning of educational institutions. Raffles University places a high priority on maintaining and updating its IT facilities of the university. The university IT facilities, including Wi-Fi access, 06 computer labs , 01 ELL ,about 1500 LAN facilities available in library, all computer labs, departments, hostels , faculty apartments and offices.

The university has 289 computers with 289 CPU, 50 UPS, 13 LCD projectors, 08 DVR, 05 Biometric machines, 500 CCTV cameras, reprographic facility such as 03 photo copy machines, 23 printers with scanners are available. Hardware components such as servers, switches, and routers are upgraded to meet the growing demands for network speed and capacity. The smart class rooms, conference rooms, seminar hall,, auditorium equipped with LCD projectors of Epson, Sharp company.

The operating software used for computers is Windows 10, licensed from Microsoft, Camu ERP software, KOHA with RF ID facilities, OPAC, Tally, Saral Software, open versions like Linux, Fedora, Linux Kali, Cent OS for server, Licensed software like DBMS, C, C++, Turbo C++ GREET-Model, Catia, Dot Net, Java, "R" Software, Software for Pharmacology Practicals, Auto -CAD – CAM, Python, AI, Solid Works , Original Anti- Plagiarism , MatLab, Spearf English Language Lab Software are available in the University. Besides Quick heal fier wall , net protector, wireshark anti-virus softwares are renewed annually to protect the IT facilities. Smart Class Rooms with Digital Boards and Projectors are available.

The university boasts a robust Wi-Fi with 200 mbps, from Tata tele services. ensuring seamless connectivity across the campus. The Wi-Fi network is a fundamental component of the digital ecosystem, enabling students, faculty, and staff to access online resources, conduct research, collaborate on projects, and engage in remote learning activities. Raffles University frequently updates its IT facilities to provide

the best possible services to its users. The university's IT infrastructure undergoes regular assessments to identify areas for improvement and enhancement by out sourcing annual maintenance form different companies according the needs. Major updates to the IT facilities occur on an annual basis, ensuring that the hardware and software components remain current and reliable.

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

4.3.2

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

Response: 4.52

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

Response: 289

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document

4.3.3

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

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

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Institutional data in the prescribed format (data template)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
95.59	21.00	21.42	16.39	13.52

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

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

Response:

The University Neemrana recognizes the critical importance of maintaining and effectively utilizing its physical, academic, and support facilities to provide a conducive and enriching environment for students and faculty. The university conducts routine inspections of all facilities, including laboratories, libraries, sports complexes, computer labs, and classrooms. These inspections are carried out by dedicated maintenance teams to identify and address any physical wear and tear or equipment malfunction promptly.

The president along with the Registrar & CFO proposes the maintenance budget annually and approved by Board of Management and maintained accordingly. Head of Department of all schools proposes the budget for maintenance and repair of lab equipment and instruments annual and issues are addressed on priority basis. The instrument which are not repairable condemned entering in the registers.

The university has well established central library is automated with KOHA software and RF ID facilities to regulate issue and return of books regularly. The concerned faculty recommends the latest online subscriptions and books that are made available on the basis of norms from concerned regulatory bodies like PCI, BCI, ICAR and AICTE.

The university maintains the campus and physical facilities like buildings by out sourcing sufficient housekeeping people on daily basis for cleanliness and by gardeners to maintain the lush green environment on daily basis. The total maintenance is under direct supervision of Registrar. The university appointed an estate manager and a farm Manager to look after the civil engineering works and field and garden respectively.

The maintenance and repair work of buildings, electricity, IT, Hostels, Gyms, General Maintenance are managed by personnels appointed on roll by the University. The University has a dedicated team of 02 electricians, 01 plumber, 01 carpenter, 01 mason, available in the campus 24/7, for maintenance purposes. They are always on their rounds to check electric fittings; repair works plumbing necessities promptly. Civil repairs works are under the supervision of estate manager and repair of benches, chairs and other wooden works are done by carpenter.

Technician are called for repair of IT facilities besides annual maintenance. The university has SOPs for maintenance of Labs, Sports, Classrooms, Playground and other infrastructural facilities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 16.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
142	140	142	63	91

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

The university has a dedicated career guidance cell for counselling and encourages the students to choose the path for the progression and placements. The career fairs organised by the university in general and specifically through the schools. The students are motivated towards the competitive examination as judicial services, JAG, civil services, army, UPSC NET/JRF, SLET CLAT for both Placement and progression respectively. The placement drives in campus and off campus are also organized by career guidance cell. The students are subjected to communication and soft skills training modules for

placements. The engineering students are provided with training and practical programmes in recent technological areas. Extension lectures by inviting the industry and academia expert are also arranged to make the students competent with 21st century skills. All the students are present on campus hence e-counselling and guidance is not necessary.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 1.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	00	01	01

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

5.2.2

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

Response: 3.91

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
23	08	01	02	01

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

5.2.3

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

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

Response: 0.33

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

Response: 03

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

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	01	00	01

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

5.3.2

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

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

Response:

The University is after the inception expanding by the addition of more and more programmes to provide quality education in the remote area. The necessity of constitution of student council in all these years did not arise as the university is focusing on admissions and the strength of university is minimum. But the students are involved in policy framing, curriculum and other necessary facilities. The nominated student members are involved in various academic and administrative committees for transparent deployment of strategies planned and executed. Further the grievance and redressal committee resolve the problems and complaints raised by the student with the consultation of student members. For the effective and transparent functioning of the university in future the student council may be constituted by taking the approval from the board of management

File Description	Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

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

Response: 0

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

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

5.4.2

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

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

Response:

Realizing the importance of Alumni in institutional growth, Dean Students Welfare organizes annual alumni meet in the month of February. It provides a platform for the students, teachers and administrators to interact with the alumni to understand their perspective about the university. During the event, they share their feedback and experiences for qualitative improvements in various aspects of institutional life and motivate the students to achieve their goals. The major objective of the Alumni Meet is to develop a sense of responsibility among alumni for their constructive engagement for the academic and

professional growth of the University. It also provides a forum for exchanging ideas, which helps in devising the roadmap and perspective plan for the future. In addition to that, the prospective alumni of the university help in the marketing and cultural activities. Alumni also give suggestion and opinions in the curriculum feedback from made available in the website. The expertise of alumni also shared to the students through teaching and learning, awareness for preparation of competitive exam and placements. The University is taking all necessary steps to registered the alumni committee to strengthen the activities.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Gomber Education trust is founded by Shri Vinod Kumar Gomber , with a unique and distinctive vision and elaborated valuable mission to empower the rural people with the weapon in the form of education. The Trust was founded with the paramount aim of delivering the world-class education to the rural marginalised people with high class infrastructural facilities by making the university as standalone university in Neemrana. The University is established in the year 2011 with three disciplines Law, Engineering and Management and later science, pharmacy, agriculture and social sciences are added.

VISION

To evolve as an Institution of Excellence, where scholars develop informed and inquiring minds and broaden the frontiers of pure and applied knowledge. Where they, not merely undergo the humdrum learning of how things are done but move onwards, exploring problems and solutions that have tended to challenge human ingenuity.

To create an ambience conducive to spirit of inquiry and the pursuit of excellence by working with the ablest, best and globally acknowledged centers of research and academia, coupled with system and process developed within the University.

MISSION

Scholasticism of a high order through education, not instruction. Ensuring emergence of students from the University portals, as fully developed global citizens, prepared to function as agents for change in the era where technology and commerce are rapidly transforming human lives.

Ingraining the capacity to usher in change, by discovering, nurturing and expanding individual skills, talents and interests, while standing forth as leaders and path breakers in their future careers.

CORE VALUES

Shaping the evolution of students as global citizens with the capacity to lead, inquire, invent, innovate and transform for the common welfare.

Encouraging the highest respect for diverse cultures, traditions and ethical standards as components of quality education. Promoting and facilitating symbiosis in thought, learning and growth skills imparted by the best centers for study and research globally.

Instilling professionalism in recourse to analytical as well as empirical tools of knowledge coupled with rigorous honesty in thought and practice.

Providing the intellectual bedrock by way of a capable faculty dedicated to the Core Values of the University.

Motto: Vidya dadati vinayam(Knowledge divine us with humility)

Goals:

Knowledge Goal: To cultivate and enlighten the scholarly minds

Physical Development Goal: To build a stronger core

Moral Goal: To face challenges of life without compromising ethical values

Social Goal: To transform into insightful, respectful and responsible global citizens

The University believes in decentralization of Governance system that enhances culture of work distribution inturn improve the productive of staff and office bearers. The Chairperson of the University shall be appointed in accordance with section 12 of the Act. and is the head of the University. The President shall be appointed as per University Act and is the head of Academics and Administration. The Registrar is head of administrative and secretarial staff and conducts all the Board of Studies and Academic Council meetings. The Academic activities are managed by the Deans of various schools under the direct supervision of the President.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The effective deployment of perspective strategic plans and administrative documents is essential for the seamless functioning of the institution. The University developed an effective strategic plan aligning the vision and mission statements besides addressing the needs of society. The administrative and academic heads are assigned the duties of deployment of the plan with consultation of various stake holders of the

university. The Strategic plan targets on the subtle areas students' admissions, faculty profile, teaching and learning process, Research, industry connect, budget allocation, accreditation.

The curated university administrative structure is used for effective execution of policies in various fields of academics and administration. The president is the head of all academic and administrative functions of the university and with the support of deans/HoDs/ supervises the academic activities and student support activities.

The various important functional and standing committee of the university that are nominated in accordance with the Raffles University Act and Statues are.

1 Board of Management: It is an executive body nominated and have the powers and functions listed in the statues of Raffles University and further determines the standards of faculty, research, teaching and learning, besides involving in administrative approvals. The board members also involved in policy laying, proper execution and approval of the financial policies.

2.Academic Council – This is a prime Academic body of the University with internal and external eminent educationists as members and directs & synchronises supervision of academic policies and research policies, curriculum and academic embellishments.

3.Internal Quality Assurance Cell (IQAC) - Accountable for the planning, guiding, and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities. To maintain transparency, committee includes industry experts, alumni member, Academic expert from Government organisation as external members.

4.Board of Advance Study and Research –The council laydown the rules and procedures for meetings & approvals for the registration of Ph.D. and doctoral candidates. The Board may recommend to the academic council criteria for formulation and execution of research proposals by teacher / scholars of the University.

6.Board of Studies – School specific BOS established by the recommendation of the AC. The curriculum design is approved and the board consists of external subject experts from other Universities & industry experts.

7.Industry Institute Partnership cell- The cell to maintain strong relation and liaison with neighbouring industries by inviting industry experts for conduction of seminars, conferences, meeting of BOS, internships and placements.

8.University Internal Complaints Committee (Gender Cell) – ICC constituted for consideration of sexual harassment at workplace. The complaint received are redressed.

9.Anti-Ragging Committee – The university is a ragging free campus. Anti-Ragging committee screens the reported ragging issues and works with proctorial committee to maintain the discipline.

10.Central Purchase Committee –The purchase of all articles and equipment and other budgetary activities are monitored by central purchase committee headed by Chief Finance Officer.

The Service rules & Appointment policies are made available to the employees through a well-structured

HR policy available in the website	
File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: B. Any 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Regular performance monitoring and evaluation are integral to the deployment process. The University follows a robust and transparent performance appraisal system for teaching and nonteaching staff. Structured performance appraisal form is designed for the faculty and at the end of each academic year the faculty appraise their performance and submit the information in office for consideration. Every year in the month of November the PBAS are evaluated by the expert committee comprising of President, Deans, HODs based on the parameters of teaching, Learning & Evaluation, Research, Co-curricular, Extension activities, code of ethics, values, Student Feedback etc. As per the recommendations, the faculty are incentivized in accordance with university policies and norms. The student feedback is also collected on each faculty and taken into consideration for regularising of the post. Basing on the API score and total experience count even the Promotions are also implemented along with restructuring of the salaries according to the publications, projects, patents and other contribution for the development of university. The university adapts 3% increment policy every year to all the employees after completion of probation of one year. The university instituted best teacher award to encourage the faculty for their overall contribution to university development and performance in teaching and learning process.

The university has a performance appraisal system for non-teaching staff under the direct supervision and recommendation of Registrar and basing on their experience, attributes of personal front and expertise in work, the promotions are granted accordingly.

The monetary welfare measure of the employs includes 12% of Provident fund allocation, ESI (Employ State Insurance) and implementation of Group Insurance policy. The University also helps financially for deceased people when death occur during working. The employs of the university enrolls in Ph.D program for higher credentials the university gives concession of 50% in the fee. The non-teaching staff are benefitted with 15 Earned Leaves every year.

Other welfare measure includes 24/7 medical facility available in the campus. For non-teaching and sub ordinate staff the free accommodation made available in the campus. The university extends free water supply, internet connectivity, subsidized electricity supply and laundry Facilities for in house employs in the campus. The university established a pre school within the campus to facilitate crèche facility and pre schooling for the employ children.

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

6.3.2

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

Response: 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

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

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response: 16.88****6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	17	18	12	07

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

The university is a self-financed institution functioning under Gomber Education Foundation, and most of the financial support is provided by the Gomber Education Foundation, a nonprofit organization. The mobilization of funds is mainly through student fees. The university is in deficit budget and maintained by taking loan from Gomber Education Foundation. Besides, for conducting the seminars, conference the entry fee charged used only for conduction, food and stay of the participants. The annual budget particulars are made by Chief Finance Officer and approved according to priority

File Description	Document
Provide the link for additional information	View Document

6.4.2

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

Response: 0

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists

for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The university has robust transparent and effective mechanism to conduct regular internal and external audits. The University has a dedicated Accounts Office headed with qualified Chief Finance Officer to monitor and maintain all relevant documents pertaining to budget, purchases, expenditure, maintenance & repair etc. The annual balance sheet and profit loss account is subject to internal audit by Board of Management and external audit by out sourced Charter Accountant.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes visible in terms of –

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

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

Response:

The university has constituted IQAC cell on 16/12/2020 to strengthen the quality parameters in delivering quality education to the rural people with world class infra structural facilities. To accomplish the vision, mission and core values, the university prepared a strategic approach under IQAC. The IQAC committee monitors academic activities from framing the curriculum, research, co & extracurricular activities like celebration of days, conducting sports & cultural activities, teaching and learning activities, research, to conduction of seminars and conferences. The committee convenes meetings every month for review and implementation of innovative teaching methodologies. The university is appearing for first cycle of Accreditation, the orientation meetings on NAAC procedure and documentation process are regularly organised for making the faculty and staff ready for preparation of SSR and other process. The IQAC committee includes external experts from Industry as the university is located amidst of Japanese companies in Industrial zone. The committee comprises of a renowned external expert from Academia

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

6.5.2

Institution has adopted the following for Quality assurance:

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

Response: C. Any 3 of the above

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

6.5.3

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

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

Response:

The University started preparing for NAAC by constituting IQAC cell to work on quality parameters and proper documentation. The thrust or pain areas of concentration for quality parameters are identified and proper remedial measures are implemented through a strategic plan and the areas are as follows

Admission of Students in all Programmes

Recruitment qualified Faculty members

ICT enabled and experiential teaching learning

Introduction of CBCS and Credit restructuring

Evaluation

Student progression and placement

Industry and Academia Relation

Collaborative research, Consultancy and Patent

Resource Mobilization from Funding Agencies

The IQAC focused on Outcome Based Education, and university started implementation of program in various schools. To connect the expected outcomes, University has developed/ aligned programme outcomes (PO), Programme Specific Outcome (PSO) and course outcomes (CO) with university Vision and Mission. Course Outcome represents the content of courses based on revised blooms taxonomy for nurturing the students to progress in their domain. Experienced faculty deliver the courses by using advanced pedagogical methods inclusive of case studies, industrial issues, research outcomes. The course specific assessment is designed to evaluate students' performance. Each course outcome of evaluation is mapped with laid down COs which are further mapped with POs/PSOs. This practice strengthens the programmes and ensures the quality education that reflects in performance of the students in the university examinations.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Fairness of treatment for women and men according to their needs is maintained at the University. From the recruitment process to work in the office and department gender equity is maintained. Different departments and especially women's (School of Humanities) studies centres take the initiative to organize different programs on gender equity and discuss through the seminar, meetings for its promotion.

The University has the utmost regard for the welfare of its students. The institute has established a student counselling Centre to address student stress, career counselling, and family difficulties. This counselling Centre is run by a licensed student counsellors by DALSA.

The counselling service will at times address the issue at different levels and offer an appropriate response. The experts try to find a more gratifying solution. All students may access the services without charge and are completely private.

The individual is requested to meet with the counsellor on a certain day in a designated counselling room (Clinical Legal Aid Centre). After registering the identification and maintaining the confidentiality of all the information, the counsellor will provide counselling to the students in accordance with their problems.

Students experiencing emotional distress and mental health issues interfering with their daily lives seek to see a counsellor. Talk to him or her in confidence, set up a time and day for counselling, and do the same in a designated counselling room.

2. Safety & Security:

Security personnel are deployed to closely monitor the security on the campus. To preserve security in the girl's Hostel, female guards are positioned there 24 hours a day. Males are not permitted in the hostel, but whenever maintenance, supplies, or other needs arise, the appropriate superintendent or warden grants permission, and on such trips, female guards go with the employees (Male). After receiving proper authorization from the hostel management, visiting parents and relatives of boarders are permitted to the reception of the respective hostels. There are some safety measures available in the university.

- Security norms are strictly followed by the university in all accepts.
- Observe all building floor walkways like classrooms, playground, tuck-shop and workshops for girls' and boys' hostel and library.
- 14 security staff who safeguard the entire university and hostels.
- The current security system provides excellent protection for female students. To protect the safety and security of faculty, staff, and students, a total of 500 CCTVs are installed at the university gate, canteen, parking lot, office, and hallways on various schools floors.

- ID cards are given to the staff and students to stop strangers from entering the university.
- Regular medical check-up camps are planned. In case of emergency transport facilities are available to the students, faculty, and other staff.

3. Common Rooms:

Separate Common rooms are available for girls and boys in the hostel as well as all every building of the university. Separate rooms are provided with basic facilities like first aid, rest room, washbasin, and dustbin in every building for the faculty and staff etc.

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

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

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

7.1.3

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

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

Response:

Pollution from garbage is unsightly and leads to a lot of rubbish in our communities, which can have negative health effects. The garbage collected is differentiated as bio and non-bio degradable wastes. Food scraps, canteen scraps, toilet paper, and other waste are examples of bio-degradable waste. Plastic, tins, glass bottles, and other non-biodegradable garbage are examples.

Hazardous trash includes items like cleaning agents, acids, and laboratory compounds that could pose a hazard to human health or the environment. The waste produced by the University's administrative offices and departments is deposited in little trash cans that are placed inside each department store. Multiple trash cans are positioned in each building, and housekeeping staff members pick up the trash from there. Regularly, the housekeeping staff dumps rubbish from the tiny bin into the big bin.

The University started the process for installation of Sewage water treatment machine and accordingly the pipeline system from various buildings is in progress. Sustainable practices, water conservation, and pollution prevention are key principles in modern liquid waste management systems.

Biomedical waste management in the university setting is essential to ensure the safe and environmentally responsible disposal of medical and laboratory waste generated within academic institutions. The university has signed an MOU with State Pollution Control Board, Alwar. The Waste collected from the Campus sent for proper biomedical waste treatment plant under the SPCB, Alwar. Regular monitoring, training for collection of material is under the direct supervision of Estate Manager in consultation with Health Centre.

The University has a very effective system in place to get rid of E-waste produced by diverse sources of IT facilities. E-waste is produced in computer labs, electronic labs, physics labs, chemistry labs, biotech labs, academic and administrative offices, as well as other locations are collected and accumulated in DG room and disposed as per university norms. It is best to utilize all this trash. Through approved vendors, all such equipment that cannot be recycled or reused is disposed of.

A waste recycling system, also known as a recycling program or infrastructure, is a coordinated set of processes and facilities designed to collect, sort, process, and reuse waste materials to reduce the amount of waste sent to Pits. Recycling systems play a critical role in environmental sustainability by conserving resources, reducing energy consumption, and minimizing the environmental impact of waste disposal. The University collects the foliage from the trees, the agriculture field waste and other degradable waste from the campus and accumulate in compost pit for degradation. This process creates organic manure which is utilize in cultivation of crops in the department of Agriculture.

The University do not produce hazardous waste and fall under the category of conditionally exempt small quantity generators (those that produce less than 100 grammes of hazardous waste per month). The university campus currently does not employ any hazardous chemicals or biochemicals, such as

infectious disease pathogens, patient blood, or radioactive materials.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

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

Response:

The University has excellent transportation connectivity with various modes of transport such as buses,

cabs, auto-rickshaws, and e-rickshaws readily accessible from different locations. As it situated in Japanese Zone industrial area. Inside the university campus, there are constructed walkways around the campus, offering students and staff walking, cycling within the campus. All the vehicles parked in the specified parking areas near main gate and second gates, no vehicle is allowed inside on the road of the campus to make the campus as green and pollution free campus. The university has enhanced the pedestrian experience by installing special walkways illuminated with sensor solar lights.

The University advocates that landscaping with trees and plants not only enhances campus aesthetics while simultaneously improving sustainability, vitality and pollution free environment. By thoughtful landscaping and proper maintenance of the garden and lawn under the supervision of farm Manger the university created a lush green beautiful eco- friendly campus that inspires learning and prepares students for the coming time when environmental stewardship will be paramount.

Each year, the university undertakes a plantation drive within its campus, demonstrating the university's commitment to sustainability and environmental conservation. As part of this initiative, the university has established an Amla, Ber and Mango orchard, spanning approximately 8 acres. In addition to this, around 100 fruit-bearing plants including carambola, guava, jackfruit, oranges, Sweet Lime, lemon, Java Plum and dragon fruits have been cultivated. Furthermore, approximately 150 trees of Ashoka, Neem, Banayan, Arjun, and Kadamba have been nurtured, contributing to the campus's biodiversity. Additionally, a dedicated area has been allocated for the cultivation of medicinal plants (herbal garden) including plants like periwinkle, Lemon Grass, Drum stick, Aprajita, Arjun Tree, Alo Vera , Gilloy, Rudrakash, Tulsi, Medicinal turmeric, etc.

The university restricts access to the campus premises for all vehicles except those belonging to university personnel. Within the university campus, only authorized vehicles are allowed to enter. It is a step towards providing a more sustainable, safe, and vibrant campus environment to the students. The Univeristy strictly adheres to No- Horn Zone during class hours and communicated to the students and faculty through Code of Discipline of the Raffles University (Ordinance)

Every year, the University conducts an event focusing on the discouragement of the use of plastic. During this event, members of the university pledge to refrain from using plastic within the campus. The university has embarked on efforts to establish the campus as a plastic-free zone. A rally involving students, teachers, and staff was organized for the removal of plastic from the campus. The University believes that by raising awareness, educating the public and fostering cooperation, we can work towards a future where the harmful impacts of plastic waste are significantly reduced, preserving our environment, and improving the health and well-being of both present and future generations.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document

7.1.7

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

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

- Built environment with Ramps/lifts for easy access to classrooms**
- Divyangjan friendly washrooms**
- Signage including tactile path, lights, display boards and signposts**
- Assistive technology and facilities for Divyangjan accessible website, screen-reading**

software, mechanized equipment

- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

In accordance with the Persons with Disabilities Act of 2016, any form of discrimination against Divyang individuals is expressly forbidden. The University is committed to establishing a holistic and all-encompassing educational environment that caters to the needs of both students and employees, irrespective of their abilities. To achieve this goal, the university has constructed ramps in all its buildings & hostels, and an elevator has been installed in the chancellery building for accessibility.

To create an accommodating educational setting and comfortable environment for Divyang individuals, The University has established specialized restroom facilities in academic and Hostels Buildings.

Within the premises of the University, numerous & sufficient signs and displays have been placed to guide individuals to specific buildings, departments, or available facilities within the university.

Furthermore, there is ample lighting system along the roads within the campus, ensuring that individuals can navigate freely and safely. The bulbs are solar energy operated and sensor-enabled so that they light up only when any individual comes into their vicinity which also helps in energy conservation.

Creating a special computer lab at the University for Divyangjan (differently abled) people is a thoughtful and inclusive initiative. Such a lab can provide accessibility and support for students with various disabilities to ensure they have an equal opportunity to excel academically. The university established some special software (ELL with accessories) and hardware in this computer lab for the benefit of such kind of differently abled people.

The University provides human assistance such as scribes on requirement during examination. The university also provides the authentic YouTube link of the lectures by the teachers of his/her respective subject for the benefit of differently abled students. It is not only beneficial for the Divyangjan but also for every student.

File Description	Document
Upload supporting document	View Document

7.1.8

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

Response:

The University is making deliberate efforts to create a friendly atmosphere. The objectives of these initiatives are to encourage improved education, the economic uplift of the poor, and societal harmony. To raise the villagers' understanding of environmental and ethical issues, the university delivers extension lectures besides conducting extension activities as Nukkad-Natak, Role- Plays to create communal harmony and to irradiate myths in various traditional and societal practices. The goal of the extended activities is to provide an environment where students can acquire practical knowledge as well as regional and cultural practices.

The university has long been at the vanguard of educating students about the socioeconomic, racial, linguistic, and cultural diversity of the state and the country.

The University celebrates local and cultural and other National festivals as well as National International Days to instill tolerance and cooperation among the students. Special programmes are organized on these occasions. The faculty delivers an address to the student gathering. Students also express their views about respective leader who had contributed in the nation building. The Gender Equality Policy emphasises equal rights, access, and opportunity for men and women. The departmental policies for the differently abled guarantees that every employee is aware of the care that should be given to those with disabilities. The University makes constant efforts to ensure that people with disabilities feel included in all aspects of academic life by offering a barrier-free environment, necessary facilities, and human and technology help. The courses like human rights, tolerance, love, compassion, harmony, promoting social values, environmental preservation awareness gender sensitization, and ethics have been included in the curriculum in all schools of the university to create peaceful academic environment.

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

7.1.9

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

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

Response:

The University celebrates all days of National and International importance to instill values, morals, Ethics, rights, duties and responsibilities among the students and Staff members .

The university celebrates Constitution Day, is also known as “National Law Day” and “Samvidhan Divas” on 26th November every year. to commemorate the adoption of the Constitution of India. On 26

November 1949, the Constituent Assembly of India adopted the Constitution of India, and it came into effect on 26 January 1950. The University celebrates Constitution Day to realize the constitutional obligation and also organize different competition among the students.

Human Rights Day is celebrated yearly on December 10th around the world. The University also celebrates Human Rights Day every year on 10th of December in the conference hall of School of Law to instil and ignite young minds of the students towards fundamental rights and human values to become humble and responsible citizen.

On 5th September every year the Teachers Day is celebrated to commemorate the birth anniversary of Dr. Sarvepalli Radhakrishnan. The University celebrates Teacher's Day by presenting Best Teachers Award to the deserving faculty members and award is instituted from 2021-2022 onwards. The Award Ceremony is followed by various student activities as performances, dances, and elaborate shows to express their appreciation for their beloved teachers

The University celebrates Independence Day on the 15th of August every year. On this day the Flag is Hoisted by the President / Chairperson and tributes are paid to the freedom fighters who laid down their lives for the sake of the motherland. These celebrations inculcate patriotism, Nationalism among the students.

Republic Day is celebrated in India on 26th January every year to commemorate the enactment of the constitution of India on 26th of January 1950. The University celebrates Republic Day on 26th January every year in front of the School of Law building by Hoisting the National Flag. The University organizes cultural programs featuring patriotic songs and music. Various Schools of the university also organize essay writing and speech competitions on the theme of Republic Day.

Gandhi Jayanti celebrated on 2nd of October annually in the University campus to mark the birthday of Mahatma Gandhi to create Gandhian Ideology of Non- Violence, Satyagrah , Patriotism and Nationalism.

Every year on 21st of June, International Yoga Day is celebrated in the University to make the student and faculty members aware about Yoga and wellness for good health and sprit. Trained yoga Instructor monitors the yoga and meditation activities daily for student and staff members.

Every year on 15th of September, National Engineers' Day is celebrated to commemorate the birth anniversary of Sir M Visvesvaraya, also known as India's first civil engineer. The University celebrates every year Engineers' Day in the University Auditorium.

Every year on 25th of September, World Pharmacist Day is celebrated to create awareness on the duties of pharmacist for the society and nation.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices**7.2.1**

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

Response:

- 1. Community Development Programme in Adoption of Villages under Unnat Bharat Abhiyan:**

Unnat Bharat Abhiyan is an initiative that the Ministry of Human Resource Development (MHRD) has started to connect higher education institutions with rural communities to address development concerns using the right technology. The university has five villages under the aegis of Unnat Bharat Abhiyan programme. The Community activities are taken up in these villages to promote awareness on various aspects such as clean and green , health and hygiene myths literacy and adult education and primarily agricultural awareness.

The university from time to time organizes various programs for improving education, and the use of technology in education and health, and is also aware of them regarding rights, and duties by the subject expert for the development of the villages.

2. **Krishi Samwad**

The University organized “Krishi Samwad” programme in school of Agricultural by inviting farmers from neighboring villages. The Programme includes exchange of ideas, advices and suggestions from the subject experts for sustainable farming methods. It also promotes awareness, the use of modern technological instruments blended with traditional farming.

On this day School of Agricultural Science conducted various events in which several students participated like poster presentations, Essay writing, Debates etc. The faculty members of the school interacted with farmers for the use of organic fertilizers, soil amendments, biopesticides for sustainable agriculture and human welfare.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The university is established with vision, mission & Values which is unique and as follows:

OUR VISION

To evolve as an Institution of Excellence, where scholars develop informed and inquiring minds and broaden the frontiers of pure and applied knowledge. Where they, not merely undergo the humdrum learning of how things are done but move onwards, exploring problems and solutions that have tended to challenge human ingenuity.

To create an ambience conducive to spirit of inquiry and the pursuit of excellence by working with the ablest, best and globally acknowledged centers of research and academia, coupled with system and process developed within the University.

OUR MISSION

Scholasticism of a high order through education, not instruction. Ensuring emergence of students from the University portals, as fully developed global citizens, prepared to function as agents for change in the era where technology and commerce are rapidly transforming human lives.

Ingraining the capacity to usher in change, by discovering, nurturing and expanding individual skills, talents and interests, while standing forth as leaders and path breakers in their future careers.

CORE VALUES

Shaping the evolution of students as global citizens with the capacity to lead, inquire, invent, innovate and transform for the common welfare.

Encouraging the highest respect for diverse cultures, traditions and ethical standards as components of quality education. Promoting and facilitating symbiosis in thought, learning and growth skills imparted by the best centers for study and research globally.

Instilling professionalism in recourse to analytical as well as empirical tools of knowledge coupled with rigorous honesty in thought and practice.

Providing the intellectual bedrock by way of a capable faculty dedicated to the Core Values of the University.

The University established Seven schools with unique and distinctive feature in each schools.

The distinctive feature of school of Law is availability of Former Judge of Rajasthan High Court for sharing the expertise in the field of Law and training & coaching for the law students for judicial services. Being the Chief Patron the school of law, the chairperson involves in the enrichment of curriculum including practical, real problems, local relevance national & international law.

The School of Law is provided with well-established Moot Court that is exact replica of real Court Room. Every year 02 National and International Moot Court Competitions are organized in collaboration of Rajasthan Education Trust and Surana & Surana International Attorney.

The University hosts C. L Agrawal National Moot Court and Surana & Surana National Moot Court competitions by inviting the participants Nationally and Internationally. The Moot Courts provide expertise in Civil, Criminal and Labor Laws respectively.

Organic farming which is one of the fastest-growing agricultural segments in India. School of Agricultural Sciences contributed to this growing segment with the start of organic farming on the campus. Organic farming can be defined as an agricultural process that uses biological fertilisers and pest control acquired from animal or plant waste. Organic farming was initiated as an answer to the environmental sufferings caused using chemical pesticides and synthetic fertilisers. Organic farming is a new system of farming or agriculture that repairs, maintains, and improves the ecological balance.

The School of Pharmacy opened new avenues by providing the budding pharmacists to the pharmaceutical companies, private hospitals and medical device manufacturers in India.

The School of Pharmacy, totally understand the importance of Pharmacy education in the present scenario hence provides, quality education in experiential learning through well-established labs and qualified faculty in rural area of Neerana.

The School of Pharmacy educate students pharmacists to be compassionate, ethical professionals who improve medication use and provide quality patient care.

The motto of school of pharmacy is to create ethical valued pharmacists in the health care community to serve the nation.

The Alabbar School of Management is especially fortunate that the university is located in the heart of the Japanese Industrial Zone that is an evolving nodal junction for business and commerce in view of the upcoming Delhi-Mumbai industrial and freight corridor. Our management students can gain first-hand experience regarding the management skills by working / intern in the industries. The students can avail the facility of internship / practical training in Dubai with EMMAR properties Ltd.

The School of Basic and Applied Sciences is an organized system of learning for provides a platform to convert imaginations into innovations and further guide them for implementation. This is the motto of our School. The highly qualified and efficient teachers at our school foster the research ability of the students besides enabling the students to develop critical thinking through academic excellence. School of Basic & Applied Sciences faculties are devoted professionals who care deeply about students and the field of education. The faculty members possess excellent careers in their respective fields, having Ph.D. from the leading national/state universities and institutes of repute, coupled with noteworthy research work.

Emerging technologies are shaping the future of engineering and making it more dynamic, efficient, and innovative. Engineers are at the forefront of adopting and developing emerging technologies, and it's important for them to understand their potential applications and implications for various industries. The main USP of Engineering is the availability of well-equipped work shop with 20 labs along with CNC machine.

The other distinctive feature is the student computer ratio is 1:1.

The School of Engineering and Technology equipped with recent courses in in Mechanical, Electrical and Computer Engineering such as Python, Machine Learning, Data Analytics, AI based education.

The Humanities and Social Sciences are critical to human cultures across the world. Their study can facilitate a greater understanding of different cultures, and human relations and lay a framework for a civically engaged life.

The faculty appointed are all doctorates striving hard to impart the knowledge as well as providing training in communication skills. They can also prepare you to think creatively, and critically and enable you to be relevant in a rapidly changing world. The School of Humanities and Social Sciences emphasises focus on soft skills sought by a new generation of employers and international companies.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Raffles university is a multidisciplinary internationally renowned name associated with quality education in Law, Management and Engineering streams. Since its inception in 2011, the University is fulfilling all the criteria for academic excellence and progressing in the path of success in the field of higher education by introducing more number of programs and departments to provide education in rural belt.

The university focuses on multidimensional approach of teaching and learning process for holistic development of students. The university has world class infrastructural facilities with lush green campus to provide state of art learning ambience to the rural people.

Core Values

- Shaping the evolution of students as global citizens with the capacity to lead, inquire, invent, innovate and transform for the common welfare.
- Encouraging the highest respect for diverse cultures, traditions and ethical standards as components of quality education. Promoting and facilitating symbiosis in thought, learning and growth skills imparted by the best centers for study and research globally.
- Instilling professionalism in recourse to analytical as well as empirical tools of knowledge coupled with rigorous honesty in thought and practice.
- Providing the intellectual bedrock by way of a capable faculty dedicated to the core values of the university.

Our Motto: Vidya dadati vinayam (Knowledge divine us with humility)

Our Goals:

Knowledge Goal: To cultivate and enlighten the scholarly minds

Physical Development Goal: To build a stronger core

Moral Goal: To face challenges of life without compromising ethical values

Social Goal: To transform into insightful, respectful and responsible global citizens

Ultimately the University is striving hard and advancing towards the progress in academic excellence besides making the students good, humble and responsible citizens of the country by following the core values to fulfil our motto **Vidya dadati vinayam** (Knowledge divine us with humility).

Concluding Remarks :

Raffles university is a multidisciplinary university providing education in the rural belt of Rajasthan. The university is established under the aegis of Gomber Education Foundation, catering to the needs of higher education through 07 schools viz., School of law, Management, Engineering, Basic & Applied Sciences,

Pharmacy, Humanities & Social Sciences and Agriculture. The founder's vision is to share the financial resources bestowed for the upliftment of society in the form of education. The university is spreading its wings rapidly in the arena of education by preparing for different levels of accreditations and rankings nationally and internationally.

The university has world class infra structural facility, qualified faculty, well established labs, adequate play grounds, gym, auditorium, hostel for girls and boys along with a beautiful calm and serene campus without pollution. The curriculum includes cross-cutting issues relevant to society, gender sensitization and catering to needs of environment management. The university promotes research and innovations. As the university is located in Industrial area there is a scope for internships, placements and projects. The total strength of students is 1731 and girl students is 347. Free coaching for competitive and judicial services is available with well-established library that is open up to 11.00 pm every day. The quality parameters, guidelines of various statutory bodies like UGC, BCI, PCI, ICAR & AICTE are followed scrupulously and IQAC cell is working relentlessly to make the university as a standalone university in Rajasthan.