SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY

BUDHERA, GURUGRAM-BADLI ROAD, GURUGRAM-122505, HARYANA, INDIA
122505
www.sgtuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SGT (Shree Guru Gobind Singh Tricentenary) University is a State Private University, situated at Budhera, Badli road, Gurugram, NCR Delhi, Haryana under the parasol of Dashmesh Educational Charitable Trust, founded in 1999. The seed of SGT, as an institution, was planted as SGT Dental College, Hospital and Research Institute in 2002, which developed to be a promising institution in Delhi-NCR and led to the growth of Faculties of Physiotherapy, Nursing and Medical Sciences. Subsequently, with the continued addition of different disciplines, the status of university was conferred on 24th January 2013 through the Haryana Private Universities (Amendment) Act No. 8 of 2013.

The founding mission for Dashmesh Educational Charitable trust was "**Access to Quality**" and "**Education for all**" propagating the message of Shree Guru Gobind Singh Ji, the great philosopher and social reformer that says, "**Spread of learning is the best service to mankind**".

The University is driven by its vision and mission and has expanded its roots in 18 different disciplines in just 8 years and continues to stride forward in the areas of medical and allied education and research to fulfil the desired objectives.

The University believes in nurturing excellence in the students as well as the faculty members. The University strives to inculcate the skills and ethical behaviour in the next generation leaders for a good cultural fit along with the right academic background.

The University supports the faculty and gives ample opportunities to hone the professional and administrative skills of the faculties by making them independent and involving them in various committees and bodies to participate in the decisions and policy making process.

The university also scaled horizontally by establishing research centres like NRSC- National Reference Simulation Centre, CRC-Corporate Resource, CCSP- Centre for Cosmology Science & Popularisation, EDC-Entrepreneurship Development Centre and ACIC- Atal Community Innovation Centre, Centre for Pedagogy & Andragogy Sciences have been established for focused attention and holistic development of students, faculty members and Nation as well.

The University underwent Quality audit by QS I Gauge at the completion of 5 years in 2018 where it became the youngest University to be rated as "GOLD" Category. The University showed great promise in the areas of Teaching and Learning, Employability, Facilities and Social responsibility which resulted as   rating as "DIAMOND" in 2022.

Vision

"To nurture individual's excellence through value based, cross-cultural, integrated and holistic education adopting the contemporary and advanced means blended with ethical values to contribute to

building a peaceful and sustainable global civilization".

Mission

To impart higher education at par with global standards that meets the changing needs of the society. To provide access to quality education and to improve quality of life, both at individual and community levels with advancing knowledge in all fields through innovations and ethical research.

To actively engage with and promote growth and welfare of the surrounding community through suitable extension and outreach activities.

To develop socially responsible citizens, fostering ethical values and compassion through participation in community engagement, extension, and promotion activities.

To create a competitive and coordinated environment wherein the individual develops skills and a lifelong learning attitude to excel in their endeavours.

To develop Centres of Excellence culminating in achieving cutting-edge technology in all fields.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Multidisciplinary University having 18 different faculties under one roof providing excellent opportunity for academic interaction and integrated research.

2. 66.13 acres of lush green, Wi-Fi enabled campus with 5 teaching blocks and residential blocks containing facilities to assist in day-to-day requirements of its residents and students.

3. Conducive, environment friendly and pollution free campus facilitating focused learning by the students free from the hustle-bustle and distractions of the city.

4. Adoption of student centric pedagogy techniques.

5. Annual updating of syllabus and curriculum to be at par with global standards.

6. Adoption of choice-based credit system with electives and value-added courses.

7. State of art Medical, Dental, Ayurveda and naturopathy & yoga Hospital to cater the health care needs of the community.

8. Adoption of Budhera village and community extension activities in the neighbouring 50 villages.

9. A Dedicated centre "Nav-Muskaan" for cleft lip and palate treatment recognized by SMILE TRAIN providing free treatment to cleft patients at all the stages of treatment.

10. Experienced, qualified, competent, and research-oriented faculty.

11. State of art "National Reference Simulation Centre" in collaboration with Laerdal, Jhpiego and INC to promote skill-based learning in the health-related faculties.

12. Separate Centre for Languages and communications for improving the language and soft skills of the students. Proactive Internal Quality Assurance Cell to facilitate the quality initiatives.

13. Regular conduction of Professional development programs for the faculty member

14. Strong Industry academia interaction with industry led programs and labs e.g., IBM lab, Apple lab.

15. Corporate Resource Centre for effective placements of students.

16. Creation of question bank and generation of question paper through software.

17. Development of institutional e-learning portal.

18. Promotion of research activities among students and faculty members.

19. Acknowledgment of the efforts of students and faculty for research and publications through awards and incentives.

20. Publication of its own journal "Indian Journal of Health Sciences and Care" which is peer reviewed and indexed in various National Databases.

Institutional Weakness

1. Lack of International faculty members and students.

2. Difficult to attract significant research funds from Government agencies being a Private University.

3. Lack of fully residential campus.

4. Lack of regular city transport to and fro from the city for the community.

5. Faculty shift due to mushrooming of newer universities and institutions.

Institutional Opportunity

1. The next-door neighbour National Cancer Institute, AIIMS, Jhajjar shall provide us an opportunity in the field of collaborative teaching, patient care and research.

2. The location of university gives excellent opportunity to serve the rural community of Haryana.

3. Student and faculty exchange from International Universities.

4. To get consultancy services strengthened.

5. Development of strong alumni network.

6. Strengthening Industrial interaction with the industries in Gurugram and surrounding area.

Institutional Challenge

1. Lack of liberal and democratic interaction between the statutory regulations and the University.

2. Fierce competition with the contemporary Universities as Gurugram being an Education Hub.

3. Attracting foreign students and faculty particularly from developed world.

4. The ever-changing learning resources and pedagogic techniques.

5. The ever-increasing knowledge content and skills due to fast development in medical science and technology putting academic pressure on the University to keep it updated.

6. The rural students admitted in the institution lack in communication skills.

7. Strict regulations on collaboration and exchange with the Universities of the developed world.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University has 18 different faculties providing about 188 programmes and around 5000 courses. All the programmes offered by the University have well defined outcomes that are relevant to the needs of the society at national and international levels and as per the provisions of the regulatory bodies.

The curriculum of these programmes has been developed as per the industrial requirements and is benchmarked with that of the contemporary institutions in alignment with the requirements prescribed by the statutory bodies.

The process of syllabus and curriculum revision is well defined, incorporating the inputs from stakeholders namely students, teachers, alumni, parents, and employers. The feedback is analysed and based on the result of the responses received together with the changing industrial and societal demands and opinions of the external experts in the board of studies, the revisions in the syllabus and curriculum are done. The revised syllabus and curriculum are put forth to the Academic council for approval and further implementation.

In the last 5 years, about 99.4% of the programs underwent revision of the syllabus and curriculum and 75 new programs have been introduced indicating the constant updating of the curriculum as per the changing demands of the industry and community.

Majority of the programs offered by university have 100% skill-based courses with focus on employability indicating the focused vision of the University in producing the skilled manpower.

The University curriculum is enriched with incorporation of crosscutting issues and has also offered around 300 multidisciplinary and value added courses in the last 5 years. The hands-on training through internships and field projects is given due importance as evident through the 90% of students undertaking these in the last academic year.

The University also follows the Choice Based Credit System in about 65% of the programmes to allow the students to choose from the prescribed university open electives.

Teaching-learning and Evaluation

The faculty student ratio of our university is around 1:9 which enables individual attention and guidance to each student. The University also has a robust mentor-mentee system to guide the students personally and academically.

The student profile of our university is diverse nationally with 50% of students from 28 representative states in the campus. These diverse students are catered individually with organization of special bridge courses and language courses. The remedial classes for slow learners and academic programmes for advanced learners are specially organized to satisfy the academic needs of each. A special undergraduate scholars club has been created to satisfy the advanced learning needs of the scholars.

The SGT University maintains 808 full time faculty members who are competent and well qualified with an average experience of 8 years. About 130 faculty members are distinguished with awards, recognition, and fellowships. The faculty profile is also diverse with representation of 25 states and Union territories.

The teaching and learning process of our university is student centric with adoption of fast pacing technology using ICT tools, and Enterprise resource planning software (ERP). The University has developed its online learning content and having more than 5000 LMS on its website for reference.

The University has also brought examination reforms in terms of equal weightage to theory (50%) and Practical's (50%) and the 40:60 ratio of formative and summative assessment in all programmes except those regulated by the statutory councils.

The Examination Cell maintains its timelines for the declaration of results within an average of 29 days. The overall pass percentage of students in the last 5 years is about 91% and less than 1% of students had grievances about the evaluation. The Evaluation related grievance redressal mechanism followed in the Institution is double valuation with appeal process for retotalling.

Research, Innovations and Extension

University has established a central research committee headed by Dean, Research and Development. A well-defined Research policy, consultancy policy, IPR policy and anti-plagiarism policy is in place for smooth conduction of research activities.

Promotion of Research and Facilities: SGT University has a dedicated research promotion policy and is implemented in true spirit. The University sanctioned seed money to its faculty members and approx. Rs.788.23 Lakhs have been sanctioned for the 1235 seed money projects during the last five academic years.

The university has dedicated facilities for research & innovation like state-of-the-art labs, museums, media studios, moot-courts, its own 850+ bed capacity hospital, Centre of Excellence (NRSC, CEASP, CCSP), ACIC for Innovation, and IIC-MHRD/SGTU Chapter, etc. National Reference Simulation Centre (NRSC) is Asia's one and only National Reference Centre. More than 50% of departments of the University are duly recognized by the Govt./Non-Govt. agencies like DST, DSIR, SERB, ICMR, UNESCO, BIRAC, etc.

Resource Mobilization for Research: The University's research-oriented faculty members were able to capture 44 research, and consultancy projects from the Govt. & Non-Govt. Organizations, which boasts total funding of Rs. 462.44 Lakhs in the past five years.

Innovation Ecosystem: The faculty members/students are striving hard to research & innovation and focusing on quality research/innovation outcomes. In line with the same, 121 patents have been published till 31st August 2022. The University has a dedicated Innovation Centre called ACIC which successfully mentored 40 start-ups of faculty members/students. The University has also implemented the IPR & Perspective Policy in the true sense.

Research Publications and Awards: Faculty members have been focused on research publications, which converted into more than 1904 SCOPUS/WOS/PUBMED publications. The faculty members, consolidated, published more than 2900 research papers/Book Chapters/Conference Proceedings in UGC CARE and other recognised journals during the last five years. The university h index is 18.5.

Consultancy: The University has successfully implemented its Consultancy Policy and faculty members have significantly contributed towards a total no. of 29 consultancy projects of the University raising approx. funding of Rs. 177.94 Lakh in the past five years.

Extension Activities: SGT University is committed to its social responsibilities and helping the community to rise on the ground; continuously contributing cross-cutting issues like health & hygiene awareness, delivery of free/subsidized health care to the local community, socio-economic development issues and of course awareness and education on the environmental issues. The university has conducted more than 1300 extension activities, apart from curriculum, during the last five years. The university had constituted various clubs, NSS, NCC and other departments dedicatedly helping the neighbouring community on the ground. SGT University has made approx. 50 Lakh per annum on such activities and such activities of the university has been recognized by Govt. & Non-Govt. agencies.

Collaboration: The University has a total number of 40 functional academic MOUs with national and international institutions and various student-faculty exchange, research, and innovation activities have been organized under the collaborations. The various departments of the university have conducted more than 832 activities in collaboration with various institutions/agencies/industries.

Infrastructure and Learning Resources

The University is spread over 66.13 acres in the rural area of Gurugram. The University has state of art Medical, Dental and Ayurveda hospitals to cater the health care needs of more than lakh patients every year.

The academic state of art infrastructure includes 219 classrooms & seminar halls, 173 laboratories and 975 computers are used for academic purposes catering to all the students and faculty members. All the laboratories are equipped with modern, modular, and functional workspaces and all the classrooms are well furnished with ICT facilities to give the best learning experience to the students and faculty members.

A state of art National Reference Simulation lab for health domain learning has been established which has a range of trainers from simple task trainers to the most complex, interactive, computer-based training units to provide learning by simulated clinical/controlled conditions.

The University has a dedicated cleft lip and palate centre by the name "NavMuskaan" to address different aspects of cleft care at different stages of a child's life. To inculcate the human and ethical values among the SGTians, the University organizes programs and activities related to human values, human rights and offers value added courses on Professional ethics and Human values for its students.

The University has excellent facilities for sports and extracurricular activities as well as well-equipped auditoriums, studios and all indoor and outdoor sports facilities which helps the students to enjoy the campus life. The University has spent almost Rs.297.24 crores for infrastructure augmentation in the last 5 years.

The University's Library and educational resources are well equipped and enriched with adequate literature in terms of books, journals, special reports, and manuscripts pertaining to each discipline. There are in total 6 central libraries and multiple departmental libraries with approximately 77808 total books, 2503 hard bound journals, 3700+ online journals, 20,000+ e-books, 257 rare books, 935 special collections and 634 dissertations to support and guide the students and faculty members of the University.

Apart from printed content, the University has a robust digital library with multiple databases like ProQuest, J-Gate, SCC Online, DELNET, Health and Medical Collection, EBSCO-Host etc. The library is automated with library management software and has collaborated with Shodhganga for the online repository of dissertations. Separate reading rooms are also associated with libraries to facilitate effective usage by students and faculty members.

The IT infrastructure is excellent with 24X7 Wi-Fi facility throughout the campus with a bandwidth of 2.5 GBPS managed by a separate IT section. Facilities have been created to develop institutional LMS, the e-content for ERP and institutional e-learning portal.

Student Support and Progression

The University has a well-established student support system in terms of scholarships, student welfare, grievance redressal, personal and professional guidance through mentorship, alumni engagement etc. Well defined guidelines for awarding scholarships to the meritorious students and economically weaker students are in place. More than Rs 3.73 crores have been provided as scholarships through which 8305 students have been benefited in the last 5 years.

Apart from scholarships, the scholars are also awarded for their outstanding performances in academics and research projects for the overall holistic development of the student and several capability enhancement and development schemes are also provided as under:

1. **Centre for Languages and Communication (CLC)**: Conducts language labs and training for English, German, French, communication skills and soft skills.

2. **Corporate resource Centre (CRC)**: Conducts regular counselling sessions and workshops for soft skills, facing interviews and interaction with the industries for effective placements.

3. **Academic Associations** composed of faculty members and students organize and conduct multiple academic activities for students.

4. **Academic counsellors**, apart from CRC, are there in the faculty who guide the students about the various career prospects.

5. **Mentor-mentee system:** A robust University level mentor-mentee system with the facility of clinical psychologist in the campus provides personal counselling to the students to resolve the personal/peer issues.

The guidance and skill-based training provided through the student-centric curriculum and the industry academia interaction resulted in an average of 70% placements of students in the last 5 years. The students are encouraged to participate in the cultural and extracurricular activities as reflected by acquisition of more than 400 awards by the students in various cultural, sports, competitions.

The University has a well-organized and registered alumni association which meets regularly, gives feedback about curriculum, and is also represented in IQAC, Institution innovation council & Board of studies. The alumni contribution was utilized in the development of infrastructure for the National Reference Simulation Lab, Library Books, and sports facilities. University also has an internal complaints committee and an anti-ragging committee to resolve the grievances related to these issues.

Governance, Leadership and Management

The University has a well-defined organizational structure with highly competent, experienced and well qualified administrators who perform their duties efficiently and consciously to provide a highly effective Governance and leadership at all levels.

Multiple committees function as per the statutes as reflected in the minutes of meeting of each. The University strongly believes in participative management with delegation of powers at each level and involvement of faculty members in all administrative bodies and committees.

A well-defined vision and mission are in place across the entire University and its disciplines.

Effective welfare measures for the teaching and non-teaching staff are provided in terms of financial schemes, recreation, and academic growth. Annual Fun-games, Cultural fests and excursion trips are organized for the faculty members and non-teaching staff to break the monotonous routine, to facilitate healthy interaction among all the staff members to develop and maintain a cohesive work environment.

Appropriate academic leaves and financial assistance for attending national and international conferences and research incentives are given to encourage and motivate the faculty in all academic pursuits. More than 300 faculty members have availed financial support for conference participation and professional membership fee in India and abroad in the last 5 years.

The University conducted more than 400 capacity building programmes in last 5 years for teaching and non-teaching faculty for the professional growth & development. A well-defined performance appraisal system for teaching and non-teaching staff is in place.

The principle financial resource mobilization is through student's fees, sponsorship/donation, and consultancy. The administrative set up utilizes e-governance through ERP and other appropriate software in the areas of HR, Finance, Hospital administration, General administration, and Examination cell.

University has a proactive Internal Quality Assurance Cell (IQAC) which is actively engaged in compliance of academic and administrative standards as envisaged by UGC. The IQAC is composed of administrators, academicians, external experts, representatives from alumni and members of the management.

Multiple quality assurance initiatives have been undertaken by IQAC in the last academic year in the field of syllabus and curriculum revision, pedagogic techniques, examination reforms, collaborations, NIRF and Quality audit by QS I-Gauge and conferences on gender sensitization, know your rights and quality awareness to name a few.

Institutional Values and Best Practices

The University is conscious of its values and its responsibility towards the community, environment and society in general and tries to inculcate the same among all its students and staff members.

The University believes in gender equality which is reflective in the 1:1 male female ratio of students and faculty.

The University regularly conducts programs on gender sensitization, know your rights and quality awareness for students, faculty members and non-teaching staff for maintaining cordial environment in the campus.

The University takes all relevant measures to have an environment friendly campus including the use of renewable energy, proper waste management and disposal, water conservation, green audit, paperless administration, plastic free and No-Smoking campus. Regular environment and energy audits are also conducted to facilitate the maintenance of green campus.

The University also has appropriate infrastructure to facilitate the differently abled individuals including the provision of lifts, ramps, tactile path, and toilets in each academic block.

The student centric curriculum and the participation of the students in all cultural and extra-curricular activities and administrative committees facilitates the development of leadership skills and critical thinking among the students and nurtures them into skilled human resource required for the growth and development of our Nation.

As a part of Corporate Social responsibility, University has adopted Village Budhera and engaged nearby villages for community extension services. University has received several accolades and recognitions from government and non-government sources in community engagement.

The extension activities of the University are par excellence and is also one of the best practices of the University with adoption of various nearby villages and conduction of daily health camps, free medical and dental check-ups, and awareness programs in village schools in the neighbouring region.

All the days of national importance and birth and death anniversaries of eminent personalities are celebrated to inspire the youth.

University has done more than 1700 extension and outreach programs in collaboration with industry, community, and NGOs with the participation of about 69% students. The University has also established a separate Community Action Group (CAG) to increase the awareness, education, and entrepreneurship among the surrounding villages.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY
Address	Budhera, Gurugram-Badli Road, Gurugram-122505, Haryana, India
City	Gurugram
State	Haryana
Pin	122505
Website	www.sgtuniversity.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	O. P. Kalra	0124-2278185	9810814107	-	director.iqac@sgtuniversity.org
IQAC / CIQA coordinator	Satish Chander Sharma	0124-2278184	9319293793	-	director.iqac@sgtuniversity.org

Nature of University	
Nature of University	State Private University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	24-01-2013
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	24-09-2019	<u>View Document</u>
12B of UGC		
Section 3		

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	Budhera, Gurugram-Badli Road, Gurugram-122505, Haryana, India	Rural	63.11	159254.2	UG, PG, PHD, UG DIPLOMA, PG DIPLOMA, MPHIL		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
SRA program	Document	
NCTE	104832_10056_4_1669631831.pdf	
INC	104832_10056_7_1669631917.pdf	
BCI	104832_10056_8_1669631436.pdf	
RCI	104832_10056_19_1669632119.pdf	
MCI	104832_10056_2_1669632247.pdf	
CCIM	104832_10056_10_1669632385.pdf	
DCI	104832_10056_5_1669631789.pdf	
PCI	104832_10056_6_1670994750.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				172				139				488
Recruited	119	53	0	172	69	70	0	139	207	281	0	488
Yet to Recruit				0				0				0
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				9				72				50
Recruited	5	4	0	9	20	52	0	72	24	26	0	50
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				1475
Recruited	1005	470	0	1475
Yet to Recruit				0
On Contract	432	147	0	579

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				477
Recruited	413	64	0	477
Yet to Recruit				0
On Contract	52	1	0	53

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	3	1	0	1	0	0	5	4	0	14
Ph.D.	50	14	0	38	25	0	50	59	0	236
M.Phil.	0	0	0	0	0	0	2	10	0	12
PG	66	38	0	30	45	0	150	208	0	537
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	1	1	0	2
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	5	4	0	20	52	0	23	25	0	129
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/M CH	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

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

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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/M CH	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

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Shree Guru Gobind Singh Tricentenary University	UNESCO Chair in Bioethics Haifa	Shree Guru Gobind Singh Tricentenary University

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	1326	1224	0	0	2550
	Female	1269	1324	0	5	2598
	Others	0	0	0	0	0
PG	Male	202	260	0	0	462
	Female	339	299	0	0	638
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	2	0	0	3
	Female	4	9	0	0	13
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	28	35	0	0	63
	Female	73	84	0	0	157
	Others	0	0	0	0	0
Diploma	Male	71	77	0	0	148
	Female	67	109	0	0	176
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	10	9	0	0	19
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	125	80	0	0	205
Female	59	42	0	0	101
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
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

General Facilities	
Campus Type: Budhera, Gurugram-Badli Road, Gurugram-122505, Haryana, India	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**

* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	**208**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**358**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	**SECURITY, CCTV CAMERAS, LADY GUARDS, E-VEHICLES, OXYGEN PLANT, SPECIAL FACILITY FOR COVID PATIENTS, BIOGAS PLANT, STP**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	3	466
* Girls's hostel	7	715
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	179

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	**Number Programs Conducted**	**Duration in Months**
* Induction	0	0
* Orientation	0	0
* Refresher	0	0
* Post Graduate	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a. Creation of a Multidisciplinary University Umbrella within the CBCS Framework: A University Umbrella consisting of 217 and 225 Multidisciplinary Generic Electives (MGE), AECC, VAC and SEC was offered by 18 Schools of the University in 2021–22 and 2022–2023, respectively. The proposed University Umbrella gives an opportunity for multi and interdisciplinary learning. b. Introduction of the concept of Majors and Minors to promote Interdisciplinarity: The concept of Major and Minor was introduced in the Faculty of Engineering and Technology in 2021–2022. From the 2023-2024 academic sessions onwards, the major and minor distinctions will be made for most of the appropriate programmes. Any student pursuing a four-year undergraduate programme in a specific discipline will be awarded an appropriate degree with a Major in that discipline on completion of a minimum of 55% core credits and a Minor in a discipline on completion of a minimum of 20-24 of a particular specialization. c. Integration of Humanities and Social Sciences with STEM: SGTU has made available and introduced new courses from humanities and social science courses from 2022-2023 under the university umbrella. Some of these courses are: Applied Sociology, Schools of Economic Thought, Health Economics, India Through the Ages, Culture and Heritage of India, Indian Political thought, etc. d. Interdisciplinary Teaching-Learning: To foster an interdisciplinary environment, the university plans to create a 'Forum for Interdisciplinary Dialogue' to enhance academic and research interactions between Medical and Non-

	Medical faculties.
2. Academic bank of credits (ABC):	Necessary steps will be taken after NAAC accreditation.
3. Skill development:	a. Project-based Learning is an integral part of SGTU's academic and research environment. University organizes annual Tech Fest - SYNREGY. It is a continuous yearlong activity where the focus is on the skill development of students. In the recent edition, SYNERGY 2022, more than 300 student-led projects were displayed. b. Skill Enhancement Courses: Out of the 225 courses provided in the University Umbrella, 87 SECs/VACs are specifically focussed on skill enhancement. Through AECC, VAC and SEC, the university also provides an opportunity for students to hone their Social and Emotional Skills, Human Values and Ethics. c. SGTU houses ACIC (Atal Community Innovation Centre) and IIC (Institution's Innovation Council), which are responsible for tie-ups with industry and academic experts for in-demand skill development of students. d. Curriculum Redesign to integrate: Industry Relevant, Entrepreneurial, and Sustainable Life Skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	a. All the faculty members are oriented once towards the integration of IKS. b. Hindi and Sanskrit language is available to all students. c. Paper setting and evaluation in Hindi. d. Proposed Integration of IKS in 2023-2024: i. Curriculum (Integration of at least one module in the syllabus on the subject related to IKS) ii. Pedagogy (Inclusive of local context) iii. Research (Mandatory inclusion of a section on IKS in RoL) iv. University Ecosystem (Renaming of Auditoriums, Lecture halls, Labs, Blocks, grounds, etc.)
5. Focus on Outcome based education (OBE):	a. Identification and Mapping of LOs, POs and PSOs is complete for most schools. b. Proposed Learning Outcomes to inculcate capacities like: Cooperation, Culture, Humility, Fearlessness, Faith, Empathy, Oneness, Contribution.
6. Distance education/online education:	Necessary steps will be taken after NAAC accreditation.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club has been set up in Shree Guru Gobind Singh Tricentenary University, Gurugram, Haryana.
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?	Dr. Rakesh Kumari Malik, Assistant Professor, Faculty of Law is appointed as Nodal Officer and 02 student coordinators have been appointed by the University. The ELC of the University is fully functional and all representatives are in their active character.
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.	Since university's Electoral Literacy Club has been came in formation recently and planned its annual activities wherein the 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 the conduct of polls, voter awareness campaigns, promotion of ethical voting, enhancing the participation of the underprivileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. is essential to achieve the objective of the club.
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.	The ELC of the Shree Guru Gobind Singh Tricentenary University has already planned it's socially relevant projects/initiatives to be taken by University in electoral-related issues especially research projects, surveys, awareness drives, creating content, and publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.
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.	Most of the students having their age above 18 years are already enrolled in the valid list of voters in their respective states. The university, from time to time, through various awareness programs, promotes enrolling themselves under the voter roll of their respective state.

Extended Profile

1 Program

1.1

Number of all programs offered by the institution during the last five years

Response: 130

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Students

2.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6809	6264	6047	4834	4661

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of graduated students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1664	1379	1510	1017	534

File Description	Document
Institutional data in prescribed format	[View Document](#)

3 Teachers

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
705	681	638	587	572

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
808	761	690	674	616
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
10317	9615	9641	8937	8176
File Description		Document		
Institutional data in prescribed format		View Document		

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, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Response:

SGT University is a multidisciplinary University offering 170+ programs including UG, PG, M.Phil, Diploma and Ph.D programmes and about 5200+ courses.

Before framing, reframing and or transforming any particular item in the curriculum of a program, a thorough review through brain storming, focus group discussions, formal and informal discussions with the stakeholders are conducted. Based on the outcome of the discussion, the needs, demands, challenges, evolving trends in diverse fields are addressed.

The **local needs** are determined by the feedback obtained from the most important stakeholders i.e the students and teachers. The **regional needs** are determined by the continuous feedback from the employers, professsionals, alumni and industry experts that are part of the Board of Studies constituted for each department. The **National needs** as envisioned through national policies such as the National Education Policy 2020 are thoroughly discussed and brainstormed during the academic deliberations and based on these well- defined programme outcomes (PO) and course outcomes (CO) are designed and mapped for each program.

These outcomes in turn reflects the vision and mission statement of the University. Meticulous planning in knitting these outcomes with the curricula and syllabi are done in accordance with regulatory councils and benchmarked with reputed national and international institutions for addressing the **global needs**.

Keeping in mind the latest trends in education and changing requirements of industry, experts from the academia and industries are regularly called upon for devising and revising the educational objectives, learning outcomes, goals and strategies for courses and programmes. The board of studies is reformed every three years to foster intellectual growth by updated inputs in the designing of new curriculum and the revision of the existing ones. The recommendations from the Board of Studies are put forth for the ratification by the apex body of the University i.e the Academic council. The Academic council and BOS members ensure that the curriculum of every programme has relevance to the local/national/regional/global developmental needs.

SGT University focuses on enhancing the higher levels of learning including synthesis of new knowledge or practice from an existing knowledge by adding translational value to the existing syllabi. Choice Based Credit System is another addition to the educational framework that aids the students to exercise their freedom in selecting various courses of interest to pursue their passion. Various initiatives such as summer training, case study reports, activity based training, etc. are also an integral part of the curriculum. University also focuses on building life skills of the students by exercising various policies proposed by the Government of India. SGT University thereby is keen in continuously revising its curricula approved by

BOS which facilitates to uphold the quality of the education facilitated to cater the needs of the society.

File Description	Document
Any additional information	[View Document](#)
Link for Outcome analysis of POs, COs	[View Document](#)
Link for Curricula implemented by the University	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 80

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

Response: 104

File Description	Document
Syllabus prior and post revision of the courses	[View Document](#)
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the revised Curricula/Syllabi of the programmes during the last five years	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years

Response:

Competency, employability, entrepreneurship and skill development are the major attributes of curriculum that determine the translational value of a course. University offers about 5200+ courses and the syllabi of each of them is framed to cover atleast one of these attributes.

The professional degree programs like in Medical Sciences, Dental Sciences, Nursing, Physiotherapy, Behavioural Sciences, Pharmacy, Indian Medical System, Allied Health Sciences, Mass communication, Hotel Management have 100% courses focusing on these key elements.

Competency: All the courses in all the programs are oriented to increase the competency of the student in the respective discipline. The **competency based curriculum** as advocated by the National Medical Commission is implemented in the Medical Sciences. The three domains of educational process namely cognitive, affective and psychomotor are given due importance in the framing of syllabi and curriculum of all programs governed by regulatory authority or University. Apart from discipline specific competency, competency in communication skills, Research and innovation skills is developed through specific courses as well as through conduction of multiple seminars and workshops. The annual innovation technical fest **"Synergy"** fosters the innovation and provides a platform to develop diverse skills.

Employability: Employability skills involve teamwork, critical thinking, work ethics and communication skills apart from competency. To develop teamwork and critical thinking, multiple curricular and research projects are given to students. University offers Soft skills and communication course as a mandatory ability enhancement course in all the programs that are not governed by regulatory councils. Apart from this, University has a dedicated **Corporate resource Centre(CRC)** which provides numerous internships and placement opportunities to the students within and outside the campus. CRC also conducts specific training sessions on resume writing, presentation and interview skills to make the students employment ready.

Entrepreneurship: It involves the ability to lead, build and manage self-started work. University fosters innovation and leadership among students by providing them numerous platforms through the **Institution Innovation Council(IIC)** and **Atal Community Innovation Centre(ACIC)** to develop the new ideas and providing the necessary mentoring and financial support. Also, Business simulation workshops are regularly conducted for students of commerce and management to develop their business management skills.

Skill Development: The program curricula focuses on practical training of the students and thus 50% marks weightage has been given to practicals across all programs. Industry academia interactions, field visits provide real-time opportunity and learning experience to students. The mandatory internships across all the programs gives ample practical exposure and opportunity for industrial skill development. **APPLE lab** and **IBM lab** have been established in Faculty of Engineering and Technology to transform the students into industry ready professionals. A state of art **National Reference Simulation Centre** has been established to provide hands on training to the nursing, medical and paramedical students. Dissertations are incorporated in the postgraduate curriculum to improve the students' analytical, cognitive and academic writing abilities. University has also signed various MOUs with reputed national and international educational, research and industrial training institutes so that students can get exposure to the real world.

File Description	Document
Link for MOUs with Institutions / Industries for offering these courses	[View Document](#)
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	[View Document](#)
Link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).

Response: 97.03

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 98

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 101

File Description	Document
University letter mandating implementation of CBCS by the institution	[View Document](#)
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	[View Document](#)
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Document for Structure of Programs mentioning the Credit Allocation and Elective options	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 46.15

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 60

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	[View Document](#)
List of the new Programmes introduced during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 47.2

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 10130

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 21464

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	[View Document](#)
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and

Professional Ethics in the curricula

Response:

SGT University has integrated the cross cutting issues in the curriculum through introduction of specific courses which enhance professional competencies as well as through conduction of various programmes addressing social issues and human rights. This facilitates the holistic development of a student inculcating moral values, ethics, awareness about the environment.

Gender sensitivity:

Various courses under different programs focuses on gender sensitivity by addressing issues related to gender specific context. Seminars, awareness programs, street plays, workshops, outreach activities are conducted that provide a platform to interact, respect, and mingle with different levels and thoughts of the people.

Human values and professional ethics:

SGT University is dedicated to promoting human values and professional ethics by designing Professional ethics and human values courses for all the faculties. University also has established a UNESCO Bioethics Unit affiliated to UNESCO Chair in Bioethics, Haifa to conduct various activities focusing on increasing the awareness about ethical issues. Various faculties under the University cater the activities related to human values and professional ethics through their respective courses included under the curricula.

Environment and sustainability:

Environmental health and awareness is a concept that SGT University upholds through providing awareness lectures, industrial visits, conducting programs and celebrating World Water Day, World Environment Day, World Earth Day, Ozone Day, etc. Specific Environmental studies course is offered in different non-council governed programs that cover this key area by addressing them through their curricula. The medical and paramedical courses also include topics and continuous activities related to waste segregation and disposal, reduction of waste, etc.

Health determinant:

University addresses the social and economic environment, the physical environment, and the person's individual characteristics and behaviors through various programmes. They also focus on addressing issues related to Income and social status, Education, Physical environment, Social support networks, Genetics, Health services, and Gender which are also factors that determine the health.

Right to health issues:

With evolving changes in various realms of human life, challenges have been faced regarding the right to health. The curricula of preventive and social medicine, community health nursing, public health dentistry

etc. addresses an individual's right and access to health determinants such as safe drinking water, food, nutrition, working environment, freedom of treatment, various health entitlements and services, health related goods and facilities, etc.

Emerging demographic change:

Medical courses under various programmes in the University addresses this issues of emerging demographic changes, such as variation in birth and death rates influenced by multiple factors.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	[View Document](#)

Link for additional information	[View Document](#)	
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	[View Document](#)	
Link for list of courses that integrate crosscutting issues mentioned above	[View Document](#)	

1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 93

1.3.2.1 Number of value-added courses are added within the last five years

Response: 93

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	[View Document](#)
Any additional informatiom	[View Document](#)

1.3.3 Percentage of students successfully completed the value-added courses during the last five years

Response: 51.58

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable

and life skills offered year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5368	5416	2451	1423	101

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	View Document
Institutional data in prescribed format	View Document

1.3.4 Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

Response:

Curriculum enrichment involves activities that extend students education beyond their main course. SGT University, provides ample exposure to students to extend their knowledge beyond the prescribed curriculum.

Industry Internships and Field Visits: The internship programme facilitates students to gain fundamental exposure of working in the real world. It also allows students to apply knowledge, skill and theoretical practice gained in the University. An advantage of undertaking such externship/internship is that it trains young professionals about the specific industries/companies or hospitals specifically in which they are interested.

The Health related programs offered by the University like Dental, Medical, Ayurveda, Physiotherapy have compulsory rotatory internship program that is built into the program.

The students of Faculty of Nursing have to take up field work in respective areas. Further, these field works are both in-house and in external Industry organizations i.e Schools, Hospitals, Community areas & industries. Faculty of Commerce & Management is committed to deliver the value addition and provide field training to both UG and PG courses by offering various internship projects, short term courses and value addition courses time to time. Summer internship/ project work are incorporated in the curriculum of other faculties wherein students have to pursue and undergo for four to five weeks of industrial/corporate/ practical exposure. Similarly, Faculty of Engineering and Technology students take up a mandatory six months internship programme.

The students of the Faculty of Hotel and Tourism Management undergo 22 weeks of Industrial Training in reputed 5 star hotels once during their entire study term.

The students of the Faculty of Law undertake internship with reputed NGOs, Human Rights Commission, Disputes Redressal Commission, Law Firms etc. where they get practical exposure in implementation of

the theory taught in the classrooms. In the same way Faculty of Fashion and Design allots projects to every student of different programme in the starting of the semester to enhance their skills. Each and every student participates in field project/internship, market survey and community services. Faculty of Agriculture conducts trainings and internships along with village visits for the students periodically. Faculty of Allied Health Sciences conducts internship programs that helps the students to meet the real life challenges. Faculty of Education students undergo mandatory internships in schools.

Apart from Internships, field visits to various hospitals, industries, firms, plants and other academically important areas, according to each discipline, are regularly organized by faculty as well as students through academic associations created in each department.

Community postings:

The Medical, Dental, Nursing, Physiotherapy, Behavioural sciences and Ayurveda students are regularly posted in community extension and outreach activities organized including the health care camps, awareness camps, nukkad natak etc. to inculcate the values of social responsibility among the University students.

Research projects: University focuses on developing research potential of the undergraduate and postgraduate students through scholar research projects and dissertations respectively. Students showcase their research projects in various inhouse platforms like Synergy and external seminars and conferences through their scientific presentations and publications.

File Description	Document
Any additional information	[View Document](#)
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	[View Document](#)
Link for additional information	[View Document](#)

1.4 Feedback System

1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	[View Document](#)
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for feedback report from stakeholders	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 94.99

2.1.1.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1019	1009	1043	918	748

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1019	1087	1043	918	911

File Description	Document
Institutional data in prescribed format	[View Document](#)
Initial reservation of seats for admission	[View Document](#)
Final admission list published by the HEI	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Any additional information	[View Document](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	[View Document](#)

2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 37:1

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2021-22	2020-21	2019-20	2018-19	2017-18
31830	31755	28380	23567	18979

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2021-22	2020-21	2019-20	2018-19	2017-18
3755	3924	3794	3393	3441

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of No. of application received in each program	[View Document](#)
Document relating to Sanction of intake	[View Document](#)
Any additional information	[View Document](#)

2.1.3 *Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries*

Response: 51:1

2.1.3.1 Number of students from other states and countries year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1170	947	1162	1013	741

2.1.3.2 Total number of students enrolled in that year

2021-22	2020-21	2019-20	2018-19	2017-18
2348	1906	2216	1920	1439

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	[View Document](#)
List of students from other states and countries	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters are issued to the students enrolled from other States / Countries.	[View Document](#)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers   The Institution:

1. **Adopts measurable criteria to identify low performers.**
2. **Adopts measurable criteria to identify advanced learners**
3. **Organizes special programmes for low performers and advanced learners**
4. **Follows protocols to measure students' achievement**

Response: A. All of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	[View Document](#)
Methodology and Criteria for the assessment of Learning levels Details of special programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of outcome measures	[View Document](#)
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	[View Document](#)
Any additional information	[View Document](#)

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)

Response: 9.66

File Description	Document
List of students enrolled in the preceding academic year	[View Document](#)
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student-centric methods, are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Response:

Students, at SGT University, are considered the most significant stakeholders and keeping this into consideration, the university aspires to design the entire academic process, including curriculum's planning, delivery and evaluation.

Internal Quality Assurance Cell (IQAC) of the SGT University has also taken the initiatives in this direction to improvise the pedagogic techniques followed by each faculty for their respective courses and programs. Student-centered methods have been implemented throughout the University through faculty training via a series of demonstrations and Faculty Development programmes (FDPs).

Various methodologies that have been adopted to make the learning session interactive and maintain the interest of the students throughout the learning session.

1. Student's Interactive Session (SIS)

2. Student's Seminar(SS)

3. Teacher's Seminar

4. Project Based Learning (PBL)

5. Problem-Based Learning (PBL)

6. Case Studies

7. Integrated Teaching

8. Focus Group Discussion

9. Spot Group Discussion

10. Presentation cum Panel discussion

12. Fish Bowl Technique

13. Role Play

14. Simulation Technique

15. Tutorials

ICT Enabled Teaching-

The constant up-gradation of the ICT for the use of innovative pedagogic techniques has been the thrust area of the University. Well-equipped classrooms with smart boards, Language Labs, E-Learning resources, Webinar sessions, Video competencies, Online references, motivational talks, educational videos, and web references are also used by faculty to support the teaching-learning process. Faculty members are also encouraged to innovate and devise their own methods of teaching that involve the participation of students.

For **Simulation Training and hands-on training** of the students and faculty members, the National Simulation Reference Centre is set up through the consortium of the Indian Nursing Council (INC), Jhpiego, Laerdal Medical India and SGT University. Another simulation center is in pipeline to cater and support the needs of the students. Various simulation training to the students of medical and non-medical students and faculty members are provided through the mode of practical learning in their skilled labs. The consortium is quality and innovation-focused and research-driven in pursuit of an individual with experience in health science education; motivated to innovate, create, and prosper both nursing and inter-professional initiatives that support the NRSC. Projects, Internships, and Industrial visits also form part of a regular feature for practical and hands-on experiential learning for non-medical domain students.

To give the experience of **Blended learning** and to engage the students in activities during class hours, the University is also developing its online learning content through the creation of an Institutional e-learning portal https://elearning.sgtuniversity.ac.in. This makes the learning content easily accessible to the students anytime, anywhere. The Objectively Structured Clinical Examination (**OSCE**) and Objectively Structured Practical Examination (**OSPE**) in medical-related programs have been introduced mainly for formative assessments and many programs are regularly organized to train the faculty members in the same.

File Description	Document
Any additional information	[View Document](#)
Link for list of student-centric methods used for enhancing learning experiences	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning The Institution:

1. **Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.**
2. **Has advanced patient simulators for simulation-based training**

3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skills Laboratories	[View Document](#)
List of clinical skills training modals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	[View Document](#)
Details of training programs conducted and details of participants	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3 Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

To catch to the teaching and learning needs of the students, the required numbers of teachers have been appointed. All the teachers are using ICT tools for effective teaching with Learning Management Systems (LMS) and E-learning resources etc. ICT-enabled teaching includes Wi-Fi-enabled classrooms with LCD, Language Lab, Smart Classrooms, E-Learning resources, audio-video facilities, LCD screens etc. Almost all lecture theatres in University are equipped with internet connection and multi-media projection facilities. The university adopts modern pedagogy in line with emerging trends to enhance the teaching-learning process. The institution has the essential equipment's to support the faculty members and students and the entire faculty in their delivery of lectures liberally use these facilities to provide visual contents.

The University has also developed its own e-learning portal with regular updating of videos created in-house by the faculty members. The University is encouraging students and teachers to enroll for online course modules such as NPTEL, MOOCs and is also encouraging faculty to develop the e-content for these

platforms as well as for the Institutional database. Lecture PPTs are also made available in ERP which can be accessed through Wi-Fi /LAN connection by students within the campus including hostels. This makes all reading material and lectures available on 24x7 basis. The Learning Resource Centre (Library) of the University has rich collection of e-resources along with print resources. The guest lectures of eminent persons are also recorded to develop the core knowledge and for use in the teaching learning process.

The ICT enabled classrooms have encouraged all faculty members to adopt the modern methods of teaching and incorporate more of videos, animations, examples to have a better understanding by the students. It also leads to increased participation of the students in the classes by breaking the monotony of the didactic lecture. The e-learning, blended learning and webinar technology has also helped us to start value added courses for all the students of the university. The development of e-learning portal and availability of lecture material on ERP facilitates self-study by the students anytime and anywhere so that the doubts can be cleared during the class hours and practical activities can be done during teaching sessions when theoretical concepts have already been read. The institution also has state of the art auditoriums and studios with ultra-modern facilities that facilitates the transmission of live surgery sessions to a large audience and also enables two-way communication between the operator and the audience to clarify their doubts during each step of the procedure. These live surgical procedures have also been recorded to facilitate their usage for the teaching-learning sessions.

File Description	Document
Link of the details of ICT-enabled tools used for teaching and learning	View Document
Link for list of teachers using ICT-tools	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 15.76

2.3.4.1 Total number of mentors in the preceding academic year

Response: 432

File Description	Document
Records of mentors-mentee meetings.	[View Document](#)
Log Book of mentors	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of fulltime teachers/other recognized mentors	[View Document](#)
Copy of circular pertaining to the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI	[View Document](#)
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 89.83

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Faculty position sanction letters by the competent authority	[View Document](#)
Appointment letters of faculty during last five years	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 68.22

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2021-22	2020-21	2019-20	2018-19	2017-18
490	475	444	411	356

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	[View Document]()
Institutional data in prescribed format	[View Document]()
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	[View Document]()
Any additional information	[View Document]()

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 12.58

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 8866

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	[View Document]()
Institutional data in prescribed format	[View Document]()
Experience certificate of full time teacher	[View Document]()

2.4.4 Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 67.21

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
705	438	405	348	280

File Description	Document
Reports of the e-training programmes	[View Document](#)
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	[View Document](#)
List of e-contents / e courses / video lectures / demonstrations developed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
Any additional information	[View Document](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View Document](#)
Link for additional information	[View Document](#)

2.4.5 Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years

Response: 1.16

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
18	11	07	02	01

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters (scanned or soft copy)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[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 to the date of declaration of results during the last five years

Response: 28.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	29	30	28	31

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	[View Document](#)
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	11	24	00

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11344	13598	7907	9836	6450

File Description	Document
Reports of Examination Sections	[View Document]
Minutes of the grievance cell / relevant body	[View Document]
List of complaints / grievances year-wise during the last 5 years	[View Document]
Institutional data in prescribed format	[View Document]
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	[View Document]
Any additional information	[View Document]
Link for additional information	[View Document]

2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: ... The University adopts the following mechanism for the redressal of evaluation-related grievances. Options(Opt one which is applicable to you):

1. **Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**
2. **Double Valuation/Multiple valuation with appeal process for revaluation only**
3. **Double Valuation/Multiple valuation with appeal process for retotalling only**
4. **Single valuation and appeal process for revaluation**
5. **Grievance Redressal mechanism does not exist**

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	[View Document](#)
Link for additional information	[View Document](#)

2.5.4 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

Examinations are the most important part of academic activities, keeping this thought in mind SGT University has designed the whole Examination process very carefully. The following measures have been taken during the last five years in our examination system:

Continuous assessment:

For all programs, the class and mid-term tests are also conducted on the pattern of end-term examination by the respective departments. The evaluated sheets are shown to students for their satisfaction. Further, students are assessed using quizzes, case studies, student seminars, group discussions, etc.

Setting of question papers:

Question papers are designed as per the bloom taxonomy. A moderator for each question paper is appointed for the course and program outcome mapping and moderation. Each question paper scrutinized for errors and rectification well beforehand.

Online Examination Platform:

In the outbreak of the COVID-19 pandemic, SGTU conducted proctored Online Examinations with the sanctity of academic expectations and integrity of the examination process in a shorter period of time in compliance with CBCS requirements as prescribed by UGC. The university conducted the practical examinations and Viva-Voce Examinations through WebEx and MS Team for intermediate semesters.

Ph.D. submission and evaluation:

Ph.D. thesis are evaluated by two external examiners selected by the Vice-Chancellor from the panel recommended by the concerned BOS, one of whom should be from outside the state. The thesis are deposited on "Shodhganga" by the Central Library of the University.

Security features in Degrees/DMCs:

Degrees are got printed on tearless paper with the following new security features introduced in the Degrees/DMCs of the SGT university:

- Copy Void Features
- Security Design
- Micro-line
- Transparent Printing
- Sr. No. Printing
- Invisible Printing
- Florescent Colour
- Non-Copy-able Security
- Border Non-tear-able paper (PTM 350 GSM)

- QR Code
- Barcode
- Printed Water Mark

DMCs and Degrees Uploaded on NAD portal:

SGT University has a NAD Cell. All the DMCs and final Degrees are now being uploaded on the NAD portal. So far, approximately - 6000 documents have been uploaded on the said portal.

Technology Adoption:

Department of Examinations is completely covered by the best Audio and Video CCTV cameras. CCTV cameras also have been fitted in the examination halls of the SGTU where most of the examinations are conducted during the year.

Automation in Examination: The department of Examinations is completely automated in terms of

- Examination Form Open/Close
- Student Exam Form Filling Through Student Login
- Examination Form Summary
- Hall Allotment

- ◦ Attendance Sheet
- ◦ Create Timetable
- ◦ Examination Form Approval
- ◦ Date Sheet Generation
- ◦ Admit Card
- ◦ Student Marks Filled with Secrecy code
- ◦ Result Processing

OSCE and OSPE:

OSCE and OSPE have been introduced in several departments of medical and dental sciences. OSCE is being used for formative assessment in several departments. The SGTU also encourages use of OSCE in the assessment of other allied medical health departments.

Competency – based assessment:

Competency – based assessment is used in medical, technical and professional programmes in terms of Seminars, Quizzes, industrial exposure, case study, field training and Moot court.

Workplace-based assessment:

Workplace-based assessment is followed in Medical, Dental, Nursing, Hotel Management and in Engineering faculty of studies of SGTU.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for details of examination reforms implemented during the last 5 years	[View Document](#)

2.5.5 Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

1. **Complete automation of entire division & implementation of the Examination Management System (EMS)**
2. **Student registration, hall ticket issue & result processing**
3. **Student registration and result processing**
4. **Result processing**
5. **Manual methodology**

Response: All of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	[View Document](#)
Snap shot of the EMS used by the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of the purchase order of the software/AMC of the software	[View Document](#)
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Programme-wise Stated Learning Outcomes

All academic programmes of the Shree Guru Gobind Singh Tricentenary University, Gurugram have duly stated Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) duly approved by the statutory councils of the University. The POs, PSOs and COs are also in alignment with the relevant regulatory bodies like DCI, NMC, PCI, INC, etc. The course curricula are designed, developed & implemented having relevance to local, national & global needs.

Assessment Process:

The domains of the learning outcomes are being assessed and assessment is attained through formative mode at the department level and summative is assessed at the University level. The below table is duly reflecting the domain as well as the assessment methodology:

Domain of Learning

Domain of Learning	Assessment Methods	
Cognitive	Multiple Choice Questions (MCQ)	
	Short Answer Questions (SAQ)	
	Long Answer Question (LAQ)	

Affective	Short Case (SA)	
	Long Case (LC)	
	Group Discussion (GD)	
	Problem-Based Learning (PBL)	
	Think Pair Sharing (TPS)	
Psychomotor	Short Case (SA)	
	Long Case (LC)	
	Objective Structured Clinical Examination (OSCE)	
	Objective Structured Practical Examination (OSPE)	
	Practical	
	Case Discussions (CD)	
	Basic Life Support (BLS)	
	Advanced Cardiovascular Life Support (ACLS)	

Mode of Assessment

Modes of Assessment	Assessment Methods	PG Students
Formative	Multiple Choice Questions (MCQ)	Assignment
	Viva-Voce	Progress Report
	Objective Structured Clinical Examination (OSCE)	Portfolios
	Objective Structured Practical Examination (OSPE)	Dissertation
	Quiz	Case Presentation
	Seminars	
	Problem Based Learning (PBL)	
	Journal Club	
Summative	Dissertation	
	Multiple Choice Questions (MCQ)	
	Short Answer Questions (SAQ)	
	Long Answer Question (LAQ)	
	Practical Examination & Viva-voce	

| | Objective Structured Clinical Examination (OSCE) | | |
| | Objective Structured Practical Examination (OSPE) | | |

The direct assessment represents the student's performance in formative & summative examinations, seminars, assignments, etc. Through these tools, the attainment of COs is quantified. The question papers for the examination are designed keeping in view the program objectives meeting the course objectives.

The university regularly conducts workshops, seminars, webinars & other skills-related programs on various topics like research, innovations, entrepreneurship, etc. which also helps in the attainment of course and program outcomes by bringing the best advanced clinical skills among the students.

Publicization of POs, PSOs and COs

Publicization of the POs, PSOs and COs starts early right from the induction/orientation programs of the newly admitted students. Each student has to be given a copy of the approved & implemented syllabus along with the examination scheme by his/her faculty mentor, wherein POs, PSOs and COs are well-defined.

The Syllabus, Curriculum and POs, PSOs, COs of each faculty/department are duly publicized through the SGT University's official website, which can be seen through the link given hereunder:

https://iqac.sgtuniversity.ac.in/?page_id=5860

Further, the University from time-to-time organized workshops/training programs on outcome-based learning (OBE) for its faculty, wherein the parameters were discussed in detail.

File Description	Document
Any additional information	[View Document](#)
Link for methods of the assessment of learning outcomes and graduate attributes	[View Document](#)
Link for additional information	[View Document](#)
Link for relevant documents pertaining to learning outcomes and graduate attributes	[View Document](#)

2.6.2 Incremental performance in Pass percentage of final year students during last five years

Response: 91.49

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1325	1403	1524	943	563

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1833	1521	1395	1056	691

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	[View Document](#)
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.46

File Description	Document
Institutional data in prescribed format	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

Response:

Research Promotion Policy

Shree Guru Gobind Singh Tricentenary University (SGTU) has a well-defined Research Promotion policy for the advancement of research among faculty members, research scholars and students. SGTU aims to create and support a research culture among its teachers, research scholars & students and leverage it to enrich and enhance the professional competence of the faculty members.

Budgetary Provisions for Research

The research promotion policy majorly focuses on giving financial & infrastructural support and research incentives to its faculty, students & scholars to widen the horizon of research, which also includes financial assistance for attending nation/international research-related workshops, seminars, conferences, membership fees and research incentives to the eligible faculty members.

The University, in its budget, has provisions for 'Seed Money Projects (SYNERGY)', minor and major research projects, grants for participation in conferences, and incentives to the faculty members for research and publications in peer-reviewed journals.

The University provides Intramural grants to its teachers, students & scholars to support and give preference to new areas of indigenous research that enhances the University's capabilities in the field of research. The research promotion policy also has provisions for funding highly innovative small-to-medium-scale interdisciplinary research projects that show potential for future funding by granting bodies. The institution provides financial assistance to the teachers in the form of intramural grants for doing various innovative projects.

The SGT University regularly offers sponsorship to the faculty members who attend the FDP program from NPTEL upon successful completion of the examination. The University sanctions 'On-duty leave' for regular research-related activities.

Publicization, Implementation and Monitoring of Research Promotion Policy

Publicization:

The University publicizes the research promotion policy through its website and various notifications from time to time for its stakeholders.

Implementation:

Having achieved a reputation of being an excellent academic organization, there has been a paradigm shift

to achieve excellence in research. As a measure to create a forum, to discuss emerging research trends in various domains of Health sciences, Engineering & other disciplines and to promote interdisciplinary research, many workshops/seminars/webinars are being regularly held in the University.

The scientific temper and research attitude of all learners, leading to the realization of the vision and mission of the University is well aligned. University aims to ensure that the research and development activities conform to all the applicable rules and regulations, as well as to the established standards and norms, relating to the safe and ethical conduct of research.

The SGT University confers various awards and recognitions to faculty members like 'Best Researcher Award', 'Incentives for Book and Book Chapter Publications', 'Research Incentives for Submission of Extramural Project in Govt. Funding Agency', 'Research Fellowships', etc.

Monitoring of Research Promotion Policy:

SGT University has a proactive office of Dean Research & Development which looks into the project, starting from the initial sanctioning of the budget to its final completion. The Intramural & Extramural projects are monitored on a quarterly basis & assessed for achievements of its objectives. The Office of Dean Research & Development also looks into the budgetary allocation, its utilization & assessment of reports regarding the compilation of projects.

Further, various committees like Research Monitoring Committee, Research Development Council, Intramural Research Committee, etc. are independent committees/councils for monitoring of the research and its promotion policy.

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Document on Research promotion policy	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 143.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
252	203	130	52.5	80.5

File Description	Document
List of teachers receiving seed money and details of seed money received	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 1.17

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	02	07	02	04

File Description	Document
List of teachers and their national/international fellowship details	[View Document](#)
Certified e-copies of the award / recognition letters of the teachers	[View Document](#)
any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 166

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	13	37	31	77

File Description	Document
Registration and guide / mentor allocation by the institution	[View Document](#)
List of research fellows and their fellowship details	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E copies of fellowship award letters	[View Document](#)

3.1.5 University has the following facilities

    1. **Central Research Laboratory / Central Research Facility**
    2. **Animal House/ Medicinal Plant Garden / Museum**
    3. **Media laboratory/Business Lab/e-resource Studios**
    4. **Research/Statistical Databases/Health Informatics**
    5. **Clinical Trial Centre**

Response: Any four of the above

File Description	Document	
List of facilities available in the university and their year of establishment	[View Document](#)	
Institutional data in prescribed format	[View Document](#)	
Videos and geo-tagged photographs	[View Document](#)	
Link for additional information	[View Document](#)	

3.1.6 *Percentage of departments with recognition by* **ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO**, *NIH etc. and other similar recognitions by national and international agencies,* **(excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)**

Response: 26.14

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

2021-22	2020-21	2019-20	2018-19	2017-18
9	5	5	2	2

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)
Details of the departments offering academic programmes certified by the head of the Institution /University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 19

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	3	4	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government organizations	[View Document](#)
Any other relevant information	[View Document](#)

3.2.2 Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 19

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	4	4	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Any additional information	[View Document](#)

3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 0.05

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	3	3	0

File Description	Document
Supporting document/s from Funding Agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	[View Document](#)
Any other relevant information	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

Response:

SGT University has developed an appropriate environment for Research and Innovation on the campus for faculty and students through various modes such as: SGT University Atal Community Innovation Centre (SGTU-ACIC), and Incubation Centre with leading experts in the field, and faculty members to forge a strong collaboration between the university and industry and to find solutions to technological problems locally.

Innovations and Entrepreneurship Ecosystem at the University

Innovation:
At SGT University, research partnerships between industry and academia have grown through relationships and a desire for innovation & opportunities for sponsorship. Relationships mature through the mobility of academics, graduates, and seasoned industry professionals. SGT University believes in the need to move education yardsticks by keeping the curriculum relevant and mentoring for Innovation through Tech talks, facilitated workshops, forums, sabbaticals, internships, etc.

SGT University has a dedicated IPR Cell which looks after the activities related to the evaluation and filling of patents, copyrights & design and other Intellectual Property of the University. In the last five years, the University students & faculty members have published more than 123 patents in various fields and many have to come in the near future.

The IPR Policy of the University is well publicized and can be seen through the link
https://sgtuniversity.ac.in/wp-content/uploads/2021/03/IPR-Policy.pdf

Entrepreneurship & Incubation

Atal Community Innovation Centre [ACIC] is a part of the Atal Innovation Mission by NITI Aayog under **"Aatmanirbhar Bharat"** & **"Make in India"** movements of the Government of India to support creativity & problem-solving ability of youth with its core values of innovation, leadership, ethics, and social responsibility.

The motive of the ACIC is to encourage a spirit of entrepreneurship in India's underserved and unserved regions by providing enabling infrastructure and facilitating an environment for innovation. ACIC has provisions for Seed Funding based on its terms and detailed information is available in the Incubation Policy of SGT University. Also, the ACIC connects Incubates with appropriate agencies where they can pitch their idea for financial support.

Currently, 40 ideas of the students & faculty members have been converted into start-ups and mentored by the various experts in their domain for further nurturing their product for market launching.

The ACIC of the SGT University has its own portal which can be seen at https://www.acicsgtu.xyz/.

Facilities Available for Innovators and Entrepreneurs

SGT University aims on providing the state of the art & global-level facilities to its innovators, incubates & entrepreneurs so that they can convert their thoughts into output.

SGT University, while providing infrastructure facilities like the Centre of Excellence, Laboratories, and Business Incubation Centre, also provides its stakeholders the mentoring support through eminent industry experts, incubators, academicians and researchers for their innovations and ideas.

SGT University also provides financial support to its students & faculty members involved in innovation & research ideas in the form of Seed Money. They have been provided a platform namely **"SYNERGY"** to showcase their innovative thoughts for converting into industry/community beneficial products. A glance at the year-wise **SYNERGY** can be seen through the link https://sgtuniversity.ac.in/synergy/

File Description	Document
Link for additional information	View Document
Geo-tag the facilities and innovations made	View Document

3.3.2 Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years

Response:

SGT University provides opportunities to its faculty & students to enhance their Innovation and Research skill set for which several training webinars/seminars/industrial visits programs are being conducted on Intellectual Property Rights (IPR), Research methodology, Good Clinical Practices, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations in all faculties/constituent colleges of the University.

Publicization of the Scheduled Workshops/Seminars on IPR, Research methodology, Good Clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations

The faculties/departments of the University, while scheduling any training seminar/webinar on various areas of academics, research, innovation and entrepreneurship, duly notify the program through emails/notices as well as social media platforms so that all the stakeholders ensure their participation.

Conduction of Workshops/Seminars/Webinars

SGT University organizes approx. 75 workshops/seminars/webinars per year on Intellectual Property Rights (IPR), Research methodology, Good Clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations in all its faculties/constituent colleges.

Such programs are being delivered by eminent researchers, academicians, professionals, industrialists, start-up unicorns, etc. and bring the experience of methods/medicines/equipment's/ideas for sharpening the skill set, hands-on training and generating new thoughts & techniques.

Further, the dedicated cell & Committees like IPR Cell, Research & Development Department, Ethics

Committee, Innovation Council, etc. also conduct such programmes periodically, which not only brings rich experience to the stakeholders but also helps them to tackle the administrative problems arising during their research, innovation and incubation work being conducted.

The example of a few important programs along with website links conducted on the above categories are given hereunder:

- Workshop on Intellectual Property Rights - https://cm.sgtuniversity.ac.in/workshop-on-intellectual-property-rights/
- Introductory Lecture on the Research Methodology - https://engineering.sgtuniversity.ac.in/workshop-on-research-methodology/
- A Hand-on Training Workshop - https://medical.sgtuniversity.ac.in/a-hand-on-training-workshop/
- Emerging Trends in Applied Chemistry: A Step Towards Sustainable Development - https://physc.sgtuniversity.ac.in/emerging-trends-in-applied-chemistry-a-step-towards-sustainable-development-etac-ssd-2022/
- First National Conference on Pharmacy Practices - https://pharmacy.sgtuniversity.ac.in/first-national-conference-on-pharmacy-practice/
- Seminars/Conferences/Webinars conducted by the Faculty of Medicine & Health Sciences - https://medical.sgtuniversity.ac.in/wp-content/uploads/2021/01/CME-List-16.01.2021-converted.pdf
- Industry-Academia Collaborations Events - https://sgtuniversity.ac.in/events/

File Description	Document
Link of the reports of the events	[View Document](#)
Link for list of workshops/seminars on the above during the last 5 years	[View Document](#)
Link for additional information	[View Document](#)

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 336

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
60	63	13	105	95

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	[View Document](#)
List of teachers and details of the national/international fellowships awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 28

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2021-22	2020-21	2019-20	2018-19	2017-18
23	4	1	0	0

File Description	Document
Registration letter	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Contact details of the promoters	[View Document](#)
Certified e- sanction order for the start-ups on campus	[View Document](#)
Link for additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. Research methodology with course on research ethics
2. Ethics committee
3. Plagiarism check
4. Committe on Publication guidelines

Response: All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional code of Ethics document	[View Document](#)
Institutional code of ethics document	[View Document](#)
Details of committee on publication guidelines	[View Document](#)
Course content of research ethics and details of members of ethical committee	[View Document](#)
Copy of software procurement for plagiarism check	[View Document](#)
Any additional information	[View Document](#)

3.4.2 The Institution provides incentives for teachers who receive state, national or international recognitions/awards.. Option 1. Career Advancement
2. Salary increment
3. Recognition by Institutional website notification
4.Commendation certificate with cash award

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	[View Document](#)
Policy on salary increment for the awardees	[View Document](#)
Policy on Career advancement for the awardees	[View Document](#)
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of commendation certificate and receipt of cash award	[View Document](#)
Any additional information	[View Document](#)
Incentive details (link to the appropriate details on the Institutional website)	[View Document](#)

3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the

last five years..

Response: 63

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
53	8	2	0	0

File Description	Document
List of patents/Copyrights and the year they were published/awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	[View Document](#)
Link for additional information	[View Document](#)

3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 1.84

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
412	406	237	170	155

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
235	224	114	91	84

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	[View Document](#)
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for research page in the institutional website	[View Document](#)

3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 3.07

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional Data in prescribed format	[View Document](#)

3.4.6 Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0.11

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4.7 Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years

Response: 0.04

File Description	Document
List of names of publishers : National/ International	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five calendar years based on average Citation

Index in Scopus/ Web of Science

Response: 2.76

File Description	Document
List of the publications during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 18

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any other relevant information	[View Document](#)

3.5 Consultancy

3.5.1 Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

Response:

Being a health education university, the SGT University (SGTU) strives on quality in education, research, IPR and consultancy. For attaining the aim of excellence of academics, research, innovations and consultancy, the university has dedicated policies & procedures and implemented in their true sense.

Policy on IPR and Consultancy

The dedicated policies for IPR and Consultancy are approved through statutory bodies and implemented in the University with the intention to bring excellence in the IPR, Research and Consultancy. These policies are updated time to time and well-publicized through notices, circulars, websites and social media. The website links of both policies are given hereunder:

1. **IPR Policy & Perspective:** https://sgtuniversity.ac.in/wp-content/uploads/2021/03/IPR-Policy.pdf
2. **Consultancy Policy:** https://sgtuniversity.ac.in/wp-content/uploads/2021/10/Consultancy-Policy-14102021.pdf

The para *"6. Intellectual Property Rights"* of the Consultancy Policy connects IPR policy with the

consultancy policy which clearly states that *"The consultancy assignment must contain the treatment of Intellectual Property Rights to avoid any dispute later on as per the University IPR Policy".*

Revenue Sharing between SGTU and Principal Consultants & Team

The Consultancy Policy of the SGTU has well-defined provisions for revenue sharing between SGTU and Principal Consultants & Team. Detailed information on the revenue-sharing model is depicted in Consultancy Policy para *"8. Fund Utilization".* The total amount of more than 1.7 Cr. Lakhs have been generated through consultancy by our student/faculty/staff members in the last five years i.e., 2017-18 to 2021-22.

Training Programmes for Student, Staff and Faculty Members for Undertaking Consultancy

The training for students, staff and faculty members for undertaking consultancy projects is a mandatory element of the complete journey of research, innovation and consultancy.

To make our students, staff and faculty members equipped with time-to-time updated skill set & strategies, the university conducts a number of programs on research proposal writing, consultancy techniques, IPR filing process, IPR procedure, etc. These programme not only keep them updated with skill-set but also help them in capacity building.

File Description	Document
Link to the soft copy of the IPR and Consultancy Policy	View Document
Link for additional information	View Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	View Document
List of the training / capacity building programmes conducted during the last 5 years.	View Document

3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 116

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
65	48	3	0	0

File Description	Document
List of consultants and details of revenue generated by them	[View Document](#)
Institutional data in prescribed format	[View Document](#)
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 1457

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
262	91	327	421	356

File Description	Document
Reports of the events organized	[View Document](#)
Photographs or any supporting document in relevance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	[View Document](#)
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 53.5

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3881	3084	3100	2599	2622

File Description	Document
Reports of the events organized	[View Document](#)
Geo tagged Photos of events and activities	[View Document](#)

3.6.3 Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

SGT University believes that organizational growth comes up with community growth hence SGTU extends its helping hand to the community through its extension & outreach activities.

Extension and Outreach Activities

SGTU conducted more than 1300 extension and outreach activities during the last five years through its various faculty/departments in the form of health camps/capacity building/entrepreneurship in nearby schools/villages and urban community.

SGT University contributes directly to the development of the rural sector. We worked in over 150 villages to address the huge developmental disconnects between the rural and urban sectors, such as inequity in health, education, and basic amenities as well as creating employment opportunities. The imperatives of sustainable development demand eco-friendly development and the creation of appropriate employment opportunities. The students have learned the urgent need for technology development for rural areas to address their day-to-day challenges.

Besides the above, the University conducted a number of extension and outreach programs under NSS, Swachh Bharat Abhiyan, Village Adoption schemes, etc.

A glimpse of the extension and outreach activities can be seen through the website link https://sgtuniversity.ac.in/outreach-programmes/ .

Further, SGT University created "SGT community action Group" for a multidisciplinary approach to enable social change in villages around SGT University. The core functioning areas of this group include the health status evaluation of villagers, Dental Hygiene evaluation of residents, Problems and management of Agricultural commodities, initiation of school health programs and promoting self-dependence of villagers by imparting necessary entrepreneurial skills.

The reports of the community action group can be seen through the SGT University website link https://sgtuniversity.ac.in/community-action-group/ .

Recognition and Awards Received for Extension & Outreach Activities

SGT University had taken various initiatives for the mutual growth of the University and the Community through extension and outreach activities. The efforts are also recognized by Govt/Non-Govt. organizations also. Currently, the University has secured more than four prestigious recognitions /awards and many more to come in near future.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for list of Government/other recognized bodies that have given the awards	[View Document](#)
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	[View Document](#)

3.6.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

As a responsible higher education institution, SGT University is not only committed to its social responsibilities but also helped the community to rise on a ground basis; continuously contributing the cross-cutting issues like health & hygiene awareness, delivery of free/subsidized health care to the local community, socio-economic development issues and of course awareness and education on the environmental issues.

Institutional Social Responsibility Activities in the Neighbourhood Community

SGT University, from the very first day of its inception, focused on helping the community with their real ground problems. Being setup in the rural area of Gurugram district of Haryana, we understand the daily struggle of local villages public due to lack of knowledge and awareness. Hence, the university has taken up these matters as its social responsibility and the following steps have been taken to tackle down such problems of local community:

SGT Community Action Group (Swachh Bharat Abhiyan, Health and Hygiene Awareness and Socio-Economic Development Issues)

SGT Community Action Group, since its inception, focused and working on the health status evaluation of villagers, Dental Hygiene evaluation of residents, Problems and management of Agricultural commodities, initiation of school health programs and promoting self-dependence of villagers by imparting necessary entrepreneurial skills. **The group was created to spread health and hygiene awareness and socio-economic development of the rural community. Later on, the ambitious scheme of Central Govt. "Swachh Bharat" was also added to the group portfolio.** The activities of Swachh Bharat Abhiyan are being conducted in collaboration with the NSS unit of the University.

Further, University has adopted Budhera village and the survey report in terms of population, age-wise, gender-wise, health status, etc. is available on the University's website.

The tremendous work of the SGT Community Action Group is available on the university website at https://sgtuniversity.ac.in/community-action-group/.

Delivery of free/subsidized Health Care

SGT University has its own 750 beds multi-specialty hospital facilitated with state-of-the-art infrastructure and equipment. The hospital is fully functional and renowned practitioners are providing their services in the hospital which is further supported by the well-trained staff and researchers.

The hospital has provisions to provide free/subsidized health care to the needy people of the community. In fact, another Jan Scheme of the Central & State Government called as **Ayushman Bharat Yojana** is publicized by the hospital and priority treatment is provided to such patients without any discrimination.

Efforts made in the COVID19 Pandemic

During the COVID-19 pandemic, the hospital had done a fabulous job by testing more than 1,00,000 covid19 samples. During COVID-19, approx. 50,000 free masks and sanitizers were distributed among the community. SGT University provided its hospital and partial space for COVID-19 patients during the pandemic.

Expenditure Incurred on Community Development

The university had made budgetary provisions for the community awareness and development programs and made more than Rs. 50 Lakhs per annum expenditure on community development and awareness programs in the last five years, which clearly shows the commitment of SGTU towards the community.

File Description	Document
Any additional information	[View Document](#)
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	[View Document](#)

3.7 Collaboration

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 92.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
140	85	81	86	71

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified Copies of collaboration documents	[View Document](#)
Link with collaborating Institutional website	[View Document](#)
Link for additional information	[View Document](#)

3.7.2 Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.

Response: 27

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 27

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the functional MoUs with Indicating the start date and completion date	[View Document](#)
e-copies of linkage-related Documents	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

SGT University has 18 faculties that have adequate facilities for teaching and other learning resources. The 18 faculties have been distributed in 5 teaching blocks. Each block is endowed with state-of-the-art buildings comprising of the physical infrastructural facilities that support and facilitate the teaching-learning process and research activities through NABH accredited Hospital and NABL accredited laboratories, Smart classrooms, seminar halls, office space, student amenities, library, faculty rooms, common rooms for students and faculty members. The classrooms are equipped with modern audio-visual as well as conventional teaching tools to comfortably meet the student needs and the curriculum requirements and norms of statutory/regulatory bodies.

There are more than 180 classrooms and seminar halls with state-of-the-art facilities. Most of the classrooms and demonstration rooms are smart classrooms with audio-visual systems, Computer/Desktop, LCD projectors, adequate numbers of chairs and tables (Working & Demonstration tables) etc. Other than this all the classrooms and Laboratories are spacious, well equipped as per the council norms with modern, modular and functional workspaces integrating the student needs of water, electricity, gas and ICT needs and well-ventilated with air-conditioned facilities.

The laboratories are designed with the safety features imbibed in the infrastructure and create an excellent ambience and atmosphere for work. University has established a special center namely the **National Reference Simulation center** which provides a multi-professional training and skill learning facility, with the help of well-equipped advanced medical high-low fidelity simulators and Task trainers for health domain learning. An ultra-modern Simulation center provides healthcare students the opportunities to learn professional skills on training manikins. The Centre has a range of trainers from simple task trainers to the most complex, interactive, computer-based training units. It provides learning by simulated conditioned in clinical/controlled conditions. The University also having a multiple health-related faculties in the University have state-of-the-art infrastructure including hospitals equipped with modern facilities and equipment with the good outflow of patients for effective clinical learning. University has a separate Multispecialty Medical hospital, Dental hospital and Ayurveda hospital for the best learning experience. The Dental hospital has also established a separate expert clinic for express super speciality treatment by eminent clinicians from each discipline. The campus also has Internet browsing facilities at digital libraries, meeting rooms, reception areas of the hostels and other suitable locations to enable access to the digitized curricula. To fulfill the academic quotient for faculty and students, multiple academic events, workshops, webinars, live demonstrations, seminars and conferences are regularly organized by the University. The University has the entire necessary infrastructure for the same in terms of auditoriums, audio-visual aids etc. In this era of online education, University has also created its own e-learning portal where the e-learning videos of in-house faculty members are uploaded for the ready reference of the students. The University has all the facilities for recording, editing and uploading of videos on the portal.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	[View Document](#)
Links for Geotagged photographs of the facilities	[View Document](#)
Link for additional information	[View Document](#)

4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

The SGT University recognizes that physical activity and sports are an integral part of culture and society and translates into benefits in term of health, social cohesion, economic activity culture enrichment and improve quality of life. The University has adequate facilities for sports and forming teams to take part in the State level, Inter-University and All India Inter-University level competitions.

Indoor/Outdoor Games: The Sports event competitions are conducted at the Inter-Faculty level. Outdoor games such as Athletics, Badminton, Basketball, Cricket, Football, Handball, Kabaddi, Kho-Kho, Lawn-Tennis, Volleyball, etc., are well-practiced and played by the students.

All efforts are made to achieve excellence in sports, by encouraging students, to participate in sports and physical activities to make full use of available sports infrastructure in the University campus for holistic development.

Outdoor sports facilities are provided inside the premises with proper trainers and supporting instruments. The indoor sports activities options are available that include Carrom, Chess, Table-Tennis etc. Separate Gym/Fitness Centres are available for boys and girls in respective hostels. A multipurpose hall is also available which can be used for Yoga, Meditation and Aerobics.

Annual Sports Meet: Every year SGT University holds fun games for Faculties and students. At inter Institutional level Sports Competitions are held each year as a mega event. This sports event spans for 3 days for students, teachers and staff. It creates an enthusiastic spree in all. People get a sense of belonging and become stress-free. Winners are given prizes in a huge ceremony. Different sports events, games like badminton, basketball, cricket, chess, and tug of war to clinch the much-coveted trophies.

Yoga Center: The university has a Yoga center where students and faculty members meditate and practice yoga. Qualified Yoga teachers have been appointed to take care of the day-to-day yoga related activities.

Cultural Activities: Students are very much encouraged to participate in the cultural events held in the college like technical fests, freshers, inductions, Annual Sports Day, Annual Day, Farewell programs, Holi fest, Diwali fest, symphonious, musical concerts etc. The university has established clubs and Committees to enhance the hidden talent of the students namely: Cultural Committee and Sports & Games constituted Committee to enhance the hidden potential and talent of the students namely: Cultural Committee and

Sports & Games Committee which play an excellent role for overall development of the students. To encourage research and startup amongst the students, every year a technical event "Synergy" is organized in which various department showcase their novel ideas as projects or models.

Outdoor sports Facilities:	Indoor Sports Activities	Fitness &
Volleyball Ground: 03	Table Tennis - 04Table	Girls Gy
Basketball Court: 01	(CV Raman, Girls Hostel, Nilgiri Hostels)	Boys Gy
Cricket Ground: 01	Carrom board - 08 Chess Boards - 8 Chess Boards	PG Medi
Football Ground: 01		
Badminton Court: 01		
Lawn Tennis Court: 01		
Athletics Track: 01		

File Description	Document	
Any additional information	[View Document](#)	
Links for Available sports and cultural facilities : geotagging	[View Document](#)	

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Campus facilities are the key to the effectiveness and conduct of the educational program. SGT University provides state-of-the-art facilities for an effective ambiance for curricular, extra-curricular, and administrative activities.

Hostels: The University has modern and separate hostels for boys and girls with attached washrooms. There are a total of 10 hostels (intake capacity of more than 1500 students) with approx. 1215 students residing in these hostels.

Medical Facilities: The university has more than 800 bedded hospitals with facilities of emergency, OPD services of specialty and super specialty, intensive care units, and pharmacy of provide treatment to all the stakeholders round the clock.

Toilets: The campus has separate gents' and ladies' washrooms along with special provisions for physically challenged individuals. These are well-lit, clean, and ventilated with 24 hours water availability.

Canteen Facilities: Mess facilities have been provided for every student and faculty residing in the campus. Hygienic and nutritious food is provided to all the students and staff

Banking Services: The University also provides State bank of India (SBI) and Punjab National Bank (PNB) ATM facilities for students and staff. Hostelers can use the ATM facilities at any time within the campus premises.

Roads and Signage: Students and staff are encouraged to walk from block to block using pedestrian side roads throughout the campus. SGT campus is barrier-free for Divtangjan in the forms of ramps, railings, lifts, etc. The university also provides electric riksha facilities for smooth movement of staff and students.

Topography: The entire campus is well-planned and all the amenities and infrastructure are well connected with each other logistically.

Greenery: The University adopts and propagates the concept of sustainable development to mitigate adverse environmental impact. The Environment Committee has started plantation drive programs to create awareness amongst students and staff. The entire open area has been kept green through heavy foliage of grass, seasonal flowers, and trees, and maintained by the University's horticulture department.

Alternate Sources of Energy: Solar system is installed catering to around 11% of the electricity requirements of the university. Generator facilities are available as a backup.

STP: SGT university campus is a zero-waste disposal campus, which means that no water is discharged outside the campus and all the water is treated and recycled for reuse for horticulture activities, etc. Liquid waste generated by the university such as sewage waste, mess and cafeteria waste, and laundry waste is treated through a wastewater treatment plant (WWTP) established in the university and is then used in gardening, horticulture, etc.

Digital Library: The campus also has internet browsing facilities at all the libraries, meeting rooms, reception areas of the hostels, and other suitable locations to enable access to the digitized curricula.

CCTV Surveillance and Parking space: The campus is safe and secured under 24 hours CCTV surveillance with well-trained security staff. Specific parking space area is available at all the blocks within the campus.

Transport Facility: SGT university has also available transport facilities for students and faculty members for commuting.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for Photographs/ Geo-tagging of Campus facilities	[View Document](#)

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 64.93

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
7978.17	12272.28	4946.32	2981.31	2861.54

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of budget allocation excluding salary during the last five years	[View Document](#)
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

Response:

The SGT University is endowed with physical infrastructural facilities that support and facilitate the teaching-learning process through a hospital, laboratories, classrooms, seminar halls, libraries, and facilities for students and faculty members for the conduction of various academic, research and training and extension activities associated with the teaching and learning processes.

SGT Medical College, Hospital & Research Institute: The SGT Medical College, Hospital and Research Institute came into existence in 2010 and was later renamed as Faculty of Medicine & Health Sciences.

The faculty offers medical education and healthcare services in its entirety. Courses offered under this faculty include MBBS, MD/MS, Medical M.Sc., and Ph.D. Our dedicated and highly qualified faculty members help them in their journey from novice undergraduates to well-trained and competent Indian Medical Graduates.

SGT Hospital: An 810 bedded hospital provides health care facilities to every sector of society round the clock. The Hospital houses the Casualty and Emergency services, specialty outpatient clinics and inpatient facilities, Central Clinical Laboratory, investigational and interventional facilities, Central Medical Store, an Electronic and Manual Medical Records room, Labour Room, Operation Theatres, an X-ray room, Dark Room, etc are located here. The infrastructure is continuously being upgraded with recent advances in the field of medicine to cater to the healthcare-related needs of the rural and urban population in and around Gurugram. The facilities are in line with the guidelines of the regulatory body for all the courses offered under this faculty.

SGT Dental College, Hospital & Research Institute: The S.G.T. Dental College, Hospital and Research Institute, was started in the year 2002 and became a constituent Faculty of the SGT University from the academic session 2013-14. The Faculty of Dental Sciences of SGTU with its excellent infrastructure, state-of-the-art equipment, and well-experienced and highly qualified faculty members has carved a niche for itself in the field of Dentistry. It is recognized among the top Dental Colleges across the country. Courses offered under this faculty include BDS, MDS, and Ph.D. At the Undergraduate Program level, students are given pre-clinical training including lectures, demonstrations, and practical training on dummies and phantoms mimicking the human oral cavity, followed by hands-on training on patients.

The SGT Dental College Hospital & Research Institute (which is also known as Faculty of Dental Sciences), has an OPD of more than 500 patients per day catering to both rural and urban populations. Hospital is equipped with all modern facilities and having 305 Dental chairs for treatment of patients. Each case is personally supervised by a highly qualified well-experienced faculty member and every student in the clinics is personally guided. The curriculum of BDS & MDS program is in accordance with the curriculum framework prescribed by the Dental Council of India and is largely application based. Apart from the minimum infrastructural requirements prescribed by the regulatory council, the SGT Dental College, Hospital & Research Institute has established Centre of Maxillofacial Imaging with latest Planmeca Proface CBCT machine and Centre of Microscopic Dentistry with state of art microscopes for enhanced magnification during dental procedures.

Depending upon the specialty, the students are trained in all minor and major diagnostic and treatment methods. Each Department lays stress on high-quality Research & Innovation in the field of Dentistry and applied sciences. The faculty lays a special place for industry tie-ups both at the corporate level like Nobel BioCare, and Colgate Palmolive Pvt. Ltd and government levels in the field of academic training or outreach oral healthcare.

Faculty of Indian Medical System: The Faculty of Indian Medical System was established in the year 2015 is the next teaching hospital with bed strength of 100. It has facilities of Panchakarma, Ksharasutra, a Wellness centre, a Herbal garden, and well-equipped labs. The procedures like, Sneha–Svedana (Therapeutic Massage and Fomentation), Shiro Dhara, Emesis, Purgation, Leech Therapy etc are done for various diseases as per need and on consultation of the specialists.

Faculty of Physiotherapy: The Faculty of Physiotherapy has its own teaching hospital established in 2008 and is one of the most popular courses in modern medicine worldwide. The core skills used by

Physiotherapy include manual therapy, therapeutic exercise, and the application of electrotherapeutic modalities. Faculty of Physiotherapy imparts undergraduate (BPT), Postgraduate (MPT) with specializations in orthopaedics, cardiology, neurology, sports, community rehabilitation and obstetrics and gynaecology as well as Ph.D. programs.

Faculty of Nursing: The faculty of Nursing has 4 different laboratories like Obstetrics and Gynaecological, Nursing Lab; Nursing Foundation Lab; Community Health Nursing lab and Child Health Nursing Lab to render the student's competency-based quality care in various fields of nursing including Obstetrics and Gynaecological setting, basic sciences, community nursing services, child healthcare, etc. The nursing students are trained at National Reference Simulation Centre (NRSC) which is a multi-professional training facility, first of its kind in Asia, which is equipped with the most advanced medical high-low fidelity simulators and skills trainers. The Centre has range of trainers from simple task trainers to the most complex, interactive, computer-based training units. It provides learning by simulated conditions in clinical and controlled conditions. Other than this our students are posted in civil hospitals, for OBG postings, for psychiatric postings in Agra, Vimhans and also learn through community area for that they are posted at community Health and wellness rural health center, Daultabad, Patudi, and urban health centre Basai, Gurugram. Apart from these hospital facilities, outpatient services are also available for Faculty of Behavioural Sciences including the departments of Clinical Psychology and Audio Speech Pathology and are well equipped to impart required training to Nursing and other Allied Health Sciences students also. An ultra-modern Simulation Lab provides healthcare students the opportunity to learn professional skills on training manikins. The sustained efforts at maintaining high standards of quality in patient care, the efforts to develop and adhere to stringent quality indicators in patient care and safety have been followed in order to develop a health care system.

File Description	Document
Any additional information	[View Document](#)
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	[View Document](#)

4.2.2 Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

SGT University has well-developed health-related faculties including Medical, Dental, Physiotherapy, Allied Health Sciences, Ayurveda, and Yoga & Naturopathy. The University has a state-of-the-art SGT Medical Hospital that caters to the educational needs of students of Medical Sciences, Dental, Physiotherapy, Allied Health Sciences, Nursing, and Ayurveda. The hospital is empanelled under "AYUSHMAN Bharat" and duly registered by the State of Haryana.

SGT Hospital: The SGT Hospital provides Casualty and Emergency services with various medical specialty outpatient clinics where teams of experienced clinicians provide complete and compassionate patient care. It is a Multi Speciality Teaching Hospital with 810 operational beds and an average occupancy rate of 89%. The commitment of top management, well-experienced Medical staff, and commitment of the staff are the strength of the hospital. The Institute has well-maintained facilities with the implementation of green initiatives across the Hospital. To date the teaching hospitals, be they Medical, Ayurveda, and Dental, have maintained their standards of teaching as well as patient care and attracted a good number of patients every year.

Adequacy of Outpatients and Inpatients in the Hospital: The Medical hospital has more than two lacs OPD footfall every year and an IPD of approx. 25000 which trains more than 900 Medical students. Excellent team of Medical professionals delivers unparalleled medical excellence in multi-specialities comprising Cardiology, Nephrology, Urology, Obstetrics, Gynecology, Mental Health and Behavioral Sciences, GI Surgery, Pulmonology, Critical Care, Neuro Sciences, Orthopaedics, Internal Medicine, Paediatrics, Gastroenterology, Emergency & Trauma, etc.

Ayurveda Hospital: The Faculty of Indian Medical system has a separate Ayurveda Hospital with 8 speciality outpatient clinics and 100 bedded inpatient facilities and attracts 250 patients per day for outpatient consultations with training to about 364 undergraduate students. The Faculty of Dental sciences has a separate Hospital with 9 specialities and an OPD of around 60,000 per year and about 200 inpatients are admitted to the Medical hospital for dental surgical procedures. About 586 students have been trained in the last 5 years. Support service includes central kitchen and laundry services and an effective system for biomedical waste management.

Social Service Initiative of the SGT University: The University Hospital provides free bus service to patients coming from nearby villages and has adopted 24 villages for providing weekly free medical check-ups and treatment at doorsteps. Under the Govt. of India's Swa-Prerit Adarsh Gram Yojana (SPAGY) the University has adopted its adjoining Budhera village for its overall development to make the village an educated, healthy, socially harmonious, clean, and hygienic village. The Department of Oral Surgery and Orthodontics have an MOU signed with an International NGO –Smile train and provides funding to free cleft surgery and orthodontic treatment to children affected with cleft lip and palate. The SGT University cleft team is dedicated to providing comprehensive cleft care to these children and their parents.

File Description	Document
Any additional information	[View Document](#)
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	[View Document](#)
Link for additional information	[View Document](#)
Links for year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)

4.2.3 Availability of infrastructure for community based learning

1. **Attached Satellite Primary Health Centers**
2. **Attached Rural Health Centers available for training of students**
3. **Attached Urban Health Centre for training of students**
4. **Residential facility for students / trainees at the above peripheral health centers / hospitals**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geo-tagged photographs of Health Centers	[View Document](#)
Documents of resident facility	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? A. NABH accreditation B. NABL accreditation C. International accreditation like JCI., D. ISO certification of departments /institution E. GLP/GCLP accreditation.

Response: C. Any Three of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	[View Document](#)
Any additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The SGT University makes every effort to provide an Integrated Knowledge Resource by maintaining state-of-the-art and duly updated various departmental libraries, with all the required academic resources including 24 x 7 internet facility and electronic gateways for accessing and sharing electronic learning and teaching resources among researchers, teachers, students and the visitors. Access of e-journals, databases and library information etc. is provided through SGT University OPAC portal or Internet gateway with an internet speed of **2.5** GBPS. All e-resources are accessible locally within the campus as well as remotely through ID & password.

The SGT University library is automated using the integrated library management system software Koha. Koha is an open sources Integrated Library System (ILS) it is used worldwide by libraries for the automation of libraries. Koha is a web-based ILS, with a SQL database (MariaDB or MySQL preferred) back end with cataloging data stored in MARC and accessible via Z39.50. The user interface is very configurable and adaptable; Koha has most of the features that are very helpful in the automation of the library. The library is automated with ILMS-Koha, and the library is currently using KohaVersion: 20.05.07.000.

Library ILMS: Koha

Library Automation year: 2015

KohaVersion: 20.05.07.000.

The SGT University has provided remote access to its users through the KOHA-Library System, a product of a web-based interface that is compatible with mobile devices. Online Central Library System provides authorized access to subscribed e-content through a single interface login. The users can directly access the library with help of the web OPAC service, through which the users can search the collection of library resources- books, journals periodicals, CD's theses and dissertations and online resources of the library. Users can log in into the account of KOHA (ILMS) web OPAC service and can check the library catalog information, patron profile information, and reading history and can provide feedback and suggestion to the library. LMS-Koha is very useful in saving time for library members as well as library staff. The institutional library also has a Shodhganga membership that facilitates the inclusion of doctoral research theses in the National depository after plagiarism check by the appropriate software through IQAC and ensures the development of quality and original research in the university. With the motive to enhance the educational opportunities to benefit people all over the world SGT University has developed its e-content on the institutional LMS **E-Learning SGTU** a channel on YouTube and a webpage **- elearning.sgtuniversity.ac.in**. SGTU also provides digital Library online sources remotely to all the users through **sgtuniversity.knimbus.com.**

File Description	Document
Any additional information	[View Document](#)
Link to Geotagged photos	[View Document](#)
Link for additional information	[View Document](#)

4.3.2 Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Response:

The University libraries are stocked with over 78 thousand books, periodicals, references, and 265 National and International Journals, covering all aspects of academic studies and research materials. The library budget ensures that important and latest editions of the required books are timely added. Continuous effort is made to increase the acquisition of library electronic resources. SGT University Library covers 37000+ online journals and 20000+ e-books in different online consortiums and databases.

All the libraries ensure access to large numbers of computer stations and study spaces. Access to e-journals, databases and library information, etc. is provided through SGT University OPAC portal or Internet gateway with a speed of more than 2GBPS. All the e-resources are accessible locally within the campus as well as remotely through the digital library with the link **sgtuniversity.knimbus.com** and **m-Library mobile App**. The institutional library also has Shodhganga membership that facilitates the inclusion of doctoral research theses in the National repository after plagiarism check by the appropriate software through IQAC and ensures the development of quality and original research in the university with the motive to enhance the educational opportunities to benefit people all over the world. Library also has subscriptions to useful online digital resources databases for the use of research scholars-**ProQuets–Medline complete and e-Books Central, Delnet, J-Gate complete, IEEE Xplore, Scopus, SCC Online, Reaxys, Sage online and Ex-Pharma** Series.

Resources in the Library:

S.No.	Library Resources	Total
1	Total no. online connected terminals	108
2	Number of printed books	78000
3	online-eBooks	20000+
4	Print Journals	262
5	Printed Journals Volumes	2503
6	Online Journals	37000+
7	LD's & Theses	1012
8	Total no. of CD'S	2072
9	Rare Books Collection	257

10	Conference Proceedings	7
11	Reports	11
12	Newsletters	53
13	Newspapers & Magazines	20

e-Databases and Other Resources:

SGT University libraries have unlimited internet access for the users and have unlimited access of online digital resources databases in campus and remotely through the SGT University Digital Library portal and library app. Library also has a subscription to plagiarism software –Turnitin I-thenticate.

Library online resources databases:

The SGT Library and Information Centre is also providing all the listed Services for the readers.

- Check-in Check out Services through KOHA Software
- Reference Service.
- Document Delivery Service.
- Current Awareness Service.
- Online Digital Resources remote access Service.
- Plagiarism Checking Service.
- SDI /CAS Service.
- Internet/Wi-Fi access.
- Newspaper Clipping Service.
- Reprographic Service
- Bibliography on Demand Service
- Library OPAC Service.

File Description	Document
Any additional information	[View Document](#)
Links for library acquisition data	[View Document](#)

4.3.3 Does the institution have an e-Library with membership/subscription for the following:

1. **e – journals / e-books consortia**
2. **e-ShodhSindhu**
3. **Shodhganga**
4. **SWAYAM**
5. **Discipline-specific Databases**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	[View Document](#)
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	[View Document](#)
Details of e-resources with full-text access	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

4.3.4 Average annual expenditure for purchase of books and journals (including e-resources) during the last five years

Response: 102.6

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
113	69	106	98	127

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	[View Document](#)
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)

4.3.5 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms

3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Give links e-content repository used by the teachers / Students	[View Document](#)
Links to documents of e-content resources used	[View Document](#)
Link for additional information	[View Document](#)

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 212

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 212

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.4.2 Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

Response:

To make teaching-learning effective, class rooms, demonstration rooms, laboratories and clinics are equipped with computers, internet connections, routers, LCD projectors, public address systems, UPS etc.

SGT University has well-developed IT facilities including Wi-Fi. An adequate number of computers with printers, scanners, and high-speed internet are available in offices, examination sections, computer rooms, stores, and libraries. This includes extensive computer provision with all the computers in LAN with Internet facility. There are 1700 laptops and desktop computers at different locations in the institution of which 1400 laptops and desktop computers are used for academic purposes and 300 laptops and desktop computers are used for administrative work and back-office usage. The University provides all required IT facilities to help students and faculty with their studies.

Internet Connectivity thru LAN and Wi-Fi: University has recently upgraded Internet Bandwidth from 1 Gbps to 2.5 Gbps. The entire campus is covered by Wi-Fi. All the students and faculty are given login ID & Password for utilization of internet facilities of the Institution. The students and faculty can access the internet from anywhere in the campus through devices like computers, laptops, tablets, smart phones etc. University has upgraded all classrooms across campus to e-classrooms with the latest audio/video integrations.

Computer Labs: The latest computer labs (Apple, IBM, etc.) have been created for enhanced computer facilities according to the industry-oriented curricula. The institutional e-learning platform is also developed to support student learning. All the students are provided access to Internet resources from various academic buildings and hostels on 24x7 bases. Students can log in to their account for their all academic requirements and can download information from ERP and University's Website.

University's Website: The institutional website is maintained and updated regularly by a dedicated committee and website manager through which the student can access information and circulars. The University's portal caters to various needs of the research faculty members, parents of the students, and the staff of the University. With this system, learning and monitoring have become easier and more efficient. Most importantly, Student-student and staff-student communications are greatly facilitated. It is now possible to deliver educational resources to our students anywhere, anytime, and on any computing device. Every student is provided with unique user IDs and on logging into the website, access is available to the students. Parents can also effectively monitor the progress of their ward as the information is available on an everyday basis. University has technical manpower which deploys, configures, handles day-to-day computer/network operations, and maintains networking equipment and proprietary hardware like servers, UPS etc.

Some of the areas covered under ERP for student support include:

1. **Course Management-** Complete details of the course along with study materials, digital content, and additional resources are provided.
2. **Timetable Schedule** – The timetable for the whole month/year is given in advance.
3. **Lecture Plan** – A teaching plan along with the content to be covered in the class is provided.
4. **Digital Content** – The course materials are made available in the following formats - .docx, .pptx, .pdf.
5. **Student's Attendance** – Attendance is marked for every class.
6. **Digital Content Management** – Course-wise as per the teaching plan.
7. **Sessional Marks** – The marks of every internal assessment conducted are available to the students.

8.**E-Notice Board -** Information, Notices, and Circulars are provided in this section.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	[View Document](#)

4.4.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any additional information	[View Document](#)
Annual subscription bill / receipt	[View Document](#)

4.4.4 Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,

Response:

Media Centre: The SGT University has a Mass Communication and Media Technology Faculty in which we have a sufficiently large air-conditioned film and television shooting floor (approximately 3600 square feet) in north India, which is not only fully air-conditioned but has attached fully functional Production Control Rooms. The shooting floor also has the facility for Chroma-key (Green Screen) and a Giant Projection Screen (20 feet x 18 feet). It has a moveable lighting grid and JBL speakers to give a surround sound effect. It has wood paneling on the walls and is soundproof.

We have a media center laboratory at A block where we record lectures, interviews, and discussions for various academic purposes. The media center has high-end Audio-video editing systems and software such as Final Cut Pro, Filmora X, Audacity, etc., apart from the news recording room and production control room.

Lecture Capturing System (LCS): SGT University has professional facilities for e-content development; We have many locations for lecture recording and one multipurpose audio recording room for dubbing and

Foley effect. All the locations are well equipped to meet any specific requirement of any standard including all the formats in Audio-Visual Lectures.

We have seven Broadcast Cameras (Sony PXW-160+Panasonic HC-V160). The department also owns a Canon 5D, 4D (Full Frame Professional), 700D & 750D (Semi-Professional), Still DSLR Cameras, 4k resolution of Mobile & Camera professional hard light (Multi 10, Multi 20, and Baby lights), and LED Soft Lights for shooting. These are regularly issued to students for their assignments with all required accessories like lapel mic, boom mic, gun mic, Manfrotto tripod, and other miscellaneous equipment required on a shoot.

University has one of the biggest film and television studios in North India with all the latest equipment (Film, Television, and Broadcast); we are capable of making E-content, E-Module, and interactive lectures.

Audio Visual Centre: SGT University is equipped with Multi-computer teaching facilities dedicated to integrating creative technology with teaching and learning. We provide software, equipment, and support for producing Audio Video programs, Audio and Video Editing, and Video Animation. The Multimedia Laboratory area is 600 sq. ft.

Production Control Room(PCR) & News Recording Studio: SGT has maintained two PCRs for multi-cam shooting since the department's inception. We can record panel discussions, debate, interview programs, and talk shows for any broadcasting agencies/channels. The production control room has 2ME video switchers, two Panel systems, one-character generator, a 16-channel audio switcher, and a teleprompter with talkback facilities.

Editing Suits: Two editing bays running on iMAC platforms loaded with Final Cut Pro and 25 bays running on Windows platforms loaded with Filmora X are at the disposal of the faculty of Mass Communication and Media Technology. All E- Lectures & amp; student productions too are shaped here – rough assembled, Fine Cut Pro, Filmora X, Audio laying, Sfx, and final mastering is done on these terminals. A graphic station feeds the editing suites with all the graphics and Vfx shots needed by all the productions.

File Description	Document
Any additional information	[View Document](#)
Links for the e-content development facilities	[View Document](#)
Links for Geo-tagged photographs	[View Document](#)

4.5 Maintenance of Campus Infrastructure

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

Response: 44.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
4642.15	5070.12	4978.46	3235.86	2910.66

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details about approved budget in support of the above	[View Document](#)
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Provide link to ERP	[View Document](#)

4.5.2 There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Response:

SGT University has well-established systems and processes for maintaining its physical and academic support activities. Institutional buildings, housing laboratories, and classrooms are under the administrative control of the respective institutions or department heads. If there is any maintenance activity required, the head raises a request to the Maintenance Department. The Maintenance Department is responsible for the maintenance of all support services including ancillary, civil, electrical, HVAC, telecommunication, transportation, plumbing & water supply.

Every department in the Institution maintains a stock register and maintenance register for the upkeep and regular servicing of available equipment.

- All the materials needed for cleaning and maintenance are provided by the Institution for every department through the Indent system.
- Supervisors are appointed for all the identified areas to maintain cleanliness and hygiene.
- Maintenance of the campus is also monitored through surveillance cameras.
- A separate Google Drive is developed for facilitating students and staff to register any maintenance-related complaint.
- The work areas overseen by the department are further divided into various sections for ease of administration and segregation of work.

Equipment: Annual Maintenance Contracts with authorized agencies is signed for the maintenance of big equipment like CT Scan, MRIs, OPG, photocopiers, printers, generators, air conditioners, water Purifiers, etc. Calibrations of equipment are done regularly, and maintenance labels are placed on equipment, such as the date of service & due date of the next service.

Library: Well-qualified librarians are appointed who look after stacking, shelf arrangement, stock verification, and binding of older journals/books with the help of IT tools.

ICT facilities: IT Department maintains ICT infrastructure on the campus. Various SOPs are available for maintaining minimum stock, procurement of ICT materials, issuing official Email IDs for employees, etc.

Sports: The campus offers adequate indoor and outdoor sports facilities. Indoor and outdoor sports facilities include tennis, shuttle, table tennis, football, hockey, basketball, athletic tracks, and a cricket stadium. The Department of Sports looks after all the outdoor & indoor sports facilities including repairs and maintenance of the infrastructure and sports equipment.

Classrooms and other academic facilities: Every classroom, staffroom, seminar halls, clinic, etc. have well-appointed support staff for upkeep and monitoring of the infrastructure. Audiovisual aids are available in all classrooms and the infrastructure is maintained by the building in charge through the maintenance department to ensure seamless connectivity during lectures in classrooms.

Laboratories: Qualified Lab technicians are appointed in all the laboratories for the maintenance and effective functioning of the equipment and infrastructure.

Other support facilities: The Institution has enough support staff for maintaining vast gardens, drivers in the transport department, staff to maintain hygienic washrooms, hostels, mess, etc

Monthly review meetings are conducted by the General Manager of Services to ensure the smooth resolution of outstanding issues if any. New initiatives are also discussed for implementation in this meeting.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for minutes of the meetings of the Maintenance Committee.	[View Document](#)
Links for log book or other records regarding maintenance works.	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 28.8

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2158	1880	1655	1440	1172

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	[View Document](#)
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of sanction letters from the University / non-government schemes	[View Document](#)
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Any additional information	[View Document](#)

5.1.2 *Institution implements a variety of capability enhancement and other skill development schemes*

1. **Soft skills development**
2. **Language and communication skill development**
3. **Yoga and wellness**
4. **Analytical skill development**
5. **Human value development**
6. **Personality and professional development**

7.Employability skill development

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of capability enhancement and skills development schemes	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to institutional website	[View Document](#)

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

Response: 45.6

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2427	2864	2486	2085	2909

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Program/scheme mentioned in the metric	[View Document](#)
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	[View Document](#)
Institutional Data in Prescribed format	[View Document](#)
Copy of circular/brochure of such programs	[View Document](#)
Any additional information	[View Document](#)

5.1.4 The institution has an active international student cell

Response:

SGT University established an Office of External Affairs in 2018 in which an International Relations Team collaborates with foreign universities/organizations and participates in various international exhibitions and educational fairs. This department works actively to promote student and faculty exchange programs and also works to cater to the specific needs of international students. The University has completed faculty and student exchange programs at the International and National levels. The University strives hard to make its students truly global citizens. One of the ways to achieve this is to welcome international students for courses as well as exchange programs. The international relations team at SGT University is dedicated to managing incoming and outgoing short-term student and staff mobility. The campus is well equipped in terms of manpower and logistics to manage batches of up to 30 students at a time.

In line with NEP 2020, the Office of External Affairs assists foreign students in eligibility assessment, admission, and obtaining Study/ Research visas and residential permits. The office also disseminates information on study-abroad opportunities and avenues for academic collaborations to faculty and students at various University Departments. The Office functions as a liaison between foreign students, Academic Institutions, Faculty, University Offices, Diplomatic Missions, State/ Central Government Departments, and other agencies.

The International relations team supports the students and organizes activities for them including the Organization of Reception and Orientation Programmes for international students. Helping the students in the process of registration, visa extensions, and other academic and non-academic related issues. The team acts as a contact point for international students for appropriate information and assists in ensuring the safety, security, discipline, well-being, and grievance redressal of the international students.

Celebration of cultural activities, International festivals, conduction of cross-cultural programs, international lecture series, and liaisons with respective embassies to ensure that International students participate in important embassy functions.

The international relations team also provides the necessary expertise in advising on various aspects of settling in on campus and compliance with immigration requirements for all international students, international faculty and staff, and short-term exchange visitors. Similar assistance is also extended to SGT students aspiring to travel overseas to facilitate a safe and pleasant experience.

The University endeavors to provide all support services to ensure that the issues of all the students are addressed promptly.

In September 2019 University also welcomed the first batch of 8 students from Binawan Institute of Health Sciences, Jakarta. The students had a week-long program with multiple lectures, live workshops, and interactive sessions organized by the NRSC, the Faculty of Physiotherapy, and the Faculty of Indian Medical System.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for international students' cell	[View Document](#)

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. **Adoption of guidelines of Regulatory bodies**
2. **Presence of the committee and mechanism of receiving student grievances (online/ offline)**
3. **Periodic meetings of the committee with minutes**
4. **Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 87.66

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
42	45	13	23	19

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ *PLAB/ USMLE/*Civil Services/State government examinations *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	15	28	22

File Description	Document
Pass Certificates of the examination	[View Document](#)
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 47.66

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
847	506	666	431	343

File Description	Document
Self-attested list of students placed/self-employed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for additional information	[View Document](#)

5.2.3 Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 8.05

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 134

File Description	Document
Supporting data for student/alumni in prescribed format.	[View Document](#)
List of students who have progressed to Higher education preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 90

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	2	9	18	6

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters and certificates.	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Presence of Student Council and its activities for institutional development and student welfare

Response:

University is the hub that provides holistic development to all students and consists of a well-balanced frame between academic learning and co-curricular activities. The management of SGT University works on the ideology and vision that every student must be exposed to different opportunities and should not be confined to the parameter of the department they choose to explore academically.

Event management is not just a part of the council but a connection between students and the administration. It is an organization that connects people and messages. It makes people think and act in a different way. It instructs people to share, teach and motivate each other.

The student council works to execute the events, festivals, seminars, workshops concerts, conventions, and annual fests through meticulous planning. Event clubs involve studying the concepts and themes of the event, identifying its target audience, and coordinating the technical aspects followed by mock drills before launching the event. The process of planning and coordinating the event also includes budgeting, arrangement, site selection, acquiring necessary permits, coordinating transportation and parking, arranging for speakers or entertainers, arranging decor, event security, catering, coordinating with third-party vendors, and emergency plans. Each event is different in its nature so the process of planning & execution of each event differs from one to another. Events build social and business relationships and give their members the opportunity to meet and interact with different members. Some of the major events are Phoolon ki Holi, Diwali Fest, Sports meets, Saraswati Puja, Teacher's Day, and many more.

ROLES AND RESPONSIBILITIES OF THE STUDENTS' COUNCIL:

- To conceive and propose an event with certain importance in terms of students' welfare, student development, academic promotions, university representation, and boosting cultural/ social awareness.
- To plan, manage and conduct an event end to end with great efficiency and student participation.
- Coordinate and supervise other intra- varsity clubs for proper and streamlined working and representation of every club.
- Connecting with other universities and their student councils for regular updates on competitions and conferences.
- Coordination and management of university representation at various inter-varsity competitions.
- The events conducted by the Students' Council are:
    - Phoolon ki Holi: With the message of spreading peace through flowers Holi is celebrated in a grand way at SGT University. The Students' Council plays a pivotal role in organizing and executing the event.
    - Pre-Diwali Events: The Students' council organizes various competitions as Pre-Diwali celebrations.
    - Diwali Fest: Diwali is celebrated every year as a cultural extravaganza in which students from the clubs monitored by the students' council participate.
    - Yugam: an inter-university fest conceptualized and executed by the council under the guidance of the Student's welfare office.
    - Saraswati Pooja
    - Save and Support Girl Child

- Women Empowerment
- Christmas Eve: an event especially for students away from home during the festive season.
- Symphonious: The Musical Fest
- Esperanza: Intercollege Dental Fest with a 1000+ registration from other colleges was well organized by the students.
- Stage Management of major university events like Convocation, Synergy-the Techfest, etc.

File Description	Document
Any additional information	[View Document](#)
Links for Student Council activities	[View Document](#)
Link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 20.6

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

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

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Event photograph if available (random selection with titles and date(s) of the events marked)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

Alumni Association Registration

The Alumni Association of SGT University was officially registered on 22nd May 2014 under the Haryana Registration and Regulation of Societies Act 2012 bearing the registration number HR 018 2014 01402. Elections for new members were held during the third alumni meet on the 13th January 2018 and new association was elected with Dr. Praveen Singh as the President, Dr. Sachin Chand as Vice- President, Dr. Shefali Phogat as Secretary and Dr. Reshu Sanan as Treasurer, to carry forward the work of the alumni association. This association was to be in function till January 2021, but due to Covid the association continued till September 2021. The elections subsequently were held online and the new office bearers took charge.

Broad Functions

The Alumni Association of the University makes efforts to bring together the Alumni of SGT University under one roof and to serve as a platform to meet and interact with each other. Alumni association conducts a pan-university Alumni meet every year in the month of January and provides an opportunity to graduate students to catch up with their classmates, seniors, teachers, and revive their sweet old memories. Some of the broad functions of Alumni Association are as follows:

- To create a sense of brotherhood, cooperation, and mutual harmony amongst the members of the Association.
- To facilitate and encourage alumni to contribute towards the improvement of infrastructure for the all-round development of the current students of the University.
- To provide avenues for drawing upon the knowledge and expertise of the alumni and to exchange views, and experiences and share them with the present students of the University.
- To render assistance to students of the SGT University through grants, scholarships and prizes and to provide assistance in academics, placement or in any other area that is felt appropriate by the Association.
- To recognize alumni students' academic, professional and other achievements and institute suitable awards for them.
- To promote, organize and facilitate conferences, seminars, training, and other similar activities conducive to the attainment of the above objectives.

The Elected Alumni Association meets quarterly if not more to discuss the above-mentioned agenda and work towards the upliftment of the University as well as the Alumni.

Financial Contribution:

Although a new University, the Alumni have started financially contributing towards the development of

the University. Till the year 2022 Alumni Association has contributed **more than Rs. 1 Crore** for the establishment of state-of-the-art labs and sports facilities within the University.

Other Support Services

The non-financial contributions include the intellectual inputs from Alumni in various spheres of the University, for instance, donation of books and journals to the Library. Alumni of the University are also engaged in several statutory boards and committees of the University viz. as members of Board of Studies, IQAC, and Institution Innovation Council (IIC), and to inputs towards effective institutional functioning. Additionally, alumni feedback about curriculum and teaching learning process provides us with valuable inputs towards program revisions. The University often invites alumni to deliver special orientation lectures to the students in the area of career development. Alumni association always has been a great support for training and placement for the passing out students of the University.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Links for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for additional information	[View Document](#)
Links for quantum of financial contribution	[View Document](#)

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. **Financial / kind**
2. **Donation of books /Journals/ volumes**
3. **Students placement**
4. **Student exchanges**
5. **Institutional endowments**

Response: B. Any four of the above

File Description	Document
List of Alumni contributions made during the last 5 years	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Under the parasol of Dashmesh Educational Charitable Trust(1999), the seeds of SGT were planted as SGT Dental College, Hospital and Research Institute in 2002. With the continuous at present SGT University is running 176 programs across 18 faculties and focused development, SGT University came into existence on 24th January 2013 by the Haryana Private Universities (Amendment) Act No. 8 of 2013. The Governance of SGT University sets an example of true leadership as it strives to develop excellence and leadership qualities among all its students and teachers.

Vision:

"To nurture individual's excellence through value based, cross-cultural, integrated and holistic education adopting the contemporary and advanced means blended with ethical values to contribute in building a peaceful and sustainable global civilization".

Mission:

- To impart higher education at par with global standards that meets the changing needs of the society
- To provide access to quality education and to improve quality of life, both at individual and community levels with advancing knowledge in all fields through innovations and ethical research.
- To actively engage with and promote growth and welfare of, the surrounding community through suitable extension and outreach activities
- To develop socially responsible citizens, fostering ethical values and compassion through participation in community engagement, extension and promotion activities.

- To create competitive and coordinated environment wherein the individual develop skills and a lifelong learning attitude to excel in their endeavours.
- To develop Centers of Excellence culminating in achieving the cutting-edge technology in all fields.

The University strives to nurture excellence in each individual whether student or faculty.

Imparting quality education to the students who are the ambassadors of the University, by regularly updating the curricula benchmarked against global standards, exposure to the best of academic experts to encourage innovation and interdisciplinary research coupled with the involvement and participation of the students in cultural and extracurricular activities and community outreach activities give a life like experience to the students and instills the leadership qualities in them.

The governance of the Institution is not only student centric but equal emphasis is given on the faculty members, the stakeholders. The wisdom and experience of the eminent personalities serving the University

authorities supports the faculty members to develop and enhance their individual capacities and excel in their disciplines as well as to create Centers of excellence.

Awarding the contributions of the faculty members in the University, academics and research is an example of Governance nurturing excellence in the faculty members and to develop future leaders for the organization.

The Governance of SGT University is participative with involvement of teachers, HODs and Deans in all committees and decision making bodies of the University.

University has following centers of excellence:

1. National Resource Simulation Centre

2. Central Synthetic Chemistry Lab

3. Centre of Science Popularization and Cosmology

4. Atal Community Incubation Centre

5. Centre of Excellence in Pedagogy

File Description	Document
Link for vision and mission documents approved by the Statutory Bodies	[View Document](#)
Link for report of achievements which led to Institutional excellence	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.

Response:

Leadership, in an organization is based on a bond of trust and sincerity that expedites the decision-making process of the organization. It channelizes delegation of authority from top to bottom in an organisation. Effective leaders in a Higher Education Institute, address the resolution of multitude of interests from various stakeholders including students, academic staff, administrative staff, departmental heads, government, and educational authorities. It enables the leaders to demonstrate their ability to work respectfully and effectively involving sizable diversity of people and their view points.

The leadership at SGT University is driven by its vision & mission in four core areas of Innovation, Leadership, Ethics, and Social Responsibility. It has adopted a decentralised and participative mode of functioning under the ambit of laid down Acts, Statute, and Ordinances. The functioning of the

administrative and academic areas of the university is accomplished in day-to-day governance, through various committee-based decisions.

The leadership promotes and practices the decentralisation of academic and administrative activities represented by teachers, administrative staff, and students in decision-making bodies; with the Vice Chancellor as the principal executive and academic officer of the university. A participatory decision-making process by various committees is in place to plan, monitor, and execute smooth functioning of the university both at a central level and at a faculty level. Instances of some central level committees are Governing Body, Board of Management, Academic Council, Finance Committee, Examination Committee, and Disciplinary Committee represented by teachers and other stake holders including external distinguished members from academia administration, finance, professional bodies, NGO's, etc. empowering them to advise and guide the University in achieving its goal towards excellence. In addition, Registrar Secretariat, office of the Dean - Students' Welfare act as facilitators between the administration, teachers, and students.

The functioning of all eighteen faculties at SGT University is fully autonomous to achieve their academic or administrative targets under the leadership of respective deans, facilitated by various committees like the Board of Studies, Faculty / Departmental Research Committee, Ethical Committee, etc. to facilitate and monitor the academic goals of each faculty. These committees are represented by the teachers of the university, and eminent external experts from the Government as well as private organizations/industries. Additionally, different academic associations at the faculty and central level are in place with the participation of teachers and students for academic and co-curricular activities. The outcome of such participation is reflected in the successful implementation of innovative scholars' and Synergy projects, placement activities, representation of SGT University at various forums both internal and external to campus.

SGT University maintains an alumni base, with their representations in decision-making bodies like the Board of Studies, and Alumni Meet. Their feedback keeps us at pace with ever-changing market requirements for incorporation in curriculum updates.

The University leadership through periodical review meetings with various constituted committees brings improvement in the governance of the university, enabling satisfactory participatory decision-making and adding a substantial improvement in the overall functioning of SGT University.

File Description	Document
Any additional information	[View Document](#)
Link for information / documents in support of the case study	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Strategic Plan

Shree Guru Gobind Singh Tricentenary University (SGT University), Gurugram has formulated its newly adopted strategic plan (2022-2027) in alignment with the NAAC framework to achieve its Vision & Mission. The visionary management, after the due consultative process and keeping in mind the SWOT (strengths, weaknesses, opportunities, and challenges) of the University, has come up with a plan to implement its 5-year strategic plan effectively in real terms to achieve targeted excellence in the area of curricular aspects, teaching-learning and evaluation, research, innovations& extension, Infrastructure & learning resources, student support and progression governance, leadership & management and followed by institutional values & best practices.

The strategic plan has been prepared after due study of the available resources, infrastructure, manpower, finance, market study, demand &supply and competition.

Deployment of Strategic Plan

1. **Core Key Performance Indicators (KPIs)**

The foundation of the strategic plan is laid on quality and value-based education as the bedrock for excellence in education and emphasis on some vital performance indicators. The core key performance indicators/areas are set as below:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovation and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

1. **Implementation & Monitoring of the KPIs**

The aforesaid KPIs are duly approved by the statutory bodies of the University like the Academic Council, Finance Committee, Board of Management and Governing Body. The strategic plan of 2022-2027 of the SGT University is being implemented through regular meetings of the aforementioned statutory councils/committees meetings.

Being the central office of the University, the Internal Quality Assurance Cell (IQAC) has been assigned the responsibility of the follow-up for implementation of the KPIs on the ground level to achieve the goals set in the strategic plan of the University.

IQAC has to coordinate with all the departments of the university for the implementation and monitoring

of short-term as well as long-term plans. Further, timely reporting of goals set, achieved and compliance to the respective statutory councils/committees like academic matters in the Academic Council, financial matters in the Finance Committee, infra & admin related matters to the Board of Management and final approval by the Governing Body.

The due provision has been developed to evaluate the progress in the desired areas. As the success of the implementation of the Strategic Plan depends on the equivalent participation of all the stakeholders, hence, due provisions have been made to know the peer stakeholders' feedback on the goal achieved.

File Description	Document
Any additional information	View Document
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	View Document
Link for Strategic Plan document	View Document

6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

Response:

SGT University has a clearly defined Organizational and augmented time to time hierarchy and structure and is governed by the Act, statutes and ordinance framed in 2013 during the foundation year of the University.

The officers of the University are:

1. Visitor/Governor

2. Chancellor

3. Vice-Chancellor

4. Pro-vice Chancellor

5. Dean Research and Development

6. Dean Student Welfare

7. Dean Academic Affairs

8. Registrar

9. Controller of Examinations

10. Chief financial and accounts officer

11. Deans of the Faculties

12. Director IQAC

The administrative setup of the University includes:

1. Governing Body: It is the supreme authority of the university. All the movable and immovable properties of the University shall vest in the Governing body. It reviews the decisions of other University authorities and lay down policies for the University, approves the budget and annual report of the University.

2. Board of Management: It is the principal administrative body of the University that examines the finances and recommends the budget. It approves the creation of teaching & administrative posts and approves appointments and job descriptions for the teaching posts. It approves the fellowships, scholarships, awards, degrees, collaborations/exchange programs and administrative policies for the day-to-day functioning of the University.

3. **Academic Council**: It is the principal academic body of the University and subject to provisions of the Act, statutes and Ordinance, coordinates and exercises general supervision over the academic policies of the University including the promotion of teaching, research and related activities. These can be own laid out academic initiatives or references from the Faculty Board of Studies. It recommends to the Board of management regarding academic pursuits like fellowships, scholarships, awards, creation/abolition of teaching posts, remuneration and allowances.

4. Board of Studies: Each Faculty of the University has constituted its Board of Studies which includes Head of the department, faculty members and external experts from Industry and Academic Institutions. All academic matters, related to a particular Faculty including the introduction of courses, its syllabus, revision of syllabus, and research activities are all approved by the Board of Studies before putting as an agenda item for Academic Council.

5. IQAC: The Internal Quality Assurance Cell has been established as per UGC Guidelines 2017 and strives to develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the University. It reviews the existing system for quality assurance and recommends improvisations in the academic and administrative spheres to the University authorities for

implementation and improvement in the Quality culture.

All the University bodies/committees meet regularly as per UGC regulations, and all activities conducted in the University are based on the decisions taken in these meetings. This is evident from the minutes of meetings of various committees/bodies. All the academic activities of the University are approved by the Academic council before their implementation. The quality initiatives by IQAC involved discussions and meetings within IQAC as well as meetings of IQAC with all other Deans and faculty members for the understanding and implementation and execution of any initiative. The University has also set up other committees that are involved in the functioning and maintenance of specific matters.

File Description	Document
Any additional information	[View Document](#)
Link for organogram of the University	[View Document](#)
Link for minutes of meetings of various Bodies and Committees	[View Document](#)
Link for additional information	[View Document](#)

6.2.3 The University has implemented e-governance in the following areas of operation

    1. Planning and Development
    2. Administration (including Hospital Administration & Medical Records)
    3. Finance and Accounts
    4. Student Admission and Support
    5. Examination

Response: All of the above

File Description	Document
Screen shots of user interfaces, if any	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	[View Document](#)
E-Governance architecture document	[View Document](#)

6.3 Faculty and Staff Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff, and other

beneficiaries.

Response:

The following facilities as Welfare measures are provided to all permanent teaching and non- teaching employees by SGT University, which help in maintaining healthcare, morale, safety and satisfaction:

1. Facilities and services of SGT Medical Hospital with state of art facilities alongwith 30% concession on the investigations and treatment charges for SGT staff and their family members.

2. Services of Dental Hospital with advanced facilities and free simple treatment procedures and 20% discounts on complex treatments for SGT staff members and their family members.

3. Maternity benefits for female employees of the University.

4. Leaves to teaching and non teaching staff including casual, earned sick and academic leaves.

5. 24 hour power back-up support are available to all the employees.

6. Wi-Fi facility throughout the campus.

7. The faculty members have dedicated cabins & workstations wherein they can perform their duties effectively.

8. Crèche facility for the children of the teaching and non-teaching employees.

9. Subsidized Cafeterias and Mess facility for staff members.

10. Transport facility including buses with nominal charges.

11. Bank facility.

12. Shopping complex.

13. Festival advance

14. Residential Quarters are provided on campus for teaching and non-teaching staff.

15. All Faculties members are encouraged to get enrolled for Ph.D. program with 50% concession on Ph.D fees for in-house faculty and staff.

16. Concession on the fees of the wards of staff members to the term of 35%.

17. Faculty incentives for effective contribution in academics, research and for University development.

18. Travel grant to Faculty members to attend national and international conferences

19. Incentives for publications in high impact journals and other incentives to Faculty members for research promotion as attached.

20. Well defined appraisal and promotion policy

21. Extracurricular activities for Faculty members are organized every year to break the monotony like Fun Games, Diwali fest, Holi fest and sports activities for Faculty members and non-teaching staff.

File Description	Document
Any additional information	View Document
Link for policy document on welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document

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

Response: 54.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
577	426	488	180	110

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
List of teachers provided with membership fee for professional bodies	[View Document](#)
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	[View Document](#)
Institutional data in prescribed format	[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](#)
Any additional information	[View Document](#)

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 68.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	40	35	97	69

File Description	Document
List of professional development / administrative training programmes organized by the University year-wise for the last five years	**View Document**
Institutional data in prescribed format	**View Document**
Copy of circular/ brochure/report of training program self conducted program may also be considered	**View Document**
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	**View Document**
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	**View Document**
Any additional information	**View Document**

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 81.62

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
626	513	564	478	424

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	**View Document**
Institutional data in prescribed format	**View Document**
E-copy of the certificate of the program attended by teacher	**View Document**
Any additional information	**View Document**
Annual reports of the IQAC and the University for the last five years.	**View Document**

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Yes, SGT University has performance Appraisal system for teaching and non-teaching staff. The

performance of the faculty is reviewed time to time with various feedback methods. The feedback system always leads to self improvement as the deficiencies which gets highlighted are addressed and necessary changes are made for the future. Yearly appraisals are given to the whole faculty in the month of January and July which includes teaching as well as non-teaching staff.SGT University has well defined procedure for performance based appraisal system for teaching and non-teaching staff. Systematic evaluation is done to understand the ability of a person for his/her further growth and development. There are some parameters to assess the performance of teaching and non-teaching staff. The performance of every employee is assessed after completion of one year of service. Proforma are the primary methods of assessing the faculty member for increments and other incentives.

The self appraisal Proforma filled by the faculty member is checked and verified by the HR, head reporting officer to the employees. Recommendations are prepared on the basis of grading derived from the scoring system and the increments are granted. The numerical grading is done and hence the final grading is done. On the basis of this scoring pattern, increments are given.

The faculty members are assessed for academic parameters such as research work, publications, and teaching hours per week and are scored accordingly. The performance based appraisal system helps in detailed evaluation regarding the working of employees. This systematic procedure helps in detailed analysis of strength and weakness of an employee which in turn helps in motivating the staff member to perform better in future.

File Description	Document
Any additional information	[View Document](#)
Link for performance appraisal policy of the institution	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

SGT University is a self-financing body, as per section 8 of The Haryana Private Universities Act 2006, accordingly, the University shall be self-financed and shall not be entitled to receive any grant or other financial assistance from the Government or any Board or Corporation owned or controlled by the Government. However, the University submits projects and make efforts to mobilize grants from the agencies/organizations which are not covered under above restriction of the act such as….

The main source of funds for University is the fee collection from students for academic services. In addition other peripheral support functions are also provided to students & staff, on mutual benefit basis, like transportation facility, hostel facility, mess facility. These functions also make their little contribution to the revenue system.

Fee to be charged from students is reviewed periodically by making a cost analysis for revision by the appropriate authorities.

In addition, Medical & Dental hospital are also run by University which is on concessional fee pattern and generates some revenue for the University, though the total expenditure of these services would be higher compared to revenue garnered. This broadly serves the purpose of social service & an experience ground for future medical professionals. In addition, University also undertakes little amount of consultancy & training programs to contribute to the exchequer. As a policy we are trying to augment this field to explore the untapped potential.

As an institution we look forward to explore all possible ways to generate resources howsoever small it may be. We have been able to generate a reasonable sum through bank interest by efficiently managing treasury operations. These funds are utilized for the upkeep & maintenance of student services in an optimum manner. The deficiency, if any, in funding for Infrastructure expansion requirements to improve student experience is generally met through term loans obtained from bank which are repaid in regular installments.

File Description	Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)

6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 207

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	71	10	95	10

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	[View Document](#)
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	[View Document](#)
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)

6.4.3 Institution conducts internal and external financial audits regularly

Response:

SGT University undergoes internal & external financial audits on a continuous basis. The external audit is mandated under section 43(1) of Haryana Private University Act 2006 and is conducted by external independent Chartered Accountants firm. As the University is part of Dashmesh Educational Charitable Trust the audit is conducted for the whole trust. The audit is conducted in different phases during the year. The periodic audit report is discussed by Finance Department with auditors to understand and remove any kind of procedural anomalies observed for the purpose of improving system. The audit report once finalized is duly presented before the Board of Trustees for detailed deliberation and approval. The audit report is also presented to the Finance Committee, Board of Management & to the Governing Body of the University for their reference & record. The final copy of Audit Report along with annual Balance sheet for the financial year is submitted to visitor & Government of Haryana for their review & records. The copy of audit report is also submitted to the Income Tax Department along with annual Income Tax return of the

trust.

In addition to this mandatory provision, University also has a separate 3-members in-house dedicated Internal Audit Cell which continuously conducts internal audit to further strengthen the processes and procedures across the various units. The team selects various functions on rotation basis for audit and reporting for example, transportation, mess, hostel, salary, deduction for mess/electricity charges, stores, purchase quotation analysis etc. These audits often provide valuable inputs and have resulted in establishment of better internal control mechanism by pointing out and removing weaknesses in the system. Audits have also significantly contributed in plugging the revenue leakages. These reports are also discussed with trustees for their review and direction.

In order to enable internal audit function to further sharpen its edge, we are planning to engage an external Chartered accountant firm to carry out process audit of all nonacademic

functions of the University. The areas could be like (a) review the existing process of collection

of fees from the students, recording it in the accounting books, follow up for pending fees and the internal control processes around it to check leakages and delayed recoveries of fees, (b) review the accounting processes, chart of accounts, cost-centers etc. with a view to check whether accounting information is being captured in a manner that department-wise MIS can be prepared accurately, (c) The MIS system to be designed in such a manner that it provides periodic information to the management about the performance of the university enabling it to take well informed decisions based on data and analyses to run the university effectively and efficiently, (d) Infrastructure & Equipment recording and utilisation etc.

File Description	Document
Any additional information	[View Document](#)
Link for policy on internal and external audit mechanisms	[View Document](#)
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

SGT University has been focusing on quality academics and research. The university has been striving

hard to produce quality graduates and postgraduates who could contribute significantly to their profession and society in general. To institutionalize the quality assurance measures in the University, Collegium of Deans was constituted in 2017. IQAC was established in the University as per NAAC guidelines on 8th June 2017.

The IQAC in last five years has taken multiple academic and administrative initiatives to establish the quality culture in the University. For the planning and execution of the activities, regular meetings of IQAC were held quarterly as per NAAC directives.

The IQAC meets regularly and take multiple initiatives after detailed pondering of all members regarding the pros and cons, the development of strategic plan and the steps for execution and implementation.

The activities to be implemented require cooperation from all faculty Deans and coordinators. Hence, regular meetings with Deans and faculty coordinators of IQAC were held to get the things started and to take follow up for effective implementation.

The multiple initiatives undertaken by IQAC in last five years are as under:

1. Revision of syllabus and curriculum and introduction of student centric teaching pedagogic techniques.

2. Introduction and implementation of Choice based credit system (CBCS) as per UGC guidelines.

3. Examination reforms including change of question paper pattern, percentage of theory and practical component, internal assessment, creation of Question bank and procurement of Question banking software

4. National and international collaborations

5. Conduction of multiple Faculty Development programs regarding education technologies and assessment techniques

6. Collection of Feedback from students, teachers, Alumni and Parents and creation of feedback policy.

7. Creation of IPR cell and framing IPR policy.

8. Formulation of multiple IQAC committees

9. Academic audit for all faculties.

10. Start up of e-learning portal for SGT University (www.elearning.sgtuniversity.ac.in)

11. Sensitization of Deans and faculty for importance of consultancy and initiation of consultancy projects from each.

12. Quality audit by Q.S I Gauge in 2018 with in Gold rating and 2021 with of "Diamond" overall rating

and"DIAMOND" rating in 'Teaching and learning', 'Facilities', 'Employability' and 'Social responsibility'.

13. Introduction of Value-added course on "Professional Ethics and human values"across the University.

14. Establishment of National Reference Simulation Centre and conduction of 1st SUN Conference

15. Initiation of Webinar activity to facilitate live streaming of lecture from one point to multiple lecture theatres.

16. Conduction of Gender Sensitization and "Know your rights" workshops for students, faculty membersand non-teaching staff.

File Description	Document
Any additional information	[View Document](#)
Link for the minutes of the IQAC meetings	[View Document](#)
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	[View Document](#)
Link for additional information	[View Document](#)
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)

6.5.2 Quality assurance initiatives of the Institution include: 1. Academic and Administrative Audit (AAA) and initiation of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality issues for teachers and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

Response: B. Any five of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	[View Document](#)
Institutional data in prescribed format	[View Document](#)
e-copies of the accreditations and certifications	[View Document](#)
Any additional information	[View Document](#)
Annual reports of the University	[View Document](#)
Link for additional information	[View Document](#)	

6.5.3 Impact analysis of the various initiatives carried out and used for quality improvement

Response:

The University undertakes initiatives complying with vision document to maintain the quality of teaching, healthcare services and research. Impact analysis is the assessment of pros and cons of a course of action and its possible consequences with the extent and nature of change it may cause. The impact of outcomes of these initiatives are continuously monitored and audited by an internal and external mechanisms.

Impact analysis is done for the following initiatives:

1. Student performance: Student performance is assessed by the internal semester-end University examination. The students are identified as slow and advanced learners based on our policy for slow and advanced learners as formal and informal methods. We guide slow and advanced learners for their learning requirements through dedicated mentors in each semester.

2. Teaching learning assessment process: Every course is conducted as per the syllabus of the curriculum. At the beginning of the semester, the course and programme outcomes are framed. Different teaching methods like flipped classrooms, integrated teaching, etc. are adopted to enhance teaching quality. Feedback from students is taken in every academic session. The University has a set mechanism to assess the evaluation reforms and outcome analysis every year for its academic, Administrative, Research & Innovations and assessment reforms. As per IQAC meetings held on different occasions, it was resolved to constitute a committee to assess the evaluation reforms and outcome analysis during each academic year.

3. Administrative management and Stakeholder feedback: We conduct Administrative and Academic

audits by involving internal and external members. The IQAC is responsible for the analysis of the feedback taken from all stakeholders i.e. Students, Alumni, Teachers, Professionals, and Employers. This audit report along with the action taken report is placed in BOM.

4. Research& Development: Dean (R&D) is responsible for promoting research projects, publications and consultancy which includes IPR cell review the policies including operational and implementation with outcomes in areas of research and development exclusively.

5. Financial management: Regular internal and external financial audits are carried out in the University. The audit reports are submitted by the Finance Committee to the BOM. Inputs regarding financial management are given by the Finance Committee to the BOM.

The IQAC reports, provide benchmark guidance for quality improvement of various academic and administrative programs. The impact analysis of various initiatives for quality improvement has resulted in an excellent pass percentage of students, an increase in the outcome of research and IPR activities, a number of admissions, meritorious students preferring to pursue higher studies in the University, and accreditation by QS-I GAUGE Dimond, University ranking of Top 100 Rank in Pharmacy in the NIRF Ranking - 2022, NABH& NABL accredited hospital and blood bank.

File Description	Document
Any additional information	[View Document](#)
Link for relevant documents/information on the process and results of impact analysis on the above aspects	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Gender Sensitization involves creating awareness about gender issues and working towards, and creating an enabling environment of gender justice where men and women can work together with a sense of personal security and dignity. Keeping these in mind, SGT University over the past years has taken initiatives to sensitize all the students, teaching and non-teaching staff about this issue. Various workshops have been organized individually by Faculty as well as by the concerned office at University level targeting different audiences of the University.

Apart from gender sensitization, University is providing round the clock safety and security with various means by presence of Police Station, around 1400 CCTV and fulltime security officers with male and female security guards. There is an administrator for each block of the University for the Maintenance of all the above said activities regarding safety and security within the campus. The Deans and all the faculty members are also available to provide any kind of support related to the security issues of the students even after the scheduled time. The campus is also having the 24X7 Multispecialty Hospital facilities to provide emergency medical aid. Counselling plays an important role in the overall growth of the students as well as the University. So, SGT University adopted different methods to counsel the students like:

1. Mentor mentee programs is implemented in all the Faculties, where a faculty member is assigned to the group of 10 to 15 students for their counselling and any other support required. The Mentor make their best effort to resolve various issues of the students.
2. Special sessions of counselling are provided by the Faculty of the Behavioral Sciences to the students who are take psycho specific problems related to personal issues.

Separate common rooms for boys and girls are also provided to carry out their recreational activities. Every block of the university as well hostels are having common rooms.

The University also has free of charge Daycare facility for the young children of the employees. The dedicated staff is there to look after them as a support the employees.

File Description	Document
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)
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**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[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:

The functioning of the SGT University exerts negligible stress on environment due to consciousness of environmental impacts from anthropogenic activities which are imparted to the students and staff periodically. There are number of practices involved to reduce the generation of wastes as much as possible. The health-related faculties have courses and topics dedicated to biomedical and radiological waste and their proper management and disposal to reduce the environmental impact due to medical and hospital waste. Courses are also taught regarding the safe use of drugs, their dosage and administration.

1. Solid waste management: Solid waste is produced through activities carried out routinely during the university processes including paper, plastics, glass, metals, food residue and packaging materials etc. The waste is collected and segregated properly at each level and source. The administrative supervisor in each block oversees that the waste at each floor is collected at given time intervals. The cleaning personnel at each floor collects the solid waste, segregate it and gather the solid waste in separate dustbins based on the recyclability and biodegradability of the waste. The University has installed a kitchen waste disposal unit which is electrically powered.

2. Liquid waste management: Liquid wastes generated by the University are:

1. Sewage Waste
2. Mess and Cafeteria Waste
3. Laundry Waste

The liquid waste is treated through wastewater treatment plant and is used for gardening and horticultural activities. The University has also setup its own STP and ETP unit to treat sewage waste before discharging in water bodies.

3. Bio-Medical waste management: Biomedical waste from University Hospital and Dental Hospital are collected in separate bins. The University has engaged with an authorized bio-medical waste management contractor who collects the waste from the designated place and disposes it according to bio-medical waste management rules.

4. E-waste management: Electronic circuits, memory chips, motherboards, compact discs, cartridges etc generated by electronic equipment such as Computers, TV, Phones, Printers, Fax and photocopy machines are reused and recycled properly. An exchange or buyback system is adopted instead of direct disposal while buying a new product. The e-waste generated from hardware products which cannot be reused or recycled is being disposed centrally through government authorized vendors.

5. Waste recycling system: Waste recycling plants namely Sewage Treatment Plants (STPs) and Effluent Treatment Plants (ETPs) system are present in the campus for liquid waste water recycling:

Number of Sewage Treatment Plants: 01

Number of Effluent Treatment Plant: 01

6. Hazardous chemicals and radioactive waste management: Standard Operating Procedure is followed for the hazardous chemicals and radioactive waste disposal. Records are maintained for the compliance of AERB norms.

File Description	Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geo-tagged photographs of the facilities	[View Document](#)
Link for additional informaton	[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: All of the above

File Description	Document	
Institutional data in prescribed format	[View Document](#)	
Link for additional informational	[View Document](#)	
Geo-tagged photographs / videos of the facilities	[View Document](#)	

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of Plastics**
5. **Landscaping with trees and plants**

Response: All of the above

File Description	Document	
Institutional data in prescribed format	[View Document](#)	
Link to additional information	[View Document](#)	
Geo-tagged photos / videos of the facilities	[View Document](#)	

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

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Audit reports of the institution related to the metric	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

- **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: All of the above

File Description	Document
Relevant documents / reports	View Document
Institutional data in prescribed format	View Document
Additional information	View Document
Link for relevant geo-tagged photographs / videos	View Document
Link for additional information	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 other diversities (within 500 words)

Response:

The SGT University is located at Chandu -Budhera on the outskirts of Gurugram which spreads over around 60 acres of lush green campus enveloped with serene beauty and environment. Students along with more than 3000 staff/faculty members come from various cultural backgrounds and carry forward their rich cultural diversities. The University takes extra efforts in providing an inclusive environment for all the students and employees. Tolerance and Harmony to cultural, regional, linguistic, communal, socioeconomic, and other diversities are best achieved by major events like Diwali Fest, Holi Fest, Symphonious at University levels and events like Esperanza, Aura, Impressions at the individual faculty levels.

Students have formed various clubs at the campus which also support and propagate the idea of diverse cultures. Diwali fest events have given opportunities to students from various state backgrounds like Haryana, North East states, Southern states, and all across India to showcase their rich dance forms, culture, and beliefs. Holi Fest, over the years has seen invitations to the traditional Lath Mar Holi where initially performers from Mathura were invited to showcase the whole story of Sri Krishna. Now, the students have started enacting the whole story through the colorful festival of Holi. The colorful Holi is celebrated with flowers on campus. These events have also seen fusion performances of all cultural dances and drama performances. Symphonious is an annual event where the University invites popular music singers like Malkit Singh, Mika Singh, Guru Randhawa and DJ Money with their teams to enthrall the students with rich cultural songs.

One key theme event on River Ganga was choreographed and performed by faculty members and students, which was performed at the prestigious Indira Gandhi Centre for Arts, New Delhi. This dance-based theatrical event showcased the rich culture and heritage of the river Ganga.

Regional events are also celebrated at the campus especially Lohri, Christmas, Dhanvantri Diwas, along with various state cultural events like Basant Panchami, Dahi-Handi, Teej, Ningol Chakouba (Translation: Married women invited for feast), etc. The University has also celebrated Hindi Diwas and state formation days like Haryana Day over the years wherein the rich culture of the state and country are highlighted through various debates, posters, and essay competitions of the students. This aspect of an inclusive environment is also achieved by the annual publication of the literary magazine "SGT Youth Pulse" wherein students are encouraged to pen down their own words, ideas, and images in the form of poems, stories, essays, and paintings. These are then compiled in the form of a magazine which is widely circulated. This magazine has been published on an annual basis since 2017. The University campus also houses a temple wherein many students worship their faith in God and festival ceremonies are also performed by students and faculty members equally. Socially connecting with rural people residing in and around the University campus is also encouraged respecting the cultural, communal, socioeconomic, and linguistic values of locals.

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for additional 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

Response:

The SGT University takes pride in the fact that apart from preparing a sound academic foundation of the student community; the University constantly works upon to develop them as better citizens of the country. In this regard, SGT University, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the "Unity in Diversity" of our motherland. The University ensures that the students participate enthusiastically in all such activities. Since the last five years, the SGT University has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas:

1. National Identities and Symbols: The University has always taken various direct and indirect steps which promote the awareness about various National Identities and Symbols. The Indian Tri-colour stands tall at the main entrance of the University and in this way the University spreads the message of Nation first policy. The main reception building of the University also houses the Tri-colour. The University celebrates the Independence Day & Republic Day with great pomp and vigour. The Faculty of Law

organizes and celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and ideals.

2. Fundamental Duties and Rights of Indian Citizens: The Faculty of Law, SGT University has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The students of SGT University have enthusiastically participated in various programs like:

1. Academic programs like Seminar, Conferences, Expert talks, etc which have enriched the awareness about these aspects.
2. Various activities like poster making competition, etc on related topics.
3. Organizing Annual SGT Moot Court Competitions on various contemporary legal issues.
4. Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues.

3. Constitutional Obligations: The students of the University have participated in various activities like Supreme Court visits visit to the Rashtrapati Bhawan. All these visits have been organized to promote the awareness about various constitutional and legal obligations.

Further, apart from the above mentioned activities, the University has also organized student centric activities like paper, poster and essay competition displays at annual Synergy event etc. which have always received huge participation from the students and promoted their awareness about various aspects of Indian citizenship.

File Description	Document	
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	[View Document](#)	
Link additional 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 Code of conduct is displayed on the website**
2. **There is a committee to monitor adherence to the code of conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on code of conduct are organized**

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Institutional code of conduct and code of ethics	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)

Web link of the code of conduct	[View Document](#)	
Link for additional	[View Document](#)	

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

National festivals play an important role in planting the seeds of Nationalism and Patriotism among people of India. SGT University celebrates these events with great enthusiasm to commemorate the ideology of Nationalism and to pay tribute to our great National Leaders. The faculty, staff and students of the University all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout.

The University celebrates 26th January i.e.,Republic Day, every year, commemorating the adoption of Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times. The celebration includes the hoisting of national flag and spreading a warm message of nationalism in a short speech by the Vice–Chancellor of the University. The sweets are distributed and sense of unity as Indians prevails in the air. Independence Day is celebrated every year on 15th of August with same zest & zeal, where parades by security guards and NCC Cadets and flag hoisting by the Vice Chancellor are organized.

SGT University encourages students to remember our national leaders and their sacrifices thereby celebrating the birth and death anniversaries of all the great Indian leaders. The SGT University celebrates International Yoga Day on 21st of June every year. The yoga instructor organizes the yoga camp and with instructions to make everyone aware on how Yoga embodies unity of mind and body; thought and action; restraint and fulfillment. Teachers Day i.e., 5th September is celebrated to mark the birth anniversary of Dr Sarvepalli Radha krishnan both at university and faculty level by honoring teachers which are the guiding light of students. Gandhi Jayanti is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi. In today's times when there is a violence and aggression all around, we inspire students of our University to follow the Gandhian ideologies of truth and non-violence and inspire them to contribute towards the peace and prosperity of the Nation. On 31st October every year, Sadbhavana Diwas is celebrated to commemorate the birth anniversary of Sardar Vallabh Bhai Patel. Paying homage to his memory and legacy, Run for Unity is organized every year which is flagged by

University officials. Festivals like Diwali, Holi, Lohri are celebrated every year with great pomp and show. All the students of our University come together and celebrate it with great fervor and enthusiasm. Keeping its Indian values intact, SGT University imparts right kind of education based on moral values and ethics which makes our students responsible global citizens.

File Description	Document
Any additional information	**View Document**
Link for annual report of the celebrations and commemorative events for the last five years	**View Document**
Link for additional information	**View Document**
Link for Geo-tagged photographs of some of the events	**View Document**

7.2 Best Practices

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

Response:

Presentation of Best Practice No-01

1. Title of the Practice

"Synergetic (Mindful) Multidisciplinary Young Innovations"

S   Systematic

Y   Yield

N   Novel

E   Energetic

R   Radical

G   Gravity

Y   Yearly

2. Objectives of the practice

"Synergy"– a three-day-long yearly Techno-Festival of SGT University, is one of its best practices. It aims to synergize young minds in creativity and orient students towards multidisciplinary research and innovation across different faculties in developing prototype models of proposed solutions to challenges arising in daily life through workable scientific applications.

The technical extravaganza is intended to demonstrate projects in science, technology, and models from medical sciences, management, humanities, arts, fashion, and culture. Establishing industry linkages, patent filing, and entrepreneurial skills development are simultaneously encouraged as an outcome of Synergy. Synergy highlights participation in competitions with innovative ideas to attract and involve the audience.

3. The Context

In Synergy projects are aligned with solution-centric applications deployable in healthcare, life science, journalism, urban development, agriculture and farming, food and nutrition, transportation and delivery of commodities, disaster management, and many more. Here the students find the right platform to showcase their creativity, coding, and problem-solving skills in building the proof of concept models. These interdisciplinary and technology-driven projects go beyond the regular framework of studies and curriculum of the students. It is also an opportunity for them to network with exponents and professionals from various industries, and official dignitaries during this technical festival of competitions and award-winning opportunities. The Synergy projects are classified into segments, like:

(1) "Health and well-being" for an individual, families, and communities,

(2) "Education & Society" – having educational aspects with no boundaries,

(3) "Technology and Innovation" facilitating process improvement and new product development,

(4) "Sustainable R&D" to create sustainable products.

4. The Practice

"Synergy" enables students to improve research and development activities with institutional support, which acts as a catalyst to motivate students for research and knowledge creation.

As a part of its uniqueness, contemporary social and other human welfare-related issues are explored by the students with an open-minded approach. The proposals are reviewed and shortlisted by subject experts for a simple solution feasible with the given framework that can be presented to a larger audience in a manner that is relatable and convincing in portraying models.

The open and fair hand-holding discussion with faculties and other cross-functional in-house experts

makes the Synergy preparatory platform unique by sharing research ideas, and adhering to quality processes – irrespective of the complexities involved. The process also visualizes futuristic supports through the availability or setting up of incubation centers, proper policy implementation for consultancy by local entrepreneurs, and case building approach for extramural funding of research projects.

The projects are reviewed and shortlisted by subject matter experts considering the present and ever-increasing future of the industrial world relating to the industrial sector and encourage conceptualization and design thinking skills.

SGT University, as an HEI, facilitates proper infrastructure, allocates research grants and intramural funds, smooth administrative support, accessibility to e-resources, high-speed internet facilities, etc. The institute provides a separate and dedicated team to look after project activities including financial activities and procurement, thereby shouldering accountability for the project's progress and allowing students to focus on development.

In Synergy students improvise projects streamlined into outcomes areas like (1) Innovative Agricultural Practices, (2) Healthcare Challenges, (3) Resource Management, (4) Alternative Energy Usage, (5) Waste Management, (6) Communication Technology Applications, (7) Gadgets for differently-abled people, (8) Environmental Concerns, (9) Eradication of Poverty & Hunger, (10) Efficient transportation and (11) Computerized diagnosis of human diseases.

The seeds of Synergy were sown in the year 2017 and were rolled out with an aim to synergize young minds to be creative and innovative by supporting students and faculty members for research and innovation. In a learning environment, our students explore and experience the numerous possibilities in the world today. The university invites students from various other educational institutions from Delhi-NCR to this technical feat to witness. Synergy held in 2017, 2018, 2019, and 2022 were visited by thousands of students from more than 300 schools and colleges in Delhi, at the SGT University campus, Gurgaon.

5. Evidence of Success

Synergy was conceptualized to collaborate innovative concepts and fresh ideas that students can stage and demonstrate through their technical abilities. It is designed for students to think out of the box solutions to address challenges in the real world. Eminent personalities and judges from reputed universities like DU, NSIT, and industry leaders from IBM, Apple, Honda, and DRDO grace the judges panel.

In Synergy 2022, Haryana Governor Sh. Bandaru Dattatreya was the chief guest of the concluding ceremonies. Dr. Subhas Sarkar, Union Minister of State for Education and Sh. Atul Kothari National Secretary, Shiksha Sanskriti Utthan Nyas, were the guests of honor in the 3-days event.

It hosted over 22,000 students from 180+ schools and over 40 colleges across the Delhi-NCR region. In this magnum-techno-fest, rich technical innovations like MRI Gloves, Forensic Drones, Electric Bike, Electric Cycle, Electric Go-Kart, and Electric Vintage Car were displayed. Students also showcased various projects in the domains of robotics, electric vehicles, supplementary healthcare tools, and related

gadgets.

The Synergy results and outcome envisage possibilities and conceptualizations of start-ups, new research initiatives, and readiness for extramural funding with the availability of prototypes – all with an attempt to make education employment and research-oriented, as oriented in the New Education Policy (NEP-2020). It also ensures quality education to students through hands-on exposure beyond the regular curriculum, thereby playinga significant role as an HEI and supplementing the amalgamation of technology, innovations, and research for wading towards 'Atmanirbhar Bharat'.

6. Problems Encountered and Resources Required

In this modern era of fast technological development, strengthening the research environment is important. SGT University is constantly striving to level such R&D needs for its students to facilitate

(1) practical learning (communication, writing, presentation, filtering study materials),

(2) mentoring opportunities to connect to industry experts having specific skills and knowledge,

(3) value-added support to researchers for first-hand experience with research projects

(4) instrument sharing with cross-faculties in time-division

(5) sustainable research result repository as a ready reference of experimental results, set-up, etc.

Implementation of Synergy, with such existing issues, tries to enable the resources through adequate funding, and provisioning of required logistics and infrastructure. Such initiatives by SGT University align with the vision of NEP-2020 of multidisciplinary research culture as the need of the times, bridging the academics, industry-oriented research, innovation, and digital transformation required in higher education in today's context. Participants across educational fraternities with diverse academic backgrounds attended the technical festival to substantiate enhanced research scope among the students.

7. Notes (Optional)

SGT University is passionate about grooming the nation's youth into good human beings and excellent professionals with an aim to make our students innovative, inclusive, and extraordinary. In Synergy, students are encouraged to share ideas and best practices to promote cooperative action by sharing and caring, timely delivery, strengthening collaboration and removing implementation hurdles, develop an appropriate knowledge repository for reference to research-oriented results.

It also enables the students to experience connecting and collaborating with industries to understand new or improved products, provide enhanced services and productivity, public engagement and community reach out, and align research output to spawn an opportunity (growth, start-up, social cause). The three-day-long technical festival trends to promote and develop a research ecosystem to explore new functional and

operational ideas of such a research ecosystem.

In general, Synergy strengthens the inquisitiveness of students towards sustainable research & development, and grooms them with technology and innovation, for new product development.

Presentation of Best Practice No. 2

1. Title of the Practice

Social Cohesiveness for Education & Welfare

2. Objectives of the Practice

The practice sets out to intend the inception and promotion of the concept of social values at the basic levels in the various disciplines of educational courses offered and all administrative divisions by SGT University. Such basic knowledge amongst students and employees equally leads to the objective of application of these social values in curriculum, extracurricular activities and special skill development endevours by the University. Propelling one's career by remaining rooted to social concepts in the area leads to the development of socially connected and successful personalities with a team building atmosphere.

3. The Context

Connecting with the society out of one's comfort requires steps towards initiation of such an approach, which forms the biggest challenge for an individual. The society, especially the rural one which marks no boundaries to human mankind, is a concept which openly welcomes visitors in the traditional Indian way – **???????????:**.The University believes in giving back to the society in the humblest possible ways, so that the society connects with each and every representative of the University. Role modelling by students, teachers can become source of inspiration for people who are present in the varied demographic society of our country. The steps needed to be taken forward are the most challenging aspect of the whole phenomenon. An important feature of social connect is reliability of the content and its sustainability, which requires another challenging aspect of logistic arrangements needed for appropriate outcome.

4. The Practice

The practice of Social Cohesiveness intends to take every student of the University to the grass root levels and apply the basics of their curriculum to the society at large. All the faculties organise social outreach activities so that every student can contribute to the concept. Connecting to the society can be done in many ways. Sensitizations of the group, their trainings, awareness development, up skilling and exposure to the culture at the University campus are some means. The Health Sciences faculties of the University also take special care in providing appropriate general health, dental health mental health and other allied health knowledge, consultancy, treatment and referral to all the members of the society at their doorsteps. An example of this is our endeavour in adopting Village Budhera and working through the University platform of *Community Action Group/ "SamajikVikas SGT KaPrayas"* in other nearby villages namely Khera Khurrampur and Sultanpur. The engagements involved in this practice are unique to Indian Higher Education both from the past as in Gurukul' sand as deemed in future in lines with National Education Policy. This gives an apt opportunity to every student to imbibe the important concept of social principles and its applications for a better tomorrow. Some of our other specific endevours are sensitisation of farmers for crop protection, soil knowledge and better cultivation organised by Agricultural Sciences; Entrepreneurship skill development by all faculties; Nav Muskaan, a dental faculty initiative for cleft lip & cleft palate children; mental health initiatives by Behavioural Sciences; Environmental initiatives by Sciences; Legal & Constitution Counselling by Law; Technological initiatives by Engineering and Swachata Pakwada Initiatives. So much so, that our philosophy behind the practice led us to fight and stand tall in harsh COVID 19 times too. These all aspects somewhere help to bridge the societal gap existing in our country. The government authorities, though working as first line for all the sections of society, sometimes are able to execute policies with collaborative partnership with private educational institutions like ours. Our students have interacted with the society through sensitisations, door-to-door surveys, focus group discussions, workshops, nukkaad nataks and informal discussions. With the involvement of Community Leaders, the practice also has the flexibility of planning and execution as per the need of the society so that the best outcome is achieved which further leads to develop long lasting relationships between the society and the University.

5. Evidence of Success

The evidence of success for this practice is the health care engagements which have resulted in establishment of super specialty health care facilities at the campus and the ever-increasing utilization of all health services at the campus. To take note is the door-to door surveys undertaken at nearby villages with respect to oral health, general health, musculoskeletal and behavioural parameters. Health care facilities are being provided at minimal cost. Various faculties at the University have incorporated specific departments which deal with community outreach work targeting social causes. The departments have also been appreciated at various locations for their efforts. The culture is rapidly spreading among students who are also eager to engage in such activities like sensitisations, trainings, highlighting social causes & issues, technology support and skill development. More than 1700 activities have been organised by the University in collaboration with community and other organisations. We have been engaging in large number of activities with government organisations and through our NCC & NSS Units with special focus on drives like Swachh Bharat, BetiBachao Beti Padao and significance days. Our outreach efforts have been appreciated and recognized too by organizations like Special Olympics Bharat, Haryana Medical Council for service during COVID-19, Social Development and Women Empowerment Organization, Mahatma Gandhi National Council of Rural Education, Blind Relief Association, Colgate Palmolive India Pvt. Ltd.and National Centre for Rural Development, to name a few. All this somewhere also make the rural society of our country to become better and confident individuals at their skill so as to contribute to ever growing economy of the country.

6. Problems Encountered and Resources Required

Sometimes the mind-set of the society being engaged is an important factor in defining the outcome of the activity. The initial hesitance and level to which society members involve themselves becomes a big challenge. But perseverance and reinforcement with calm attitude has helped overcome these situations. Another problem area sometimes encountered is lack of financial support for social endevours. The University sponsors all the social activities but public or other private financial support may help us achieve sustainable goals on the social front. The ever-persistent realization on social matters is another challenge which beckons us as a group. Our cohesive resolute to patiently work for these social issues is the mantra behind our practice and our endeavor to be part of the larger national cause of - ??????????????.

File Description	Document
Any additional information	[View Document](#)
Link of the best practices in the Institutional web site	[View Document](#)
Link for additional 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:

SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY

AREA OF DISTINCTIVENESS

National Reference Simulation Centre (NRSC)

The National Reference Simulation Centre is established in the year 2018 in the tetra partite collaboration with Indian Nursing Council (INC), John Hopkins Program for International Education in Gynecology and Obstetrics (JHPIEGO) funded by USAID, Laerdal Medical India, a Norway-based company and Shree

Guru Gobind Singh Tricentenary University (SGT), Gurugram in 14000 sq.ft. area.

It is Asia's First referral center which is designed to cover medical and nursing education with inter-professional education to deliver in-service training programs the simulation-based learning. It has high fidelity, medium fidelity and low fidelity manikins which has significance of the degree of realism which helps in the artificial representation of a real-world process, and when students get exposed will help them to become competent and confident to encounter the actual patients in any emergency situation.

It is a newer methodology coming across where the students will have the opportunity to enhance the competencies by doing and learning through the simulation sessions.In addition to this, it focuses on the principle of adult learning where they are exposed to the experiential and reflective learning in a psychological safe container

our Vision

1. To become a global leader in Simulation Based Education, Practice and Research
2. It is visualized to incorporate the emerging health needs of the societyand maximizing transfer of learning practice
3. To build strong collaborations and partnerships to promote the Simulation Based Education

our Mission

To achieve the excellence in providing high quality simulation based training to nurses and other health care professionals to attain the highest standards of evidence based best practice for maximum patient safety.

Our Objectives

- **Demonstrate Delivery of High-Quality Training in Skills and Simulation**

Giving a hands-on training to the students and to make them competent is the need of the hour especially in the medical field.Simulation training itself is a unique opportunity which provides our students hands-on experience and knowledge of skills. The students become more competent and confident by practicing the skills multiple times on the task trainers and managing the emergencies and unpredictable situations on the simulators and on the high fidelity manikins without fear of losing and harming the patient.In actual this practice helps them to gain a deeper knowledge to boost up their confidence to work in the clinical area.

National Reference Simulation Centre is designed in a way where the medical students are exposed to the different realistic critical situation with the high fidelity manikins to perform in the simulation sessions in three different phases as pre briefing, scenario and debriefing where the learning takes place as a whole in a team.

- **Providing Training to Faculty Members fromAll States of India as Master Trainers**

Simulation based Education is the methodology which has now been inculcated in the Nursing curriculum. Keeping that in mind it has been planned to make this centre as the state of the art facility in which the 800nursing faculty members will be trained as the master trainers on Simulation Methodology from the

different states of India. Out of 800 total 454 faculty members have been trained so far till December 2022.

- ## Generate Evidences for Integration of Simulation in B.Sc. Nursing Curriculum

Though this objective was being made in the year 2018, based on the research studies in the NSCBN 2015stated that high quality simulation can substitute up to 50% of clinical hours in the pre licensure education. The Simulation Based education, as a methodology, has been updated in the new syllabus of B.Sc. Nursing curriculum by the Indian Nursing Council.

- ## Create Hub and Spoke Model by Linking NRSC with Nursing Institutions

NRSC is the Asia's first Reference centre of simulation which is in tetrapartite collaboration with Indian Nursing Council, John Hopkins Program for International Education in Gynaecology and Obstetrics, Laerdal Medical India and Shree Guru Gobind Singh Tricentenary (SGT) University, Gurugram, Haryana with great model infrastructure. To make the best use of Centre, we at NRSC are giving the training to the different institute to make it a training hub and spoke model by connecting with various organizations for the health personnel.

- ## Demonstrate a Model for Inter-Professional Education

NRSC works as per the Circle of Learning which covers five components which include, knowledge, skills proficiency, Decision making, Simulation in teams and Clinical experience/ practice. All the first 3 components are individually learnt and considered in a group as an inter-professional education where the students are being exposed to a team with different roles and responsibilities to make the student competent and confident in the simulation methodology where they can learn the non-technical skills such as communication, leadership etc.

- ## Develop Self- Sustainability of NRSC by Promoting Cooperation and Advancement of Academic, Research, and Educational Exchange with International Institutions and Universities

It is one of the important objectives mentioned above as NRSC should have the self-sustainability. There are various training capsules have been developed and the lab is being upgraded on timely basis as per the need and the requirement based on the various programs designed. The faculty is being trained for the new courses to make it easy to start with the new training program which ultimately help in generating the revenue for the University.

The self-sustainability of the centre is not only related to the articles, equipment and the technology the technique plays an important role, so there is trained faculty who is being upgraded timely to keep the centre alive in terms of utilization of the simulation Centre.

The centreis sound enough in terms of academic advancements as it has been added with multiple training modules and there are many research projects have been taken of since the inception. Also the centre is imparting the trainings to the international delegates as well on the various programs. So far more than 900 faculty members including students from medical professionals have been trained.

This centre is also working to get the grants for workshop and research projects from different reputed organizations. Recently, one grant has been sanctioned from Indian Council of Medical Research for the skill and simulation training on planned parenthood for community health workers.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link of appropriate Web link in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

SGTU has just completed 10 years of its inception and has been established as a centre of learning and a centre for social activities for the holistic development of learners. SGTU have a unique capacity to develop skills and foster knowledge, and provide lifelong learning opportunities by including different teaching learning modalities, which enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. SGT University has introduced variety of new age programmes and expose learners to industrial training-cum-projects based on their applications as per the requirement of the society which implies a fundamental shift, from educating young students to encouraging learners from various backgrounds to enter higher education for their professional, personal and social lives. University provides a holistic and multidisciplinary education to learners by developing all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner by including value added, multidisciplinary and skill development courses in curricular as well as in extra curricular aspects.

Concluding Remarks :

University has provided in-house opportunity to students through its program "SYNERGY" which provides a platform to create and implement projects and by creating business and employment for society at large and contribution to Nation development.

University has fetch grants to promote research and innovation and has established centre of Excellence not only for SGTU learners but also from other institutions all around. SGTU has upgraded and modernized the laboratories and set up different cells and associations for the overall professional developments of learners.

University provides plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, and community service projects. Reaching out to society through flexible learning pathways, promoting an open science approach, and offering learning opportunities, Most of the extension activities focus on health of rural masses through its health check-up camps/OPD/IPD.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of Programmes where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 187 Answer after DVV Verification: 104
1.2.1	Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year). 1.2.1.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 143 Answer after DVV Verification: 98 1.2.1.2. Total number of Programmes where there is regulatory provision for CBCS / elective course system Answer before DVV Verification : 146 Answer after DVV Verification: 101
1.2.2	Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included) 1.2.2.1. Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years Answer before DVV Verification : 75 Answer after DVV Verification: 60
1.2.3	Percentage of interdisciplinary courses under the programmes offered by the University during the last five years 1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 10931 Answer after DVV Verification: 10130 1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 22918 Answer after DVV Verification: 21464 Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses are added within the last five years

	Answer before DVV Verification : 285 Answer after DVV Verification: 93 Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
1.3.3	Percentage of students successfully completed the value-added courses during the last five years 1.3.3.1. Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7133	6336	2483	1487	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5368	5416	2451	1423	101

Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.

2.1.2 — Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

2.1.2.1. Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35685	31155	31146	25650	21366

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31830	31755	28380	23567	18979

2.1.2.2. Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3641	3921	3681	3197	3244

Answer After DVV Verification :

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

3755	3924	3794	3393	3441

Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.

2.1.3	*Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries*

2.1.3.1. Number of students from other states and countries year-wise during the last five years
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1267	1025	1204	1061	783

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1170	947	1162	1013	741

2.1.3.2. Total number of students enrolled in that year
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7133	6499	6236	4994	4895

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2348	1906	2216	1920	1439

2.4.2	Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
338	282	226	208	172

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
490	475	444	411	356

	Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year) 2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) Answer before DVV Verification : 8882.8 years Answer after DVV Verification: 8866 years Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
2.4.4	Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years. 2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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761	438	405	348	280 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
705	438	405	348	280	 Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
2.4.5	Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years 2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
129	37	77	181	178	 Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	11	07	02	01

2.6.2	Incremental performance in Pass percentage of final year students during last five years

2.6.2.1. Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1573	1402	1636	1086	683

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1325	1403	1524	943	563

2.6.2.2. Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1855	1537	1729	1138	793

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1833	1521	1395	1056	691

Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
279.52	209.60	145.81	62.47	90.83

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
252	203	130	52.5	80.5

	Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
3.1.3	Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
455	270	278	255	220

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	02	07	02	04

3.1.5	University has the following facilities

1. Central Research Laboratory / Central Research Facility
2. Animal House/ Medicinal Plant Garden / Museum
3. Media laboratory/Business Lab/e-resource Studios
4. Research/Statistical Databases/Health Informatics
5. Clinical Trial Centre

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any four of the above
Remark : As per the HEI data and documents provided during clarification.

3.2.2	Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

3.2.2.1. Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
73	143	30	37	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	4	4	0

	Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification. the data has been split in parts.
3.3.3	Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years 3.3.3.1. Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
215	142	242	43	47 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
60	63	13	105	95	
3.3.4	Number of start-ups incubated on campus during the last five years 3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once) Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
37	2	1	0	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
23	4	1	0	0	 Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
3.4.2	The Institution provides incentives for teachers who receive state, national or international recognitions/awards.. Option 1. Career Advancement 2. Salary increment 3. Recognition by Institutional website notification 4.Commendation certificate with cash award Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

| 3.4.3 | Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

3.4.3.1. Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
98	21	2	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
53	8	2	0	0
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| 3.5.2 | Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

3.5.2.1. Amount generated from consultancy year-wise during the last five years (INR in lakhs)
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
127	48	3	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
65	48	3	0	0
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| 3.7.1 | Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
421	121	157	115	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
140	85	81	86	71
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| 3.7.2 | Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange,

	collaborative research programmes etc., during the last five years.
	
	 3.7.2.1. Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.
	     Answer before DVV Verification : 42
	     Answer after DVV Verification: 27

4.1.4	Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years
	
	     4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)
	     Answer before DVV Verification:
	
	 <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>6519.17</td><td>12283.49</td><td>4994.10</td><td>3017.96</td><td>2908.91</td></tr></table>
	 Answer After DVV Verification :
	
	 <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7978.17</td><td>12272.28</td><td>4946.32</td><td>2981.31</td><td>2861.54</td></tr></table>

4.2.4	Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?
	
	 A. NABH accreditation
	
	 B. NABL accreditation
	
	 C. International accreditation like JCI.,
	
	 D. ISO certification of departments /institution
	
	 E. GLP/GCLP accreditation.
	
	     Answer before DVV Verification : B. Any Four of the above
	     Answer After DVV Verification: C. Any Three of the above

4.3.3	Does the institution have an e-Library with membership/subscription for the following:
	
	     1. e – journals / e-books consortia
	     2. e-ShodhSindhu
	     3. Shodhganga
	     4. SWAYAM
	     5. Discipline-specific Databases

	Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above
4.3.5	E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Three of the above
4.4.1	Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year) 4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 219 Answer after DVV Verification: 212 4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 219 Answer after DVV Verification: 212 Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.
4.5.1	Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years 4.5.1.1. 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: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
4284.22	4780.45	4703.70	3270.72	3065.28 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
4642.15	5070.12	4978.46	3235.86	2910.66	
5.2.2	Average percentage of placement /self employed professional services of graduating students during the last five years

5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1019	506	826	683	467

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
847	506	666	431	343

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
116	2	60	18	48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	2	9	18	6

Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.

5.3.3	Average number of sports and cultural activities / competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54	22	18	28	34

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
657	506	488	180	110

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
577	426	488	180	110

6.3.4	Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

6.3.4.1. Total Number of teachers attending such programmes year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
637	527	575	532	436

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
626	513	564	478	424

Remark : Multiple participation in the same academic year has been considered as one only. As per the HEI data and documents provided during clarification.

6.5.2	Quality assurance initiatives of the Institution include:
	
	1. Academic and Administrative Audit (AAA) and initiation
	
	   of follow-up action
	
	2. Conferences, Seminars, Workshops on quality
	
	3. Collaborative quality initiatives with other Institution(s)
	
	4. Orientation programmes on quality issues for teachers
	
	   and students

	5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other) Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any five of the above
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 Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Four of the above
7.1.10	The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on code of conduct are organized Answer before DVV Verification : All of the above Answer After DVV Verification: Any Three of the above Remark : As per the HEI statement in the response dialog box and the data attached with the metric during clarification.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of all programs offered by the institution during the last five years Answer before DVV Verification : 188 Answer after DVV Verification : 130
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7133</td><td>6499</td><td>6236</td><td>4994</td><td>4859</td></tr></table>

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6809	6264	6047	4834	4661

2.2	Number of graduated students year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1573	1402	1636	1086	683

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1664	1379	1510	1017	534

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
808	761	690	674	616

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
705	681	638	587	572

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13921.59	19770.77	13069.84	9768.06	9029.23

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10317	9615	9641	8937	8176