



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Shoolini University of Biotechnology and Management Sciences
• Name of the Head of the institution	Prof. Atul Khosla
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01792308000
• Mobile no	8219743565
• Registered e-mail	iqac@shooliniuniversity.com
• Alternate e-mail address	vc@shooliniuniversity.com
• City/Town	Solan
• State/UT	Himachal Pradesh
• Pin Code	173229
2.Institutional status	
• University	Private
• Type of Institution	Co-education
• Location	Rural

• Name of the IQAC Co-ordinator/Director	Ms. Varsha Patil
• Phone no./Alternate phone no	01792308000
• Mobile	9857550999
• IQAC e-mail address	iqac@shooliniuniversity.com
• Alternate Email address	varshapatil@shooliniuniversity.com
3.Website address (Web link of the AQAR (Previous Academic Year)	https://shooliniuniversity.com/iqac
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://shooliniuniversity.com/media/pdf/iqac2024/Academic-Calendar-2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.92	2016	16/12/2016	15/12/2021

6.Date of Establishment of IQAC **26/12/2014**

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. Saurabh Kulshrestha	Development of method/ filter to purify salon waste water using Moringa oleifera seeds	Henkel AG & Co.	2022-2023	? 9,58,514
Dr. Dinesh Kumar	Research in Nanotechnology for Environmenta	Vardhman	2022-2023	? 4,65,00,000

	1 Detoxification, Clean Energy Production, and Waste Utilization			
Dr. Rohit Sharma	Elucidation the impact and biological relevance of cellular senescence in macrophage aging and identification of mitigative nutritional immunotherapy	Science and Engineering Research Board	2022-2023	? 23,00,000
Dr. Gururaj Kudur Jayaprakash	Studies on the interaction between the anticancer drug derivatives Wikstromal, Matairesinol, and Dibenzylbutyrolactol (obtained from the Himalayan cedar plants) and biocompatible graphene	Himachal Pradesh Council for Science, Technology & Environment (HIMCOSTE)	2022-2023	? 1,15,002
Dr. Mamta Shandilya	Potency of rGOs electron transport	Science and Engineering Research Board	2022-2023	? 14,50,000

	layer to enhance the photovoltaic behavior for perovskite solar cell application			
Dr. Kuldeep Rojhe	NIDHI-Inclusive Technology Business Incubator i-TBI	Department of Science and Technology	2022-2023	? 1,65,00,000
Dr. Praveen Kumar Verma	Extraction of Anti-viral HINI Drug Precursor Shikimic Acid and Related Cyclitols from Himalayan Medicinal Plants and their Value Addition for Valuable Scaffolds	Himachal Pradesh Council for Science, Technology & Environment (HIMCOSTE)	2022-2023	? 2,48,000
Dr. Mamta Shandilya	Photovoltaic behaviour of rare-earth doped bismuth ferrite nano fibers for potential application in perovskite solar cells	Himachal Pradesh Council for Science, Technology & Environment (HIMCOSTE)	2022-2023	? 2,45,000
Dr. Dinesh	Prospecting	Science and	2022-2023	? 7,35,975

Kumar	of wild Ganoderma lucidum growing in Himachal Himalaya for hyperpresence of biomolecules and cultivation of potential strain for value added nutraceutical products	Engineering Research Board		
Dr. Deepak Kumar	iHUB Shoolini as an extension center of iHUB DivyaSampark	iHUB DivyaSampark	2022-2023	? 10,07,000
Dr. Rachna Verma	Returning Taxus to the Forests and the People: a study in Shimla and Kullu Districts of the Indian Himalayan Region	National Mission on Himalayan Studies	2022-2023	? 7,01,430
Dr. Saurabh Kulshreshtha	Promotion of University Research and Scientific Excellence	Department of Environment, Science and Technology	2022-2023	? 7,24,65,421

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File

9.No. of IQAC meetings held during the year	5	
<ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 	NIL	
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Policies including Anti-Bribery and Corruption, Consultancy, Sustainability, Investment, and Procurement were approved during the year.		
Yogananda Library opened for school students to create a vibrant community of lifelong learners, empowering the youth and educators alike in their journey towards intellectual growth and a brighter future.		
2-3 FDP based on CO-PO attainment workshop organized with guest lecturers like Prof. B. Kanmani from BMS College of Engineering Bangalore, an MTech. in Digital communication from IIT, Kanpur, and PhD from the Indian Institute of Science, Bangalore (IISc).		
the "LIVE LOVE YOGA Programmes (LLY)" which will focus on the well-being of its employees under a similar initiative. The program will aim to incorporate yoga into every employee's daily routine by 2024. This initiative is carried out to improve employee health, both physical and mental, as well as to increase productivity and quality of life on the campus.		
Quality audits by certified agencies on environment, energy, etc.		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		

Plan of Action	Achievements/Outcomes
Streamlining Feedback Process	The feedback process has been streamlined with the approval of the new alumni feedback form and the creation of a detailed SOP for feedback.
Preparation for NAAC Cycle II	Preparation for the NAAC Cycle II
OBE Attainment	Workshops have been organized for the year 2022-2023.
Approval of Policies	Policies including Anti-Bribery and Corruption, Consultancy, Sustainability, Investment, and Procurement were approved during the year.
Office Service Document	Office service document prepared also updated student and faculty handbook.

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name	Date of meeting(s)
Board of Management	08/08/2023

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No
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15. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	19/03/2024

16. Multidisciplinary / interdisciplinary

Shoolini University believes that the complexities of the real world will need solutions that will come from knowing multiple

disciplines. The University also aims to integrate the Indian principles that develop the body, mind, intellect, and soul into education. Establishing interdisciplinary research centers, promoting cross-departmental collaborations, and integrating diverse fields of study into the curriculum are some of the things being done to execute this vision. For example, the Nanotech Research Centre enables cross-disciplinary research in nanoparticles in various fields. The Yogananda School of Spirituality and Happiness, besides the study of Yoga, meditation, and positive psychology, also serves as a transdisciplinary center for research on happiness from various perspectives. Shoolini University uses a 3-level approach for integrating humanities and science with STEM. First is offering innovative programs that combine these fields. For example, the university offers BTech Bioinformatics- a combination of Biological Science and Computational Research methods. The second level offers specializations- for example, an MBA specialization in Data Science or Business analytics requires management students to learn concepts of mathematics, data analytics, and computer languages. The third level of integration is by offering Foundation and Elective courses, e.g., Courses like Foundation of Data Sciences and elective learning pathways for Artificial intelligence are offered to all students including humanities and basic sciences Shoolini University offers a flexible choice-based curriculum enhanced by innovative pedagogy. Here are some examples Social Project: Credit-based course for community engagement and environmental initiatives NCC Pathway: Pathway in electives to participate in National Cadet Corps activities. • Value-Based Courses: Courses such as "Learnings from the Bhagavad Gita," "Spirituality and Meditation," etc. to instill ethical and spiritual values. Environmental Education: Courses like "Biodiversity and Sustainability" and "Sustainable Tourism in the Himalayas" to promote environmental awareness and conservation. Shoolini University's University Exit Policy, aligned with the National Education Policy (NEP), offers flexible exit options for undergraduate students. Students can exit after 1 year with a UG Certificate (40 credits), after 2 years with a UG Diploma (80 credits), after 3 years with a bachelor's degree (120 credits), and after 4 years with a bachelor's degree (Hons.) or bachelor's degree (Research with Hons.) (160 credits). The policy allows re-entry within a specified period, facilitated by the Academic Bank of Credits (ABC). By establishing research centers focused on pressing societal issues, such as climate change, healthcare, and sustainable development. By encouraging collaborations between different academic departments and with partners from academia and industry, the university aims to develop innovative solutions that address these challenges comprehensively. In alignment with NEP 2020, Shoolini University promotes multidisciplinary and interdisciplinary

education through its minor degree pathways, each consisting of 4-5 subjects across 40+ specializations. Students of any stream can earn up to two minor specializations, requiring a minimum of 12 credits each. These specializations can either complement their major or they can offer an opportunity to learn something new and unrelated. For example, specializations are diverse and can vary from something as technical as Artificial intelligence to as creative as Performing Arts.

17.Academic bank of credits (ABC):

The University has implemented the Academic Bank of Credits (ABC) to promote flexibility in the curriculum as per NEP 2020 to provide the option of mobility for learners across the universities of their choice, provide the option to gain credits through MOOCs from approved digital platforms, facilitate award of certificate/diploma/degree in line with the accumulated credits in ABC, and to execute Multiple Entry and Exit system with credit count, credit transfer and credit acceptance from students' account. Shoolini University is Duly registered on Digi locker for the National Academic Data portal to enable its learners to benefit from multiple entry and exit points during their chosen programs. As of date the University has 6000+ ABC student accounts and 130 + academic credits uploaded in NAD Shoolini University is actively working towards establishing collaborations with foreign institutions. The university offers some 2+2 degree programs and facilitates credit transfer agreements with partner institutions abroad. These efforts include signing Memorandums of Understanding (MoUs) with these reputed international partners, which allow for student and faculty exchanges, joint research projects, and the recognition of credits earned abroad. Faculty members at Shoolini University are encouraged to innovate and design their curricular and pedagogical approaches within the approved framework. The institution provides autonomy to faculty in selecting textbooks, reading materials, and designing assignments and assessments. Regular workshops and training sessions are conducted to keep faculty updated with the latest teaching methodologies and educational technologies. Shoolini University, adhering to the recommendations of UGC, offers some credits through MOOCs like SWAYAM. Registering on platforms like NPTEL facilitates the uploading of information and the creation of ABC accounts for the students. In addition, the creation of ABC accounts has also been linked to the student registration for the University

18.Skill development:

Shoolini University has made significant efforts to align vocational

education and soft skills training with the National Skills Qualifications Framework (NSQF). The institution has incorporated various vocational training programs and soft skills workshops into the curriculum to ensure that students are well-prepared for the job market. Shoolini University offers a variety of programs to promote vocational education and integrate it into mainstream education. For instance, the university provides courses in fields such as information technology, hospitality management, and journalism, which are designed to equip students with job-ready skills. These programs include both theoretical and practical components, ensuring a comprehensive learning experience. Additionally, the university has established partnerships with local industries to offer internships and apprenticeships, further enhancing students' vocational training. The university provides free access to courses on the Coursera platform where students can take vocational courses of their choice and some vocational courses through SWAYAM are also mandated. The institution places a strong emphasis on value-based education to inculcate positivity and develop humanistic, ethical, constitutional, and universal values among students. Courses and workshops are designed to promote values and also to develop scientific temper, citizenship values, and essential life skills. Institution's efforts are enlisted to i. Design a credit structure to ensure that all students take at least one vocational course before graduating. Shoolini University has mandated a credit structure where the student must choose a fixed percentage of credits from electives. The electives require all students to take at least one vocational course before graduating. ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. The university engages industry experts to provide vocational training. The university has also engaged Professors of Practice using UGC guidelines. These experts bring practical knowledge and industry insights, bridging the gap between academic learning and industry requirements. iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners. Shoolini University offers vocational education in ODL (Open and Distance Learning), blended, and on-campus modular modes, catering to the diverse needs of learners. This flexibility allows students to pursue vocational training alongside their regular studies. Students can pursue online vocational courses through MOOCs like SWAYAM and Coursera and earn certifications and credits for vocational skills, NSDC association facilitates all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. v. Skilling courses are planned to be offered to students through online and/or distance mode. Shoolini University plans to offer skilling courses through

online and distance modes, making vocational education accessible to a wider audience. One of the good practices at Shoolini University is the integration of vocational training with regular academic programs. For example, the university's "SPRINT" offers workshops and training sessions in various vocational fields, allowing students to explore different career options and gain practical skills. Additionally, through the "Guru Talks" the university invites industry leaders to interact with students, providing insights into current industry trends and requirements.

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

????? Shoolini University has adopted a comprehensive strategy to integrate the Indian Knowledge System (IKS) into its curriculum. The university promotes the teaching of Indian languages and culture through courses. This integration includes elective courses on Indian philosophy, yoga, and traditional arts, alongside modern subjects. Shoolini University also leverages online platforms to offer courses that delve into India's rich cultural heritage, ensuring wider accessibility and engagement. To ensure effective classroom delivery in both English and vernacular languages, Faculty members are encouraged to develop course materials and instructional strategies that cater to a bilingual audience, enhancing the learning experience for students from diverse linguistic backgrounds. Shoolini University offers UG, PG, and PhD courses in Yoga where the medium of instruction is English, Hindi, and Sanskrit. Additionally, several technical and professional courses offer bilingual instruction, combining English with regional languages to cater to a broader student base. Institution efforts to preserve and promote the following: i. Indian languages Shoolini University actively promotes the study of Indian languages such as Sanskrit and Hindi. The university offers specialized elective courses in Hindi. Sanskrit and Hindi core courses are also offered as part of the liberal arts and Yoga programs respectively Indian ancient traditional knowledge ii. Indian Arts The university supports the preservation and promotion of Indian arts through dedicated courses in music, dance, fine arts, and theatre. A performing Arts Minor is offered to students. Workshops and cultural events are regularly organized to showcase traditional Indian art forms iii. Indian Culture and Traditions. Shoolini University emphasizes the importance of Indian culture and traditions through various initiatives. The curriculum includes courses on Ayurveda, Yoga, Vedic mathematics, etc. These courses are designed to provide students with a deep understanding of traditional knowledge systems and their contemporary relevance. The university also hosts cultural

festivals and events to celebrate and promote Indian traditions. Shoolini University conducts regular workshops and training sessions to equip faculty with knowledge of the Indian Knowledge System (IKS) and innovative teaching methods. The school of Yoga and spirituality encourages interdisciplinary projects that integrate traditional knowledge with modern science. The university collaborates with traditional knowledge institutions and practitioners, providing direct access to IKS experts. Additionally, Shoolini University engages the community through public lectures, seminars, and workshops on IKS, promoting cultural learning and fostering strong community connections.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Shoolini University has taken significant steps to transform its curriculum towards Outcome Based Education (OBE). The institution has restructured its programs to define clear learning outcomes for each course, ensuring that they align with the overall program objectives. This involves a thorough review of existing curricula, identifying the skills and knowledge students need to acquire, and mapping these to specific learning outcomes. The university has also introduced continuous assessment methods to evaluate student progress against these outcomes, ensuring a focus on practical application and real-world relevance. To effectively capture Outcome Based Education in teaching and learning practices, Shoolini University has implemented several key initiatives: Faculty Training: Regular workshops and training sessions are conducted for faculty members to familiarize them with OBE principles and practices. Student-Centred Learning: The university promotes active and experiential learning methods, such as project-based learning, internships, and collaborative projects, which allow students to apply theoretical knowledge in practical contexts. Assessment and Feedback: Continuous and formative assessments are used to measure student performance against predefined outcomes. Detailed feedback is provided to students to help them understand their strengths and areas for improvement. Technology Integration: Digital tools and platforms are used to track and analyze student progress, facilitating data-driven decision-making in curriculum and instruction design. One of the good practices at Shoolini University in implementing OBE is the establishment of a task force. This task force, composed of IQAC and faculty members from various departments, is responsible for overseeing the integration of OBE across all programs. They regularly review, ensure alignment, and facilitate faculty development initiatives. Another notable practice is the use of Capstone Projects in the final year of some undergraduate programs. These projects require students to integrate

and apply their learning from various courses to solve complex real-world problems. This approach not only ensures that students achieve the desired learning outcomes but also prepares them for the challenges of the professional world.

21.Distance education/online education:

Shoolini University plans to leverage its robust digital infrastructure to provide high-quality vocational education to a diverse learner base. Courses in fields such as information technology, hospitality, healthcare, and technical trades can be effectively delivered through ODL. By using a combination of online lectures, virtual labs, and practical assignments, Shoolini University aims to equip students with the skills required for various vocations, ensuring they are job-ready upon course completion. Shoolini University has made significant strides in developing and using technological tools to enhance teaching and learning activities. The institution employs a range of digital platforms and tools to support blended learning, including:

- Learning Management System (LMS):** The university uses a comprehensive LMS to deliver course content, manage assignments, and facilitate communication between students and faculty. This platform supports various multimedia content, including video lectures, readings, quizzes, and discussion forums.
- Virtual Classrooms:** Interactive virtual classroom environments are used to conduct live lectures and seminars, allowing real-time interaction between students and instructors. These sessions can be recorded and made available for later review.
- Digital Libraries:** Shoolini University provides access to extensive digital libraries, enabling students to access a vast repository of academic resources, including e-books, journals, and research papers.
- Assessment Tools:** The institution uses online assessment tools to conduct exams and quizzes, ensuring timely and efficient evaluation of student performance.
- Blended Learning Initiatives:** The university has adopted a blended learning approach for many courses, combining online and face-to-face instruction. To enhance distance and online education in line with NEP 2020, Shoolini University has developed a robust digital platform called My Shoolini which includes a Moodle-based LMS called eUniv. My Shoolini supports access to timetables, digital resources, and student analytics. The eUniv supports the development of flexible and modular course structures, allowing personalized learning paths. Cutting-edge technologies like AI, VR, and AR create immersive experiences, while continuous assessments and feedback track progress. Regular educator training ensures effective online teaching. Collaborative e-learning is fostered through discussion forums and group projects.

Extended Profile

1.Programme

1.1 148

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2 15

Number of departments offering academic programmes

2.Student

2.1 4268

Number of students during the year

File Description	Documents
Data Template	View File

2.2 1401

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 1401

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	No File Uploaded

2.4 3

Number of revaluation applications during the year

3.Academic

3.1 3921

Number of courses in all Programmes during the year

File Description	Documents
Data Template	View File

3.2 286

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.3 331

Number of sanctioned posts during the year

File Description	Documents
Data Template	View File

4. Institution

4.1 5033

Number of eligible applications received for admissions to all the Programmes during the year

File Description	Documents
Data Template	View File

4.2 342

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	148
File Description	Documents
Data Template	View File
1.2 Number of departments offering academic programmes	15
2.Student	
2.1 Number of students during the year	4268
File Description	Documents
Data Template	View File
2.2 Number of outgoing / final year students during the year:	1401
File Description	Documents
Data Template	View File
2.3 Number of students appeared in the University examination during the year	1401
File Description	Documents
Data Template	No File Uploaded
2.4 Number of revaluation applications during the year	3
3.Academic	
3.1	3921

Number of courses in all Programmes during the year						
<table border="1"> <tr> <th align="left">File Description</th> <th align="left">Documents</th> </tr> <tr> <td>Data Template</td> <td align="center">View File</td> </tr> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
3.2	Number of full time teachers during the year	286				
<table border="1"> <tr> <th align="left">File Description</th> <th align="left">Documents</th> </tr> <tr> <td>Data Template</td> <td align="center">View File</td> </tr> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
3.3	Number of sanctioned posts during the year	331				
<table border="1"> <tr> <th align="left">File Description</th> <th align="left">Documents</th> </tr> <tr> <td>Data Template</td> <td align="center">View File</td> </tr> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
4.Institution						
4.1	Number of eligible applications received for admissions to all the Programmes during the year	5033				
<table border="1"> <tr> <th align="left">File Description</th> <th align="left">Documents</th> </tr> <tr> <td>Data Template</td> <td align="center">View File</td> </tr> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
4.2	Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	342				
<table border="1"> <tr> <th align="left">File Description</th> <th align="left">Documents</th> </tr> <tr> <td>Data Template</td> <td align="center">View File</td> </tr> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
4.3	Total number of classrooms and seminar halls	50 classroom and 8 seminar hall				
4.4	Total number of computers in the campus for academic purpose	885				

4.5	3364.05
Total expenditure excluding salary during the year (INR in lakhs)	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Shoolini University offers dynamic curricula designed around the recommendations of statutory bodies and best practices around the world. It follows the Outcome-based Education (OBE) system through quality frameworks suggested by NBA, NAAC, NIRF, and some world-renowned bodies like THE and QS. The vision, mission, program outcomes (POs), programme specific outcomes (PSOs), and Course Outcomes(COs) are designed keeping in mind the most relevant and contemporary interdisciplinary, multi-disciplinary advancements. The curricula ensure that students acquire expertise in the latest technologies and relevant life skills.

One of the key drivers of framing POs and COs as well as the curriculum design at the global level are the United Nations' Sustainable Development Goals and Shoolini's focuses on themes of Clean Water and Sanitation, and Green and Clean Energy. The curriculum is also aligned to national initiatives like "Make in India", "Digital India", "Atmanirbhar Bharat", "Unnat Bharat Abhiyan", "Swachh Bharat" etc.

To implement the curricula participatory learning activities like social extension, field projects, study tours, industrial internships, industry visits, case-based teaching, inter-school seminars, group discussions, presentations, coding hackathon etc. are part of the pedagogy. MOOCs through SWAYAM and other platforms like Coursera are also encouraged for learning content that comes from the best faculty globally and nationally.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

428

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

89

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3 - Curriculum Enrichment

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

Shoolini adeptly integrates the core values of the NEP 2020 and the Sustainable Development Goals into its curriculum, which, inter alia, focuses on key areas such as professional ethics, gender equality, environmental sustainability, and comprehensive education.

Professional Ethics and Human Values: University's curriculum includes specialized courses like Human Values and Ethics, Legal & Ethical Aspects of Engineering, and Business Ethics, which are essential for nurturing professional integrity and ethical decision-making. This commitment is reinforced by NEP 2020's emphasis on moral and ethical development.

Gender Equality and Inclusivity: Courses like Gender Studies, along with guest lectures and workshops on gender equality and issues related to sexual harassment are in alignment with provisions of UGC guidelines.

Environmental Sustainability: To foster environmental consciousness, the university offers courses like "Our Environment" and runs clubs like the Environment & Sustainability Club.

Research and Innovation: Shoolini has established itself as a hub for research and innovation, with over 1500 IP's filed and over 132 patents granted with 276 industrial designs, 123 copyrights registered and 11 trademarks.

Interdisciplinary Education and Lifelong Learning: Reflecting NEP's goal of promoting interdisciplinary learning, the university offers programs like BBA-Computer Science and Entrepreneurship, B. Tech.-Bioinformatics, and MBA-Data Analytics & Artificial Intelligence.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

36

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

2386

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

344

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

1522

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

337

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Shoolini implements a rigorous and student-centered approach to address the diverse learning needs of its students, ensuring that everyone, regardless of their initial capability or learning speed, receives the necessary support to excel academically and personally. This inclusive educational model is structured into four distinct phases: Initial Assessment, Continuous Monitoring, Detailed Evaluation, and Implementation of Tailored Support.

Phase 1: Initial Assessment

This phase begins with new students undergoing Entrance Exams & Language Proficiency Tests, which are designed to evaluate their foundational knowledge and language skills. During orientation, staff observe new students to gauge their initial interaction, participation, and comfort with the curriculum.

Phase 2: Continuous Monitoring

Continuous monitoring through regular testing and quizzes helps in assessing the understanding and retention of course material. Classroom participation and behavior are observed, alongside reviews of homework and assignments.

Phase 3: Detailed Evaluation

Term exam performance analysis helps categorize students into groups such as advanced learners and slow learners. Advanced learners are identified by their consistent above-average performance, creativity, and leadership skills.

Phase 4: Implementation of Tailored Support

Based on the assessments, personalized learning plans are developed to cater to the distinct needs of both advanced and slow learners.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104437/2.2.1_1721741116_12873.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
4314	284

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

Shoolini adopts a student-centric approach to education. Here's an outline of how these methods are deployed to foster a dynamic and inclusive learning environment Learning Environment The university leverages state-of-the-art ICT tools to create engaging and accessible teaching environment. Classrooms are equipped with Wi-Fi, LCDs, and projectors supported by robust digital infrastructure including Cloud services via Amazon

Web Services and comprehensive Moodle-based e-learning platform, eUniv. This setup facilitates a range of interactive and adaptive learning experiences through webinars, online examinations, and extensive digital libraries. Platforms such as SWAYAM, Coursera, and edX are also integrated into the curriculum, enabling both synchronous and asynchronous learning. Access SIQANDAR- an AI-based tool for communication and interview prep is also given to the students. The My Shoolini app provides access to Library resources, and LMS timetable to each student.

Experiential Learning: Shoolini emphasizes real-world applications of classroom knowledge. This is implemented through internships, project work, and field immersion programs across various faculties.

Participative Learning: Curriculum is designed to encourage active participation and collaboration among students. Interactive sessions, group activities, and case studies are regular features of classroom teaching. Programs like SPRINT and ATP (Advanced Training Program) offer opportunities for interactive workshops as well as role plays.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Shoolini has established comprehensive Mentor-Mentee program designed to support students through their academic and personal challenges. This initiative is cornerstone of the university's commitment to fostering a nurturing educational environment and

addressing the holistic needs of its students.

Program Objectives and Structure: Mentor-Mentee program aims to bridge communication gap between students and faculty, ensuring open and honest interactions that contribute positively to students' academic and personal growth.

Academic Performance: Mentors assess and support students' academic efforts and provide

necessary guidance to enhance their learning outcomes.

Personal Development: The program focuses on holistic development by encouraging physical well-being and co-curricular participation.

Career Guidance: Mentors help students align their academic pursuits with career goals, providing insights into professional opportunities and personal strengths.

Functions and Responsibilities:

Mentors are responsible for monitoring their mentees' attendance, providing academic counseling, and conducting regular meetings to discuss progress and concerns.

Mentees are expected to actively participate in meetings, communicate openly about their challenges, and engage in the development activities suggested by their mentors.

Areas of Focus:

Health and Well-being: Mentors encourage practices that enhance physical and mental health.

Project and Research Supervision: Mentors oversee research activities, providing expert advice, ensuring students gain valuable experience and knowledge.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

173

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

284

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

56

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

32750.6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

1590

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

189

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

3

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Setting its standards high and aiming for a world-class system of evaluation and assessment, Shoolini University has considerably revamped its examination system, aligning it with the best practices in the world. The office of the Controller of Examination (COE) with its exclusive staff to moderate and regulate assessments and evaluation across all disciplines/ courses, works round the clock to ensure that the system works without glitches. The assessment and evaluation in each program have two major components: midterm examination and end-term examination.

BookMyExam is a distinctive feature which allows students to schedule and take exams at their own convenience as well as progress through levels of testing difficulty. Since its implementation, Personalearn has been used by over 5,000 students at Shoolini, resulting in an 18% reduction in the number of students who had to repeat a course and a 23% reduction in dropouts. The system is being extended to other Universities and colleges in the region.

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual

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

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.6 - Student Performance and Learning Outcomes

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

Shoolini meticulously defines and integrates learning outcomes across all its programs, ensuring that the educational objectives—encompassing the necessary competencies, skills, and interdisciplinary knowledge—are clearly communicated and achieved. These learning outcomes are crafted using Bloom's Taxonomy to establish a structured learning progression that is both measurable and achievable.

1. **Definition and Alignment of Learning Outcomes:** Learning outcomes for each program and course are systematically defined and aligned with the educational objectives. Each program and course have specified POs and COs that articulate what students are expected to achieve upon completion.
2. **Autonomy and Mapping:** Faculty members at Shoolini are empowered with autonomy to select and design assessment

tools that best fit the course requirements, ensuring that these tools are perfectly aligned with the learning outcomes. To facilitate this, an articulation matrix for each course is developed and periodically reviewed by the Dean Academics or the Chief Learning Officer.

3. Comprehensive Continuous Evaluation System: The assessment strategy at Shoolini University is predominantly based on continuous assessment, accounting for 70%-80% of the total evaluation, with end-term exams making up the remaining 20%-30%.
4. Publicizing and Communication Mechanism: Learning outcomes and the alignment with assessments are transparently communicated through multiple channels.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

Multidisciplinary approach of designing, implementing, and assessing Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) leads to critical and collective understanding of scientific, technological, societal and environmental issues in a global context. The indirect attainment of COs and POs is computed with the help of:

- Feedback Mechanism is taken from various stakeholders such as regular and visiting teachers.
- Students' feedback is obtained through Univ.
- Feedback from alumni, employer, employees, and parents is also obtained.

Internal and end term examinations, with different weights are employed as direct method. The internal component comprises continuous evaluation whereas the end term examination is a time-bound written test. These criteria are pre-specified in the coursebooklets.

Deans constitute a committee to develop standards to determine whether students have achieved the desired goals. Data collected using direct and indirect measures is analyzed to document and improve students' learning for their respective programmes. The results of outcomes drive further revision and redesigning of programme Learning outcomes are reflected through improved pass

percentage and fewer dropouts. Many students get selected in competitive exams like UPSC, HAS, NET, SLET, GATE, GRE, GPAT etc. A few students get scholarships for Ph. D. and Post Docs from premier institutions.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1313

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://shooliniuniversity.com/igac>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

One of the key developments at Shoolini University is the receipt of the PURSE Grant from the Department of Science and Technology (DST), amounting to Rs 9 crore. This substantial fund has enabled the acquisition of specialized equipment in life sciences, biology, and chemistry. Additionally, the university has established a Nanotechnology Laboratory with a grant of Rs 4.95 crore from Vardhman Textiles Ltd., and a Food Testing Laboratory, created with financial assistance from the Ministry of Food Processing Industries (MoFPI).

In line with its focus on innovation and entrepreneurship, Shoolini University has established several centers dedicated to these areas. The i-TBI Center has been approved under the NIDHI i-TBI program by DST, while the iHUB, a technology innovation hub,

is supported by a grant from iHUB DivyaSampark. Additionally, the Institution Innovation Council has been established following the guidelines of the Ministry of Education (MoE).

Yogananda Knowledge Center represents a significant investment in knowledge support, boasting an extensive collection of books, journals, e-journals, databases, and e-resources like EBSCO, JSTOR, SSC Online, ManuPatra, and SciVal.

The university has a well-defined research policy. The Shoolini University Research Committee plays a crucial role in steering the research agenda and formulating the research policy.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

? 44,36,000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.5 - Institution has the following facilities to support research **A. Any 4 or more of the above**
Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

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

? 9,57,67,828

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

? 4,74,58,514

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3 - Innovation Ecosystem

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

- Initiatives to Foster Innovation and Entrepreneurship**
Establishment of Research Centers: Shoolini University has set up several research centers to promote focused and collaborative research. These centers are equipped with advanced facilities and provide a platform for interdisciplinary research and innovation like Research Centre in Nanotechnology, Research Centre in OMICS and Biodiversity Research, Research Centre in Automobile Engineering, Research Centre in Yoga, Research Centre in Disaster Management, Research Centre in Data Analytics, Research Centre of Post Graduate Legal Studies, Centre of Excellence in Energy Science and Technology, International Research Centre of Nanotechnology for Himalayan Sustainability (IRCNHS).
- Steve Jobs Innovation and Incubation Center:** Launched in March 2017, the center offers a worldclass co-working space, incubation seed capital as per requirements, and expert guidance in legal, business planning, strategy, and technical areas. It also houses specialized labs, such as the Tinkering Lab, and supports patent filing and commercialization efforts.
- IPR and Ethics:** Shoolini University has established a dedicated IPR Cell that provides guidance and support to researchers in protecting their intellectual property.

- **Preservation and Promotion of Indian Knowledge System:** Through Yogananda Center for Theology and the Yogananda School of Spirituality and Happiness, Shoolini actively promotes Indian culture, philosophy, spirituality, art, and literature.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

8

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

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

15

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following **A. All of the above**

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

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards **A. All of the above**
Commendation and monetary incentive at a University function
Commendation and medal at a University function
Certificate of honor
Announcement in the Newsletter / website

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

133

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

680

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

199

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

D. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
8.52	30

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
10	39

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

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

University has a proper policy backed by statutes to enable its faculty to provide consultancy. The concerned company can approach the faculty concerned either directly or through the deans or by writing to the Vice Chancellor. While requesting for consultation they give a detailed statement of the problem and what they are looking for. The same is then put up to the Vice Chancellor who gives his assent to the faculty, after assuring himself with the ability of the faculty to be in a position to provide reasonable solutions. Vice Chancellor takes into account all related factors such as the compatibility of the activity with the responsibilities and commitments of the faculty, potential conflicts of interest and the use of University resources. There are two types of consultancies provided by the University - research related and non-research related. A faculty member or a team provides research support as a consultancy assignment in return for a research fee from an external funder. A Research Consultancy may be the outcome of a tender or a direct approach by an external agency or

industry. Non-research Consultancies include non-research activities performed under contract for a third party.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

? 2,79,58,514

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Shoolini University's commitment to social engagement and community development focuses on impactful extension activities that enhance health and well-being, environmental conservation, education, and social awareness. These initiatives cultivate a culture of empathy, social responsibility, and holistic development among students. Here are four notable case studies from the past five years that highlight the university's efforts and achievements:

Case Study 1: Cancer Detection and Awareness in Communities

Shoolini University, in collaboration with organizations such as Yuvraj Singh's Cancer Foundation YouWeCan, Earthjust, Red Ribbon Club, and Cardiac Max Hospital, has been actively involved in cancer awareness and early detection.

Case Study 2: Anti -Smoking and Anti- Drug Abuse campaigns for Students Addressing the growing issue of drug and tobacco abuse, Shoolini University has launched several campaigns to combat this social problem.

Case Study 3: Environmental Sustainability - Plantation Drives and Swachh Bharat Mission: Partnering with the Forest Department and with the active participation of the university's NSS unit, over 15,000 saplings have been planted and nurtured, significantly enhancing the local ecosystem.

Case Study 4: Parivartan - Educational Initiative and Support to the Underprivileged "Parivartan" embodies Shoolini University's commitment to education and support for the children of daily wage workers and local communities.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

68

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

4638

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

88

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Shoolini boasts a state-of-the-art infrastructure featuring 42 lecture halls, 8 smart lecture halls, 8 seminar halls, 7 e-studios, a meditation hall, 2 IT labs, a moot court, a cineplex, 2

studios, 8 conference rooms, and 99 advanced research labs—all seamlessly integrated with cutting-edge Information and Communication Technology.

Yogananda Knowledge Centre (Central Library):

Open 24/7, this fully digitized library offers an extensive collection of textbooks, reference books, journals, and e-resources. It houses more than 2.5 lakh e-books and 10,000 research journals through EBSCO subscriptions.

Practical Training in Hospitality Management:

The university's guest houses, including The Chalet and Yogananda Ville, offer hands-on training for students pursuing Hotel Management, blending academic learning with real-world experience.

ICT-Enabled Facilities:

Learning Management System and Knowledge Management System

Wi-Fi Enabled Campus 2 GBPS bandwidth

Radio Shoolini: Run by the School of Journalism and Mass Communication, this in-house radio and news channel offers practical exposure to media production, enhancing the learning experience for students in these fields.

File Description	Documents
Upload relevant supporting document	View File

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

Facilities for Cultural and Sports Activities Yogananda Ville:

This facility blends spirituality, academics, and eco-design, featuring a hostel, meditation hall, academic block, huts, and recreation areas. It provides a holistic environment for student development.

• Gymnasium and Sports Facilities:

The university offers fully equipped indoor and outdoor game facilities. These include an indoor and outdoor badminton court, a

basketball court, a small outdoor stadium, a state-of-the-art gymnasium, and a yoga center.

Cultural Venues:

- Shoolini University has well-equipped auditoriums and cultural spaces including an Open-air theater that facilitate artistic expressions, performances, and cultural programs, enriching the campus life experience.

- **Meditation Huts:**

The Yoga centre includes 5 individual meditation huts, with a total of 9 rooms, designed for personal reflection and practice. Overall, Shoolini University's infrastructure supports a comprehensive and enriching academic environment, integrating modern facilities with cultural and physical wellness programs to nurture holistic student development.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

Facilities available on campus are of high standard and contribute to the overall ambience:

Administrative Block has offices of Chancellor, VC, Registrar, Director Operations, Controller of Examinations, IQAC, Accounts, HR, Placement and Conference Rooms. Health Centre: Four-bed hospital on campus with one doctor, two nurses, ambulance, and lab facilities.

Eleven State-of-the-art hostels, separate for boys and girls, provide residential students all amenities, run professionally by "New Doors" agency. Accommodation and Guest Rooms: Hospitality department runs Daffodil's guest house, Yogananda Ville and Hotel Chalet Sports and cultural facilities on campus are abundant:

Yuvraj Stadium, Milkha Singh Indoor Sports Complex, outdoor Badminton and Basketball Courts and Cricket Practice Pitch. Open-Air theatre, Student Activity Centre with Cineplex, Dance studio, Music room. Seven cafeterias serving a range of different menus catering to the palate preferences of students. Environmentally friendly measures are taken for harnessing solar energy and

rainwater. There is regular supply of electricity through generators.

Shoolini has distinction of being awarded QS IGAUGE's E-LEAD certification (E-learning Excellence for Academic Digitization). The campus is fully Wi-Fi enabled with 2 GBPS of LAN connectivity, fully functional studios.

Campus is disabled friendly. Golf carts are available. A stair wheelchair and ramps for access to buildings.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

1076

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2 - Library as a Learning Resource

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

Shoolini University's Yogananda Knowledge Center (YKC) is an innovative transformation of the traditional library into an integrated knowledge hub that leverages digital technologies to enhance learning, teaching, and research. This is achieved through the implementation of an Integrated Library Management System (ILMS), which supports a fully automated and digitally enabled library experience.

Automation and Accessibility: YKC is completely automated, enabling users to access a diverse range of resources through its dedicated website (library.shooliniuniversity.com).

Extensive Collection of e-Resources: The library boasts a substantial collection of approximately 49,163 physical books, over 2,50,000 e-books, and 10,000 e-journals across various disciplines. These resources support the academic needs of

students and faculty in fields such as Engineering, Management, Law, Agriculture, and Science. Notable e-resource subscriptions include EBSCO, JSTOR, SSC, and Manupatra, all of which provide unrestricted, full-downloadable access to their materials.

Quantifiable Performance:

Books Collection: Approximately 49,163 physical books and 250,000 e-books spanning various disciplines.

Journals Subscription: Access to 10,000 e-journals through platforms like EBSCO, JSTOR, SSC, and Manupatra.

Wi-Fi Connectivity

Computer Systems: The library includes an Analytics Lab with 13 desktop computers. **Reading Desks and Cabins:** Housed in a five-story building, YKC provides ample space with numerous reading desks and private study cabins.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases **A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

68.64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

48

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

648

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

The University has a well-documented IT policy for ensuring appropriate availability, management of IT assets and protection of their confidentiality and integrity. These policies are:

- IT/Hardware Installation Policy
- Software Installation-Licensing Policy
- Network Use Policy
- E-mail Account Use Policy
- Website Hosting Policy
- University Database Use Policy

University-wide strategies are established, and responsibilities demarcated for protecting the Confidentiality, Integrity, and Availability of the information assets. Information assets addressed by policy include data, information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information. The University has redundancy and back-up policy. The University proactively upgrades its facilities. IT policy is updated on regular basis to ensure e-learning and enabled continue academic. The University was awarded QS-IGAUGE's, E-LEAD certification. Expenditure on IT installation and maintenance on campus over the last five years has been more

than 450 lacs. Budgeting is done on the assessment of IT-related requirements on annual basis. The budget allocated for IT expenses was Rs.465.19 lakhs, for ensuring 100% connectivity in campus, and moving towards paperless functioning. The IT Department has been given the responsibility of running secure university's network by installing firewalls-virus checking, access-controlling and content-filtering software at gateway. University maintains a Wi-fi/Internet from Jio with 2Gbps bandwidth.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
4268	885

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line) • ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing A. All of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

1579.01

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

- **Infrastructure and Equipment**

University ensures top-tier experiences with round-the-clock infrastructure maintenance. Dedicated teams monitor power, conduct regular audits, and manage water supply rigorously.

- **On-Campus Facilities Food and Beverage:**

Nine cafeterias, a bakery, a juice and snack shop, and a Nescafe coffee shop to cater to diverse culinary needs.

- **Essential Services:**

Students and staff have access to laundry services, photocopy services, stationery supplies, a unisex salon, two ATMs, and a well-equipped gymnasium.

- **Sports Complex**

University boasts a comprehensive sports infrastructure, including the Milkha Singh Indoor Sports Complex and the Yuvraj Outdoor Stadium. Facilities for badminton, wrestling, football, cricket, volleyball, basketball, table tennis, and pool enrich the student experience.

- **Transport**

8 buses, 17 cars, and 2 ambulances, ensuring campus and off campus mobility.

- **Security and Surveillance**

Campus safety is ensured through a private security agency. University personnel strategically install and maintain surveillance cameras for continuous vigilance.

- **Teaching Aids**

IT team conducts regular checks and maintenance of teaching aids, with authorized agencies handling repairs as necessary.

Maintenance Standard Operating Procedure

- **Regular Inspection and Monitoring:**
- **Frequency:** Inspections are conducted daily, weekly, monthly, or annually, depending on the facility.
- **Responsibility:** Assigned personnel from the construction and maintenance department, IT team, operations team, and authorized agencies.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

4039

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

1019

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and A. All of the above

**communication skills Life skills (Yoga, physical fitness, health and hygiene)
Awareness of trends in technology**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

**5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

- All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.2 - Total number of placement of outgoing students during the year

536

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

159

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.3 - Student Participation and Activities

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

22

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

The inclusion of students in academic and administrative processes is crucial for fostering an engaging, collaborative, and transparent educational environment. At Shoolini University, this principle is embraced wholeheartedly through an active Student Council, which serves as a dynamic force empowering students to contribute actively to the institution's growth. By undertaking various responsibilities, the Council nurtures leadership, collaboration, and civic responsibility, reflecting the synergy between academia, management, and students in shaping a responsive and vibrant academic culture.

Structure of the Student Council

Student Council typically comprises elected representatives from the student body, including officers such as a president, vice-president, secretary, and treasurer. The main structural components are President, Vice-President, Secretary, Class and Department Representatives.

Functions of the Student Council

The Student Council acts as a crucial communication channel between students, faculty, and management. Its primary functions include:

Communication: Facilitates dialogue and addresses student concerns and issues.

Planning and Decision-Making: Participates in institutional planning and decision-making processes.

Problem Resolution: Works closely with faculty to ensure effective problem resolution.

Council embodies interests, concerns, and aspirations of student body. By actively participating in campus activity planning and collaborating with faculty, it ensures effective communication and problem resolution.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the

development of the institution through financial and other support services during the year

Alumni Association at Shoolini symbolizes a robust and interconnected community that significantly contributes to the institution's development. Established in 2015, the association actively engages with the university to foster a collaborative environment benefiting both current students and graduates.

Objectives and Contributions of Shoolini Alumni Association

The association aims to:

- Maintain a comprehensive alumni database.
- Promote alumni achievements to enhance the university's reputation.
- Involve alumni in various programs, including interactions, events, and placement facilitation. Engage alumni in SPRINT programs to guide current students.
- .

Alumni Portal and MOU with Alma Shines

In collaboration with Alma Shines, Shoolini established a specialized portal to streamline alumni management and create an ever-growing community. This partnership focuses on:

- Building a strong alumni database.
- Facilitating regular communication and interaction.
- Conducting engagement activities. Honouring alumni through awards. Promoting faculty-alumni collaboration.

Contributions of Alumni Association

- **Alumni Meets and Chapters:** The association organizes regular alumni meets, enabling the sharing of experiences, discussions, and collaborations. A series of organized chapters and events, including the 1st to 9th Alumni Chapters held between May 2015 and October 2021, foster this engagement.
- **Involvement in Curriculum and Placements:** The alumni actively participate in curriculum development, offering suggestions to align it with industry needs.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year D. 1 Lakhs - 3Lakhs (INR in Lakhs)

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Shoolini University's focus on excellence is evident in its vision statement and its governance, leadership and practices are aligned to it. The university's compliance with the National Education Policy, commitment to sustained growth, and inclusive decision-making reflects a thoughtful approach to education that goes beyond mere academics and ensures and forward-looking institution, poised to make a significant global impact.

The management proactively started adopt the NEP 2020 after its announcement and continues its effort to implement it in letter and spirit

Implementation of NEP 2020 at Shoolini University

Introduction of four-year undergraduate programs with multiple exit options

Multidisciplinary Education with a choice-based flexible curriculum

Credit transfer and Academic Bank of Credits to facilitate the mobility of students across institutions and disciplines.

Research and Innovation: Establishing innovation hubs and hosting conferences and symposiums to showcase the work of faculty and students.

Student Enrolment and Support: Offering scholarships and financial

aid packages to attract and support students from diverse backgrounds.

Sustainable Practices: Integrating sustainability into the curriculum and research projects to promote environmental awareness and adopting energy-efficient building designs and waste reduction initiatives. Decentralized and Participative Decision Making: The decision-making and governance at Shoolini University is decentralized as well as inclusive.

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Policies and Strategic Planning

1. Comprehensive Policy Framework:

- **Academic Policies:** Guidelines for curriculum development, assessment methods, and academic integrity are in place and updated regularly.
- **Research Policies:** Clear directives for research funding, ethical guidelines, and publication protocols. Establishing research committees further supports these initiatives.
- **Student Policies:** Comprehensive student handbooks detail codes of conduct, grievance redressal mechanisms, and support services.

Administrative Setup

1. Organizational Structure:

Hierarchical Structure: Clear roles and responsibilities for governing bodies like the Board of Governors, academic council, and departmental committees.

Central Administration: Offices such as the Registrar, Finance, and Human Resources handle day-to-day operations, ensuring smooth administrative functioning.

2. Decentralization:

Empowering departments and faculties with autonomy in decision-making fosters innovation and responsiveness, encouraging tailored solutions for specific departmental needs.

Appointment and Service Rules

1. Transparent Appointment Procedures:

Recruitment Process: A transparent and merit-based recruitment process for faculty and administrative staff - includes advertisements, screening, interviews, and selection based on predefined criteria.

Orientation Programs:

2. Service Rules and Professional Development:

Service Contracts: Clear service contracts outline roles, responsibilities, performance expectations, and benefits, ensuring mutual understanding and commitment.

Professional Development: Regular training and development programs for faculty and staff

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The popularity of university rankings reflects changes taking place in higher education globally. Rankings have become an important parameter for assessing a university's overall excellence and deployment of strategic plan and rankings validates through its carefully calibrated methodology whether the institute is moving in the right direction or not. These are not only useful for policy makers, but also furnish information on an institution's standing. Shoolini University has undertaken to strive for excellence in research, in its endeavour to be among top 200 universities globally by 2022. Shoolini University has already earned an enviable reputation for research excellence with h index 111 and 790 SCOPUS publications. It earned 7th position in India

(Research) and 890 Global rank in SCIMAGO rankings. In QS WORLD UNIVERSITY RANKINGS 2023 - it was positioned at 251-260 rank in Asia and no. 1 in citations in the India (9th in Asia) Within a short span of 11 years, it has acquired top place in Indian NIRF rankings with 73rd position.

File Description	Documents
Upload relevant supporting document	View File

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

Shoolini University follows practices based on legality, impartiality, consistency, effectiveness, efficiency, and transparency. The University Governing Council, Board of Management, and other bodies help in strategic governance associated with a broad range of activities related to performance management and institutional development, accountability, and stewardship for university capital (financial, intellectual, human/ manpower, reputations, etc.), and the development of an efficient work culture.

The competency of teachers and their appointments are followed as per UGC regulations. These regulations include a transparent and fair process for staff recruitment and conditions of employment and provide promotion opportunities to staff besides strengthening the link between teaching, research, and extension activities.

Programmes are designed in line with the university strategy and have explicit learning outcomes. All major stakeholders are involved in this process along with experts in the field. Regular feedback is taken from the students and suggestions are examined and implemented.

Prospectus/ Student's Handbook has all the rules and regulations covering all phases of the student "Life Cycle," i.e., admission, courses/Programmes, eligibility, progression, recognition, faculty, infrastructure of university, etc.

The Board of Studies and the Academic Council regularly monitor, review, and revise study Programmes as per mandates provided in the university regulations.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation **A. All of the above**

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

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Shoolini University has established a comprehensive and transparent performance appraisal system for both teaching and non-teaching staff, ensuring that excellence in various domains is recognized and rewarded.

Performance Appraisal System

For Faculty: The appraisal system for faculty considers four key performance parameters:

For Non-Teaching Staff: Evaluation is conducted through 'My Impact Plan', focusing on:

Top 3 Targets for the Year

Self-Development

Contribution to the University

Appraisal System Process Flow:

Goal Setting (January):

Individual consultation with employees to establish clear, measurable goals for the year. Creation of 'My Impact Plan' for non-teaching staff, including the top 3 targets for the year, self-development, and contribution to the university.

Mid-Year Review (June-July):

Formal meeting with each employee to assess progress against goals.

Identification of any support or resources needed.

Adjustment of goals if necessary, considering changes in roles or responsibilities.

Self-Assessment (December):

Employees complete a self-assessment, detailing their achievements, challenges, and contributions over the year.

Opportunity for reflection and personal growth.

Reporting Manager Evaluation (December-January):

Managers conduct an evaluation of each employee based on performance parameters.

Consideration of peer and subordinate feedback if applicable.

Appraisal Committee Review (February):

Determining Rewards (March):

Communicating Appraisal Results (March-April):

Implementation of Rewards (April):

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

106

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

232

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

A three-pronged strategy was adapted to generate and manage adequate resources to build a quality institution.

1. Research Funding through Grants from agencies like DBT, GoI, DSIRO, etc., Non-governmental bodies have also funded specific

research and consultancy projects. The mission of the University is to make research funding and income through technology & patent transfer as the strongest revenue source over the years. 2. Student Fee and Related Services: Shoolini University hosts around 4000+ students, of which 2200+ reside on campus. A nominal fee as approved by the state authorities is charged. 3. Donations and grants from philanthropists and CSR funds: Over years, many philanthropists and corporate have contributed and helped more than 230 students. An amount of Rs. 3.5+ crores have been generated almost 15% of students have been given scholarships/freeships.

University prepares its goals and agenda annually. The budget is cleared through the varsity's Finance Committee, BoM and Governing Council. A mid-year review is undertaken to realign the budget. Post closure of each Financial Year, an external audit is conducted through a reputed auditing agency and the audit report is presented to the Management Committees. A separate Development and Infrastructure Budget is funded by the sponsoring body to strengthen the Campus.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

Shoolini University maintains a ethical regime of accountability and transparency in its financial operations, adhering to a comprehensive audit mechanism. This includes various audit mechanism like internal, external, and concurrent or special audits, conducted at regular intervals to ensure the authenticity of financial transactions, compliance with regulatory obligations, and to maintain a standards of financial governance.

Internal Audits: Conducted internal audits as decided by the management, These audits are conducted by both internal or external agencies, focusing on the validity of financial transactions, monitoring of tax and other liabilities, and checking compliance levels across all hierarchies. This methodical scrutiny is pivotal in streamlining all financial processes, ensuring the seamless operation of the institution. **External Audits:** A statutory audit is performed annually by a professionally accredited external auditor, currently Rajeev Sood & Co. This audit follows the standards laid down by the Institute of Chartered Accountants of India and primarily aims to provide an independent opinion on the truth and fairness of the university's financial statements. The past three years have seen the external audit by S.R Batliboi & Associates LLP and Rajeev Sood & Co. with all audits confirming the university's adherence to financial best practices.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

First Cycle (Pre-Accreditation)

During first cycle, the primary focus of IQAC was on establishing

a robust framework for quality assurance. This included:

1. Curriculum Enhancement:

- Introduction of Outcome-Based Education to ensure that learning outcomes are clearly defined and aligned with industry standards.
- Regular updates to curriculum based on stakeholder feedback, including inputs from students, alumni, employers, and academic experts.

1. Infrastructure Development:

- Significant investments in upgrading campus infrastructure, - Wi-Fi-enabled classrooms, digital libraries, and state-of-the-art laboratories.
- Introduction of ICT-enabled teaching tools such as the myShoolini app, e-learning resources, and online examination platforms.

Second and Subsequent Cycles (Post-Accreditation)

Institutionalized Practices Resulting from IQAC Initiatives

Practice 1: Outcome-Based Education

One of the most significant practices institutionalized by IQAC is the implementation of Outcome-Based Education (OBE). OBE focuses on clearly defined learning outcomes that align with industry requirements and global standards.

Practice 2: Introduction of ICT-Enabled Teaching Tools

Shoolini University has integrated various ICT-enabled teaching tools to enhance the learning experience. These include the myShoolini app, which provides students with access to course materials, schedules, and academic resources; e-learning platforms that facilitate interactive online classes and resources; and online examination platforms that streamline the assessment process, ensuring flexibility and accessibility for all students.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Conferences, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and students Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Shoolini has actively committed to continuous quality enhancement and academic excellence. Following the achievement of B++ in the last NAAC accreditation cycle, the University embarked on a comprehensive review of its processes, structures, and methodologies, aligning them with the seven criteria of the SSR. This strategic approach included the implementation of Outcome-Based Education and targeted initiatives in key areas to drive improvements.

Curricular Aspects

Curriculum Design and Development:

- Collaboration with industry experts and academia to redesign curriculum aligned with OBE.
- Introduction of interdisciplinary courses and flexibility in choosing elective subjects.

Adoption and Implementation of NEP:

- Proactive steps towards implementation of the new education policy, reflecting national vision in education.

Enhancement of Teaching & Learning

Implementation of Outcome-Based Education (OBE) in Academics:

- Aligning the curriculum with specific learning outcomes that students are expected to demonstrate by the end of the course.
- Collaboration with industry experts to ensure that outcomes are relevant to current professional demands.
- Utilizing platforms like eUniv, myShoolini app, Digital Library, MOOC portals, etc., to support the OBE approach.
- Ensuring continuous comprehensive evaluation and academic autonomy to faculty, in alignment with the OBE framework.

Technology Integration:

- Adoption of various digital platforms and tools to augment teaching and learning experiences

File Description	Documents
Upload relevant supporting document	View File

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 year

The university proudly maintains a balanced gender ratio with approx. 45% female students and approximately 40% female faculty, ensuring equal representation in top leadership roles.

Curricular and Co-Curricular Activities

Gender Studies Course

Student Clubs and Group Activities

Shoolini has established some student clubs for gender sensitization. "Prism" (Preservation and Promotion of Rights, Identity, Gender, and Sexuality through Manoeuvring and Motivating

LGBTQIAP+ Youth), is a club which works towards societal transformation.

Guest Faculty and Expert Lectures

Under 'Guru Series', Shoolini invites renowned experts for interactive sessions. Notable sessions include impactful talks by Mx Dhananjay, the first transgender student at Punjab University.

Special Facilities for Women Employees

Creche

Shoolini provides a fully furnished crèche for staff which offers food, recreation, and trained nannies for infants.

Security

All hostels ensure women's security with round-the-clock lady security guards. Lady attendants are available for accompanying female students for work or hospital visits etc.

Health

Free health camps which include special screenings and check-ups for female staff and students are organized.

Counseling

24x7 lady counselor is accessible on campus for students and staff.

Maternity Leave and Working Mother Policy

Fully paid maternity leave for 26 weeks along with flexible working mother policy, to support working mothers.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Creche, All hostels ensure women's security with round-the-clock lady security guards. Lady attendants are available for accompanying female students for work or hospital visits etc. Residences of female students are manned by lady security guards 24x7, Free health camps, A 24x7 lady counselor is accessible on campus for students and staff, Maternity Leave and Working Mother Policy

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

a) Solid Waste Management: Solid waste is managed through both in-house processes and outsourced services. The campus is equipped with 650+ color-coded bins for waste collection, each designated for specific types of solid waste:

- Green Bins: For biodegradable, organic waste such as food, vegetables, fruit, and leaves.**

- Blue Bins: For recyclable waste like paper, cartons, cans, and metallic items.**

- **Red Bins:** For non-degradable waste including glass, blades, expired medicines, and bandages.

b) Liquid Waste Management:

- **Sewage Treatment Plants:** Operates two STPs with capacities of 350 and 50 kiloliters.

- **Effluent Treatment Plant:** 20,000-liter capacity, treats effluents from chemical sources and laboratories.

c) Biomedical Waste Management: Non-degradable biomedical waste is managed through a contractual agreement with Enviro Engineers, Shimla, an organization authorized by the H.P. State Pollution Control Board.

d) E-waste Management: The management of electronic waste involves segregating and storing obsolete electronic items until they can be collected by authorized e-waste recycling agencies.

e) Waste Recycling System: Shoolini has implemented a policy to minimize paper use, significantly reducing paper waste.

f) Hazardous Chemicals and Radioactive Waste Management: Safe management of hazardous chemicals and radioactive waste through specialized protocols and collaboration with authorized waste disposal agencies.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

File Description	Documents
Upload relevant supporting document	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

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

File Description	Documents
Upload relevant supporting document	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Shoolini University is committed to fostering an inclusive environment characterized by tolerance and harmony towards all cultures, nationalities, languages, and socio-economic communities. The student body is made up of students from almost all states across India and many from abroad. Some initiatives that drive inclusiveness and diversity are:

Fostering an Inclusive Onboarding Experience:

- o **Buddy System:** From the first day, new students are welcomed into the Shoolini family through a Buddy system, where a senior student helps the newcomer acclimate to the campus environment.

- o **Week of Welcome:** Induction week, known as the Week of Welcome, is thoughtfully designed to break barriers and promote connections across diverse socio-economic and cultural backgrounds. This initiative helps students feel at home and fosters an atmosphere of collaboration and mutual respect.

2. Encouraging Multicultural Diversity:

- o **Cultural Cafes:** Organized by the Office of International Affairs each semester, Cultural Cafes allow students from different nations to share their unique cultural identities through traditional costumes, food, music, and dance. These immersive experiences deepen understanding and appreciation for global perspectives, strengthening bonds between Indian and international students.

File Description	Documents
Upload relevant supporting document	View File

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

1. Constitutional Awareness Programs:

- **Workshops and Seminars:** Regular workshops and seminars are conducted to educate students and staff about the Constitution of India, fundamental rights, duties, and the democratic framework.
- **Guest Lectures:** Distinguished guests, including retired judges, legal scholars, and constitutional experts, are invited to deliver lectures on various aspects of the Constitution and its relevance to everyday life.

2. Celebration of National Days:

- **Republic Day and Independence Day:** The university celebrates Republic Day and Independence Day with great fervor. These events include flag hoisting, patriotic speeches, cultural performances, and discussions on the significance of these days.
- **Constitution Day:** Observed on November 26th, Constitution Day is marked by activities such as reading the Preamble, debates, essay competitions, and quizzes centered around the Constitution of India.

3. Legal Literacy and Awareness:

- **Legal Aid Clinics:** The university runs legal aid clinics to provide free legal assistance to the underprivileged sections of society.
- **Legal Awareness Camps:** Camps are organized in nearby villages and towns to educate citizens about their legal rights and responsibilities. These camps cover topics such as consumer rights, women's rights, and the right to education.

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

File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The following are some of the significant days in the academic calendar that are celebrated annually with great fervour and energy

1. Republic Day (26th Jan) and Independence Day (15th August)
2. Women's Day Interaction with eminent women, visits to interact with women of neighbouring villages, fashion shows, awareness of women's rights, etc., are all organized to celebrate Women's Day
3. World Health Day Free medical check-ups, talk by eminent doctors our girl students visit girls' schools and discuss menstrual hygiene and general awareness of their physical and mental wellbeing
5. World Labor Day (1st May) is celebrated by the workforce in campus.
6. Teachers Day (5th September) is celebrated mini marathon on different social themes.
7. Swachhta Diwas (2nd October) is celebrated appreciating all by organizing a with cleanliness drive in campus and in the villages nearby.
8. Pink Oct for breast cancer other commemorative days like World Theatre day when the theatre club 'Dramebaaz' organizes workshops and performances. On days like World Science Day, World Yoga Day, Environment Day, World AIDS Day, Say No to Tobacco Day.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Shoolini University offers dynamic curricula designed around the recommendations of statutory bodies and best practices around the world. It follows the Outcome-based Education (OBE) system through quality frameworks suggested by NBA, NAAC, NIRF, and some world-renowned bodies like THE and QS. The vision, mission, program outcomes (POs), programme specific outcomes (PSOs), and Course Outcomes(COs) are designed keeping in mind the most relevant and contemporary interdisciplinary, multi-disciplinary advancements. The curricula ensure that students acquire expertise in the latest technologies and relevant life skills.

One of the key drivers of framing POs and COs as well as the curriculum design at the global level are the United Nations' Sustainable Development Goals and Shoolini's focuses on themes of Clean Water and Sanitation, and Green and Clean Energy. The curriculum is also aligned to national initiatives like "Make in India", "Digital India", "Atmanirbhar Bharat", "Unnat Bharat Abhiyan", "Swachh Bharat" etc.

To implement the curricula participatory learning activities like social extension, field projects, study tours, industrial internships, industry visits, case-based teaching, inter-school seminars, group discussions, presentations, coding hackathon etc. are part of the pedagogy. MOOCs through SWAYAM and other platforms like Coursera are also encouraged for learning content that comes from the best faculty globally and nationally.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

428

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

89

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3 - Curriculum Enrichment

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

Shoolini adeptly integrates the core values of the NEP 2020 and the Sustainable Development Goals into its curriculum, which, inter alia, focuses on key areas such as professional ethics, gender equality, environmental sustainability, and comprehensive education.

Professional Ethics and Human Values: University's curriculum includes specialized courses like Human Values and Ethics, Legal & Ethical Aspects of Engineering, and Business Ethics, which are essential for nurturing professional integrity and ethical decision-making. This commitment is reinforced by NEP 2020's emphasis on moral and ethical development.

Gender Equality and Inclusivity: Courses like Gender Studies, along with guest lectures and workshops on gender equality and issues related to sexual harassment are in alignment with provisions of UGC guidelines.

Environmental Sustainability: To foster environmental consciousness, the university offers courses like "Our Environment" and runs clubs like the Environment & Sustainability Club.

Research and Innovation: Shoolini has established itself as a hub for research and innovation, with over 1500 IP's filed and over 132 patents granted with 276 industrial designs, 123 copyrights registered and 11 trademarks.

Interdisciplinary Education and Lifelong Learning: Reflecting NEP's goal of promoting interdisciplinary learning, the university offers programs like BBA-Computer Science and Entrepreneurship, B. Tech.-Bioinformatics, and MBA-Data Analytics & Artificial Intelligence.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

36

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

2386

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

344

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- **All 4 of the above**

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
1522	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
337	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
2.2 - Catering to Student Diversity	
2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners	
<p>Shoolini implements a rigorous and student-centered approach to address the diverse learning needs of its students, ensuring that everyone, regardless of their initial capability or learning speed, receives the necessary support to excel academically and personally. This inclusive educational model is structured into four distinct phases: Initial Assessment, Continuous Monitoring, Detailed Evaluation, and Implementation of Tailored Support.</p> <p>Phase 1: Initial Assessment</p> <p>This phase begins with new students undergoing Entrance Exams & Language Proficiency Tests, which are designed to evaluate their foundational knowledge and language skills. During</p>	

orientation, staff observe new students to gauge their initial interaction, participation, and comfort with the curriculum.

Phase 2: Continuous Monitoring

Continuous monitoring through regular testing and quizzes helps in assessing the understanding and retention of course material. Classroom participation and behavior are observed, alongside reviews of homework and assignments.

Phase 3: Detailed Evaluation

Term exam performance analysis helps categorize students into groups such as advanced learners and slow learners. Advanced learners are identified by their consistent above-average performance, creativity, and leadership skills.

Phase 4: Implementation of Tailored Support

Based on the assessments, personalized learning plans are developed to cater to the distinct needs of both advanced and slow learners.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104437/2.2.1_1721741116_12873.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
4314	284

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

Shoolini adopts a student-centric approach to education. Here's an outline of how these methods are deployed to foster a dynamic and inclusive learning environment Learning Environment The university leverages state-of-the-art ICT tools to create engaging and accessible teaching environment. Classrooms are equipped with Wi-Fi, LCDs, and projectors supported by robust digital infrastructure including Cloud services via Amazon

Web Services and comprehensive Moodle-based e-learning platform, eUniv. This setup facilitates a range of interactive and adaptive learning experiences through webinars, online examinations, and extensive digital libraries. Platforms such as SWAYAM, Coursera, and edX are also integrated into the curriculum, enabling both synchronous and asynchronous learning. Access SIQANDAR- an AI-based tool for communication and interview prep is also given to the students. The My Shoolini app provides access to Library resources, and LMS timetable to each student.

Experiential Learning: Shoolini emphasizes real-world applications of classroom knowledge. This is implemented through internships, project work, and field immersion programs across various faculties.

Participative Learning: Curriculum is designed to encourage active participation and collaboration among students. Interactive sessions, group activities, and case studies are regular features of classroom teaching. Programs like SPRINT and ATP (Advanced Training Program) offer opportunities for interactive workshops as well as role plays.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Shoolini has established comprehensive Mentor-Mentee program designed to support students through their academic and personal challenges. This initiative is cornerstone of the university's commitment to fostering a nurturing educational environment and addressing the holistic needs of its students.

Program Objectives and Structure: Mentor-Mentee program aims to bridge communication gap between students and faculty, ensuring

open and honest interactions that contribute positively to students' academic and personal growth.

Academic Performance: Mentors assess and support students' academic efforts and provide

necessary guidance to enhance their learning outcomes.

Personal Development: The program focuses on holistic development by encouraging physical well-being and co-curricular participation.

Career Guidance: Mentors help students align their academic pursuits with career goals, providing insights into professional opportunities and personal strengths.

Functions and Responsibilities:

Mentors are responsible for monitoring their mentees' attendance, providing academic counseling, and conducting regular meetings to discuss progress and concerns.

Mentees are expected to actively participate in meetings, communicate openly about their challenges, and engage in the development activities suggested by their mentors.

Areas of Focus:

Health and Well-being: Mentors encourage practices that enhance physical and mental health.

Project and Research Supervision: Mentors oversee research activities, providing expert advice, ensuring students gain valuable experience and knowledge.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

173

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

284

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

56

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

32750.6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

1590

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

189

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

3

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Setting its standards high and aiming for a world-class system of evaluation and assessment, Shoolini University has considerably revamped its examination system, aligning it with the best practices in the world. The office of the Controller of Examination (COE) with its exclusive staff to moderate and regulate assessments and evaluation across all disciplines/ courses, works round the clock to ensure that the system works without glitches. The assessment and evaluation in each program have two major components: midterm examination and end-term examination.

BookMyExam is a distinctive feature which allows students to schedule and take exams at their own convenience as well as progress through levels of testing difficulty. Since its implementation, Personalearn has been used by over 5,000 students at Shoolini, resulting in an 18% reduction in the number of students who had to repeat a course and a 23% reduction in dropouts. The system is being extended to other Universities and colleges in the region.

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.6 - Student Performance and Learning Outcomes

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

Shoolini meticulously defines and integrates learning outcomes across all its programs, ensuring that the educational objectives—encompassing the necessary competencies, skills, and interdisciplinary knowledge—are clearly communicated and achieved. These learning outcomes are crafted using Bloom's Taxonomy to establish a structured learning progression that is both measurable and achievable.

1. **Definition and Alignment of Learning Outcomes:** Learning outcomes for each program and course are systematically defined and aligned with the educational objectives. Each program and course have specified POs and COs that articulate what students are expected to achieve upon completion.
2. **Autonomy and Mapping:** Faculty members at Shoolini are empowered with autonomy to select and design assessment

tools that best fit the course requirements, ensuring that these tools are perfectly aligned with the learning outcomes. To facilitate this, an articulation matrix for each course is developed and periodically reviewed by the Dean Academics or the Chief Learning Officer.

3. Comprehensive Continuous Evaluation System: The assessment strategy at Shoolini University is predominantly based on continuous assessment, accounting for 70%-80% of the total evaluation, with end-term exams making up the remaining 20%-30%.
4. Publicizing and Communication Mechanism: Learning outcomes and the alignment with assessments are transparently communicated through multiple channels.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

Multidisciplinary approach of designing, implementing, and assessing Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) leads to critical and collective understanding of scientific, technological, societal and environmental issues in a global context. The indirect attainment of COs and POs is computed with the help of:

- Feedback Mechanism is taken from various stakeholders such as regular and visiting teachers.
- Students' feedback is obtained through Univ.
- Feedback from alumni, employer, employees, and parents is also obtained.

Internal and end term examinations, with different weights are employed as direct method. The internal component comprises continuous evaluation whereas the end term examination is a time-bound written test. These criteria are pre-specified in the course booklets.

Deans constitute a committee to develop standards to determine whether students have achieved the desired goals. Data collected using direct and indirect measures is analyzed to document and improve students' learning for their respective programmes. The results of outcomes drive further revision and redesigning of programme Learning outcomes are reflected

through improved pass percentage and fewer dropouts. Many students get selected in competitive exams like UPSC, HAS, NET, SLET, GATE, GRE, GPAT etc. A few students get scholarships for Ph. D. and Post Docs from premier institutions.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1313

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://shooliniuniversity.com/igac>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

One of the key developments at Shoolini University is the receipt of the PURSE Grant from the Department of Science and Technology (DST), amounting to Rs 9 crore. This substantial fund has enabled the acquisition of specialized equipment in life sciences, biology, and chemistry. Additionally, the university has established a Nanotechnology Laboratory with a grant of Rs 4.95 crore from Vardhman Textiles Ltd., and a Food Testing Laboratory, created with financial assistance from the Ministry of Food Processing Industries (MoFPI).

In line with its focus on innovation and entrepreneurship, Shoolini University has established several centers dedicated

to these areas. The i-TBI Center has been approved under the NIDHI i-TBI program by DST, while the iHUB, a technology innovation hub, is supported by a grant from iHUB DivyaSampark. Additionally, the Institution Innovation Council has been established following the guidelines of the Ministry of Education (MoE).

Yogananda Knowledge Center represents a significant investment in knowledge support, boasting an extensive collection of books, journals, e-journals, databases, and e-resources like EBSCO, JSTOR, SSC Online, ManuPatra, and SciVal.

The university has a well-defined research policy. The Shoolini University Research Committee plays a crucial role in steering the research agenda and formulating the research policy.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

? 44,36,000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	A. Any 4 or more of the above
--	--------------------------------------

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

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

? 9,57,67,828

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

? 4,74,58,514	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

12	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3 - Innovation Ecosystem

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

- **Initiatives to Foster Innovation and Entrepreneurship**
Establishment of Research Centers: Shoolini University has set up several research centers to promote focused and collaborative research. These centers are equipped with advanced facilities and provide a platform for interdisciplinary research and innovation like Research Centre in Nanotechnology, Research Centre in OMICS and Biodiversity Research, Research Centre in Automobile Engineering, Research Centre in Yoga, Research Centre in Disaster Management, Research Centre in Data Analytics, Research Centre of Post Graduate Legal Studies, Centre of Excellence in Energy Science and Technology, International Research Centre of Nanotechnology for Himalayan Sustainability (IRCNHS).
- **Steve Jobs Innovation and Incubation Center:** Launched in March 2017, the center offers a worldclass co-working space, incubation seed capital as per requirements, and expert guidance in legal, business planning, strategy, and technical areas. It also houses specialized labs, such as the Tinkering Lab, and supports patent filing and commercialization efforts.
- **IPR and Ethics:** Shoolini University has established a dedicated IPR Cell that provides guidance and support to

researchers in protecting their intellectual property.

- **Preservation and Promotion of Indian Knowledge System:** Through Yogananda Center for Theology and the Yogananda School of Spirituality and Happiness, Shoolini actively promotes Indian culture, philosophy, spirituality, art, and literature.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

8

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

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

15

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation A. All of the above

of which is ensured through the following	
<ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee 	

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	A. All of the above
---	----------------------------

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.3 - Number of Patents published/awarded during the year
3.4.3.1 - Total number of Patents published/awarded year wise during the year
133

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.4 - Number of Ph.D's awarded per teacher during the year
3.4.4.1 - How many Ph.D's are awarded during the year
44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

680

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

199

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

D. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
8.52	30

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
10	39

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

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

University has a proper policy backed by statutes to enable its faculty to provide consultancy. The concerned company can approach the faculty concerned either directly or through the deans or by writing to the Vice Chancellor. While requesting for consultation they give a detailed statement of the problem and what they are looking for. The same is then put up to the Vice Chancellor who gives his assent to the faculty, after assuring himself with the ability of the faculty to be in a position to provide reasonable solutions. Vice Chancellor takes into account all related factors such as the compatibility of the activity with the responsibilities and commitments of the faculty, potential conflicts of interest and the use of University resources. There are two types of consultancies provided by the University - research related and non-research related. A faculty member or a team provides research support as a consultancy assignment in return for a research fee from an

external funder. A Research Consultancy may be the outcome of a tender or a direct approach by an external agency or industry. Non-research Consultancies include non-research activities performed under contract for a third party.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

? 2,79,58,514

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Shoolini University's commitment to social engagement and community development focuses on impactful extension activities that enhance health and well-being, environmental conservation, education, and social awareness. These initiatives cultivate a culture of empathy, social responsibility, and holistic development among students. Here are four notable case studies from the past five years that highlight the university's efforts and achievements:

Case Study 1: Cancer Detection and Awareness in Communities

Shoolini University, in collaboration with organizations such as Yuvraj Singh's Cancer Foundation YouWeCan, Earthjust, Red Ribbon Club, and Cardiac Max Hospital, has been actively involved in cancer awareness and early detection.

Case Study 2: Anti -Smoking and Anti- Drug Abuse campaigns for Students Addressing the growing issue of drug and tobacco abuse, Shoolini University has launched several campaigns to combat

this social problem.

Case Study 3: Environmental Sustainability - Plantation Drives and Swachh Bharat Mission: Partnering with the Forest Department and with the active participation of the university's NSS unit, over 15,000 saplings have been planted and nurtured, significantly enhancing the local ecosystem.

Case Study 4: Parivartan - Educational Initiative and Support to the Underprivileged "Parivartan" embodies Shoolini University's commitment to education and support for the children of daily wage workers and local communities.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

68

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

4638

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

88

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Shoolini boasts a state-of-the-art infrastructure featuring 42

lecture halls, 8 smart lecture halls, 8 seminar halls, 7 e-studios, a meditation hall, 2 IT labs, a moot court, a cineplex, 2 studios, 8 conference rooms, and 99 advanced research labs—all seamlessly integrated with cutting-edge Information and Communication Technology.

Yogananda Knowledge Centre (Central Library):

Open 24/7, this fully digitized library offers an extensive collection of textbooks, reference books, journals, and e-resources. It houses more than 2.5 lakh e-books and 10,000 research journals through EBSCO subscriptions.

Practical Training in Hospitality Management:

The university's guest houses, including The Chalet and Yogananda Ville, offer hands-on training for students pursuing Hotel Management, blending academic learning with real-world experience.

ICT-Enabled Facilities:

Learning Management System and Knowledge Management System

Wi-Fi Enabled Campus 2 GBPS bandwidth

Radio Shoolini: Run by the School of Journalism and Mass Communication, this in-house radio and news channel offers practical exposure to media production, enhancing the learning experience for students in these fields.

File Description	Documents
Upload relevant supporting document	View File

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

Facilities for Cultural and Sports Activities Yogananda Ville:

This facility blends spirituality, academics, and eco-design, featuring a hostel, meditation hall, academic block, huts, and recreation areas. It provides a holistic environment for student development.

• Gymnasium and Sports Facilities:

The university offers fully equipped indoor and outdoor game facilities. These include an indoor and outdoor badminton court, a basketball court, a small outdoor stadium, a state-of-the-art gymnasium, and a yoga center.

Cultural Venues:

- Shoolini University has well-equipped auditoriums and cultural spaces including an Open-air theater that facilitate artistic expressions, performances, and cultural programs, enriching the campus life experience.

- **Meditation Huts:**

The Yoga centre includes 5 individual meditation huts, with a total of 9 rooms, designed for personal reflection and practice. Overall, Shoolini University's infrastructure supports a comprehensive and enriching academic environment, integrating modern facilities with cultural and physical wellness programs to nurture holistic student development.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

Facilities available on campus are of high standard and contribute to the overall ambience:

Administrative Block has offices of Chancellor, VC, Registrar, Director Operations, Controller of Examinations, IQAC, Accounts, HR, Placement and Conference Rooms. Health Centre: Four-bed hospital on campus with one doctor, two nurses, ambulance, and lab facilities.

Eleven State-of-the-art hostels, separate for boys and girls, provide residential students all amenities, run professionally by "New Doors" agency. Accommodation and Guest Rooms: Hospitality department runs Daffodil's guest house, Yogananda Ville and Hotel Chalet Sports and cultural facilities on campus are abundant:

Yuvraj Stadium, Milkha Singh Indoor Sports Complex, outdoor Badminton and Basketball Courts and Cricket Practice Pitch. Open-Air theatre, Student Activity Centre with Cineplex, Dance

studio, Music room. Seven cafeterias serving a range of different menus catering to the palate preferences of students. Environmentally friendly measures are taken for harnessing solar energy and rainwater. There is regular supply of electricity through generators.

Shoolini has distinction of being awarded QS IGAUGE's E-LEAD certification (E-learning Excellence for Academic Digitization). The campus is fully Wi-Fi enabled with 2 GBPS of LAN connectivity, fully functional studios.

Campus is disabled friendly. Golf carts are available. A stair wheelchair and ramps for access to buildings.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

1076

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2 - Library as a Learning Resource

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

Shoolini University's Yogananda Knowledge Center (YKC) is an innovative transformation of the traditional library into an integrated knowledge hub that leverages digital technologies to enhance learning, teaching, and research. This is achieved through the implementation of an Integrated Library Management System (ILMS), which supports a fully automated and digitally enabled library experience.

Automation and Accessibility: YKC is completely automated, enabling users to access a diverse range of resources through its dedicated website (library.shooliniuniversity.com).

Extensive Collection of e-Resources: The library boasts a

substantial collection of approximately 49,163 physical books, over 2,50,000 e-books, and 10,000 e-journals across various disciplines. These resources support the academic needs of students and faculty in fields such as Engineering, Management, Law, Agriculture, and Science. Notable e-resource subscriptions include EBSCO, JSTOR, SSC, and Manupatra, all of which provide unrestricted, full-downloadable access to their materials.

Quantifiable Performance:

Books Collection: Approximately 49,163 physical books and 250,000 e-books spanning various disciplines.

Journals Subscription: Access to 10,000 e-journals through platforms like EBSCO, JSTOR, SSC, and Manupatra.

Wi-Fi Connectivity

Computer Systems: The library includes an Analytics Lab with 13 desktop computers. **Reading Desks and Cabins:** Housed in a five-story building, YKC provides ample space with numerous reading desks and private study cabins.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	A. Any 4 or all of the above
---	-------------------------------------

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)
68.64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

48

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

648

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

The University has a well-documented IT policy for ensuring appropriate availability, management of IT assets and protection of their confidentiality and integrity. These policies are:

- IT/Hardware Installation Policy
- Software Installation-Licensing Policy
- Network Use Policy
- E-mail Account Use Policy
- Website Hosting Policy
- University Database Use Policy

University-wide strategies are established, and responsibilities demarcated for protecting the Confidentiality, Integrity, and Availability of the information assets. Information assets addressed by policy include data,

information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information. The University has redundancy and back-up policy. The University proactively upgrades its facilities. IT policy is updated on regular basis to ensure e-learning and enabled continue academic. The University was awarded QS-IGAUGE's, E-LEAD certification. Expenditure on IT installation and maintenance on campus over the last five years has been more than 450 lacs. Budgeting is done on the assessment of IT-related requirements on annual basis. The budget allocated for IT expenses was Rs.465.19 lakhs, for ensuring 100% connectivity in campus, and moving towards paperless functioning. The IT Department has been given the responsibility of running secure university's network by installing firewalls-virus checking, access-controlling and content-filtering software at gateway. University maintains a Wi-fi/Internet from Jio with 2Gbps bandwidth.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
4268	885

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

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

1579.01

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

- **Infrastructure and Equipment**

University ensures top-tier experiences with round-the-clock infrastructure maintenance. Dedicated teams monitor power, conduct regular audits, and manage water supply rigorously.

- **On-Campus Facilities Food and Beverage:**

Nine cafeterias, a bakery, a juice and snack shop, and a Nescafe coffee shop to cater to diverse culinary needs.

- **Essential Services:**

Students and staff have access to laundry services, photocopy services, stationery supplies, a unisex salon, two ATMs, and a well-equipped gymnasium.

- **Sports Complex**

University boasts a comprehensive sports infrastructure, including the Milkha Singh Indoor Sports Complex and the Yuvraj Outdoor Stadium. Facilities for badminton, wrestling, football, cricket, volleyball, basketball, table tennis, and pool enrich the student experience.

- **Transport**

8 buses, 17 cars, and 2 ambulances, ensuring campus and off campus mobility.

- **Security and Surveillance**

Campus safety is ensured through a private security agency. University personnel strategically install and maintain surveillance cameras for continuous vigilance.

- **Teaching Aids**

IT team conducts regular checks and maintenance of teaching aids, with authorized agencies handling repairs as necessary.

Maintenance Standard Operating Procedure

- **Regular Inspection and Monitoring:**
- **Frequency:** Inspections are conducted daily, weekly, monthly, or annually, depending on the facility.
- **Responsibility:** Assigned personnel from the construction and maintenance department, IT team, operations team, and authorized agencies.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

4039

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

1019

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State

government examinations) during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.2 - Total number of placement of outgoing students during the year

536

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

159

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.3 - Student Participation and Activities

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

22

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

The inclusion of students in academic and administrative processes is crucial for fostering an engaging, collaborative, and transparent educational environment. At Shoolini University, this principle is embraced wholeheartedly through an active Student Council, which serves as a dynamic force empowering students to contribute actively to the institution's growth. By undertaking various responsibilities, the Council nurtures leadership, collaboration, and civic responsibility, reflecting the synergy between academia, management, and students in shaping a responsive and vibrant academic culture.

Structure of the Student Council

Student Council typically comprises elected representatives from the student body, including officers such as a president, vice-president, secretary, and treasurer. The main structural components are President, Vice-President, Secretary, Class and Department Representatives.

Functions of the Student Council

The Student Council acts as a crucial communication channel between students, faculty, and management. Its primary functions include:

Communication: Facilitates dialogue and addresses student concerns and issues.

Planning and Decision-Making: Participates in institutional planning and decision-making processes.

Problem Resolution: Works closely with faculty to ensure effective problem resolution.

Council embodies interests, concerns, and aspirations of student body. By actively participating in campus activity planning and collaborating with faculty, it ensures effective communication and problem resolution.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

Alumni Association at Shoolini symbolizes a robust and interconnected community that significantly contributes to the institution's development. Established in 2015, the association actively engages with the university to foster a collaborative environment benefiting both current students and graduates.

Objectives and Contributions of Shoolini Alumni Association

The association aims to:

- Maintain a comprehensive alumni database.
- Promote alumni achievements to enhance the university's reputation.
- Involve alumni in various programs, including interactions, events, and placement facilitation. Engage alumni in SPRINT programs to guide current students.
- .

Alumni Portal and MOU with Alma Shines

In collaboration with Alma Shines, Shoolini established a specialized portal to streamline alumni management and create an ever-growing community. This partnership focuses on:

- Building a strong alumni database.
- Facilitating regular communication and interaction.
- Conducting engagement activities. Honouring alumni through awards. Promoting faculty-alumni collaboration.

Contributions of Alumni Association

- **Alumni Meets and Chapters:** The association organizes regular alumni meets, enabling the sharing of experiences, discussions, and collaborations. A series of organized chapters and events, including the 1st to 9th Alumni Chapters held between May 2015 and October 2021, foster this engagement.
- **Involvement in Curriculum and Placements:** The alumni actively participate in curriculum development, offering suggestions to align it with industry needs.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) **D. 1 Lakhs - 3Lakhs**

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Shoolini University's focus on excellence is evident in its vision statement and its governance, leadership and practices are aligned to it. The university's compliance with the National Education Policy, commitment to sustained growth, and inclusive decision-making reflects a thoughtful approach to education that goes beyond mere academics and ensures and forward-looking institution, poised to make a significant global impact.

The management proactively started adopt the NEP 2020 after its announcement and continues its effort to implement it in letter and spirit

Implementation of NEP 2020 at Shoolini University

Introduction of four-year undergraduate programs with multiple exit options

Multidisciplinary Education with a choice-based flexible curriculum

Credit transfer and Academic Bank of Credits to facilitate the mobility of students across institutions and disciplines.

Research and Innovation: Establishing innovation hubs and hosting conferences and symposiums to showcase the work of faculty and students.

Student Enrolment and Support: Offering scholarships and financial aid packages to attract and support students from diverse backgrounds.

Sustainable Practices: Integrating sustainability into the curriculum and research projects to promote environmental awareness and adopting energy-efficient building designs and waste reduction initiatives
Decentralized and Participative Decision Making The decision-making and governance at Shoolini University is decentralized as well as inclusive.

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Policies and Strategic Planning

1. Comprehensive Policy Framework:

- **Academic Policies:** Guidelines for curriculum development, assessment methods, and academic integrity are in place and updated regularly.
- **Research Policies:** Clear directives for research funding, ethical guidelines, and publication protocols. Establishing research committees further supports these initiatives.
- **Student Policies:** Comprehensive student handbooks detail codes of conduct, grievance redressal mechanisms, and

support services.

Administrative Setup

1. Organizational Structure:

Hierarchical Structure: Clear roles and responsibilities for governing bodies like the Board of Governors, academic council, and departmental committees.

Central Administration: Offices such as the Registrar, Finance, and Human Resources handle day-to-day operations, ensuring smooth administrative functioning.

2. Decentralization:

Empowering departments and faculties with autonomy in decision-making fosters innovation and responsiveness, encouraging tailored solutions for specific departmental needs.

Appointment and Service Rules

1. Transparent Appointment Procedures:

Recruitment Process: A transparent and merit-based recruitment process for faculty and administrative staff - includes advertisements, screening, interviews, and selection based on predefined criteria.

Orientation Programs:

2. Service Rules and Professional Development:

Service Contracts: Clear service contracts outline roles, responsibilities, performance expectations, and benefits, ensuring mutual understanding and commitment.

Professional Development: Regular training and development programs for faculty and staff

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The popularity of university rankings reflects changes taking place in higher education globally. Rankings have become an important parameter for assessing a university's overall excellence and deployment of strategic plan and rankings validates through its carefully calibrated methodology whether the institute is moving in the right direction or not. These are not only useful for policy makers, but also furnish information on an institution's standing. Shoolini University has undertaken to strive for excellence in research, in its endeavour to be among top 200 universities globally by 2022. Shoolini University has already earned an enviable reputation for research excellence with h index 111 and 790 SCOPUS publications. It earned 7th position in India (Research) and 890 Global rank in SCIMAGO rankings. In QS WORLD UNIVERSITY RANKINGS 2023 - it was positioned at 251-260 rank in Asia and no. 1 in citations in the India (9th in Asia) Within a short span of 11 years, it has acquired top place in Indian NIRF rankings with 73rd position.

File Description	Documents
Upload relevant supporting document	View File

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

Shoolini University follows practices based on legality, impartiality, consistency, effectiveness, efficiency, and transparency. The University Governing Council, Board of Management, and other bodies help in strategic governance associated with a broad range of activities related to performance management and institutional development, accountability, and stewardship for university capital (financial, intellectual, human/ manpower, reputations, etc.), and the development of an efficient work culture.

The competency of teachers and their appointments are followed as per UGC regulations. These regulations include a transparent and fair process for staff recruitment and conditions of employment and provide promotion opportunities to staff besides strengthening the link between teaching, research, and extension activities.

Programmes are designed in line with the university strategy and have explicit learning outcomes. All major stakeholders are involved in this process along with experts in the field. Regular feedback is taken from the students and suggestions are examined and implemented.

Prospectus/ Student's Handbook has all the rules and regulations covering all phases of the student "Life Cycle," i.e., admission, courses/Programmes, eligibility, progression, recognition, faculty, infrastructure of university, etc.

The Board of Studies and the Academic Council regularly monitor, review, and revise study Programmes as per mandates provided in the university regulations.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

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

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Shoolini University has established a comprehensive and transparent performance appraisal system for both teaching and non-teaching staff, ensuring that excellence in various domains is recognized and rewarded.

Performance Appraisal System

For Faculty: The appraisal system for faculty considers four key performance parameters:

For Non-Teaching Staff: Evaluation is conducted through 'My Impact Plan', focusing on:

Top 3 Targets for the Year

Self-Development

Contribution to the University

Appraisal System Process Flow:

Goal Setting (January):

Individual consultation with employees to establish clear, measurable goals for the year. Creation of 'My Impact Plan' for non-teaching staff, including the top 3 targets for the year, self-development, and contribution to the university.

Mid-Year Review (June-July):

Formal meeting with each employee to assess progress against goals.

Identification of any support or resources needed.

Adjustment of goals if necessary, considering changes in roles or responsibilities.

Self-Assessment (December):

Employees complete a self-assessment, detailing their achievements, challenges, and contributions over the year.

Opportunity for reflection and personal growth.

Reporting Manager Evaluation (December-January):

Managers conduct an evaluation of each employee based on performance parameters.

Consideration of peer and subordinate feedback if applicable.

Appraisal Committee Review (February):

Determining Rewards (March):

Communicating Appraisal Results (March-April):

Implementation of Rewards (April):

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

106

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

232

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

A three-pronged strategy was adapted to generate and manage adequate resources to build a quality institution.

1. Research Funding through Grants from agencies like DBT, GoI, DSIRO, etc., Non-governmental bodies have also funded specific research and consultancy projects. The mission of the University is to make research funding and income through technology & patent transfer as the strongest revenue source over the years. 2. Student Fee and Related Services: Shoolini University hosts around 4000+ students, of which 2200+ reside on campus. A nominal fee as approved by the state authorities is charged. 3. Donations and grants from philanthropists and CSR funds: Over years, many philanthropists and corporate have contributed and helped more than 230 students. An amount of Rs. 3.5+ crores have been generated almost 15% of students have been given scholarships/freeships.

University prepares its goals and agenda annually. The budget is cleared through the varsity's Finance Committee, BoM and Governing Council. A mid-year review is undertaken to realign the budget. Post closure of each Financial Year, an external audit is conducted through a reputed auditing agency and the audit report is presented to the Management Committees. A separate Development and Infrastructure Budget is funded by the sponsoring body to strengthen the Campus.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

Shoolini University maintains a ethical regime of accountability and transparency in its financial operations, adhering to a comprehensive audit mechanism. This includes various audit mechanism like internal, external, and concurrent or special audits, conducted at regular intervals to ensure the authenticity of financial transactions, compliance with regulatory obligations, and to maintain a standards of financial governance.

Internal Audits: Conducted internal audits as decided by the management, These audits are conducted by both internal or external agencies, focusing on the validity of financial transactions, monitoring of tax and other liabilities, and checking compliance levels across all hierarchies. This methodical scrutiny is pivotal in streamlining all financial processes, ensuring the seamless operation of the institution.

External Audits: A statutory audit is performed annually by a professionally accredited external auditor, currently Rajeev Sood & Co. This audit follows the standards laid down by the Institute of Chartered Accountants of India and primarily aims to provide an independent opinion on the truth and fairness of the university's financial statements. The past three years have seen the external audit by S.R Batliboi & Associates LLP and Rajeev Sood & Co. with all audits confirming the university's adherence to financial best practices.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

First Cycle (Pre-Accreditation)

During first cycle, the primary focus of IQAC was on establishing a robust framework for quality assurance. This included:

1. Curriculum Enhancement:

- Introduction of Outcome-Based Education to ensure that learning outcomes are clearly defined and aligned with industry standards.
- Regular updates to curriculum based on stakeholder feedback, including inputs from students, alumni, employers, and academic experts.

1. Infrastructure Development:

- Significant investments in upgrading campus infrastructure, - Wi-Fi-enabled classrooms, digital libraries, and state-of-the-art laboratories.
- Introduction of ICT-enabled teaching tools such as the myShoolini app, e-learning resources, and online examination platforms.

Second and Subsequent Cycles (Post-Accreditation)

Institutionalized Practices Resulting from IQAC Initiatives

Practice 1: Outcome-Based Education

One of the most significant practices institutionalized by IQAC is the implementation of Outcome-Based Education (OBE). OBE focuses on clearly defined learning outcomes that align with industry requirements and global standards.

Practice 2: Introduction of ICT-Enabled Teaching Tools

Shoolini University has integrated various ICT-enabled teaching tools to enhance the learning experience. These include the myShoolini app, which provides students with access to course materials, schedules, and academic resources; e-learning platforms that facilitate interactive online classes and resources; and online examination platforms that streamline the assessment process, ensuring flexibility and accessibility for all students.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Shoolini has actively committed to continuous quality enhancement and academic excellence. Following the achievement of B++ in the last NAAC accreditation cycle, the University embarked on a comprehensive review of its processes, structures, and methodologies, aligning them with the seven criteria of the SSR. This strategic approach included the implementation of Outcome-Based Education and targeted initiatives in key areas to drive improvements.

Curricular Aspects

Curriculum Design and Development:

- Collaboration with industry experts and academia to redesign curriculum aligned with OBE.
- Introduction of interdisciplinary courses and flexibility in choosing elective subjects.

Adoption and Implementation of NEP:

- Proactive steps towards implementation of the new education policy, reflecting national vision in education.

Enhancement of Teaching & Learning

Implementation of Outcome-Based Education (OBE) in Academics:

- Aligning the curriculum with specific learning outcomes that students are expected to demonstrate by the end of the course.
- Collaboration with industry experts to ensure that outcomes are relevant to current professional demands.
- Utilizing platforms like eUniv, myShoolini app, Digital Library, MOOC portals, etc., to support the OBE approach.
- Ensuring continuous comprehensive evaluation and academic autonomy to faculty, in alignment with the OBE framework.

Technology Integration:

- Adoption of various digital platforms and tools to augment teaching and learning experiences

File Description	Documents
Upload relevant supporting document	View File

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 year

The university proudly maintains a balanced gender ratio with approx. 45% female students and approximately 40% female faculty, ensuring equal representation in top leadership roles.

Curricular and Co-Curricular Activities

Gender Studies Course

Student Clubs and Group Activities

Shoolini has established some student clubs for gender sensitization. "Prism" (Preservation and Promotion of Rights, Identity, Gender, and Sexuality through Manoeuvring and Motivating LGBTQIAP+ Youth), is a club which works towards societal transformation.

Guest Faculty and Expert Lectures

Under 'Guru Series', Shoolini invites renowned experts for interactive sessions. Notable sessions include impactful talks by Mx Dhananjay, the first transgender student at Punjab University.

Special Facilities for Women Employees

Creche

Shoolini provides a fully furnished crèche for staff which offers food, recreation, and trained nannies for infants.

Security

All hostels ensure women's security with round-the-clock lady security guards. Lady attendants are available for accompanying female students for work or hospital visits etc.

Health

Free health camps which include special screenings and check-ups for female staff and students are organized.

Counseling

24x7 lady counselor is accessible on campus for students and staff.

Maternity Leave and Working Mother Policy

Fully paid maternity leave for 26 weeks along with flexible working mother policy, to support working mothers.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Creche, All hostels ensure women's security with round-the-clock lady security guards. Lady attendants are available for accompanying female students for work or hospital visits etc. Residences of female students are manned by lady security guards 24x7, Free health camps, A 24x7 lady counselor is accessible on campus for students and staff, Maternity Leave and Working Mother Policy

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

a) Solid Waste Management: Solid waste is managed through both in-house processes and outsourced services. The campus is

equipped with 650+ color-coded bins for waste collection, each designated for specific types of solid waste:

- Green Bins: For biodegradable, organic waste such as food, vegetables, fruit, and leaves.
- Blue Bins: For recyclable waste like paper, cartons, cans, and metallic items.
- Red Bins: For non-degradable waste including glass, blades, expired medicines, and bandages.

b) Liquid Waste Management:

- Sewage Treatment Plants: Operates two STPs with capacities of 350 and 50 kiloliters.
- Effluent Treatment Plant: 20,000-liter capacity, treats effluents from chemical sources and laboratories.

c) Biomedical Waste Management: Non-degradable biomedical waste is managed through a contractual agreement with Enviro Engineers, Shimla, an organization authorized by the H.P. State Pollution Control Board.

d) E-waste Management: The management of electronic waste involves segregating and storing obsolete electronic items until they can be collected by authorized e-waste recycling agencies.

e) Waste Recycling System: Shoolini has implemented a policy to minimize paper use, significantly reducing paper waste.

f) Hazardous Chemicals and Radioactive Waste Management: Safe management of hazardous chemicals and radioactive waste through specialized protocols and collaboration with authorized waste disposal agencies.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water

A. Any 4 or all of the above

<p>harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</p>	
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File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

<p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	<p>A. Any 4 or All of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

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

<p>7.1.6.1 - The institution’s initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Shoolini University is committed to fostering an inclusive environment characterized by tolerance and harmony towards all cultures, nationalities, languages, and socio-economic communities. The student body is made up of students from almost all states across India and many from abroad. Some initiatives that drive inclusiveness and diversity are:

Fostering an Inclusive Onboarding Experience:

- o **Buddy System:** From the first day, new students are welcomed into the Shoolini family through a Buddy system, where a senior student helps the newcomer acclimate to the campus environment.
- o **Week of Welcome:** Induction week, known as the Week of Welcome, is thoughtfully designed to break barriers and promote connections across diverse socio-economic and cultural backgrounds. This initiative helps students feel at home and fosters an atmosphere of collaboration and mutual respect.

2. Encouraging Multicultural Diversity:

- o **Cultural Cafes:** Organized by the Office of International Affairs each semester, Cultural Cafes allow students from different nations to share their unique cultural identities

through traditional costumes, food, music, and dance. These immersive experiences deepen understanding and appreciation for global perspectives, strengthening bonds between Indian and international students.

File Description	Documents
Upload relevant supporting document	View File

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

1. Constitutional Awareness Programs:

- **Workshops and Seminars:** Regular workshops and seminars are conducted to educate students and staff about the Constitution of India, fundamental rights, duties, and the democratic framework.
- **Guest Lectures:** Distinguished guests, including retired judges, legal scholars, and constitutional experts, are invited to deliver lectures on various aspects of the Constitution and its relevance to everyday life.

2. Celebration of National Days:

- **Republic Day and Independence Day:** The university celebrates Republic Day and Independence Day with great fervor. These events include flag hoisting, patriotic speeches, cultural performances, and discussions on the significance of these days.
- **Constitution Day:** Observed on November 26th, Constitution Day is marked by activities such as reading the Preamble, debates, essay competitions, and quizzes centered around the Constitution of India.

3. Legal Literacy and Awareness:

- **Legal Aid Clinics:** The university runs legal aid clinics to provide free legal assistance to the underprivileged sections of society.
- **Legal Awareness Camps:** Camps are organized in nearby villages and towns to educate citizens about their legal rights and responsibilities. These camps cover topics such as consumer

rights, women's rights, and the right to education.

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

All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The following are some of the significant days in the academic calendar that are celebrated annually with great fervour and energy

1. Republic Day (26th Jan) and Independence Day (15th August)
2. Women's Day Interaction with eminent women, visits to interact with women of neighbouring villages, fashion shows, awareness of women's rights, etc., are all organized to celebrate Women's Day
3. World Health Day Free medical check-ups, talk by eminent doctors our girl students visit girls' schools and discuss menstrual hygiene and general awareness of their physical and mental wellbeing
5. World Labor Day (1st May) is celebrated by the workforce in campus.
6. Teachers Day (5th September) is celebrated mini marathon on different social themes.
7. Swachhta Diwas (2nd October) is celebrated appreciating all by organizing a with cleanliness drive in campus and in the villages nearby.
8. Pink Oct for breast cancer other commemorative days like World Theatre day when the theatre club 'Dramebaaz' organizes workshops and performances.

On days like World Science Day, World Yoga Day, Environment Day, World AIDS Day, Say No to Tobacco Day.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Best Practice 1

1. Title of the Practice: Leveraging Digital Tools to Create a More Personalized and Efficient Learning Experience

2. Objectives of the Practice:

- Provide students with diverse learning materials tailored to their needs and interests.
- Create dynamic and engaging learning environments encouraging active learning and cooperation.
- Monitor student development to identify areas needing further assistance.
- Personalize each student's learning experience based on their unique strengths and weaknesses.

3. The Context: An in-house team comprising of students and faculty of Computer Science Department developed a student ERP system and an app for students. Recognizing the challenges faced by students from rural areas,

4. The Practice: Shoolini University employs various technological tools to enhance the academic experience, streamline administrative operations, and equip students with essential skills:

A) myShoolini App:

B) Book my Exam: Simplifies examination procedures by allowing students to choose exam slots and venues

C) Sigander.ai: Enhances interview skills through AI-driven speech analysis, providing personalized feedback and coaching.

5. Problems Encountered and Resources Required:

Initial user adoption issues were resolved with training.

Connectivity issues were resolved by hosting the app on Amazon Web Server, achieving full connectivity up to 100%.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Shoolini University embarked on its journey with the ambitious goal of establishing itself as a hub of knowledge and innovation, on par with internationally renowned centers of research and education. This vision, set forth by the university management at its inception in 2009, aimed to position the institution among the top 200 global universities. Achieving this challenging goal required a strong focus on excellence in research and academics. Consequently, the university adopted a research-driven model, making substantial investments in enhancing research infrastructure, recruiting high-quality staff, and conducting impactful research.

Research Focus Areas

The research agenda of Shoolini University is centered on the sustainable development of the Himalayan region. Key research areas include:

- **Medicinal Wealth of the Himalayas:** Research targeting diseases like cancer and antimicrobial resistance.
- **Water Purification:** Innovative solutions for clean water.
- **Himalayan Agriculture:** Enhancing agricultural practices in the region.
- **Nanotechnology:** Advanced research in nanoscience.
- **Food Technology:** Improving food processing and safety.
- **Renewable Energy:** Exploring sustainable energy sources.
- **Yoga:** Studying the benefits and applications of yoga.
- **Disaster Management:** Developing strategies for disaster resilience.

7.3.2 - Plan of action for the next academic year

Shoolini University has unveiled an ambitious and comprehensive action plan aimed at enriching the student experience and promoting holistic growth. This strategic blueprint is built around several key pillars that reflect the university's dedication to fostering excellence and innovation.

Firstly, the university is focused on advancing academic excellence through innovative teaching methods, cutting-edge research, and interdisciplinary collaboration. Faculty development initiatives, workshops, and industry partnerships will empower educators to remain leaders in their respective fields, ensuring that students receive the highest quality education.

Secondly, the plan prioritizes student engagement and support. Personalized mentoring, tailored career guidance, and a wide range of extracurricular activities will be offered to nurture well-rounded individuals prepared for the challenges of a globalized world. This holistic approach ensures that students grow not only academically but also personally and professionally.

Thirdly, fostering research and innovation is a cornerstone of the strategy. Shoolini University will further strengthen its research infrastructure, promote cross-disciplinary projects, and provide platforms for both students and faculty to showcase their innovative ideas and discoveries.