



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

UNIVERSITY OF TECHNOLOGY,VATIKA,JAIPUR

FATEHPURA ROAD , POST - KUMHARIYAWAS, VATIKA ROAD, TEHSIL

SANGANER

303903

www.uot.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

University of Technology is a multidisciplinary state private university established by the Act of the Rajasthan State Legislature (Act No. 28 of 2017) as specified by the UGC under Section 22 of the UGC Act 1956.

University of Technology Jaipur, one of the self-financed private universities in Rajasthan, sponsored by Deepshikha Kala Sansthan, is recognized under Section 2(f) of the UGC Act 1956. Additionally, it has received approval from the All India Council for Technical Education (AICTE) and is recognized by the Bar Council of India (BCI), the Pharmacy Council of India (PCI), and the Rehabilitation Council of India (RCI). The university is also a provisional member of the Association of Indian Universities (AIU).

The university has a quality infrastructure with well-equipped and modern laboratories and classrooms, an enriched IT-enabled library, a solar plant, and a biogas plant, to name a few.

The academic system of the university is comprehensive, dynamic, and vibrant, incorporating the latest policy framework of the UGC and the Ministry of Education, supported by state-of-the-art infrastructure and extensive use of ICT resources to achieve objectives of quality education, employability, creativity, innovation, and human values among learners to produce good citizenship and skilled manpower. The university aspires to be a center of excellence for higher education in the modern context in the years to come.

University of Technology Jaipur has established a network of significant collaborations and Memorandums of Understanding (MoUs) with renowned institutions globally. These include partnerships with Cambridge University, UpGrad Campus, the Elite University Sports Alliance of India (EUSAI), the Institute of Chartered Accountants of India (ICAI), the Institute of Company Secretaries of India (ICSI), CIPET, Red Hat Academy, Oracle Academy, SKN Agriculture University Jobner, KUTAI UNIVERSITY, and Tokat Gaziosmanpaşa University (Turkey). These collaborations aim to facilitate student and faculty exchange programs, joint research activities, and comprehensive academic development.

The university has established an Industry Advisory Board to strengthen industry connections and improve curricular relevance. The Placement Cell and Entrepreneurship Development Cell focus on grooming students for future challenges, emphasizing overall personality development, leadership skills, and problem-solving abilities. The university's partnerships with corporate training companies ensure students receive life skills training and hands-on industry experience.

Believing in the positive impact of extracurricular activities on academic achievement, the university supports various sports clubs and societies. These activities help students develop essential life skills and foster a sense of community.

Vision

The university aspires to rank among the most dynamic and vibrant institutions of higher learning, sensitive to changing global trends and providing learners with unequaled educational possibilities, especially those from lower socioeconomic strata of society seeking quality education.

Mission

Our mission is to commit to a system of learning that opens new opportunities and possibilities for every aspirant. We commit ourselves to developing a synergistic ecosystem enabling the seamless exchange of ideas while creating a multidisciplinary approach to allow students to achieve and apply the best of their potential.

Core Values

- Academic Excellence & Freedom
- Collaboration and Continuous Improvement
- Collaborative & Responsible Leadership
- Environmental Responsibility
- Individual Dignity
- Professional Integrity and Ethics
- Pursuit of Excellence through Innovation
- Respect for Diversity

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Philanthropy and Social Cause: Establishing the university in rural surroundings demonstrates a commitment to benefiting underserved communities, particularly rural, poor, and educationally needy students. The disbursement of significant scholarship funds further emphasizes this commitment.
2. Empowering Girl Child: Focusing on the education of girls from socially disadvantaged backgrounds is crucial for promoting gender equality and social mobility.
3. Impressive Physical Infrastructure and Academic Ambience: The university boasts a remarkable infrastructure and academic environment conducive to learning.
4. State-of-the-Art Labs and Classrooms: Equipped with modern facilities, the university ensures an effective teaching-learning process.
5. Outcome-Based Curricula and Assessment: The implementation of outcome-based education guarantees the relevance and quality of learning experiences.
6. Effective Use of ICT: Leveraging technology for online and offline classes enhances accessibility and

flexibility.

7. Integration of Skill and Entrepreneurship Education: The curriculum framework incorporates skill and entrepreneurship education, preparing students for practical challenges.

8. Research Environment: The university fosters a facilitating environment for research, innovation, and extension activities, supported by an Institutional Innovation Centre.

9. Technology-Driven Agri-Research: With a sophisticated agri-research farm, the university leads in agricultural advancements.

10. Student-Centric Environment: Grievance redressal mechanisms, mentoring, and career guidance ensure a supportive atmosphere for students.

11. Environmental Protection Initiatives: The university demonstrates commitment to sustainability through various environmental initiatives.

12. Efficient Governance: Proactive management fosters harmonious relations among stakeholders, ensuring smooth operations.

13. Sports Facilities: The provision of state-of-the-art sporting facilities, including a cricket academy, not only promotes physical well-being but also nurtures talent for competitive sports at various levels.

14. Management Legacy: The university benefits from the experience and vision of a management team with a longstanding legacy in the education sector, which likely contributes to its dynamism and progressiveness.

Institutional Weakness

1. Limited Sponsored Research: The university faces challenges in attracting sponsored research projects from government agencies.

2. Low International Enrollment: There is a need to increase the enrollment of international students.

3. Funding Constraints: Mobilizing funds from external sources remains a challenge.

4. Consultancy Promotion: There's scope for further promoting consultancy activities among faculty.

5. Faculty Composition: Some disciplines require more senior faculty members.

6. Connectivity to the University: Lack of public transportation facilities to reach the university is a significant weakness.

7. Poor Student Enrollment: The university struggles with poor enrollment of students.

8. Faculty Retention: Due to the rural geography, retaining highly qualified and talented faculty is difficult.

Institutional Opportunity

1. **Networking and Collaboration:** Opportunities exist for networking with academic and research institutions, enhancing collaborative ventures.
2. **Global Engagement:** The university can extend its global interface and attract more foreign students.
3. **Research and Consultancy Projects:** Increased focus on sponsored research and consultancy projects presents growth opportunities.
4. **Entrepreneurship Support:** Augmentation of incubation and startup initiatives can foster entrepreneurship among students.
5. **New Education Policy Implementation:** Aligning with the New Education Policy, 2020, presents opportunities for innovation and growth.

Institutional Challenge

1. **Faculty Recruitment and Retention:** Attracting and retaining quality faculty members pose a significant challenge.
2. **Student Recruitment:** Ensuring enrollment of quality students with diverse backgrounds is challenging.
3. **Competitive Advantage:** Maintaining a competitive edge in a rapidly changing landscape is a continuous challenge.
4. **Funding Mobilization:** Continuously mobilizing funds from external sources remains a challenge.
5. **Industry Alignment:** Keeping pace with industry demands and changes presents ongoing challenges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

University of Technology is dedicated to creating a transformative learning environment that aligns with its vision to become a leader in higher education. The University offers a diverse range of programs across disciplines such as Science, Engineering, Law, Management, Pharmacy, and Humanities, structured to promote interdisciplinary learning and integrated thinking.

Curriculum Design and Development

The University follows a systematic and dynamic approach to curriculum design and revision, guided by

feedback from various stakeholders, including students, faculty, alumni, parents, and industry partners. Our curriculum is developed under the guidelines of regulatory bodies like UGC, AICTE, and other professional bodies to ensure relevance to local, national, regional, and global developmental needs. It integrates core academic concepts with industry requirements, focusing on employability, entrepreneurship, innovation, and skill development.

The curriculum framework includes a blend of core, elective, and value-added courses, designed to foster critical thinking, creativity, and problem-solving skills among students. Courses related to cross-cutting issues such as environmental sustainability, gender equity, professional ethics, and human values are an essential part of all programs. Regular curriculum reviews and updates are conducted to ensure alignment with the latest industry trends and technological advancements.

Academic Flexibility and Experiential Learning

To provide academic flexibility, the University offers a wide range of elective courses and value-added programs, including MOOCs through platforms SWAYAM, enabling students to customize their learning pathways. The curriculum emphasizes experiential learning through mandatory internships, industrial visits, live projects, and fieldwork, allowing students to apply theoretical knowledge in real-world contexts and develop practical skills.

Innovative Pedagogy and Continuous Improvement

The University employs innovative teaching methodologies, including project-based learning, case studies, and hands-on training to enhance academic acumen and foster lifelong learning. The curriculum is outcome-based, clearly defining program outcomes, course outcomes, and graduate attributes. The Internal Quality Assurance Cell (IQAC) ensures adherence to best practices in curriculum design, development, and delivery, maintaining a high standard of academic excellence.

Stakeholder Engagement and Feedback Mechanism

A structured feedback system is in place to collect input from students, faculty, alumni, industry partners, and other stakeholders. Feedback is gathered through various channels, including online platforms, open house meetings, board of studies meetings, and academic council meetings. This feedback serves as a critical input for curriculum revision, ensuring it remains relevant, comprehensive, and aligned with the evolving needs of society and industry.

Commitment to Holistic Development

The University is committed to fostering a holistic learning environment that nurtures not only intellectual growth but also social responsibility and ethical values. Students are encouraged to engage in social projects and extracurricular activities that develop essential life skills, leadership qualities, and a sense of community. The curriculum also integrates courses on professional ethics, human values, environmental awareness, and sustainability, preparing students to become responsible global citizens and future leaders.

Conclusion

University of Technology aims to create an inclusive, innovative, and research-driven academic environment that empowers students to excel in their chosen fields, contribute to societal development, and lead with integrity and vision. Through a dynamic curriculum that balances theoretical knowledge with practical application, the University strives to produce well-rounded graduates who are prepared to meet the challenges of a rapidly changing world.

Teaching-learning and Evaluation

University of Technology is committed to delivering high-quality education through a transparent, inclusive, and student-centric approach. The admission process follows the norms set by regulatory bodies, including UGC and the State Government, and is based on merit in entrance tests and/or qualifying examinations. The University strictly adheres to State and Central Government directives for reserving seats for various categories and follows UGC guidelines for the admission and conduct of the Ph.D. program.

Diverse and Inclusive Learning Environment

The University attracts a diverse student body from various socioeconomic backgrounds, including marginalized sections, remote rural areas, and different cultural communities from across the country. To promote equal opportunities in education, the University offers various support programs such as scholarships, hostel accommodations, special facilities for differently-abled students, and remedial classes. Additionally, the University provides courses in foreign languages, media, soft skills, and other subjects beyond regular class hours, promoting continuous learning and development.

Student-Centric Learning Approach

The University focuses on holistic student development through a student-centric learning approach, incorporating analytical and creative skills. Learning is enhanced by adopting experiential, participative, and problem-solving methods. The teaching-learning process is supported by a robust Learning Management System (LMS) that integrates ICT-enabled pedagogy to facilitate blended learning. Faculty mentors are assigned to each student from the time of admission, providing continuous academic and emotional support, and helping with career-related queries.

Academic Excellence and Support for Learners

To cater to the needs of diverse learners, the University identifies slow and advanced learners through orientation programs, performance in qualifying examinations, and classroom interactions. Extra classes and remedial coaching sessions are conducted for slow learners, while advanced learners are provided with opportunities to participate in Credit Exchange Programs.

The University employs a variety of innovative pedagogical methods, including case studies, internships, laboratory-based learning, project-based training, and field studies. More than 80% of the courses have a project component.

Robust Evaluation and Feedback Mechanism

The University maintains a transparent and objective evaluation process. Continuous assessments, including assignments, projects, and mid-term tests, are conducted according to a pre-defined academic calendar. End-semester examinations are fully automated through the ERP system, ensuring timely declaration of results and prompt resolution of student grievances.

Outcome-Based Education Framework

The University is dedicated to outcome-based education, with clearly defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These are aligned with the graduate attributes and Program Educational Objectives (PEOs) to ensure that educational goals are met. The attainment of POs, PSOs, and COs is regularly assessed and measured, with adjustments made to syllabi, course plans, and delivery strategies to improve attainment levels continuously.

Fostering Holistic Development and Well-Being

The University places great emphasis on the holistic development of its students by encouraging participation in social outreach activities, national and international seminars, and student-led events. National-level cultural and sports festivals are organized to provide a platform for students to showcase their talents and promote a sense of community

Commitment to Continuous Improvement

The University is committed to continuously improving its teaching-learning processes. Student feedback is regularly collected through surveys, and outcomes are analyzed to identify areas for enhancement. The University's dedication to quality education is reflected in the recognition and awards received by its faculty and students for their exemplary work in academia.

Research, Innovations and Extension

University of Technology is committed to promoting a strong research culture, fostering innovation, and extending its expertise to serve the community. Guided by a comprehensive Research Promotion Policy, the University continuously updates and enhances its research environment to align with global standards and address societal challenges.

Research Promotion and Support

The University's research activities are governed by a well-defined Research Promotion Policy, regularly updated and published on the University's website. This policy is implemented through the Research Board and associated committees, ensuring a structured approach to research development. To support young faculty members in initiating research, the University provides seed money and financial assistance for formulating and submitting research proposals to external funding agencies.

Faculty members are actively engaged in high-quality research, publishing papers in reputed national and international journals. The University also encourages interdisciplinary and collaborative research across different departments and schools. It has established partnerships and Memorandum of Understanding (MoUs) with industries, and other institutions to strengthen research collaboration and promote knowledge sharing.

A dedicated IPR Cell assists faculty and students in patent filing, commercialization, and protection of intellectual property.

The University provides various incentives to faculty members to enhance their research output. These include awards for research publications, increments for obtaining higher qualifications, and professional development allowances to participate in national and international conferences, workshops, and seminars. Faculty members are encouraged to engage in authoring books, newsletters, and publications and to undertake consultancy and training assignments to broaden their academic horizons.

The University has also introduced an academic allowance and full-time research fellowships to support scholars in their research endeavors.

Extension Activities and Social Responsibility

The University is deeply committed to its social responsibility, engaging in numerous extension activities such as health awareness programs, blood donation drives, vaccination camps, environmental awareness workshops,

gender equality initiatives, and community outreach programs. The University has adopted village to bring about transformational change for sustainable development. Students are encouraged to participate in extension activities such as Swachh Bharat drive, tree plantation drives, and educational outreach in these communities.

Research Collaboration and Industry Integration

To enhance research quality and relevance, the University has established collaborations with various industrial and professional organizations, both domestically and internationally. MoUs with organizations such as Mahatma Gandhi Hospital, EHCC, and international institutions to promote industry integration, skill education, and quality internships/placements.

Ethics and Compliance in Research

The University follows strict ethical guidelines in research, adhering to UGC standards for plagiarism prevention. It employs advanced plagiarism detection software, such as “Drillbit” (previously Urkund), to maintain the integrity and originality of research outputs.

Student Involvement and Capacity Building

Students are integral to the University's research ecosystem. The University provides numerous opportunities for student involvement in research projects, extension activities, and innovation initiatives. The University also encourages students to contribute to its research journal and participate in national and international seminars and conferences.

Commitment to Continuous Improvement

The University is dedicated to continuously improving its research and innovation ecosystem. Regular feedback from stakeholders, including faculty, students, and industry partners, is used to refine research strategies and ensure that the University's research efforts remain relevant, impactful, and aligned with societal needs.

Infrastructure and Learning Resources

University of Technology is dedicated to providing a state-of-the-art learning environment that meets the diverse needs of its students. The University offers a wide range of advanced facilities, including well-furnished hostels, a lush green campus, multiple dining options such as canteens, and comprehensive transportation services.

Each academic school is equipped with smart classrooms, spacious seminar rooms, moot court and modern laboratories that comply with statutory requirements. These laboratories are specifically designed for each school and are fully equipped with the latest technology to deliver hands-on training, ensuring that students are well-prepared for industry demands. Safety features are integrated into the infrastructure to provide a secure learning environment.

Recognizing the importance of holistic development, the University provides extensive sports and recreational facilities. The campus boasts large open lawns, sports grounds, a yoga center, and an open gymnasium, promoting the physical well-being of both students and staff. A dedicated placement cell is also in place to guide students in their career aspirations and job placements.

The library is an essential academic resource, fully automated with integrated library management software (Koha) to streamline operations like data entry, book issuance, returns, renewals, and member logins. It houses an extensive collection of books across all disciplines, special reports, and numerous e-journals and e-books. As

a member of the National Digital Library and DELNET , the library is a hub for research and academic pursuits, regularly accessed by students, scholars, and faculty.

To enhance digital learning, the University has implemented a comprehensive IT policy that aims to make all academic and administrative tasks IT-enabled. The policy outlines a strategic approach for establishing and maintaining robust IT infrastructure on campus. Faculty members are encouraged to create e-content for the Learning Management System (LMS) and Massive Open Online Courses (MOOCs), which is then made available to students through the University website.

Continuous feedback from stakeholders regarding infrastructure and learning resources is actively sought to ensure high levels of satisfaction. Based on this feedback, the University regularly reviews and upgrades its facilities, integrating these insights into annual planning for the effective maintenance and utilization of physical, academic, and support resources.

The University also houses a state-of-the-art media center, equipped with advanced audio-visual recording, editing, and screening facilities. LED projectors and HD equipment are used for creating educational films, recording lectures, and screening videos, enriching the learning experience.

A robust IT infrastructure, including an optimal student-to-computer ratio and a dedicated leased line for uninterrupted internet access, supports a fully Wi-Fi-enabled campus, ensuring seamless connectivity. The IT infrastructure is maintained by a dedicated system administrator, while the maintenance department oversees the upkeep of physical facilities and campus ambiance.

Student Support and Progression

University of Technology is committed to providing extensive support to its students through a variety of scholarships and fellowships, alongside government-funded scholarships. The University offers merit-based and merit-cum-means scholarships to reward academic excellence and assist financially underprivileged students. Additionally, special scholarship schemes are available to support and encourage female students.

A robust mentor-mentee system forms the cornerstone of the University's student support framework. Upon admission, each student is paired with a faculty mentor who provides ongoing academic guidance and fosters a supportive, professional relationship between students and their alma mater. Faculty members serve as academic advisors, offering personalized assistance, guidance, and support to help students navigate their academic and personal challenges.

To enrich campus life, the University hosts a variety of clubs, such as the Health Club, Music Club, Sports Club, Poetry Club, and Cultural Activities Club. These clubs play an active role in organizing events at both the University and departmental levels, creating a dynamic and engaging environment. Each club has appointed office bearers to ensure smooth and efficient operation.

The University has established a comprehensive student support system that includes financial aid, skills development programs, career progression initiatives, and alumni engagement activities. Student grievances are promptly addressed through both in-person channels and an online suggestion and complaint system, which features a multi-tiered escalation process to ensure swift resolution. A dedicated grievance redressal mechanism

further guarantees that all concerns are handled effectively and fairly.

A specialized career guidance and placement cell is in place to help students make informed career choices. This cell maintains strong relationships with industry partners and supports students in preparing for competitive examinations. Students are actively involved in the University's cultural and sports committees and are encouraged to participate in intra- and inter-university competitions, fostering a spirit of teamwork and leadership. The University also boasts a vibrant Student Council that represents the interests and concerns of the student body.

The University upholds a strict zero-tolerance policy towards ragging and sexual harassment, ensuring a safe and respectful campus environment. Awareness programs and information regarding these policies are widely disseminated across the campus and prominently displayed on the University's website.

The University maintains strong connections with its alumni through regular alumni meets, participation in IQAC meetings, mentorship programs, career counseling sessions, and involvement in curriculum review committees. This active engagement ensures that alumni continue to play a vital role in the growth and development of the University community.

Governance, Leadership and Management

University of Technology is committed to realizing its vision and mission through a governance model centered on transparency, collaboration, and strategic foresight. By fostering a dynamic environment for academics, research, and innovation, the University aligns with national and international standards to ensure excellence in education and social responsibility.

Visionary Leadership and Strategic Direction

The University's leadership comprises seasoned administrators who provide clear direction and effective leadership at all levels. The University's vision, mission, core values, and quality policies guide strategic planning and development. A comprehensive Strategic Plan, aligned with these principles, is regularly reviewed to ensure adaptability to the evolving educational landscape. Transparency is upheld by making this plan publicly available on the University's website, inviting stakeholder engagement and accountability.

Decentralized and Inclusive Management

The University operates a decentralized governance structure that fosters participative decision-making. It actively involves stakeholders, including students, faculty, and staff, in the decision-making process through various institutional bodies, committees, and boards. This inclusive approach cultivates shared ownership and accountability within the University community. Departments like admissions, human resources, finance, and administration have the autonomy to function independently while remaining aligned with the University's strategic goals. Regular meetings of committees are held, with their minutes properly documented, maintained, and communicated to ensure transparency and continuous improvement.

Performance Evaluation and Professional Development

The University implements a robust performance management system for both teaching and non-teaching staff. Faculty performance is assessed annually through self-appraisal reports, student feedback, and evaluations from departmental heads. Non-teaching staff are evaluated based on feedback from primary service users, such as

students and faculty, ensuring a holistic performance assessment. Additionally, the University prioritizes professional development by offering capacity-building programs, financial support for conferences, and professional memberships.

Quality Assurance and Continuous Enhancement

The Internal Quality Assurance Cell (IQAC) plays a vital role in safeguarding and enhancing the quality of academic and administrative processes. Regular internal and external audits are conducted to maintain high standards and identify areas for improvement. IQAC includes both internal and external members, ensuring balanced oversight and continuous enhancement of quality.

Transparency through E-Governance

To enhance operational transparency, the University has adopted e-governance across key areas such as administration, finance, admissions, support services, and examinations. The implementation of an Enterprise Resource Planning (ERP) system streamlines operations, ensuring that administrative activities are managed efficiently and transparently.

Commitment to Employee Welfare

The University is dedicated to employee welfare by offering benefits like fee concessions for employees' children and blood relatives. It supports staff through professional development opportunities and encourages participation in national and international conferences. The university also provides incentive to faculty members upon research publication in UGC CARE listed journals. A unique initiative of the university includes reduction in duty hour in any family emergencies. Another benchmark initiative of the university is selection of one faculty from each School as the 'Star Performer of the Month' that provides not just financial benefit but mention on the university website and social media as well.

Through these initiatives, the University continues to drive excellence in education, research, and innovation while adapting its governance practices to meet the evolving demands of the academic and research environment.

Institutional Values and Best Practices

University of Technology is deeply committed to fostering a value-based, inclusive, and sustainable educational environment. The University's core values, which emphasize ethics, equity, and community engagement, are integral to its mission and vision, guiding all institutional practices and policies.

Commitment to Gender Equity and Inclusivity

The University is dedicated to ensuring gender equity and equal opportunities for all students and staff. Regular gender sensitization programs are organized to foster awareness and understanding of gender-related issues. Safety and security measures, including common rooms and counseling facilities, are in place to support female students. The University also provides comprehensive support to differently-abled individuals through facilities such as ramps, special washrooms, and reserved spaces in libraries and academic buildings, ensuring an inclusive and accessible campus environment.

Promotion of Cultural and Social Harmony

The University celebrates diversity and promotes a culture of unity and inclusivity by observing important national and international days, festivals, and cultural events. Interactive sessions with experts, workshops, and seminars are regularly organized to promote the values and ethics of the Indian Constitution and foster social

harmony. The University community collectively celebrates the birth and death anniversaries of great personalities, reinforcing its commitment to universal values.

Sustainable and Eco-Friendly Practices

The University is committed to sustainable development and environmental stewardship. It maintains a green and clean campus, with an allocated annual budget for green initiatives and activities. The campus utilizes alternative energy sources, such as solar power, and incorporates rainwater harvesting and wastewater management systems to conserve natural resources. A strong emphasis is placed on reducing, recycling, and reusing waste through collaborations, awareness programs, and "best out of waste" workshops.

Commitment to Quality and Transparency

The University strives for excellence in all its academic and administrative functions. It upholds complete transparency in financial, academic, administrative, and auxiliary processes by involving all stakeholders in decision-making. A robust framework is in place to ensure quality teaching and learning, which includes systematic scheduling, maintenance of proper records, and transparent administrative controls. Regular audits and reviews are conducted to continuously improve institutional processes.

The University continuously strives to create an inclusive, ethical, and sustainable environment that supports the holistic development of its students and the broader community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF TECHNOLOGY,VATIKA,JAIPUR
Address	Fatehpura Road , Post - Kumhariyawas, Vatika Road, Tehsil Sanganer
City	Jaipur
State	Rajasthan
Pin	303903
Website	www.uot.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	18-05-2017
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	07-05-2021	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	Fatehpura Road , Post - K umhariyawas, Vatika Road, Tehsil Sanganeer	Rural	30	6653736	Department of Pharmacy School of Humanities, Arts and Social Science School of Basic and Applied Science School of Engineering & Technology School of Law School of Commerce, Management and Computer Applications		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	116963_15852_1_1717484605.pdf	
PCI	116963_15852_6_1717484254.pdf	
BCI	116963_15852_8_1717486973.pdf	
RCI	116963_15852_19_1717481878.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	39				51				80			
Recruited	33	6	0	39	37	14	0	51	47	33	0	80
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				65
Recruited	30	35	0	65
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				45
Recruited	25	20	0	45
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	33	6	0	36	14	0	31	19	0	139
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	17	14	0	31
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	3	0	0	3
Adjunct Professor	4	2	0	6
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Engineering and Technology	Interdisciplinary Research and Innovation	Ruchira Properties Pvt. Ltd.
2	School of Humanities Arts and Social Sciences	Center for Advanced Research	Ruchiria Properties Pvt. Ltd.

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	1721	215	2	0	1938
	Female	339	54	0	0	393
	Others	0	0	0	0	0
PG	Male	541	47	0	0	588
	Female	282	32	0	0	314
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	24	22	0	0	46
	Female	46	19	0	0	65
	Others	0	0	0	0	0

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

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	287	18	0	2	307
Female	82	4	0	0	86
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
School Of Basic And Applied Science	View Document
School Of Commerce Management And Computer Application	View Document
School Of Engineering And Technology	View Document
School Of Humanities Arts And Social Sciences	View Document
School Of Law	View Document
School Of Pharmacy	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The principles of NEP 2020 are Access, Equity, Quality, Affordability, and Accountability. According to the NEP 2020 Policy, education should produce decent people who possess logical thought, empathy, courage, resilience, a scientific temperament, a creative imagination, and moral principles. NEP 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge of society. The Vision of National Education Policy, to provide high quality of education to develop human resources in our nation as global citizens, is well taken by the University. University of Technology has also already started taking appropriate steps and constituted a core committee of senior faculties Dean, Director, HoD, Professors, headed by the President of the University NEP Committee, for Effective Implementation of NEP-2020. The committee has prepared a detailed road map for phased implementation of NEP. An extensive schedule of FDPs, SDPs, Interdisciplinary Refresher Courses and workshops for current academic year has been prepared for professional Development of teaching and non-teaching staff members. A few programs (Faculty Induction Program, Workshop on Vision of Higher Education and FDP on Leadership Traits), on road map of NEP education have already been organized by the university, in the very beginning of
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	this academic year. University has been and will continue to organise sessions with experts on NEP awareness and process amongst its faculty members & students. University of Technology being multidisciplinary University offering programmes in various disciplines (Basic & Applied Sciences, Commerce and Management, Law, Humanities and Social Sciences, Pharmaceutical Sciences, Engineering, and Computer Applications) has a unique academic governance structure for programmes and course creation. The structure being organized around various disciplines makes it conducive for ensuring multidisciplinary/interdisciplinary. The University has taken the initiative of ensuring a minimum desired level of multidisciplinary curriculum across all its programmes. In addition to the existing inter/multidisciplinary research and academics, new language courses have been introduced which are open for all.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) is a virtual/digital repository that houses data on the credits that certain students have accrued over the course of their academic careers. Students will be able to create an account and have a variety of alternatives for enrolling and exiting university. Throughout the period of higher education, there will be multiple exits and multiple entries and credits will be easily transferred through the Academic bank of credits. Academic bank of credits is a trustworthy source that can be used to verify any student's credit history at any given moment. Therefore, the Academic bank of credits idea serves as fuel to increase teacher productivity and encourage students to embrace a multidisciplinary educational approach. Making students skilled professionals and fostering their whole development are the goals.
3. Skill development:	According to the NEP 2020, a nation that is educated, intelligent, and talented can conceive and carry out effective solutions to its own issues. This will be accomplished through making improvements to higher education, particularly by emphasising the combination of talent and education. Education that emphasises skills is crucial because knowledge will be useless if we lack the necessary skills. At Higher education, combination of knowledge and skills is highly required to make graduates employable. UOT

	has created an eco-system to hone career relevant skills of the students by establishing Career Development Centre (CDC), since its inception. Skill enhancement in students is ensured through various methodologies. Like The CDC Cell conducts various career-oriented activities, in association with various industries and organisations. The schools & departments identify the requisite skills essential to achieve the graduate attributes. Every programme has skill based experiential learning as a core component. UOT organises Guest Lectures, workshops etc. which are specifically aimed at imparting precise skill sets to the students. The university is making sincere efforts for providing value-based education to the learners and make them responsible citizens and ensuring social justice and empowering the underprivileged and vulnerable sections of the society. Skill based projects; field visits & internships are regularly conducted across all disciplines. UOT has well placed incubation policy and full support to its students for start-up and incubation.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Cultural/ Sports Fest, Blood Donation camp, Plantation Drive, various awareness drives, and interactions are conducted to promote our culture and heritage are organized. Various cultural events are regularly organized on Indian knowledge systems, languages, culture and values.
5. Focus on Outcome based education (OBE):	Outcome Based Education OBE has been adopted by University of Technology. Program outcomes, Program Education objectives have been drafted, designed and notified for each program on University Website and University ERP. Course outcomes have been appropriately defined for each course and are properly mapped and assessed for calculating the attainment of the same every year and same is used to plan the improvement in academic processes of the University in forthcoming years. Outcomes are assessed and attainment analytics are used to improve the academic quality. In future the process outlined above would be further strengthened and attainment levels will continue to be monitored closely to modify the pedagogy and /or the evaluation, in line with NEP 2020 objectives. Action Plan for further implementation under NEP 2020: In future UOT will offer more options for Ability Enhancement Courses, Skill Enhancement Courses and Value-Added Courses in each of the schools/departments of the

	University. UOT will expand the services of CDC to collaborate with the industry to offer more skill enhancement courses to increase the employability of students UOT will develop atmosphere of entrepreneurship and innovation ecosystem with intend of incubate start-up ecosystem in the university. Faculty/ Staff members will also be trained to create MOOCs courses. UOT will expand faculty development efforts by training them to adopt effective teaching-learning process and research practices
6. Distance education/online education:	The National Education Policy (NEP-2020) envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. Online programmes as well as distance education programmes help directly to geographically and socio- economically backward groups. As per the goal of National Education Policy 2020 that improves the Gross Enrolment Ratio (GER) in the country, we can easily achieve this by inculcating distance and online education. The use of Technology in Teaching Learning Methodology is also enhanced through online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES,Has Been Setup Electoral Literacy Club (ELC) has been set up in the University
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?	Appointment of Student Coordinators and Coordinating Faculty Members: Student Coordinators are appointed by the university from each department, based on their leadership abilities, academic performance, and active involvement in student activities. These coordinators play a crucial role in organizing and managing academic, cultural, and social events. Coordinating Faculty Members are designated for each student-led activity or club. These faculty members act as mentors, ensuring that student activities are aligned with institutional goals and that students receive proper guidance in their initiatives. The appointment process for both student and faculty coordinators is transparent and structured, ensuring equal representation from all departments and diverse backgrounds.

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.	Functionality of Electoral Literacy Clubs (ELCs): The Electoral Literacy Clubs (ELCs) at the University of Technology, Jaipur, are fully functional and play an active role in promoting democratic values and electoral awareness among students. These clubs conduct various activities such as mock elections, voter registration drives, debates, and discussions on civic responsibilities, in line with their objective of educating students about the electoral process and encouraging their participation in democratic exercises. The ELCs have successfully conducted numerous events with participation from students across different disciplines, enhancing awareness about the importance of voting and responsible citizenship.
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.	Whether students' co-ordinator and co-ordinating faculty members are appointed by the University and whether the ELCs are functional? Whether the ELCs are representative in character? At the University of Technology, Jaipur, the institution ensures that its various academic and extracurricular activities are well-organized and efficiently managed by appointing both Student Coordinators and Coordinating Faculty Members. These appointments are made to enhance the leadership skills of students and ensure faculty involvement in guiding and mentoring the student body. 1. Appointment of Student Coordinators and Coordinating Faculty Members: Student Coordinators are appointed by the university from each department, based on their leadership abilities, academic performance, and active involvement in student activities. These coordinators play a crucial role in organizing and managing academic, cultural, and social events. Coordinating Faculty Members are designated for each student-led activity or club. These faculty members act as mentors, ensuring that student activities are aligned with institutional goals and that students receive proper guidance in their initiatives. The appointment process for both student and faculty coordinators is transparent and structured, ensuring equal representation from all departments and diverse backgrounds. 2. Functionality of Electoral Literacy Clubs (ELCs): The Electoral Literacy Clubs (ELCs) at the University of Technology, Jaipur, are fully functional and play an active role in promoting democratic values and electoral awareness among

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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.	University's Institutional Mechanisms to Register Eligible Students as Voters At University of Technology, Jaipur, there is a clear understanding of the need to ensure that all students who are 18 years or older are registered as voters. However, due to a range of factors such as students relocating to Jaipur for their studies, lack of awareness about the registration process, and insufficient access to voter registration drives, a significant number of eligible students remain unenrolled in the electoral roll. Based on internal assessments conducted by the university, approximately 15-20% of students above the age of 18 are yet to be enrolled as voters. This gap is being actively addressed through the university's Electoral Literacy Clubs (ELCs) and through a series of institutional mechanisms aimed at streamlining the voter registration process for eligible students. The university is committed to embedding democratic values within its student body and making voter registration a core element of student life.

Efforts by the Electoral Literacy Clubs (ELCs) The Electoral Literacy Clubs (ELCs) at the University of Technology, Jaipur, are central to the university's efforts to promote electoral participation. The ELCs function under the guidance of faculty members, with students taking leadership roles to organize activities and awareness drives aimed at increasing voter registration among the student population. Key Initiatives by the ELCs: Voter Registration Drives: The ELCs at the University of Technology regularly organize on-campus voter registration drives in collaboration with the local election authorities. These drives take place at key times of the academic year, such as the start of the semester or during major university events, making it convenient for students to register. During these drives, student volunteers and coordinating faculty members assist students in completing the necessary forms and provide guidance on the required documentation to register as voters. Awareness Campaigns: To tackle the issue of voter registration among outstation students and those unaware of the process, the ELCs run awareness campaigns both on and off-campus. These campaigns include posters, seminars, social media campaigns, and talks by local election officers to explain the importance of voting and the registration process. Additionally, workshops are held to guide students on how to register if they are from other states or regions, highlighting the need to either register in their home constituencies or in Jaipur depending on their preference. Mock Elections and Simulations: To make the electoral process more tangible, the ELCs organize mock elections and simulations of the voting process. These events not only educate students on how the voting system works but also encourage them to see the significance of their participation in real elections. Panel discussions and debates on current electoral issues are also held, which engage students in conversations about democracy and their role in it as voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3233	2229	1495	1229	781
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
828	423	478	266	114
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

2023-24	2022-23	2021-22	2020-21	2019-20
156	120	115	90	62
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: 222

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)

2023-24	2022-23	2021-22	2020-21	2019-20
527.17	433.37	357.62	174.60	291.48

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:

The curricula developed and implemented by the university are meticulously designed to address local, regional, national, and global developmental needs. This alignment with diverse developmental goals is reflected in the Programme Outcomes and Course Outcomes of the academic programs offered by the university. These outcomes highlight the university's commitment to fostering academic excellence, equipping students with relevant skills, and contributing to the larger societal, economic, and technological growth.

The programmes available are outcome-based, in accordance with the New Education Policy (NEP), 2020. To achieve these goals, the Program Educational Objectives, Program Outcomes, Programme Specific Outcomes, and Course Outcomes are clearly defined, articulated, and mapped.

Local and Regional Relevance:

The university recognizes the importance of addressing local and regional needs, particularly in sectors crucial for community development. The curricula incorporate programs and courses that focus on regional challenges and opportunities, such as healthcare needs, legal aid, rural development, and small-scale industry growth. For example, Law programs include courses on Local Governance, Land Rights, and Property Disputes, which are crucial for addressing grassroots-level legal issues. Additionally, entrepreneurship development programs encourage students to understand local market dynamics and support the growth of regional businesses through practical projects and fieldwork.

By including elements of local and regional contexts within the syllabi, students are better equipped to address specific needs, become change agents in their communities, and drive regional economic growth.

National Developmental Needs:

At the national level, the curricula are aligned with the broader developmental goals of the nation, such as those outlined in the National Education Policy (NEP), Digital India, Make in India, and Skill India initiatives. Programs related to technology, engineering, management, and education are designed to promote national priorities such as industrial growth, technological innovation, digital transformation, and skill development.

Moreover, the university promotes inclusive education and social justice by incorporating programs that

focus on marginalized groups, promoting social equity, and developing skills that support national growth. These efforts are reflected in the Programme Outcomes, which emphasize national development through a combination of theoretical knowledge, practical application, and civic responsibility.

Global Developmental Relevance:

In an increasingly interconnected world, the university also addresses global challenges and opportunities by integrating global perspectives into its curricula. This includes offering programs that cover issues such as climate change, sustainability, global health, and international business. Courses on environmental science, for example, emphasize global conservation efforts and sustainable development goals (SDGs), while management programs equip students with the skills to operate in a globalized economy.

Programme and Course Outcomes:

Programme Outcomes and Course Outcomes are carefully crafted to reflect the objectives mentioned above. Moreover, both POs and COs are regularly reviewed to ensure alignment with the latest local, national, and global trends and challenges. In conclusion, the curricula at the university are not only academically rigorous but also highly relevant to the local, regional, national, and global developmental needs. This is reflected in the carefully designed Programme Outcomes and Course Outcomes, ensuring that students are well-equipped to contribute meaningfully to society and the economy at all levels.

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

1.1.2

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

Response:

The university's academic programs are designed with a strong emphasis on employability, entrepreneurship, and skill development, ensuring that students are well-prepared to meet the dynamic demands of the job market. The courses and curricula are periodically revised to incorporate contemporary industry requirements, technological advancements, and evolving professional competencies, aligning with the National Assessment and Accreditation Council (NAAC) expectations.

Focus on Employability:

Recognizing the importance of employability, the university offers a range of courses tailored to equip students with industry-relevant skills. The syllabi of these courses are regularly updated based on

feedback from industry experts, alumni, and academic leaders. Courses include modules on communication skills, critical thinking, problem-solving, and leadership—key competencies valued by employers across various sectors. The university also emphasizes experiential learning through internships, industry visits, and collaborations with top organizations, allowing students to apply theoretical knowledge in real-world settings and gain practical experience.

Skill Development:

In line with the growing emphasis on skill development, the university integrates both technical and soft skills training into its curriculum. The course syllabi are designed to develop a holistic skill set in students, including domain-specific technical skills, IT proficiency, digital literacy, teamwork, and interpersonal skills. Additionally, workshops, seminars, and certification courses are conducted regularly in collaboration with industry experts to enhance the skill sets of students.

Entrepreneurial Development:

Entrepreneurship is another key focus area of the university's academic programs. Recognizing the importance of fostering entrepreneurial mindsets, the university offers courses and workshops on innovation, business management, startup ecosystems, and entrepreneurship. The curriculum encourages students to develop business plans, pitch ideas, and work on real-world projects that simulate the challenges of starting and running a business. An in-house incubation center supports aspiring entrepreneurs by offering mentorship, access to resources, and networking opportunities with investors and business leaders. Furthermore, the university hosts entrepreneurial events such as hackathons, startup competitions, and idea-sharing forums, which foster creativity and innovation among students.

Continuous Revision of Course Syllabi:

To stay current with the latest developments in various fields, the university follows a structured process for periodic revision of its course syllabi. Board of Studies, which includes faculty members, industry professionals, and subject matter experts, assesses the relevance of existing syllabi and recommends to Academic Council for incorporating new learning objectives based on current industry standards and future workforce needs. Feedback from students, alumni, and employers is also collected and analyzed to inform curriculum changes. This iterative process ensures that the programs remain up-to-date and responsive to changes in the job market and entrepreneurial landscape.

Overall, the university's academic offerings are crafted to ensure that students are not only academically proficient but also skilled, employable, and ready to adapt to the rapidly evolving professional world. Through its commitment to employability, skill development, and entrepreneurial education, the university produces graduates who are well-equipped to contribute meaningfully to the economy and society.

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

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years Response: 30.47	
1.2.1.1 Number of new courses introduced during the last five years: Response: 227	
1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Response: 745	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

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

The university has adopted a holistic approach in integrating cross-cutting issues such as Professional Ethics, Gender Equality, Human Values, Environment & Sustainability, and other key value frameworks into its curriculum. These align with the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020, ensuring that students receive an education that is not only academically rigorous but also socially responsible, ethical, and aligned with national and global developmental priorities.

Professional Ethics:

The university places a strong emphasis on inculcating professional ethics in students across all disciplines. Courses are designed to promote integrity, transparency, and responsibility in every walk of life. Ethics-related modules are embedded in the curriculum, covering topics such as ethical decision-making, corporate governance, and social responsibility. Through case studies, role-playing, and discussions on real-world ethical dilemmas, students develop a deep understanding of the importance of maintaining ethical standards in their respective professions. Workshops, seminars, and guest lectures from industry leaders further emphasize the significance of ethical conduct in both corporate and societal contexts.

Gender Equality:

Gender sensitivity and equality are key themes integrated into the curriculum, as mandated by NEP 2020 and supported by SDG Goal 5 (Gender Equality). The university promotes gender awareness through dedicated courses, discussions, and projects on gender studies, women's rights, and gender-based challenges in various sectors. Special initiatives such as gender sensitization workshops, women empowerment programs, and the inclusion of gender-sensitive language in classroom materials further reinforce this focus.

Human Values:

The university integrates human values, such as empathy, compassion, respect, and social responsibility, into the curriculum, following the principles of NEP 2020. Courses across disciplines include discussions on the importance of these values in personal and professional life. Subjects such as philosophy, sociology, and psychology are used to foster a deeper understanding of human values and ethical behavior. Additionally, students are engaged in community service, social outreach programs, and value-based education initiatives that enable them to apply these principles in real-world settings. The aim is to create socially responsible graduates who can contribute positively to society.

Environment & Sustainability:

In alignment with SDG Goal 13 (Climate Action) and NEP 2020's focus on sustainable living, the university incorporates environmental education and sustainability issues into its curriculum. Courses related to environmental science, ecology, and sustainable development are mandatory for all students, regardless of discipline. Topics such as climate change, renewable energy, waste management, and biodiversity conservation are covered extensively.

In conclusion, the university actively integrates cross-cutting issues relevant to professional ethics,

gender, human values, and environmental sustainability into its curriculum. By aligning with both the Sustainable Development Goals and the National Education Policy 2020, the university ensures that its graduates are not only academically capable but also ethically aware, socially responsible, and prepared to contribute to global and national developmental challenges. This approach reflects the university's commitment to producing well-rounded individuals who can lead with integrity and purpose in their professional and personal lives.

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: 75

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

1.3.3

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

Response: 81.4

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: 35

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

Response: 43

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.1

2.1.1.1 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1655	1495	885	865	895

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

2023-24	2022-23	2021-22	2020-21	2019-20
1427	1212	532	562	561

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
823	655	250	312	294

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

2023-24	2022-23	2021-22	2020-21	2019-20
823	655	250	312	294

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

The university is deeply committed to ensuring that every student reaches their full potential by assessing

individual learning levels and organizing special programs to cater to the diverse learning needs of its students. This approach aligns with the university's mission to provide an inclusive and holistic educational experience. The university recognizes that students come from varied educational backgrounds, possess different learning abilities, and require personalized support to excel academically. To address these needs, a range of assessments and specialized programs are in place to support differential learning.

Assessment of Learning Levels:

Upon admission, the university conducts diagnostic assessments to evaluate the baseline knowledge and learning abilities of students. These assessments include entrance tests, skill-based evaluations, personal interviews, or standardized assessments depending on the course of study. These tools help faculty members identify students who may need additional academic support or enrichment opportunities. The evaluation of learning levels continues throughout the academic year, with regular formative and continuous assessments. Feedback from these assessments is shared with students, helping them understand their strengths and areas for improvement.

Special Programs for Differential Learning:

Based on the assessment results, the university organizes a variety of special programs to cater to the differential learning needs of students. These programs are designed to support both high-achieving students who seek advanced challenges and students who may need additional guidance to meet academic expectations.

1. Bridge Courses: For students who require foundational knowledge or skills in certain subjects, the university offers bridge courses at the beginning of the academic session. These courses are specifically designed for students who come from diverse educational backgrounds and may not have prior exposure to certain subjects or skills.
2. Remedial Coaching: The university provides remedial coaching for students who face academic difficulties in specific subjects. This additional support is offered through extra classes, one-on-one tutoring, and personalized mentoring by faculty members.
3. Advanced Learners Programs: For high-achieving students who demonstrate exceptional academic ability, the university offers advanced learner programs. These include opportunities for participating in research projects, advanced seminars, and workshops.
4. Mentorship Programs: A robust mentorship program is in place where faculty members mentor students to address both academic and personal challenges. Faculty mentors closely monitor the academic performance of their mentees and offer guidance on study strategies, time management, and career planning.
5. Skill Development Workshops: Recognizing the importance of practical skills alongside academic knowledge, the university organizes skill development workshops in areas such as communication, critical thinking, problem-solving, and leadership.
6. Counseling and Support Services: The university provides counseling and support services to address the emotional and psychological well-being of students, recognizing that mental health

plays a crucial role in academic success. Counseling centers are available for students who may need help managing stress, anxiety, or any personal issues affecting their learning abilities.

In conclusion, the university's proactive approach in assessing student learning levels and organizing special programs for differential learning ensures that all students receive the appropriate support to achieve their academic goals.

File Description	Document
Upload Any additional information	View 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: 20.72

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
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
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving

methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

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

The university is deeply committed to ensuring that every student reaches their full potential by assessing individual learning levels and organizing special programs to cater to the diverse learning needs of its students. This approach aligns with the university's mission to provide an inclusive and holistic educational experience. The university recognizes that students come from varied educational backgrounds, possess different learning abilities, and require personalized support to excel academically. To address these needs, a range of assessments and specialized programs are in place to support differential learning.

Assessment of Learning Levels:

Upon admission, the university conducts diagnostic assessments to evaluate the baseline knowledge and learning abilities of students. These assessments include entrance tests, skill-based evaluations, personal interviews, or standardized assessments depending on the course of study. These tools help faculty members identify students who may need additional academic support or enrichment opportunities. The evaluation of learning levels continues throughout the academic year, with regular formative and continuous assessments. Feedback from these assessments is shared with students, helping them understand their strengths and areas for improvement.

Special Programs for Differential Learning:

Based on the assessment results, the university organizes a variety of special programs to cater to the differential learning needs of students. These programs are designed to support both high-achieving students who seek advanced challenges and students who may need additional guidance to meet academic expectations.

1. Bridge Courses: For students who require foundational knowledge or skills in certain subjects, the university offers bridge courses at the beginning of the academic session. These courses are specifically designed for students who come from diverse educational backgrounds and may not have prior exposure to certain subjects or skills.
2. Remedial Coaching: The university provides remedial coaching for students who face academic difficulties in specific subjects. This additional support is offered through extra classes, one-on-one tutoring, and personalized mentoring by faculty members.
3. Advanced Learners Programs: For high-achieving students who demonstrate exceptional academic ability, the university offers advanced learner programs. These include opportunities for participating in research projects, advanced seminars, and workshops.
4. Mentorship Programs: A robust mentorship program is in place where faculty members mentor students to address both academic and personal challenges. Faculty mentors closely monitor the

academic performance of their mentees and offer guidance on study strategies, time management, and career planning.

5. Skill Development Workshops: Recognizing the importance of practical skills alongside academic knowledge, the university organizes skill development workshops in areas such as communication, critical thinking, problem-solving, and leadership.

6. Counseling and Support Services: The university provides counseling and support services to address the emotional and psychological well-being of students, recognizing that mental health plays a crucial role in academic success. Counseling centers are available for students who may need help managing stress, anxiety, or any personal issues affecting their learning abilities.

In conclusion, the university's proactive approach in assessing student learning levels and organizing special programs for differential learning ensures that all students receive the appropriate support to achieve their academic goals.

File Description	Document
Upload any additional information	View 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:

The university has established an effective Mentor-Mentee Scheme aimed at supporting students both academically and psychologically, fostering a holistic approach to student development. This initiative recognizes that students face a variety of challenges during their academic journey, ranging from academic difficulties to personal and emotional issues. The Mentor-Mentee Scheme is designed to provide individualized guidance, offering students a trusted point of contact in the form of faculty mentors who help address their academic needs while providing emotional and psychological support when necessary. The university maintain a mentor-mentee ration of close to 1:15.

Structure of the Mentor-Mentee Scheme:

The Mentor-Mentee Scheme is carefully structured to ensure that every student is assigned a faculty mentor at the beginning of their academic journey. Each mentor is responsible for a group of 15 students, ensuring personalized attention and meaningful interactions. Mentors meet with their assigned mentees at regular intervals typically once in a month, creating a supportive and nurturing environment. These meetings serve as opportunities for mentors to monitor the academic progress of their mentees, identify

potential challenges, and offer solutions tailored to the individual needs of each student. The mentor's role goes beyond academic guidance; they serve as advisors, confidants, and advocates for students.

Addressing Academic Challenges:

One of the key objectives of the Mentor-Mentee Scheme is to support students in overcoming academic challenges. Mentors help students navigate through difficulties related to coursework, exam preparation, time management, and research projects. They identify students who are struggling with specific subjects and coordinate with the relevant faculty members to offer additional academic support, such as remedial classes or tutoring sessions.

Psychological and Emotional Support:

The psychological well-being of students is a critical focus of the Mentor-Mentee Scheme. Mentors listen empathetically and offer non-judgmental support to students facing emotional or personal challenges. Mentors maintain confidentiality and foster an atmosphere of trust, encouraging students to express their concerns freely. If a student requires professional counseling, the mentor facilitates the process of connecting them with the university's counseling center, which offers services related to mental health, stress management, and emotional resilience.

Monitoring and Feedback Mechanism:

To ensure the effectiveness of the Mentor-Mentee Scheme, the university has established a monitoring and feedback mechanism. Mentors are required to maintain a booklet on the progress of their mentees, highlighting both academic performance and any psychological concerns. In addition, the university collects feedback from students on the mentorship experience, allowing for continuous improvement of the scheme. This feedback is used to make adjustments to the mentor-mentee pairing process, mentor training, and the overall structure of the program.

Conclusion:

The university's Mentor-Mentee Scheme plays a pivotal role in addressing both academic and psychological challenges faced by students. By fostering a supportive and nurturing environment, the scheme ensures that students receive personalized attention, guidance, and emotional support throughout their academic journey.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**Response:** 99**2.4.1.1 Total Number of Sanctioned year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
170	120	115	90	62

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:** 63.51**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:** 141

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: 17.45

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

Response: 2722

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: 12.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	13	14	14	10

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

2.5.2**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response:** 0.28**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
7	5	11	2	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
3233	2229	1495	1229	781

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

2.5.3

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

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

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The university addresses the issue of **Outcome Based Education (OBE)** as we believe that students should learn the required skills to implement the objectives of the Program to which he/she has been admitted. In view of this all schools across the University have clearly mentioned their **Vision and Mission**.

The **Program outcomes (POs), Course outcomes (COs), and Program Specific Outcomes (PSOs)** are prepared in consultation with the faculty, invited experts, students, and employers in respective fields. These are then vetted by the Board of Studies. Regular monitoring of mapping of the program outcomes (POs), Course outcomes (COs), and Program Specific Outcomes (PSOs) are done every year and based on the gaps identified, they are again mapped with the view to neutralizing the gaps.

The Course Outcomes (COs) and Program outcomes (POs) are made available to the students through Syllabus shared with the students as well as available on University website. The Course outcomes facilitate to have clear understanding about the course expectations and also support the process of learning. The COs present a clear picture of employability, skill development and entrepreneurship prospects of the course which is acquired by the student after the completion of the Programme.

The evaluation of attainment starts from 1st Semester and continues until the final semester of each program. A correlation is established between course outcomes (COs) and Program outcomes (POs) to meet the requirement of industry, social contribution, and skill development and to inculcate appropriate outcome value systems as well as internationalization among students.

The calculation of course level and program level assessment process:

1. The assessment of Course level includes the method which can be **direct or indirect** for the calculation of course outcome (CO) attainment. The direct method includes continuous internal assessment with a relative weightage of 30% and End-semester examination with a 70% weightage. Various components for continuous assessment are two sessional examinations, assignments, quizzes, presentations, etc. The question papers are framed keeping in view the components of Bloom's Taxonomy.
2. The attainment of Course outcomes (CO), for each course, is calculated after taking 60% marks or as defined by faculty, as the threshold level of marks secured by students.
3. The indirect method includes the participation of learners in the form of feedback.
4. Overall calculation of attainment is done using student's examination data and feedback data of students. For this, the weightage of 80% is given to student's examination data and 20% to feedback data.
5. For each course, the mapping of Course Outcome- Program Outcome (CO-POs) was achieved by relatively matching the importance at three scales.
6. The Program outcome is calculated by multiplying the mean of each PO with attainment of CO and divided by the level of Course attainment levels.

7. The Course outcome attainment gap is found by comparing the Course outcome attainment and target course outcome.

This attainment is analyzed and discussed by IQAC and becomes the basis for revising the curriculum or developing appropriate pedagogy to achieve the target Course Attainment.

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: 96.62

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

Response: 800

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.99

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:

University of Technology (UOT) has implemented a comprehensive Research Promotion Policy aligned with the UGC Guidelines for the Establishment of Research & Development Cells in Higher Education Institutions. This policy outlines a framework that fosters a dynamic research ecosystem, enabling collaboration between academic staff, research scholars, students, organizations, and research institutions. The university provides a stimulating and supportive environment that promotes innovation and cutting-edge research across various disciplines, fostering personal and academic growth. UOT is committed to upholding the highest standards of intellectual integrity in research, guided by established policies and procedures covering conduct, conflict of interest, intellectual property, and sponsored research.

The Research Promotion Policy also facilitates knowledge dissemination through training, seminars, and outreach programs, while ensuring that research policies are transparent and accessible. Copies of the policy are made available to all schools, and continuous updates are provided on the university website. The policy covers all critical aspects of research, including planning, funding, and the recognition of excellence through grants and awards. It encourages the dissemination of research findings via publications in reputed journals, presentations at international and national conferences, and the generation of intellectual property with commercialization potential.

The Research Advisory Council plays a crucial role in overseeing the university's research initiatives through its Research & Development (R&D) cell, monitoring research activities, and recommending grants and awards to support ongoing projects.

Impact and Research Outcome

Over the past five years, UOT has seen the publication of numerous research papers in reputed journals. The university's commitment to providing seed funding for research projects is a strategic investment that drives innovation and strengthens its academic leadership. UOT's support for faculty research enhances the university's research capabilities, positioning it at the forefront of academic excellence. In addition, many faculty members have been awarded external fellowships, showcasing the university's growing research culture.

The UOT Research Fellowship, a prestigious and competitive program, provides invaluable support to full-time Ph.D. scholars, offering financial assistance, access to top-tier resources, and opportunities for professional development. This fellowship relieves the financial strain of doctoral studies, empowering scholars to conduct impactful research and contribute significantly to their respective fields.

UOT's innovation policies have resulted in patent filings as well, reflecting its commitment to fostering

research that leads to societal benefits. The university actively encourages both faculty and students to pursue research that enhances the quality of life and contributes to the development of local, state, and national communities.

The university ensures that its research policy is widely accessible by uploading it on the institutional website. This allows faculty, students, and external stakeholders to understand the framework and opportunities available for conducting research. The transparency of the policy facilitates its effective implementation and ensures that all members of the academic community are aware of the support provided for research activities.

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

3.1.2

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

Response: 54.32

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)

2023-24	2022-23	2021-22	2020-21	2019-20
91.78	75.20	18.17	62.98	23.45

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

3.1.3

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

Response: 45.05

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: 100

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

3.1.4

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

Response: 72.58**3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years****Response:** 90**3.1.4.2 Number of PhD Scholars enrolled during last five years****Response:** 124

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: 1968.92

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

3.2.2

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

Response: 2.23

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

Response: 496

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

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident**Response:**

The university has developed a comprehensive ecosystem that fosters innovation, creativity, and the application of the Indian Knowledge System (IKS) in various academic and research domains. This ecosystem is designed to promote a culture of innovation and entrepreneurship while ensuring the protection of intellectual property through awareness of IPR (Intellectual Property Rights) and the establishment of dedicated facilities such as an IPR Cell and Incubation Centre. The university has also taken significant initiatives to integrate the traditional wisdom of the Indian Knowledge System with modern technological advancements, leading to the creation and transfer of valuable knowledge and technology.

The university actively promotes an innovative mindset by encouraging students, faculty, and researchers to explore new ideas, develop novel solutions, and contribute to advancements in various fields. Through workshops, seminars, and courses on innovation and design thinking, the university nurtures creativity and problem-solving abilities. The integration of the Indian Knowledge System (IKS) into academic programs further enriches this ecosystem.

The university conducts IKS-related events and encourages research on traditional knowledge to align it with modern scientific principles. This unique combination helps students appreciate country's rich cultural heritage while applying its principles to solve contemporary challenges.

Intellectual Property Rights (IPR) Awareness and IPR Cell

To protect the innovations and intellectual contributions of its students and faculty, the university has created an IPR awareness program that educates the academic community on the importance of Intellectual Property Rights. The workshops and training sessions focus on patent filing, copyrights, trademarks, and other relevant areas of intellectual property protection. To facilitate the legal and procedural aspects of IPR, the university has established an IPR Cell. This dedicated cell provides guidance on patent filing, ensures compliance with intellectual property laws, and encourages researchers to protect their innovations.

Incubation Centre for Start-ups and Technology Transfer

In addition to IPR support, the university has established an Incubation Centre to foster entrepreneurship and start-up culture. The Incubation Centre provides infrastructure, mentoring, and financial support to students and faculty members who wish to transform their innovative ideas into viable businesses. Start-up mentorship programs, networking opportunities with industry experts, and financial assistance in the form of seed funding are provided to young entrepreneurs. The university has signed Memorandums of Understanding (MoUs) with several companies to facilitate the transfer of technologies developed within the university to the commercial market.

In conclusion, the university's holistic ecosystem for innovation, promotion of IKS, focus on IPR, and establishment of an Incubation Centre has created a vibrant environment for creativity, entrepreneurship, and knowledge transfer. These initiatives have not only enhanced the academic and research output but also contributed to societal development through the application of innovative solutions and traditional wisdom.

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: 119

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: A. All of the above

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

3.4.2**Total number of Patents awarded during the last five years****Response:** 26

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

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 2.2**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 88

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

Response: 40

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: 0.81

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

Response: 179

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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years**Response:** 9.03**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years****Response:** 2005

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: C. Any 3 of the above

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

3.4.7**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 18.87

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:** 6.5

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: 164.55**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2023-24	2022-23	2021-22	2020-21	2019-20
78.65	53.45	21.75	10.7	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	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 is deeply committed to fostering a sense of social responsibility among students and ensuring their holistic development through various extension activities. These activities focus on engaging the neighborhood community, addressing social issues, and creating a meaningful impact in the lives of both the community members and students. Over the last five years, the university has successfully implemented several extension programs, yielding significant outcomes in terms of community improvement and student sensitization towards social challenges. These efforts have also been recognized through various awards and accolades.

The extension activities organized by the university aim to address the pressing social, economic, and environmental issues faced by the neighboring community. Programs related to health, education, environmental conservation, women's empowerment, and rural development have been implemented in collaboration with local bodies and students driven clubs. Some of the key initiatives include Health Camps and Awareness Drives, Educational Outreach Programs, Environmental Initiatives, and Women's Empowerment and Rural Development.

Sensitizing Students to Social Issues

One of the most significant outcomes of these extension activities is the sensitization of students to societal issues. By participating in community outreach programs, students are exposed to real-world challenges such as poverty, inequality, environmental degradation, and healthcare disparities. The setting up of university in rural background also helps students develop empathy, leadership qualities, and a deeper understanding of their social responsibilities.

The university encourages students to work closely with community members, identify their problems, and contribute toward their resolution. This hands-on experience fosters a sense of civic responsibility and social consciousness, encouraging students to actively participate in nation-building. The values of teamwork, compassion, and ethical responsibility are ingrained through these activities, contributing to the students' holistic development.

Holistic Development

Through engagement in extension activities, students experience holistic development, which goes beyond academic learning. They acquire soft skills such as communication, problem-solving, and decision-making, which are essential for personal and professional growth. These experiences also shape their character, making them more socially conscious individuals who can contribute positively to society.

Recognition and Awards

The university's extension activities and their positive impact on the community have been recognized with several awards and accolades over the last five years. The university has received awards from local government bodies, non-governmental organizations, and educational associations for its outstanding contribution to community service. Some specific recognitions include awards for exemplary work in health outreach programs, environmental conservation, and women's empowerment initiatives from the nearby villages.

In conclusion, the extension activities undertaken by the university have created a lasting impact on the neighborhood community while simultaneously fostering social responsibility and holistic development among students. The awards and recognition received over the years are a testament to the university's dedication to addressing social issues and contributing to community welfare.

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: 31

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.

2023-24	2022-23	2021-22	2020-21	2019-20
9	6	6	4	6

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

3.7 Collaboration**3.7.1**

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

Response: 80

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

Adequacy of Facilities for Teaching-Learning as per Statutory Requirements

The university is fully committed to providing adequate and high-quality facilities for teaching and learning, adhering to the minimum specified requirements set forth by statutory bodies. These facilities are designed to ensure that students have access to a conducive learning environment, modern infrastructure, and resources necessary for academic excellence.

1. Classrooms and Learning Spaces

The university provides well-equipped and spacious classrooms that meet the specified requirements of statutory bodies. Classrooms are designed to accommodate the prescribed student-teacher ratio, ensuring that every student receives adequate attention.

The University **100% classrooms** are furnished with modern teaching aids, including multimedia projectors, smart boards, and internet access, which facilitate an interactive and technology-enabled learning experience.

The university also has specialized learning spaces such as **Seminar Halls, Board Room, Tutorial Rooms, and Discussion Rooms**, all of which are aligned with statutory guidelines.

2. Laboratories and Practical Facilities

For **Science, Engineering, Technology, Law, Special Education, Management** and other programs requiring practical exposure, the university offers state-of-the-art laboratories that meet the prescribed norms of statutory bodies like AICTE, PCI, BCI, RCI and UGC.

These laboratories are equipped with modern instruments, tools, and software, providing students with hands-on experience and practical knowledge in their respective fields.

The university ensures that the laboratories have sufficient equipment for all students to carry out experiments individually or in small groups, as required by statutory norms. Safety measures, such as first aid kits, fire extinguishers, and proper ventilation, are implemented in every laboratory as per regulatory standards.

3. Library and Learning Resources

The university's library plays a pivotal role in supporting the teaching-learning process. The library is fully automated and equipped with an extensive collection of textbooks, reference materials, research papers, journals, and e-resources in accordance with statutory body requirements. Additionally, the library provides access to digital databases and online journals through platforms such as JSTOR, IEEE, Delnet, Manupatra, Shodhganga, e-ShodhSindhu and Springer, enabling students and faculty to engage in research and self-learning.

4. ICT-enabled Learning

In alignment with modern education trends and statutory recommendations, the university has integrated Information and Communication Technology (ICT) into the teaching-learning process. Smart classrooms, virtual labs, and online learning platforms enable students to engage in distance education, blended learning, and e-learning. The university also offers ERP and Learning Management Systems (LMS) that facilitate the sharing of study materials, assignments, and assessments. Wi-fi facility with sufficient internet speed is available in the entire campus.

5. Facilities for Cultural, Sports Activities and Yoga Centre

The university has adequate space for cultural and sports activities. It has a spacious amphitheatre, lush green playground and well-maintained yoga centre.

The university has facilities for **Indoor games** like Table Tennis, Carom, Chess, Badminton among others.

The university has a playground for **Outdoor sports** like Basketball, Cricket, Football, Hockey, Volleyball and athlete track.

The university also has an open air gymnasium equipped with modern fitness equipment.

The university also has dedicated, qualified and experienced Coaches in these areas.

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:** 41.07**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
299.00	260.25	107.56	50.24	15.74

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The university's library is **fully automated** and equipped with modern digital facilities, **utilizing an Integrated Library Management System (ILMS) through Koha Software** to streamline all aspects of library management and enhance the learning experience of students. This automation not only improves the operational efficiency of the library but also ensures that faculty and students can easily access a wide range of academic resources, both physical and digital.

1. Integrated Library Management System (ILMS)

The Koha software employed by the university is a robust system that integrates all library functions into a single platform. It allows for seamless management of book circulation, cataloging, acquisition, and inventory control. The system provides users with an online public access catalog (OPAC), enabling

them to search for books, journals, e-resources, and other materials from any location on campus. The university library has more than thirty thousand text and reference books. The software is user-friendly and accessible, with a simple interface that allows students and faculty to access their accounts, check the availability of resources, place reservations, and renew borrowed items online.

2. Digital Resources and E-Subscriptions

In alignment with modern academic needs, the library offers a wide range of e-resources and journals. Adequate subscriptions have been made to well-known academic databases like **Delnet, e-journals, and e-books** to provide students and faculty with up-to-date research and study materials.

The digital library section allows users to access **e-books, e-journals, and other online resources via remote login, ensuring access beyond the physical premises of the library.**

3. Optimal Usage by Faculty and Students

The library is optimally utilized by both faculty and students. Faculty members make extensive use of the library's resources for research, curriculum development, and academic writing. They regularly recommend new acquisitions based on emerging academic trends, ensuring that the library's collection remains relevant and up-to-date.

The availability of both physical and digital resources ensures that the library can accommodate diverse learning preferences. Regular workshops and orientation programs are conducted to educate students and faculty about the optimal use of the library's digital facilities.

4. Physical and Digital Infrastructure

The library has a well-designed infrastructure with dedicated reading spaces, computer terminals for accessing digital resources, and individual study areas. The university ensures that high-speed internet and Wi-Fi facilities are available throughout the library, supporting uninterrupted access to digital materials.

5. Impact on Academic Performance

The availability of a well-organized, automated library with digital facilities has significantly enhanced the academic performance of both students and faculty. The ease of access to a wide range of resources, both physical and digital, has made the library a central hub for learning, research, and knowledge dissemination.

Conclusion

The university's library, with its automated systems and access to digital resources, plays a pivotal role in supporting the academic goals of the faculty and students. The implementation of Koha software, along with subscriptions to e-resources and journals, ensures that the library is optimally utilized, contributing to the university's academic excellence and fostering a culture of research and learning.

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: 3.15

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

2023-24	2022-23	2021-22	2020-21	2019-20
26.19	17.17	4.08	0.40	8.39

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

The university is committed to providing state-of-the-art IT infrastructure to support the academic and administrative needs of students, faculty, and staff. Recognizing the importance of technology in today's education, the university frequently updates its IT facilities and ensures the provision of adequate internet bandwidth to facilitate seamless learning, research, and administrative operations.

1. Wi-Fi and Internet Connectivity

The university offers comprehensive Wi-Fi coverage across the entire campus, ensuring that students, faculty, and staff can access the internet from classrooms, lecture halls, laboratories, hostels, and common areas. This seamless Wi-Fi network enables access to academic resources, research databases, e-learning platforms, and communication tools from any location within the campus.

2. Available Internet Bandwidth

Understanding the necessity of high-speed internet for the university, the university provides 1 Gbps internet bandwidth, which is sufficient to meet the needs of all users. This high-speed internet ensures that students can engage in online learning, access e-books and journals, conduct research, and collaborate on academic projects without any interruptions. In addition to Wi-Fi, the university has also provided high-speed wired internet connections in key locations such as libraries, computer labs, administrative offices, and faculty cabins.

3. IT Infrastructure Upgrades

The university follows a policy of regular updates and maintenance of its IT infrastructure to ensure that students and faculty have access to the latest technology.

Hardware Upgrades: New servers and networking equipment were installed to support higher internet traffic and provide more reliable access. The university also upgraded its computer labs with modern desktops and laptops to ensure that students and faculty have access to the latest technology for academic work.

Software Upgrades: The university updated its Learning Management System (LMS) to a more advanced version, improving its user interface and functionality. This system enables better management of online courses, assignment submissions, and student tracking. Additionally, the university updated its digital security software to ensure safe browsing and data protection for all users.

Server Room: The Server Room at the University is a secured and climate-controlled facility designed to house the university's critical IT infrastructure. This room is equipped with state-of-the-art servers, networking equipment, and data storage solutions, supporting various applications for academic, administrative, and research activities.

4. Smart Classrooms and Digital Tools

The university has set up several smart classrooms equipped with digital tools such as projectors, interactive whiteboards, and video conferencing systems, all of which are supported by the upgraded internet infrastructure. These classrooms facilitate interactive teaching, virtual guest lectures, and hybrid learning models.

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:** 3.92**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 825

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

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

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

Response: A. Any 7 or more of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.01

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)

2023-24	2022-23	2021-22	2020-21	2019-20
28.82	37.29	40.01	69.83	109.79

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

4.4.2

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

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

Response:

The university has established well-defined systems and procedures for the effective maintenance and optimal utilization of its physical, academic, and support facilities. These policies are designed to ensure the longevity of infrastructure, the efficiency of academic and support services, and the continuous improvement of the learning environment. The university's commitment to maintaining high standards is reflected in its approach to managing these resources, ensuring they meet the needs of students, faculty, and staff.

Physical Infrastructure Maintenance and Utilization

The university's physical infrastructure includes classrooms, laboratories, libraries, sports facilities, hostels, and administrative buildings. The following key policies and procedures are implemented to maintain and utilize these facilities:

- **Regular Maintenance Schedule:** A dedicated maintenance team ensures regular inspections and repairs. Preventive maintenance, such as painting, electrical repairs, plumbing, and landscaping, is scheduled to keep the infrastructure in optimal condition. Annual maintenance contracts (AMCs) are signed for specialized equipment, such as HVAC systems, elevators, and laboratory tools.
- **Usage Guidelines:** Guidelines are established for the use of classrooms, seminar halls, and common spaces.
- **Safety Protocols:** Safety measures, including fire safety equipment, emergency exits, and first-aid facilities, are regularly maintained, and safety audits are conducted to ensure compliance with

statutory requirements.

Academic Facilities Maintenance and Utilization

The university prioritizes the upkeep of academic resources, such as libraries, laboratories, and classrooms, to ensure a conducive learning environment. Key policies include:

- **Library Management:** The library is managed by an Integrated Library Management Koha software to track borrowing, returns, and inventory. Regular audits are conducted to assess the condition of books and e-resources, and the library is updated with new materials as per the academic needs of various departments.
- **Laboratory and Equipment Maintenance:** Laboratories are inspected regularly to ensure that equipment is functional and safe. Laboratory coordinators are assigned to monitor the condition of tools and apparatus, and maintenance requests are submitted through a structured system.
- **ICT and Digital Facilities:** The university's policy includes routine upgrades of IT infrastructure, including computers, projectors, and internet connectivity in classrooms and labs. Support is provided by an in-house IT team, ensuring smooth functioning of digital tools and platforms used for teaching, learning, and administration.

3. Support Facilities Maintenance and Utilization

Support facilities such as sports grounds, hostels, health centers, and transportation services are critical for the overall well-being of students and staff. The university implements the following systems and procedures:

- **Hostel Management:** Hostel facilities are regularly inspected for cleanliness, security, and maintenance. Wardens and a housekeeping team are responsible for ensuring that hostel regulations are followed, and maintenance requests are addressed promptly.
- **Sports Facilities:** A sports committee is responsible for managing sports facilities, ensuring that they are well-maintained and adequately equipped. Regular inspections and repairs are carried out to maintain the quality of sports equipment and fields.
- **Healthcare Services:** The health center is equipped with first-aid facilities and on-call medical assistance. Regular health check-ups and wellness programs are organized to promote the health and well-being of students and staff.

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: 82.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
2559	1807	1281	1055	657

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

5.1.2

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

Response:

Over the last five years, the university has made significant efforts to provide comprehensive career counseling and guidance for students, ensuring they are well-prepared for their future careers and competitive examinations. The university has signed a MoU with KD Campus, a renowned centre for preparing students for competitive examinations to train students after study hours. These initiatives

include a blend of traditional counseling methods, e-counseling platforms, workshops, seminars, and dedicated support for students aiming to excel in competitive exams such as GATE, UPSC, GRE, CAT, and other professional entrance tests.

Career Counseling Initiatives

The university has established a dedicated **Career Counseling and Placement Cell (CCPC)** that works to support students in their career planning and development. The cell regularly organizes one-on-one career counseling sessions where experienced counselors guide students in choosing career paths aligned with their skills, interests, and aspirations. The university also hosts **career counseling workshops, start-up talks and seminars** led by industry experts, alumni, and career coaches. These sessions are designed to provide students with insights into specific industries, job market expectations, and the skills required to succeed. In addition, **mock interviews, resume-building workshops, and group discussions** are organized to help students prepare for campus placements and professional interviews.

E-Counseling Platforms

In keeping with modern technological advancements, the university has integrated e-counseling platforms to provide students with online career guidance. This allows students to access career-related advice and support remotely, ensuring that they can receive help regardless of their location. With a Vision of " Free Education For All " , We are proud to Provide Free Coaching material for Government Job and Higher Education for All on Daily Basis. Telegram Channel - <https://t.me/myfreecoaching> of the university provides quiz questions to students on a daily basis.

Guidance for Competitive Examinations

Recognizing the importance of competitive exams in shaping students' careers, the university has taken several steps to provide focused guidance for these examinations. **Special coaching sessions** for competitive exams such as GATE, UPSC, GRE, CAT, NET, and others are organized throughout the academic year. These sessions are conducted by experienced faculty members and external experts who provide subject-specific training, exam strategies, and tips for effective preparation.

Workshops on **time management, problem-solving techniques, and mock tests** are also conducted to help students prepare for these highly competitive exams. The university maintains a **resource center** with study materials, reference books, and previous years' question papers for students to utilize in their preparation. In addition, **motivational talks and mentoring sessions** are held by alumni who have successfully cleared competitive exams. These sessions provide students with valuable insights into the exam process, the challenges faced during preparation, and strategies to overcome them.

Placement Support and Industry Exposure

Alongside career counseling and exam guidance, the university actively works to enhance students' employability through **placement drives** and industry exposure programs. Regular campus recruitment drives are organized, and the university maintains strong ties with leading companies to facilitate job placements for graduating students.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 57.97

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

2023-24	2022-23	2021-22	2020-21	2019-20
435	142	190	90	85

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: 43.6

5.2.2.1 Number of outgoing students progressing to higher education

2023-24	2022-23	2021-22	2020-21	2019-20
203	107	100	74	0

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: 0.24**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)****Response:** 5

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: 38

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	29	3	0	0

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

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 places significant emphasis on student participation in both academic and administrative decision-making processes. To foster leadership, communication, and civic engagement among students, the university has an active and **vibrant Student Council** that represents the voice of the student community. Additionally, students play a crucial role in various academic and administrative committees, contributing to the overall governance and development of the university.

Structure of the Student Council

The **Student Council** functions as a bridge between the student community and the university's administration. The Student Council operates under a well-defined guideline that outlines its objectives, roles, and responsibilities. It functions as a platform for students to voice their concerns, suggest improvements, and contribute to enhancing the overall student experience.

The Student Council is actively involved in organizing a wide range of events and activities that contribute to the academic, cultural, and social life of the campus.

Cultural Club: Responsible for organizing cultural festivals, talent shows, and artistic showcases. They can host events like dance, music, drama, art competitions, and traditional and modern cultural celebrations.

Sports Society: Manages all sports-related events, including annual sports meets, inter-collegiate tournaments, and fitness challenges. This club can cover individual and team sports, promote physical fitness, and organize activities for various skill levels.

Photography and Media Club: This club covers events, capturing photos and videos for documentation and promotions. It also provides media coverage for cultural and sports events, creating event highlights and promotional material.

Academic and Career Development Club: Organizes seminars, guest lectures, and career-oriented workshops on topics like resume building, interview preparation, and industry trends. Students are also part of the IQAC committee of the university.

Research and Innovation Society: Focuses on workshops related to research skills, innovation, and entrepreneurship. They can host hackathons, idea competitions, and sessions on emerging technologies and innovations.

Social Service Club: Coordinates social responsibility initiatives like blood donation drives, community cleanliness projects, and food distribution programs. They can also partner with local NGOs and organize volunteer programs.

Environmental Awareness Society: Focuses on environmental issues, organizing activities like tree-planting drives, recycling campaigns, and workshops on sustainability. This society can promote eco-friendly practices on campus.

Health and Wellness Club: Raises awareness about health-related issues, and organizes health check-up camps, mental health awareness sessions, and first-aid training.

Women Empowerment and Inclusion Society: Dedicated to promoting gender equality, diversity, and inclusion on campus. This society can host talks, workshops, and events focused on women's rights, inclusion, and empowerment.

Anti-Ragging Committee and Disciplinary Committees: Student representatives play a vital role in maintaining discipline on campus and ensuring a safe, respectful environment. Their involvement in anti-ragging measures helps create a welcoming atmosphere for new students.

Code of Conduct Committee: The Committee ensures campus discipline and ethical standards. Notably, student members actively participate, fostering a collaborative approach to uphold values and responsibility within the university community.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 43.22

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:

2023-24	2022-23	2021-22	2020-21	2019-20
8.49	11.11	5.98	12.13	5.51

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

5.4.2

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

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

Response:

The university recognizes the immense value of its alumni and has created robust mechanisms for alumni engagement that significantly contribute to the development of the university. The university has registered alumni association with the name of **UOT Alumni Association**. Over the years, alumni network has played a vital role in enhancing both academic and non-academic dimensions of the university, providing invaluable support through mentorship, collaborations, financial assistance, and branding. The university views its alumni as lifelong stakeholders who bring in diverse experiences and perspectives that benefit the current students and the university as a whole.

Alumni are actively engaged in enriching the academic environment of the university through various means:

Academic Contributions

- **Guest Lectures and Seminars:** Alumni frequently return to the university campus as guest speakers and panelists for seminars, workshops, and conferences. They share their expertise, industry insights, and practical experiences with existing students, bridging the gap between theoretical knowledge and real-world applications.
- **Curriculum Development and Review:** Some alumni are invited to participate in curriculum development committees, where they contribute their industry knowledge to ensure that academic programs are relevant to current industry trends. Their inputs are instrumental in revising course

content and introducing new electives that cater to evolving job market demands.

- **Internship and Placement Support:** Alumni play a significant role in enhancing the placement prospects of current students. Many alumni, now occupying senior positions in companies or running their own businesses, provide internship and placement opportunities. This not only strengthens the university's placement record but also fosters strong professional networks for the students.

Financial Contributions and Scholarships

The alumni community also supports the university financially by contributing to scholarships, infrastructure development, and research funding:

- **Scholarships and Financial Aid:** Many alumni contribute to alumni-funded scholarships aimed at supporting meritorious and economically disadvantaged students. These scholarships help ensure that deserving students have the financial support they need to complete their education.

Branding and Networking

Alumni also contribute to enhancing the university's reputation and extending its global network:

- **University Branding:** Successful alumni act as ambassadors for the university, enhancing its reputation in national and international circles. Their professional achievements reflect positively on the university and contribute to attracting prospective students, faculty, and partners.
- **Alumni Chapters and Networking Events:** The university encourages the formation of alumni chapters and is in the process of doing the same in different regions of the country. These events also create opportunities for current students to interact with alumni, learn from their experiences, and develop professional connections.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our institutional governance and leadership are firmly aligned with the vision and mission of the institution. This alignment is reflected in various practices, such as preparing for the implementation of the National Education Policy (NEP) 2020, ensuring sustained institutional growth, fostering a decentralized governance structure, and adhering to both short-term and long-term institutional perspective plans. Our leadership takes deliberate steps to ensure that the core values of our vision and mission shape decision-making and institutional progress.

Alignment with Vision and Mission

The University's mission focuses on creating a dynamic learning ecosystem that nurtures the multifaceted potential of every student through a multidisciplinary approach. Our governance structure ensures that this mission is embodied in every academic and administrative decision. Similarly, our vision of having a transformative impact on society through innovation, research, and technology guides the institution in developing cutting-edge programs and fostering a broader purpose for education.

Sustained Institutional Growth

Over the past few years, the University of Technology, Jaipur, has demonstrated significant growth, both in academic offerings and infrastructure. Our governance framework supports structured and sustainable growth, guided by both short-term and long-term plans. The institution is focused on not only expanding its course offerings and research opportunities but also enhancing its physical infrastructure, fostering global collaborations, and strengthening industry partnerships.

Decentralization and Participative Governance

A cornerstone of our institutional governance is decentralization, which empowers faculty, students, and staff to actively participate in decision-making processes. Faculty members contribute to curriculum development, policy formation, and research strategies, while students are encouraged to engage through councils and forums that influence institutional policies. This participatory model ensures that governance remains inclusive, transparent, and dynamic, reflecting the institution's mission of fostering a collaborative educational ecosystem.

Short-Term Institutional Perspective Plan

- **Preparation for NEP 2020 Implementation:** The leadership has strategically planned the

implementation of NEP 2020, starting from the 2023-24 academic year. Conducting faculty development programs, revising curricula, and upgrading infrastructure to align with NEP 2020 requirements.

- **Enhancing Employability:** Introducing short-term skill-based courses and certifications in emerging fields like AI, Data Science, and Cybersecurity.
- **Industry Partnerships:** Strengthening industry collaborations to improve internship opportunities, placement rates, and research partnerships.
- **Digital Infrastructure Expansion:** Further development of digital learning platforms to enhance the online education experience for students.
- The University follows a credits-based, skill-oriented curriculum in all the programs in consultation with academic and industry experts, with appropriate and meaningful correlation among PEOs, POs, and COs.
- The Incubation and entrepreneurship Cell of the university has ensured the nurturing of startups through mentoring to young incubates.

Long-Term Institutional Perspective Plan

- **Research and Innovation Hubs:** Establishing state-of-the-art research centers focused on innovation in technology, sustainable development, and interdisciplinary studies.
- **Global Collaborations:** Fostering partnerships with international universities to promote global exchange programs, research collaborations, and faculty development.
- **Scaling Research Output:** Increasing focus on high-impact research publications, patents, and innovations, while incentivizing faculty and student research.

In conclusion, the governance and leadership at the University of Technology, Jaipur, are strategically positioned to ensure that the institution grows in alignment with its vision and mission. Through the careful implementation of NEP 2020, a decentralized governance model, and well-defined short- and long-term plans, the university aims to continue its trajectory of innovation, societal impact, and educational excellence.

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 institutional perspective plan is effectively deployed and functioning of the Institutional bodies are effective and efficient as visible from policies, administrative set-up, appointment, service rules, procedures etc.

University of Technology, Jaipur, has developed a robust institutional perspective plan that is effectively deployed through structured governance, well-defined policies, and efficient functioning of institutional bodies. The leadership ensures that the perspective plan is not only a strategic document but a living framework that guides the university's day-to-day operations, academic and administrative decisions, and long-term objectives.

Deployment of Institutional Perspective Plan

The institutional perspective plan at the University of Technology is implemented with a focus on achieving both short-term and long-term goals that align with the university's mission and vision. The short-term goals include the preparation for the implementation of NEP 2020, enhancing employability skills, and expanding industry partnerships, while the long-term goals focus on establishing research centers, global collaborations, and scaling research outputs. These objectives are regularly reviewed and monitored by various institutional bodies to ensure they are being achieved efficiently.

The effective deployment of this plan is visible in the steps taken to prepare for NEP 2020, including faculty training, curriculum restructuring, and infrastructure development. Additionally, the expansion of digital infrastructure, industry collaborations, and student welfare initiatives are testaments to the well-functioning governance framework that ensures the perspective plan is put into action.

Efficient Functioning of Institutional Bodies

The institutional bodies at the University of Technology function efficiently, as seen in the alignment of their roles and responsibilities with the university's broader goals. These bodies include the Board of Studies, Academic Council, Administrative Committees, the Research Promotion Committee, Entrepreneurship and Innovation Committee, and the Finance and Audit Committee, among others. Each of these institutional entities operates with clear objectives and well-defined procedures to ensure smooth functioning.

Policies, Administrative Set-up, and Appointments

The institutional policies at the University of Technology are designed to promote transparency, accountability, and inclusivity in governance. These policies encompass academic regulations, research protocols, faculty recruitment and development, student welfare, and administrative procedures, all of

which are regularly updated to reflect evolving educational and regulatory standards.

The administrative setup supports the efficient functioning of the institution through a well-established hierarchy and clear reporting lines. Leadership appointments are made as per the statutory guidelines and in alignment with the institution's goals of fostering innovation, research, and multidisciplinary education. Service rules, appointment procedures, and performance evaluations are in place to ensure that all members of the institution work towards the common objectives laid out in the perspective plan.

Conclusion

The effective deployment of the institutional perspective plan at the University of Technology, Jaipur, is reflected in the efficient functioning of its institutional bodies, policies, and administrative structure. The university's commitment to its vision and mission is evident in its strategic planning, participative governance, and the seamless integration of policies and procedures that drive both short-term achievements and long-term growth. As the university moves forward, its robust governance framework will continue to play a critical role in shaping its success and societal impact.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The university places significant emphasis on fostering a supportive and progressive work environment for both teaching and non-teaching staff. A robust performance appraisal system, comprehensive welfare measures, and ample avenues for career development and progression have been strategically implemented to ensure the overall well-being and professional growth of the university's employees.

Performance Appraisal System

The University has established a transparent and comprehensive performance appraisal system to evaluate the effectiveness, efficiency, and contributions of its teaching and non-teaching staff. The system ensures that performance is measured holistically, taking into account both qualitative and quantitative aspects of each employee's contribution annually.

For teaching staff, the performance appraisal system focuses on key metrics such as teaching effectiveness, research contributions, involvement in institutional activities, mentorship, and participation in professional development programs. Additionally, contributions to curriculum development, student outcomes, and participation in conferences or workshops are considered important indicators of performance.

Non-teaching staff are evaluated based on their operational efficiency, adherence to institutional policies, contribution to administrative support, and overall engagement in institutional goals. Regular feedback from supervisors, participation in training sessions, and responsiveness to institutional needs are key

factors considered in their performance appraisals.

Welfare Measures for Teaching and Non-Teaching Staff

The welfare of teaching and non-teaching staff is a priority at the University. The institution has implemented a range of welfare measures designed to ensure the physical, mental, and financial well-being of its employees.

- **Health and Wellness Programs-**
- **Work-Life Balance Initiatives**
- **Housing and Transportation**

Avenues for Career Development and Progression

Career development is a key focus at the University of Technology, where numerous opportunities are provided for teaching and non-teaching staff to progress in their respective careers.

- **Faculty Development Programs (FDPs):** Regular faculty development programs are organized to help teaching staff enhance their pedagogical skills, stay updated with the latest research, and advance their careers.
- **Research Grants and Fellowships:** The university encourages faculty members to engage in research by providing access to research grants, sabbaticals for research work, and opportunities to collaborate with national and international institutions.
- **Training for Non-Teaching Staff:** For non-teaching staff, the university provides training programs that focus on enhancing administrative and technical skills. Workshops on technology use, leadership, and communication skills help non-teaching staff to grow professionally and take on more significant roles within the institution.
- **Promotions and Career Pathways:** The university has a clear and structured promotion policy for both teaching and non-teaching staff, based on performance, experience, and contributions to the institution. Non-teaching staff are also given opportunities for vertical career growth through promotions and role expansions.
- **Award and Recognition:** The University of Technology acknowledges the dedication and achievements of its faculty and staff through a structured Awards and Recognition Program. Key awards include:
 - Best Faculty Award:
 - Young Researcher Award:
 - Best Initiator Award:

- Best Researcher Award:
- Best Employee Award:
- Best Employee Staff (Support/Maintenance):

These awards motivate and inspire faculty and staff to excel, fostering a culture of appreciation, dedication, and professional growth within the university.

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: 68.88

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

2023-24	2022-23	2021-22	2020-21	2019-20
89	119	109	09	48

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 64.83

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

2023-24	2022-23	2021-22	2020-21	2019-20
123	89	61	42	37

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
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 recognizes the importance of diversifying its financial resources to achieve long-term sustainability and promote university's growth. While tuition fees and salaries represent a significant part of the university's income and expenditure, the university has developed strategies to mobilize additional funds and ensure optimal utilization of resources. The university follows a well-structured resource mobilization policy and procedures that are aligned with its vision and mission to foster academic excellence, research innovation, and community engagement.

The University strategically allocates its budget to support diverse administrative and academic needs, including establishing an Incubation and Entrepreneurship Center, constructing new buildings, renovating existing infrastructure, acquiring books and journals, procuring laboratory equipment, organizing events, and adjusting staff salaries. Emphasizing technological advancement, the university has ERP/LMS systems to enhance learning outcomes and has developed specialized labs and field areas to promote experiential learning for students.

University's Strategies for Mobilisation of Funds

The University employs following approaches to mobilize funds from alternative sources. The following strategies have been put in place:

1. Industry Collaborations and Partnerships**2. Research Grants and Funding Agencies****3. Alumni Contributions****4. Funding from Philanthropists****5. Consultancy and Professional Services****Optimal Utilisation of Resources**

The University follows a policy of optimal resource utilization to ensure financial efficiency and sustainability. This is achieved through the following measures:

- 1. Financial Planning and Budgeting:** The Finance and Audit Committee ensures that funds are allocated strategically in alignment with the university's long-term goals. The budgeting process is transparent and inclusive, with meeting with the university's budgetary requirements based on planned activities, research needs, and infrastructure development.
- 2. Resource Sharing:** The university promotes the sharing of resources across departments to avoid duplication and maximize utility. Common research facilities, shared digital platforms, and collaborative use of infrastructure help optimize resource utilization. This practice also encourages interdisciplinary collaboration among faculty and students.
- 3. Sustainable Resource Management:** The university is committed to sustainability, ensuring that all resources, including water, energy, and waste management, are used efficiently. Investments are made in energy-efficient technologies, renewable energy projects, and water conservation efforts to minimize operational costs and contribute to environmental sustainability.
- 4. Periodic Audits and Monitoring:** Regular financial audits and resource utilization assessments are conducted to ensure that all resources are being used optimally. The Finance Committee reviews the expenditure, monitors progress on funded projects, and ensures accountability in the use of allocated funds.

Resource Mobilisation Policy and Procedures

The university's resource mobilization policy is built on the principles of transparency, accountability, and sustainability. The policy outlines the procedures for seeking external funding, managing donations, and utilizing grants. It emphasizes building long-term partnerships with external stakeholders and encouraging internal resource generation through research, consultancy, and intellectual property development.

The procedures include:

- Identifying potential funding sources and opportunities for grants and partnerships.

- Ensuring compliance with funding agencies' guidelines for grant applications and reporting.
- Managing donor relations and ensuring funds are utilized as per the donors' expectations.
- Monitoring the financial health of the university through periodic reviews and audits.

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

6.4.2

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

Response: 86.4

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)

2023-24	2022-23	2021-22	2020-21	2019-20
11	0	0	59.2	16.2

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
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 a well-organized financial management system that ensures smooth account operations, balanced budget allocation, effective fund use, and full responsibility. The institution conducts both internal and external audits on a regular basis to ensure openness, accountability, and regulatory compliance. These audits are critical for determining the university's financial health, operational effectiveness, and compliance with both internal and external standards.

Internal finance committees undertake internal audits on a regular basis, thoroughly evaluating income and expenditure data.

External Audit:

The University has hired CA as an external auditing firm. Every financial year, the accounting company conducts an audit of the accounts. The auditor's team conducts audits at the office. Following the audit, the Audit Report is submitted for review. The auditor ensures that all payments and expenditures are lawfully permitted. Any queries or difficulties that arise during the audit are addressed with the appropriate supporting vouchers and paperwork and within the time constraints.

The primary goal of the system is to ensure transparency among all parties. Auditors follow audit procedures to verify that the financial statements are free of individual discretions and offer a true and fair picture of the situation at the conclusion of the fiscal year. The audit compares revenue from fees, grants, contributions, and other sources with expenses and assets purchased or written off. The university's budget includes both recurring and one-time charges, and the accounts department closely monitors spending to ensure it is in line with the budget allocation.

Internal Audit:

The internal financial audit process at the University of Technology is conducted annually by an internal audit team appointed by the university's Finance and Audit Committee. This team consists of a CFAO, an Account Officer, and other senior members of the department. The primary purpose of internal audits is to review and verify the financial transactions, adherence to budgetary allocations, and compliance with university financial policies.

Key areas covered during internal audits include:

- Budgetary compliance: Ensuring that all expenditures are within the allocated budget and that any variances are justified.
- Cash flow management: Reviewing the university's liquidity and cash reserves to ensure smooth operational functioning.
- Procurement and contracts: Verifying that all procurement activities and contracts are carried out by the university's guidelines and offer the best value for money.
- Payroll management: Ensuring that payroll processes are efficient and comply with applicable tax regulations and university policies.
- Project funding and grants: Tracking the proper utilization of funds received from research grants from industries, and donors, ensuring adherence to funding conditions.
- The internal audit reports are presented to the Finance and Audit Committee, which addresses any

discrepancies or areas of concern raised during the audit.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The Internal Quality Assurance Cell (IQAC) was established in the year of 2019 with the Vision ‘**To cultivate a culture of continuous quality enhancement, fostering academic excellence, innovative teaching, impactful research, and a strong commitment to Outcome-Based Education (OBE).**’ Through continuous reviews and strategic interventions, the IQAC has significantly contributed to institutionalizing quality assurance mechanisms. It ensures that the teaching-learning process, structures, methodologies, and learning outcomes are regularly assessed and improved. The IQAC's introduction of outcome-based education (OBE) has been a significant contribution. OBE focuses on achieving well-defined learning outcomes aligned with student needs and professional demands. Regular review of these outcomes ensures academic programs remain relevant and effective in preparing students for future challenges.

Monitoring and assessing learning outcomes at periodic intervals is another vital function of the IQAC. Through systematic evaluation of academic performance, exam results, and student feedback, IQAC identifies areas for improvement and suggests corrective actions. This ensures that students achieve the desired learning objectives at both program and course levels. Additionally, the IQAC promotes research-driven teaching and encourages faculty to adopt innovative practices that improve learning outcomes and

continuously enhancing the academic environment.

As a result of IQAC's initiatives, several best practices have been institutionalized, two of which are described below.

1. Effective Use of ICT in Teaching and Learning

One of the most impactful initiatives institutionalized by the IQAC is the effective integration of Information and Communication Technology (ICT) into teaching and learning processes. The IQAC recognized the need to modernize traditional teaching methods and promote a digital learning ecosystem that enhances student engagement, flexibility, and learning outcomes.

Key Components of ICT Integration:

- **Smart Classrooms**
- **Learning Management Systems (LMS)**
- **E-Resources and Digital Libraries**
- **LMS**
- **Faculty Training on ICT Tools**

The integration of ICT in teaching and learning has significantly transformed the educational experience at the University of Technology. It has led to greater student engagement, flexibility in learning, and enhanced access to global knowledge resources, thereby institutionalizing a modern, tech-enabled learning environment.

2. Comprehensive Faculty Development Programs (FDPs)

Another key initiative institutionalized by the IQAC is the introduction of comprehensive Faculty Development Programs (FDPs) aimed at enhancing the teaching and research capabilities of faculty members. Understanding that quality teaching is essential for academic excellence, the IQAC prioritized the continuous professional development of the teaching staff.

Key Features of the FDPs:

- **Pedagogical Enhancement**
- **Research Capacity Building**
- **Industry and Academic Exposure**

The institutionalization of regular FDPs has not only improved the teaching quality at the university but has also resulted in increased faculty engagement in research and innovation.

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

6.5.2

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of

first cycle NAAC A/A)**Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)****Response:**

Over the past five years, University of Technology, Jaipur, has made significant strides in enhancing the quality of both academic and administrative processes as part of its commitment to excellence. The Internal Quality Assurance Cell (IQAC) has played a pivotal role in identifying key areas for improvement and implementing initiatives to ensure continuous growth and adherence to the highest standards of education and governance. The university has signed more than 100 MoUs with different Academic Institutions and Corporate for quality enhancement. The incremental improvements and quality enhancement initiatives undertaken during this period, as the institution prepares for its first cycle of NAAC accreditation, are as given:

Academic Quality Enhancement Initiatives

1. **Curriculum Development and Revision:** The university has introduced a rigorous process of curriculum revision based on feedback from stakeholders, including students, faculty, alumni, and industry experts. The curriculum is periodically updated to ensure it remains relevant, interdisciplinary, and aligned with global educational standards.
2. **Introduction of Outcome-Based Education (OBE):** A significant academic reform introduced in the last five years is the adoption of the Outcome-Based Education (OBE) framework. This approach ensures that the teaching-learning process is aligned with specific learning outcomes for each course, leading to better student performance and employability.
3. **Enhanced Use of ICT in Teaching and Learning:** The university has institutionalized the use of Information and Communication Technology (ICT) in teaching, learning, and assessment processes. Smart classrooms, learning management systems (LMS), and digital content delivery have been implemented across departments.
4. **Promotion of Research and Innovation:** The institution has focused on fostering a research culture by providing research grants, encouraging faculty to publish in high-impact journals, and establishing centers of excellence for research in key areas.

Administrative Quality Enhancement Initiatives

1. **Decentralized Governance Structure:** The university has adopted a decentralized governance model that empowers departments to make key academic and administrative decisions. Departments have the autonomy to develop and execute academic plans, conduct research initiatives, and organize faculty development programs in alignment with the university's strategic goals.
2. **Establishment of a Robust Feedback System:** A formal feedback mechanism has been institutionalized to gather input from students, faculty, alumni, and employers on various aspects of academic and administrative functioning. Feedback is analyzed by the IQAC, and actionable

insights are used to make improvements in teaching, infrastructure, and student services.

3.Capacity Building and Training for Administrative Staff: The university has implemented regular training programs for administrative staff to enhance their competencies in areas such as governance, financial management, and the use of technology.

4.Financial Transparency and Audit Mechanisms: To ensure optimal utilization of resources and financial transparency, the university has institutionalized regular internal and external audits. These audits ensure that financial practices are compliant with statutory norms and that all resources are allocated and used effectively.

Infrastructure Development: Significant investments have been made in upgrading the university's physical and digital infrastructure. New academic blocks, research labs, and recreational facilities have been constructed, while existing facilities have been modernized to meet the needs of a growing student population.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

University of Technology is dedicated to fostering a campus environment where gender equity is a core principle. Over the past five years, the university has implemented a range of initiatives to promote gender equity and ensure a safe, inclusive, and empowering atmosphere for all students and staff.

1. Safety and Security Measures:

The university prioritizes the safety and security of all its members, particularly focusing on gender equity. A dedicated sexual harassment committee is in place to handle any complaints related to harassment, recommending appropriate actions to the President. The campuses blocks are monitored through 24/7 CCTV surveillance, and all gates and hostels are manned by outsourced security guards. The Proctorial Board members also maintain constant vigilance to check and address any disciplinary issues, ensuring a secure environment for everyone.

2. Establishment of Gender Sensitization Cell:

The university has established a Gender Sensitization Cell to promote awareness of gender-related issues. The cell regularly organizes workshops, seminars, and awareness programs to educate students, faculty, and staff on gender sensitivity, equality, and inclusivity. The cell actively works to address and prevent gender-based discrimination, creating a more welcoming and supportive environment for all.

3. Gender Equity Workshops and Training:

The university conducts regular workshops and training sessions on gender equity, diversity, and inclusion. These sessions cover topics like unconscious bias, inclusive behaviour, and gender dynamics, aiming to foster a culture of respect and equality on campus.

4. Counselling and Mentoring:

At the start of every academic session, each student is assigned a mentor according to university guidelines. The mentor addresses academic, administrative, and personal concerns of the students, providing a supportive environment that respects individual needs.

5. Equal Opportunities and Representation:

The women cell of the university conducts Gender Audit and reviews the representation of women in various committees. Various facilities for safety of women are also revived in the audit. The university ensures gender diversity in its decision-making bodies, committees, and leadership roles. It actively promotes equal opportunities in admissions, recruitment, promotions, and leadership positions. Scholarships and financial aid are also offered to female students, especially those from backward communities. Women Cell plans various activities & events related to women every year.

Every member of the university community undergoes regular sensitization on gender-related issues, and comprehensive briefings on the provisions outlined in the Sexual Harassment of Women at Workplace Act, 2013 are provided.

6. Promotion of Gender Equity in Curriculum and Research:

Gender studies and topics related to gender equity are integrated into the university curriculum to increase awareness and understanding. Also, the university regularly celebrates events such as International Women's Day, featuring guest speakers, panel discussions, and cultural programs to highlight achievements, discuss gender equity issues, and promote a culture of respect and inclusion.

7. Mentorship and Support Networks:

A mentorship program has been established for female students and staff, providing career counseling, guidance, and networking opportunities. Senior faculty and professionals serve as mentors, offering support to female students in navigating their academic and professional journeys.

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
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:

Recognizing that waste materials can adversely affect the health and environment of both campus residents and neighbouring communities, University of Technology has implemented robust waste management practices focused on both disposal and recycling. The University is committed to a comprehensive approach to handling all types of waste, including both biodegradable and non-biodegradable materials. Our primary strategy revolves around minimizing waste production, promoting reuse, and maximizing recycling efforts.

To reinforce this commitment, the University has established a clear policy dedicated to environmental awareness and sustainable practices. A specialized committee has been appointed to oversee and ensure the effective execution of these initiatives. Key actions under this policy include:

Solid Waste Management: University of Technology is dedicated to maintaining a clean and sustainable campus through effective solid waste management. Waste generated on campus, such as paper, glass, and plastic, is collected by housekeeping staff assigned to each building. To facilitate proper waste disposal, multi-coloured waste bins are placed on every floor to allow for easy segregation at the time of disposal.

Management of Biodegradable and Non-Biodegradable Waste:

Biodegradable Waste: Organic waste from hostel kitchens, gardens, and other sources is collected separately and used in vermicomposting to produce compost. This compost is used for gardening and

agricultural activities on campus.

Non-Biodegradable Waste: The University partners with authorized agencies to collect and dispose of non-biodegradable waste responsibly, ensuring no burning of waste materials and maintaining carbon neutrality.

Liquid Waste Management: The University of Technology is committed to sustainable liquid waste management through effective treatment and reuse practices.

Key Measures:

Sewage Treatment Plant (STP): A centralized STP treats all wastewater from various campus sources, removing harmful substances. The treated water is reused for gardening, toilet flushing, and other non-drinking purposes, minimizing the use of fresh water.

Water Conservation and Leak Prevention: The campus employs a proactive approach to monitor and repair leaks promptly, preventing wastage. Efficient water systems, including drip and sprinkler irrigation, help conserve water.

Rainwater Harvesting: Rainwater and runoff are collected through a network of drains into a harvesting tank, recharging groundwater and preventing stagnation. Treated washbasin water is also directed into the system to maximize water reuse.

E-Waste Management: The university takes proactive steps to minimize the generation of e-waste. Most electronic items, such as computers and laptops, are procured under a buy-back policy, ensuring that old devices are returned to the vendor, significantly reducing e-waste. The University also has a Memorandum of Understanding (MoU) with GPS International, Jaipur, authorized by the Government of India and the Pollution Control Board, for the collection, recycling, and disposal of e-waste. GPS International follows strict guidelines for the safe and environmentally friendly recycling of electronic, electrical, and IT waste while ensuring data security and destruction.

Bio-Medical Waste: The university carefully manages pharmaceutical and medical waste produced in small quantities from its Pharmacy and Chemistry labs. To ensure proper disposal, the University has an agreement with Instromedix (India) Pvt. Ltd., which specializes in handling biomedical waste according to the Bio-Medical Waste Management Rules, 2016.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
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:

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.

Green campus initiatives are increasingly becoming a vital part of institutional sustainability efforts, aiming to create environmentally responsible and eco-friendly campuses. The University of Technology, Jaipur, India, is committed to these efforts through several initiatives, focusing on enhancing environmental sustainability, reducing carbon footprints, and fostering a healthy, eco-conscious atmosphere for students and staff alike.

Restricted Entry of Automobiles:

One of the first steps toward creating a green campus is restricting the entry of automobiles. This not

only reduces air and noise pollution but also encourages the use of more sustainable means of transport. The institution has implemented policies to limit the entry of private vehicles on campus, except for essential services. Faculty, staff, and students are encouraged to use alternative transportation methods such as bicycles or battery-powered vehicles, which significantly cut down on emissions.

Use of Bicycles and Battery-Powered Vehicles:

To promote sustainable commuting on campus, the institution encourages the use of bicycles and battery-powered vehicles. Dedicated bicycle stands and charging stations for electric vehicles have been set up across campus to facilitate easy access and promote the usage of these eco-friendly alternatives. Not only do these methods of transport promote physical health, but they also significantly reduce reliance on fossil fuels, thereby mitigating the environmental impact of the institution. Furthermore, various activities are run to raise awareness about the benefits of such transportation methods among students and staff, contributing to a culture of sustainability.

Pedestrian-Friendly Pathways:

In an effort to create a healthy and eco-conscious environment, pedestrian-friendly pathways have been established throughout the campus. These pathways encourage walking as a primary mode of movement within the institution, promoting physical activity while reducing the need for motorized transport. The institution has carefully designed these paths to be accessible and safe, providing shaded areas, and benches.

Ban on the Use of Plastic:

The institution is also actively working towards minimizing the use of plastic on campus. A strict ban on single-use plastics has been implemented, and all departments are encouraged to use sustainable alternatives such as cloth bags, glass containers, and biodegradable materials. Regular campaigns and awareness programs are conducted to educate students and staff about the harmful effects of plastic on the environment.

Landscaping with Trees and Plants:

The landscaping of the campus is one of the most visible aspects of the green initiative. The institution has undertaken extensive tree-planting drives, greening the campus with a wide variety of indigenous plants and trees. This effort not only enhances the beauty of the campus but also improves air quality and provides a natural habitat for local wildlife. Green spaces, such as gardens and lawns, are maintained as areas for students and staff to relax and enjoy nature, contributing to mental well-being and stress relief.

Conclusion:

The green campus initiative of the University of Technology, Jaipur, is a comprehensive approach to sustainability, focusing on reducing pollution, promoting eco-friendly transportation, and fostering a healthier, greener environment for all.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

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

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

- Built environment with ramps/lifts for easy access to classrooms.
- Divyangjan friendly washrooms
- Signage including tactile path, 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, font enlargement etc.

University of Technology, Jaipur, India, is dedicated to creating an inclusive and accessible environment for all students, including those with disabilities (Divyangjan). To ensure that individuals with physical, sensory, and cognitive challenges can participate fully in campus life, the institution has developed a comprehensive barrier-free environment. This initiative aligns with the principles of universal design and aims to remove physical, technological, and attitudinal barriers for Divyangjan, making the campus a welcoming space for all.

Built Environment with Ramps/Lifts for Easy Access:

The physical infrastructure of the institution has been designed to ensure easy and equitable access to all buildings and facilities. Ramps are available in all buildings, providing Divyangjan with easy access to classrooms, libraries, administrative offices, and other essential facilities. These ramps are strategically located to connect different areas of the campus and meet the necessary gradient specifications to accommodate wheelchairs and mobility aids.

Divyangjan-Friendly Washrooms:

In addition to accessible pathways, the university has constructed Divyangjan-friendly washrooms in all campus buildings. These restrooms are designed with wide doors, grab bars, and adequate space for easy movement of wheelchairs. Washbasins and fixtures are installed at appropriate heights to cater to the needs of students with disabilities.

Signage Including Tactile Paths, Lights, Display Boards, and Signposts:

To assist students with visual impairments, the institution has implemented a comprehensive signage system. Tactile paths have been laid across the campus to guide visually impaired individuals, enabling them to navigate the campus independently and safely. Display boards, signposts, and lighting have been strategically placed to provide clear directions and information.

Assistive Technology and Facilities:

The institution recognizes the importance of assistive technology in empowering Divyangjan. Screen-reading software is available to assist students in reading digital content, and mechanized equipment is provided to facilitate learning in various fields of study. These tools ensure that Divyangjan can engage with academic material on an equal footing with their peers.

Provision for Enquiry and Information:

To further support students with disabilities, the institution offers a range of services designed to facilitate learning and access to information. Human assistance is available at designated enquiry points, and trained personnel are present to provide help with navigating the campus or accessing services. In addition, the institution provides scribes and readers to assist students with visual or cognitive disabilities during examinations.

Conclusion:

The University of Technology, Jaipur, is committed to ensuring that Divyangjan students have equal access to education and campus life. Through the implementation of ramps, accessible washrooms, tactile signage, assistive technologies, and human assistance, the institution is fostering an inclusive and supportive environment. This comprehensive approach ensures that all students, regardless of ability, can participate fully and independently in the academic and social life of the campus.

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:

Institutional Efforts and Initiatives in Providing an Inclusive Environment

At University of Technology, we are deeply committed to fostering an inclusive environment that embraces diversity in all its forms. Our aim is to cultivate a community where all individuals, regardless of their cultural, regional, linguistic, socioeconomic, or religious backgrounds, feel respected, valued, and empowered. To achieve this, the University has implemented a range of initiatives and programs that promote tolerance, harmony, and mutual respect among students, faculty, and staff.

1. Celebration of Cultural, Religious, and National Festivals: The University actively celebrates various cultural, religious, and regional festivals, including Holi, Diwali, Eid, Christmas, Lohri, Ganesh Chaturthi, and Vasant Panchami, among others. Additionally, the University celebrates national events such as Independence Day, Republic Day, and Gandhi Jayanti with great enthusiasm, instilling a sense of national pride and togetherness.

2. Inclusive Policies and Equal Opportunities: The University is committed to providing equal opportunities for all, regardless of background. Our admission process, faculty hiring practices, and student programs are designed to be fair and unbiased, ensuring access and opportunities for everyone.

3. Support Systems and Grievance Redressal: To ensure a safe and supportive environment, the University has established several grievance redressal cells, including a Student Grievance Cell and Internal Complaint Committee. Additional support is provided through Minority Cells and SC/ST Cells to cater to the specific needs of underrepresented groups.

4. Holistic Development and Value Education: The University focuses on the holistic development of its students through a variety of programs that emphasize emotional intelligence, ethical conduct, and social responsibility. Cultural programs, sports events, spiritual discussions, and workshops are regularly organized to enhance students' understanding of different perspectives and values.

5. Community Engagement and Social Responsibility: The University promotes a spirit of social responsibility and community service through various outreach activities. Initiatives such as blood donation camps, tree plantation drives, health camps, and clothing distribution for the needy are regularly conducted. These programs help students develop a strong sense of empathy and commitment to social causes, reinforcing the importance of contributing positively to society.

6. Infrastructure and Accessibility: To ensure inclusivity, the University has made significant investments in infrastructure to accommodate the needs of all individuals, including those with disabilities. The campus features wide walkways, ramps, railings, and other facilities that enhance accessibility and ensure that everyone can participate fully in campus life.

7. Promotion of Tolerance and Harmony: The University organizes seminars, workshops, and motivational lectures by renowned speakers in the fields of spirituality, leadership, and social justice to promote tolerance and harmony. These events provide platforms for students to learn from diverse perspectives and engage in meaningful discussions about coexistence, respect, and understanding.

8. Multicultural Education and Learning Opportunities: Recognizing the importance of preparing students for life in a multicultural society, the University integrates multicultural education into its orientation programs and curriculum.

Through these comprehensive efforts, University of Technology aims to build an inclusive and harmonious environment where every individual feels valued and empowered to contribute meaningfully.

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

7.1.9

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

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

Response:

At University of Technology, we are committed to creating a nurturing environment that emphasizes constitutional values, rights, duties, and responsibilities. Our goal is to develop socially responsible citizens who actively uphold democratic values and contribute positively to society.

- 1.Incorporation of Constitutional Values in Daily Activities:** The University promotes constitutional awareness by displaying the Preamble of the Indian Constitution at prominent locations on campus and hosting regular morning assemblies. These assemblies feature inspiring thoughts that reinforce values such as peace, compassion, harmony, and patriotism. Following the assembly, students are given time for meditation and introspection in a specially designed pyramid structure filled with positive energy, fostering mindfulness and personal growth. Additionally, yoga sessions are organized regularly to support the holistic development of students.
- 2.Curriculum Integration:** Constitutional education is integrated into the academic curriculum across various programs. Courses on peace and value education, environmental studies, yoga, health, personality development, and the Indian Constitution are included, providing students with a foundational understanding of their rights and responsibilities as citizens. Guest lectures, seminars, and workshops are also regularly conducted to deepen this understanding and foster civic engagement.
- 3.Digital Access to Constitutional Knowledge:** To enhance accessibility and awareness, University of Technology maintains a dedicated page on its website displaying the fundamental rights, directive principles, and duties of citizens. A link to this page is prominently featured on the website's landing page, making it easy for students, staff, and visitors to learn about and

reflect on these essential constitutional values.

4. **Celebration of National Days:** The University enthusiastically celebrates national events like Independence Day, Republic Day, and Constitution Day. These celebrations include flag hoisting, cultural performances, and discussions on constitutional rights and duties. Engaging activities such as debates, street plays, and essay competitions further promote civic consciousness and instil a sense of national pride among students.
5. **Community Outreach and Extension Activities:** The University actively participates in community service initiatives, including the "Swachhata Abhiyan" (Cleanliness Campaign), "Say No to Drugs" awareness drives, and road safety campaigns. These activities aim to instil a sense of social responsibility in our students and staff. Environmental conservation efforts, such as plantation drives and the installation of water pots for birds, promote sustainability and respect for nature.
6. **Promoting a Culture of Inclusivity and Diversity:** A culture of inclusivity and diversity is fostered through various cultural, technological, and sports competitions, encouraging participation from all segments of the student body. These activities help inculcate values such as self-reliance, self-confidence, teamwork, and professional ethics.
7. **Engagement through Clubs:** The University's student clubs play a vital role in promoting social awareness and community engagement. Activities such as blood donation camps, village adoption under national schemes, and public health and hygiene awareness campaigns underscore our commitment to community development and civic responsibility.

Through these comprehensive initiatives, University of Technology aims to create an ecosystem where constitutional values are actively learned, practiced, and internalized, preparing students and employees to be responsible citizens who contribute meaningfully to the nation and society

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

7.1.10

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

1. The institutional Code of Conduct principles are displayed on the website
2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators

and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1

Title of the Practice:

Transparency in Administration and Academics using Enterprise Resource Planning (ERP) / Learning Management System (LMS)

Objectives of the Practice:

The University strives to ensure transparency and efficiency in academic, administrative, and assessment activities through the implementation of ERP and LMS systems. These systems aim to provide students with round-the-clock access to study materials, and results. By minimizing the use of paper, the ERP helps the university meet its sustainability goals.

The Context:

During COVID-19 pandemic, the university transitioned to online modes of teaching and administration starting on March 15, 2020, when lockdown disrupted traditional classroom activities. The university quickly adapted by utilizing its ERP and LMS systems to resume online classes, and other academic activities, making it one of the first universities to do so effectively.

The Practice:

The university has entered into agreements with leading software solution providers for ERP and LMS platforms. The LMS system provides a dynamic platform for interactive teaching. The entire examination process, from hall ticket generation to result announcement, is managed through the ERP system.

Evidence of Success:

The implementation of ERP has improved productivity for students, faculty, and the university. This system has fostered a culture of digital literacy that aligns with the requirements of the modern business world, where ERP is commonly used.

Problems Encountered and Resources Required:

Some students, particularly those from rural backgrounds, took time to become accustomed to the digital platforms. To address this, the university conducts orientation sessions for new students at the beginning of each semester, and faculty members are trained on the LMS by the IT cell during their orientation.

Best Practice – 2

Title of the Practice:

Efforts on Environment Conservation & Sustainability

Objectives of the Practice:

The primary goal of this initiative is to contribute to environmental conservation and sustainability at the regional level. The university actively engages students, faculty, staff, and the community in these efforts, with the aim of sensitizing all stakeholders to the importance of protecting the environment.

The Context:

The Indian Constitution mandates that every citizen must protect and improve the natural environment. The University of Technology has embraced this principle since its inception, making environmental conservation and sustainability a key focus of its operations.

The Practice:

The university celebrates important environmental days, such as World Water Day and World Environment Day, to raise awareness among students and faculty. The institution regularly organizes and participates in tree plantation drives, engaging the local community and campus members in these

efforts. These initiatives help promote environmental awareness and create a culture of sustainability on campus.

Evidence of Success:

The University of Technology has received several awards and recognitions for its environmental efforts, including:

- Best Emerging University in North India (2023)
- Top 25 Universities in India (2019)
- ISO 21001:2018, ISO 14001:2015 and ISO 9001:2015 Accreditation Certification
- National Productivity Council Certification

Additionally, the university's Chairperson, Dr. Anshu Surana, has been honored with several prestigious awards, including the Young Entrepreneur Award.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctive Area of Performance: Excellence in Technology-Driven Education, Scholarships, and Rural Empowerment

University of Technology (UOT), Jaipur, has distinguished itself through its focus on technology-driven education, its extensive scholarship programs, and its transformative impact on the local rural community. These initiatives not only position UOT as a center of academic excellence but also reflect its deep commitment to inclusivity, social responsibility, and regional development. The university's priorities extend beyond traditional educational practices, encompassing innovative use of technology, access to education for underserved populations, and active contributions to rural upliftment and employment generation.

1. Technology-Driven Education and Learning Management

One of the most prominent features of UOT is its emphasis on integrating advanced technology into the education system. The institution has implemented an Enterprise Resource Planning (ERP) system and a Learning Management System (LMS) to streamline academic, administrative, and assessment processes. This commitment to digital transformation ensures transparency, efficiency, and accessibility for all stakeholders. UOT's ERP and LMS platforms enable seamless communication between students, faculty, and administrators.

The university has embraced blended learning, which combines face-to-face instruction with online learning resources. This hybrid approach ensures flexibility in learning and allows students to adapt to the growing demand for digital skills in the professional world.

2. Comprehensive Scholarship Provisions

UOT places a strong emphasis on providing access to education for students from diverse socio-economic backgrounds. The university's scholarship programs reflect its commitment to making education affordable and accessible to all, especially those who need financial support to pursue higher studies.

Need-Based Scholarships:

Recognizing the financial challenges faced by students from economically weaker sections, UOT offers need-based scholarships to ensure that no deserving student is denied the opportunity to pursue higher education. These scholarships cover tuition fees and other educational expenses, providing relief to students who come from low-income families.

Merit-Based Scholarships:

UOT rewards academic excellence through its merit-based scholarships, which are awarded to students who demonstrate outstanding academic performance. These scholarships motivate students to strive for excellence and provide recognition for their hard work and dedication.

Scholarships for the Girl Child:

As part of its commitment to gender equality, UOT offers scholarships for girl students to encourage female participation in higher education. These scholarships are aimed at bridging the gender gap in education by providing financial support to girls who excel academically or come from disadvantaged backgrounds.

3. Transforming Rural Lives and Communities

Situated in a rural setting, UOT plays a pivotal role in contributing to the development of nearby villages and improving the quality of life for residents. The university is committed to the holistic development of the region, working on several fronts to address the needs of the local rural population.

Educational Outreach and Empowerment:

UOT provides educational opportunities to students from nearby rural areas, transforming the lives of individuals who may otherwise lack access to higher education. Through scholarships, financial aid, and outreach programs, the university has enabled many students from these communities to pursue advanced degrees and secure better employment opportunities. This initiative is vital in breaking the cycle of

poverty and elevating the socio-economic conditions of families in the region.

Community Engagement and Social Initiatives:

In addition to providing educational opportunities, UOT engages with local communities through various social initiatives. The university frequently conducts skill development programs, workshops, and vocational training for residents of nearby villages, equipping them with practical skills that enhance their employability. These initiatives have been particularly beneficial for women and youth, empowering them to become self-reliant and economically independent.

Employment Generation:

The presence of UOT has significantly contributed to the generation of employment opportunities in the region. The university hires local residents for a wide range of positions, including administrative roles, maintenance, security, and support staff. Additionally, UOT's partnerships with industries and organizations have created job opportunities for graduates, contributing to local economic growth.

4. Sustainable Development and Environmental Conservation

UOT's commitment to environmental sustainability complements its efforts in rural empowerment. The university has undertaken several green initiatives aimed at reducing its carbon footprint, promoting eco-friendly practices, and conserving natural resources.

Green Campus Initiatives:

The university has implemented a green campus policy that includes the restricted entry of automobiles, the promotion of bicycles and battery-powered vehicles, and the development of pedestrian-friendly pathways. UOT has also imposed a strict ban on the use of plastic, encouraging the use of biodegradable alternatives on campus. These efforts not only contribute to environmental conservation but also raise awareness about sustainable practices among students and staff.

Tree Plantation and Water Conservation:

UOT actively participates in tree plantation drives and promotes water conservation through rainwater harvesting systems installed across the campus. These initiatives are aimed at preserving the natural environment and addressing local environmental challenges.

5. Inclusivity and Accessibility

In addition to its technology-driven education and rural development efforts, UOT is committed to creating an inclusive and accessible environment for all students. The university has implemented a range of measures to ensure that differently-abled individuals (Divyangjan) can fully participate in academic and social activities.

Barrier-Free Infrastructure:

UOT has designed its campus with ramps, elevators, and tactile paths to ensure that students with physical disabilities can navigate the campus easily. Additionally, accessible washrooms, classrooms, and special seating arrangements are provided to meet the needs of differently-abled students.

Conclusion

University of Technology has demonstrated excellence in its focus on technology-driven education,

comprehensive scholarship provisions, and its deep commitment to rural empowerment. By integrating digital platforms like ERP and LMS, offering extensive scholarships, and engaging with local communities, the institution has set itself apart as a leader in both education and social responsibility. UOT's efforts in transforming rural lives, generating employment, and promoting environmental sustainability underscore its role as a key contributor to regional development and societal progress. These initiatives reflect UOT's mission to not only provide quality education but also to uplift the community and create a sustainable, inclusive future for all.

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

5. CONCLUSION

Additional Information :

Recognized as the Best Emerging University in North India at the Asia Education Summit & Awards 2023, the University has garnered accolades for its contributions to higher education. It holds multiple ISO certifications, reflecting its commitment to quality management, environmental sustainability, and educational excellence. The University also ranks among the top 25 universities in India, according to a 2019 survey by Higher Education Review.

Driven by visionary leadership, the University of Technology is committed to fostering academic excellence, promoting professional development, and shaping future leaders.

Concluding Remarks :

In summary, University of Technology Jaipur stands as a model for private education in India, blending accessibility, quality education, and cutting-edge research. As it continues to grow and evolve, the university remains committed to its mission of fostering an inclusive, innovative, and research-driven academic environment, shaping the leaders of tomorrow

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
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 Answer before DVV Verification : Answer After DVV Verification :75 Remark : Edited as per documents provided.																				
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 2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years Answer before DVV Verification : 157 Answer after DVV Verification: 141 Remark : Edited as per documents provided.																				
3.1.2	The institution provides seed money to its teachers for research (average per year) 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) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>91.78</td><td>75.20</td><td>42.45</td><td>38.7</td><td>23.45</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>91.78</td><td>75.20</td><td>18.17</td><td>62.98</td><td>23.45</td></tr></table> Remark : Input edited as per the given clarification documents.	2023-24	2022-23	2021-22	2020-21	2019-20	91.78	75.20	42.45	38.7	23.45	2023-24	2022-23	2021-22	2020-21	2019-20	91.78	75.20	18.17	62.98	23.45
2023-24	2022-23	2021-22	2020-21	2019-20																	
91.78	75.20	42.45	38.7	23.45																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
91.78	75.20	18.17	62.98	23.45																	
3.1.3	Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years. 3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 105 Answer after DVV Verification: 100																				

	Remark : Edited excluding repeat count.
3.1.4	Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years 3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years Answer before DVV Verification : 97 Answer after DVV Verification: 90 3.1.4.2. Number of PhD Scholars enrolled during last five years Answer before DVV Verification : 124
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) Answer before DVV Verification : 1621.69 Answer After DVV Verification :1968.92
3.3.2	Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years Answer before DVV Verification : Answer After DVV Verification :119 Remark : Edited as per clarification provided
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
3.4.2	Total number of Patents awarded during the last five years Answer before DVV Verification : 106 Answer After DVV Verification :26
3.4.4	Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years 3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years Answer before DVV Verification : 604 Answer after DVV Verification: 179

3.4.5	Number of books and chapters in edited volumes published per teacher during the last five years 3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 2259 Answer after DVV Verification: 2005 Remark : Edited excluding repeat count of ISBN numbers.																				
3.6.2	Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years 3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years. Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>31</td><td>28</td><td>26</td><td>25</td><td>32</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>9</td><td>6</td><td>6</td><td>4</td><td>6</td></tr></table> Remark : Input edited by considering only extension & Outreach programs.	2023-24	2022-23	2021-22	2020-21	2019-20	31	28	26	25	32	2023-24	2022-23	2021-22	2020-21	2019-20	9	6	6	4	6
2023-24	2022-23	2021-22	2020-21	2019-20																	
31	28	26	25	32																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
9	6	6	4	6																	
3.7.1	Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years Answer before DVV Verification : Answer After DVV Verification :80 Remark : Edited as per documents provided.																				
4.1.2	Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years 4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>310.09</td><td>279.61</td><td>107.56</td><td>50.26</td><td>309.60</td></tr></table> Answer After DVV Verification :	2023-24	2022-23	2021-22	2020-21	2019-20	310.09	279.61	107.56	50.26	309.60										
2023-24	2022-23	2021-22	2020-21	2019-20																	
310.09	279.61	107.56	50.26	309.60																	

2023-24	2022-23	2021-22	2020-21	2019-20
299.00	260.25	107.56	50.24	15.74

Remark : Edited as per audited statement provided.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
47.43	44.89	22.41	11.16	32.62

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
26.19	17.17	4.08	0.40	8.39

Remark : Edited as per Income & Expenditure statement provided.

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

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

Answer before DVV Verification : 923

Answer after DVV Verification: 825

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
333.11	124.80	95.83	91.37	138.80

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
28.82	37.29	40.01	69.83	109.79

Remark : Edited as per Income & Expenditure statement provided.

5.2.1	Percentage of placement of outgoing students during the last five years 5.2.1.1. <i>Number of outgoing students placed year wise during the last five years</i> Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>435</td><td>195</td><td>137</td><td>147</td><td>85</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>435</td><td>142</td><td>190</td><td>90</td><td>85</td></tr></table> Remark : Edited as per list provided.	2023-24	2022-23	2021-22	2020-21	2019-20	435	195	137	147	85	2023-24	2022-23	2021-22	2020-21	2019-20	435	142	190	90	85
2023-24	2022-23	2021-22	2020-21	2019-20																	
435	195	137	147	85																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
435	142	190	90	85																	
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.) 5.2.3.1. <i>Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)</i> Answer before DVV Verification : 34 Answer after DVV Verification: 5																				
5.3.1	Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years 5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>94</td><td>49</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>6</td><td>29</td><td>3</td><td>0</td><td>0</td></tr></table> Remark : Edited as per Data Template. NOTE:- Participation certificate not considered.	2023-24	2022-23	2021-22	2020-21	2019-20	94	49	0	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	6	29	3	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
94	49	0	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
6	29	3	0	0																	
6.3.2	Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years																				

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
90	200	109	09	48

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
89	119	109	09	48

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

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : Edited as per documents provided.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of full time teachers in the institution year wise during the last five years Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>170</td><td>120</td><td>115</td><td>90</td><td>62</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>156</td><td>120</td><td>115</td><td>90</td><td>62</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	170	120	115	90	62	2023-24	2022-23	2021-22	2020-21	2019-20	156	120	115	90	62
2023-24	2022-23	2021-22	2020-21	2019-20																	
170	120	115	90	62																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
156	120	115	90	62																	
2.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>793.59</td><td>628.18</td><td>413.33</td><td>184.01</td><td>561.60</td></tr></table> Answer After DVV Verification:	2023-24	2022-23	2021-22	2020-21	2019-20	793.59	628.18	413.33	184.01	561.60										
2023-24	2022-23	2021-22	2020-21	2019-20																	
793.59	628.18	413.33	184.01	561.60																	

2023-24	2022-23	2021-22	2020-21	2019-20
527.17	433.37	357.62	174.60	291.48