



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **SHOOLINI UNIVERSITY OF BIOTECHNOLOGY AND MANAGEMENT SCIENCES**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Shoolini University is the dream of academicians to provide high-impact, high-quality university education to lesser privileged students of Himachal and India through research, innovative learning and community service. Founded by Dr. P.K Khosla - a retired Vice-Chancellor and Oxford Alumnus - and mentored by scientists such as Dr. M.S Swaminathan, Shoolini is today India's top 25 Private University.

As an introduction, we are multi-disciplinary with six Faculties, have 225 plus full-time faculty most of whom are engaged in research, have 3200 plus students from 28 states and 8 countries, and have one of India's most inspiring and eco-friendly campuses. Within NIRF, we have been consistently ranked among India's top 101-150 Universities with our Pharmacy, Business School and Engineering Faculty ranked 39, 76-100, 112 in India respectively. In the recent Atal Rankings we were ranked among top 25 in India. In the first cycle of NAAC, we scored 2.92/4.0 with a Grade of B++.

***Who are we: A young, research focussed, philanthropic University founded and run by academicians***

- 1** **11 years old** - Founded under the UGC Act by the State of Himachal Pradesh in September 2009
- 2** **Founded and run by academicians** - Not for profit, funded by donation of trustees of Foundation for Life Sciences & Business Management (FLSBM)
- 3** **3,200 students**; 1800 residential students
- 4** **Multidisciplinary** - Six faculties; 225+ full time faculty
- 5** **Fully compliant and accredited** – NAAC B++, NIRF 101-150, NIRF Pharma 39, NIRF Management 75-100, Engineering 112

Guided by our Board, we have always been visionary in our approach to higher education, and in hind-sight aligned to the NEP-2020. As examples: we have focussed on Research from day one; we are multi-disciplinary by design; we introduced CBCS and liberal arts in 2014; we have given exceptional placements to students through our innovative skilling programme SPRINT; we introduced online learning in 2013 and in today's COVID times we have one of India's best online platforms; and apart from impacting the community through

relevant research, we have sponsored more than 1000 lesser-privileged students.

Specifically, we have been committed to build the highest standards of research at Shoolini. Our commitment to this cause is reflected in (i) our h-Index of 65 which is the highest of any University established after 2009 (ii) our FWCI of 2.05 which is comparable to top 10 global universities, and (iii) our 432 patents that makes us India's 3rd highest Patent Filer in 2019.

## ***The Shoolini model - successful proof of concept in 10 years***

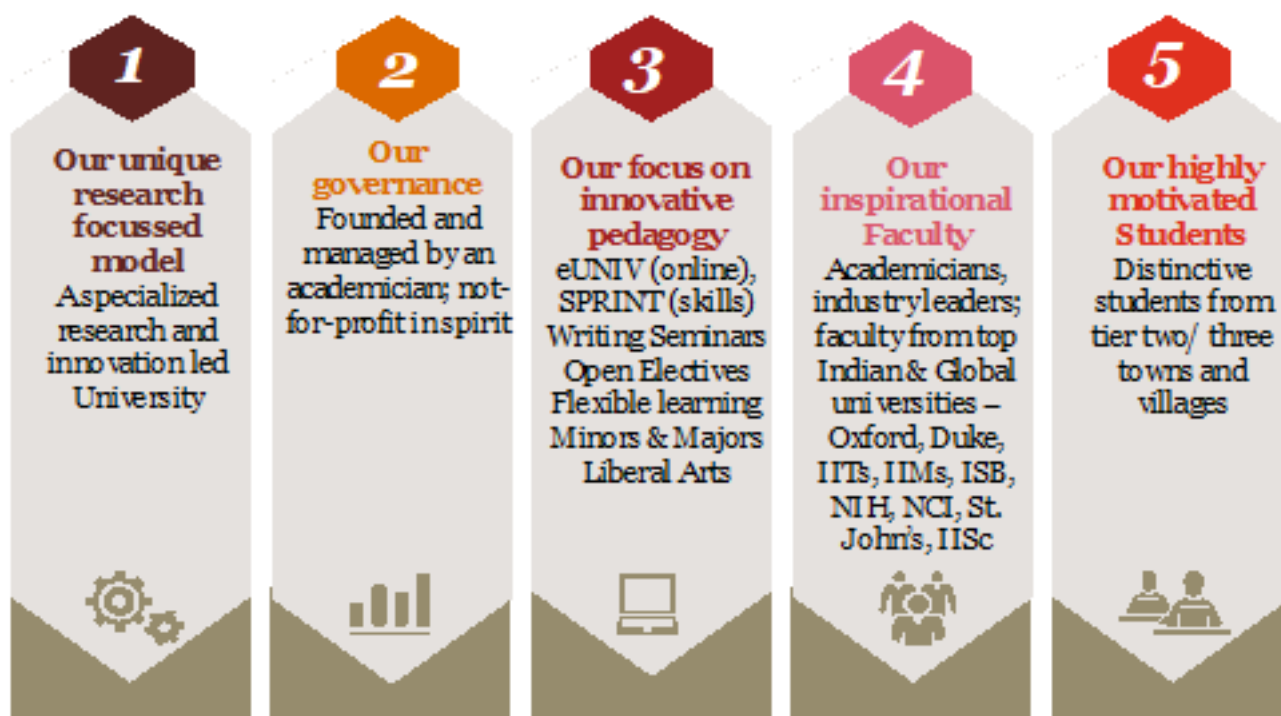
<b>Affordable fee for the middle class/ masses</b>	<ul style="list-style-type: none"> <li>Average academic fee of INR 1 lac/ year</li> <li>Fully loaded hostel (incl. food, security, utilities) Rs. 80,000/ year</li> <li>Located in tier 3</li> </ul>	<ul style="list-style-type: none"> <li>Ranked 101-150 among India's 1,000 Indian Universities</li> <li>NAAC B++ accredited (2.92/3.0)</li> <li>Research output among the top 3 in the country, 3<sup>rd</sup> highest patent generator, highest h-Index among all Indian Universities est. post 2009</li> <li>Campus placements for 90% of eligible students</li> <li>Alumni at top global universities such as Stanford, Columbia, INSEAD, Tokyo Univ, others</li> </ul>
<b>Multidisciplinary</b>	<ul style="list-style-type: none"> <li>6 faculties</li> <li>Degrees in Sciences, Biotechnology, Engineering, Management, Liberal Arts, Hotel Management, Law; 50+ programs, 167 batches from UG to doctoral</li> </ul>	
<b>High capital &amp; operating efficiencies</b>	<ul style="list-style-type: none"> <li>Rs. 1300 sq. ft construction through in-house teams</li> <li>Course platforms - 168 batches</li> <li>Low operating costs through insourcing (e.g. 4 meals at Rs. 80/ day)</li> </ul>	
<b>Extensive use of technology</b>	<ul style="list-style-type: none"> <li>University owned &amp; developed LMS and ERP</li> <li>Predictive and AI based learning platforms</li> <li>20,000+ video lectures, online exams</li> </ul>	
<b>Innovative pedagogy</b>	<ul style="list-style-type: none"> <li>Skills training through SPRINT, writing seminars, Guru Series</li> <li>Curriculum around foundation, core, minors &amp; open electives</li> <li>Active use of online platforms, 100+ foreign alliances for academic exchange</li> </ul>	
<b>Research centric</b>	<ul style="list-style-type: none"> <li>Research grants from Govt. of India for research infra</li> <li>Heavy mix of Ph. D/ post-doc faculty</li> <li>Focus on research even at UG level (SRP)</li> </ul>	

### **Vision**

#### **Shoolini Vision: To be a Top 200 global University by 2022**

Shoolini University aspires to be a top 200 Global University by 2022. This we believe will be possible by creating steeples of excellence in research and academics. We have developed a five pillar model to achieve our vision.

## Achieving our vision – Shoolini’s “five pillar” model



Details of Shoolini’s five pillar model include:

- 1. Focus on research and innovation:** We believe that a great university needs to be built around the foundation of deep research and innovation capability. Our research model is unique to private universities in India and we believe this will help us achieve our vision
- 2. Our Governance:** Transparent and inspirational governance is critical to build a great university. Shoolini is founded and managed by academicians and we run ourselves as a true not-for-profit, in letter and spirit. Our Board and other statutory committees drive the mission and vision of Shoolini
- 3. Our focus on Innovative Pedagogy:** Over the years we have initiated several innovative and flexible pedagogy platforms to provide the best learning experience to our students. These include SPRINT, eUniv, Writing seminars, Open Electives, Guru series, etc
- 4. Inspirational Faculty:** Great teachers produce great students. With this belief, we have always strived to hire qualified and exceptional faculty. Many of our faculty are trained at the best universities of the world including Oxford, UC Berkeley, IITs and IIMs.
- 5. Motivated students:** We focus on accepting distinctive students from smaller towns and villages.

### Mission

Shoolini University’s Mission is to be a Role Model for Private University Education in India.

We believe our success will make other Private Universities follow our path, and make quality university education more accessible.

There are four pillars to our mission:

1. To provide World Class Education to the masses of the country.
2. To be Honest, Clean and compliant in everything we do.
3. To have a deep impact on our community through research and innovation.
4. To bring Happiness to all our stakeholders.

1. **World class education:** It is our mission to provide world class yet affordable education to the masses of India, especially the lesser-privileged and students from smaller towns and villages. To fulfil this mission, we have built deep operating and capital efficiencies for affordable fees, have built an endowment fund for scholarships to the lesser privileged, and have brought innovation, skill-based learning and technology into our pedagogy. Our mission is to produce students that are highly motivated, good human beings, technically sound, skilled and employable and also nation builders.
2. **Honest, Clean and compliant:** It is endeavour to bring honesty in every-thing we do. As a not-for-profit University, we operate with the highest standards of governance with the belief that great institutions of the future will be built with Gandhian traits of honesty and integrity
3. **Community impact through Research and Innovation:** We believe that Universities should have a deep impact on their community through research and innovation. Globally this is proven model with communities such as Silicon valley supported by institutions such as Stanford and UC-Berkeley. Our researchers work closely with our local community on several critical issues such as cancer, water, food and technology with the belief that we can help change lives of people in our community

## *Contribution to the community – a core component of our mission*



**4. Happiness:** We aspire to provide happiness and spirituality to all our stakeholders – students, faculty, staff and others. We operate like a family, trying to bring happiness in the lives of all we touch. Our belief is simple – happy people are successful and contribute towards nation building.

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

### **Institutional Strength**

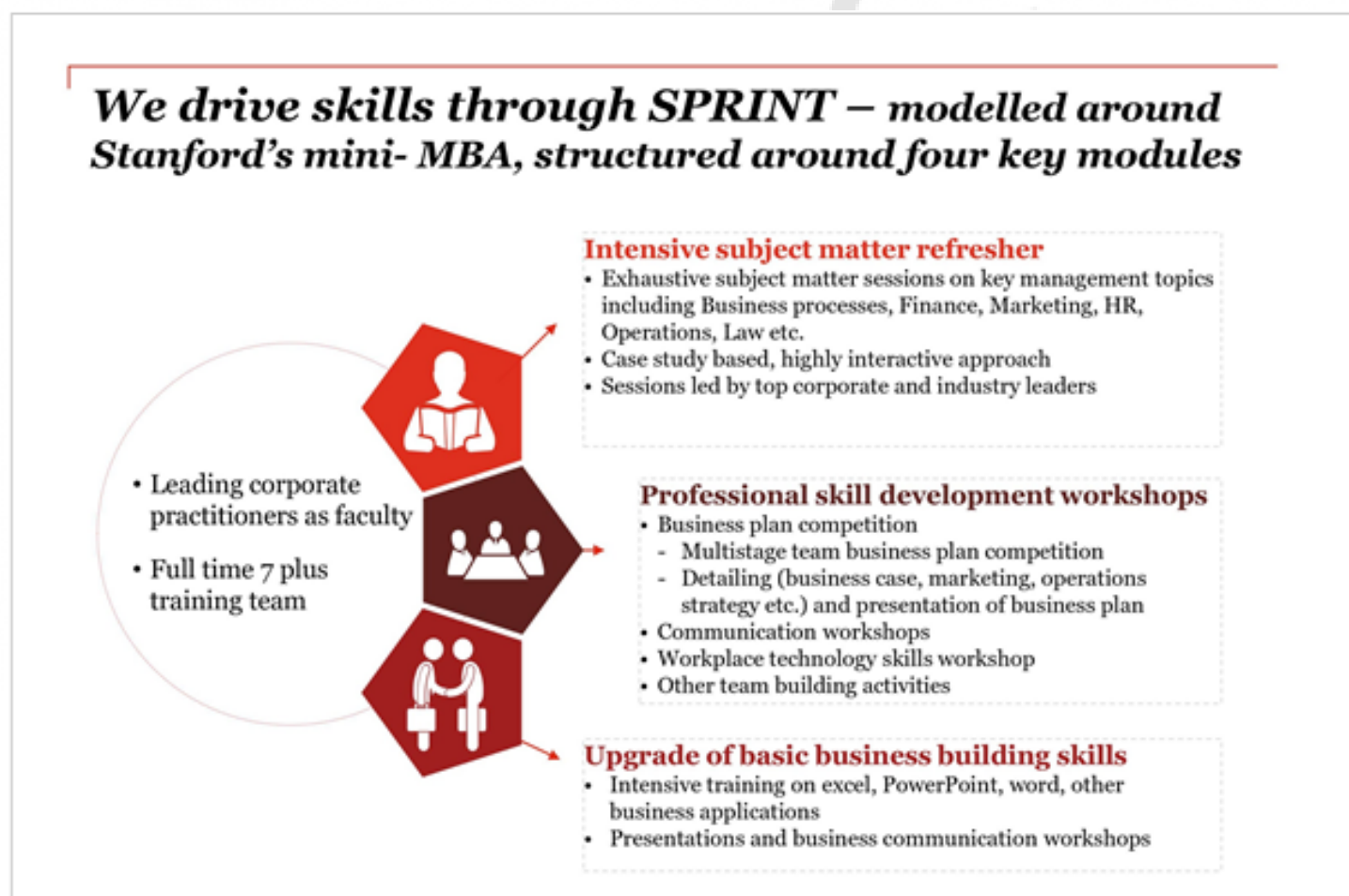
**Institutional Vision:** Shoolini has a big hairy audacious vision to be “a top 200 global university by 2022”. Our hunger to achieve this vision is perhaps our biggest strength. This vision is supported by our exceptional management team comprising of alumni from Oxford, IIT, IIM, ISB, Delhi University and the McKinsey.

**Research and Development:** Another Shoolini key strength is our determination to excel in academic and citational research. Shoolini University is acknowledged as a role model among Private Universities in research and development. For this, a four-tier system for faculty development (retired Professors, Post-docs from abroad, brilliant Ph.Ds, and topper postgraduates) aided Shoolini’s citational research and academic accolades. 428 patents and an h-index of 65 makes it distinct among its competitors. Scimago lists Shoolini at 536 and 32 amongst the world and Indian institutes respectively, based on research.

**Himalayan Sustainability - Powerful and Unifying Research:** Nestled in the Himalayas, Shoolini has developed intrinsic strengths for joint research on sustainability in the Himalayan region with international counterparts. The ICIMOD, Kathmandu, included Shoolini amongst the reputed Consortium of Himalayan Universities (HUC). We have also partnered with another 100+ global universities on related research areas.

**Outstanding Infrastructure:** We have one of the best landscaped campuses, located in the midst of salubrious pine forests. Our library is housed in an iconic building that has received a Belgian Architectural Award, figuring on the cover page of an international magazine. Facilities like an Indoor Stadium, Yogananda Ville, forest huts and Cineplex are unique to our campus.

**Innovations - SPRINT and Yogananda Knowledge Center:** The SPRINT (Skills Progression through Rapid Intensive and Innovative Training) program has been designed and evolved at Shoolini, and is aimed at providing accelerated learning to semi-urban youth for Soft and Technical Skills.



**On-line Learning:** Shoolini University has among the best digital infrastructure. Powered by an ‘in-house’ software ‘AADDOO’, certified by Quacquarelli Symonds (QS), along with Siqandar, shortlisted for award by THE for performance in placements, has given the university an edge in on-line learning during the COVID-19 period.

**Institutional Weakness**

**Our Ownership: Public and Private Universities:** Notwithstanding the acknowledgement of the potential

from quality private universities, the official support system remains predisposed in favour of public institutions. Shoolini also suffers from this lack of level playing field especially when competing for research and associated grants.

**International Students and Faculty:** Despite Shoolini University's vision and significant effort towards developing global alliances and institutional linkages, the pace of getting international students and faculty has been slower than anticipated. Though Shoolini University has developed over a 200 partnership programs with Universities in China, Taiwan and South Korea, the flow of incoming students is much less than the outgoing students. The ongoing COVID pandemic has further impacted these endeavours.

**Lack of deep pockets:** While we are expected to match global higher ranked universities in various research, academic and student outcomes and perception, we will have to achieve this at a fraction of the cost because of far lower availability of financial resources.

**Student Catchment Area:** Himachal Pradesh is considered the model hill State of India. Transforming the region's rural and semi-urban unexposed youth into those of the mainstream of India and world is a challenge Shoolini University has taken upon itself to help them inculcate global competencies through the SPRINT program, which was developed for converting local youth into employable graduates.

**Geographical challenges:** The steep mountainous terrain, the cold winters, the inadequate connectivity, i.e., train and other transport services, together create unfavourable conditions. Further, non-availability of easy air connectivity also deters the students from opting for a university in the hills.

**Flexibility in Governance – A Paradox:** While speed of decision making is a major advantage for Private Universities including Shoolini, this flexibility at times could translate into a weakness unless the due procedures and processes are ensured and closely monitored.

**Intrusion in the Autonomy of Private Universities:** The institution of Himachal Pradesh Private Educational Institutions Regulatory Commission, though a positive step for regulating the private universities, at times becomes a stumbling block towards the autonomy of a growing institution. This could potentially become a hindrance in the global journey of progressive universities.

### **Institutional Opportunity**

**Excel among Private Institutes:** Shoolini University having defined its goal to be amongst the top 200 global universities by 2022 has ample opportunities to chart out a roadmap and showcase its distinctive achievements and become a role model for Private University education.

**Research Focus on Himalayas:** Himalayas are the richest repository of herbal wealth for discovering biomolecules. Shoolini University, with a hundred patents on Himalayan plants, has the potential of becoming the link road between Indian and foreign universities keen to work on Himalayan flora.

**Quality Teaching Faculty:** Quality education comes with quality faculty supported by the right infrastructure and environment. The successful model of the multi-layered faculty, including foreign trained, could be replicated for upgrading the faculty by promoting doctoral programs for the non-Ph.Ds.

**Centres of Excellence: Informatics, Artificial Intelligence and Data Analytics.** There is a huge opportunity



to upscale the teaching and learning processes in view of the growing importance and expanding domains in the fields of ICT and the Cyber world, coupled with the technical acumen and proven prowess of the University. Artificial Intelligence, Machine Learning and Mathematical modelling are the other areas of current and future relevance..

**Shoolini synonymous with local economy:** Shoolini University being in the Himalayas and located within the Baddi-Barotiwala Pharmacological industrial belt, there is an opportunity to upgrade the Solan district's economy by collaborating with the industry to undertake collaborative pharmaceutical research.

**Yogananda Ville:** The institution's initiative to set up Yogananda Ville for transcendental meditation, academic pursuits and research in Yoga can further enhance its reach, both in India and abroad. The landscape of the University and the Yogananda Knowledge Centre can be developed into a health tourism site, as a retreat offering yogic training and meditation.

**On-Line Learning:** Online learning is another area where the Shoolini University has made a huge head start. These accomplishments can be leveraged further to enable the university to play a lead role in online education.

**Scaling up:** Shoolini has built a successful model and unique model – to provide quality education at affordable prices along with a deep research capability.

### **Institutional Challenge**

**Leveraging Disruptive Innovation:** The University has chosen a highly ambitious goal for itself, and to attain it, it must seek out-of-the-box solutions. Leveraging technology, concentrating on niche areas for research and at the same time building collaborations and linkages appear to be the way forward. To do so, time bound action plans need to be evolved and pursued by the University.

**Broad based Funding and Governmental Support:** Currently, funding for the University is either sourced from within or from project-based extramural funding. To take research to the next level, it becomes incumbent to reach out internationally as also to enhance the scope and magnitude of consultancy and industry collaborated projects. Shoolini will be in a better position to achieve its objectives if it attains a creditable rank in the NIRF and in world ranking of Universities.

**Enhance Reach – through Technology and Linkages:** Despite institutional collaborations, the reach of the University needs to be enhanced for it to play a lead role globally. This requires adopting a multi-pronged strategy. On the one hand, there is a requirement to extend online learning beyond the campus. On the other is a requirement to be proactive in reaching out to the leading global research sites and making them available in accessible packages. This is a technological challenge and the University needs to extend its physical reach through collaborations, consultancies and linkages.

**Improve Quality of Academic Faculty:** To attract foreign students and even Indian students aspiring to work abroad, it is necessary to upgrade programs taught at the University to global standards and getting them accredited for equivalence. After Pharmacy, NBA approval is required for the Engineering, Biotechnology and Management to be in line with the Washington Accord guidelines

**Faculty Retention:** Faculty retention is a challenge often faced by private universities. While Shoolini is relatively less affected on this account it also needs work on more effective retention strategies

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Curriculum at Shoolini University is structured to cater to the current demands of society, and also meet global cutting-edge trends. There is enough flexibility for students to pursue electives of her choice through subject and open electives. Transdisciplinary and socially relevant education are also key components of Shoolini Curriculum.

- Curriculum review at Shoolini is a continuous/yearly/semester. It is based on regular 360 degree inputs from industry, benchmarking of global and regional leaders, Alumni, Students, Parents, consultation of the Board of Studies, External Advisors and guidelines from regulators. These inputs are also translated into POs, PSOs and COs that are constantly tracked.
- innovative interdisciplinary courses and programmes, both in UG and PG, are regularly introduced. Examples include courses in nanotechnology, artificial intelligence, mechatronics, agriculture, etc
- We have also developed several University wide programs such as SPRINT (Skills Progression through Rapid intensive and innovative and Training) and Writing Seminars for the overall skill upgradation of students.
- Students get ample flexibility through Subject and Open Electives. As an illustration, each UG student chooses an open elective of her choice every semester – open electives are as liberal as music and as technical as computer science.
- As a socially responsible university, we have embedded high-impact and relevant courses in areas such as Professional Ethics, Gender, Human Values, Environment and Sustainability into our curriculum. Students also undergo Social Projects to make them aware of issues facing the community.
- The university, through its various Centers' of Excellence (Himalayan Sustainability, Cancer Research, Yoga) exposes students to various real life settings
- Shoolini also encourages all its students to pursue research even at the UG level. Many Shoolini UG students have published Scopus indexed research papers, patents and are pursuing cutting edge careers in research in top universities such as Stanford University.

### Teaching-learning and Evaluation

Shoolini University prides itself as being a leader in teaching, learning and evaluation. We continuously monitor student learnings outcome, introduce new pedagogies, have one of India's best learning and assessment technology platforms and regularly measure programme and course specific outcomes.

- Shoolini has been an early adopter in trans-disciplinary, experiential and participative learning and we regularly benchmark our teaching and learning processes to global standards.

- Learning outcomes act as a benchmark for assuring quality and efficiency in teaching, and help moving towards a more student-centric approach. These learning outcomes are integrated in our continuous assessment system and are regularly monitored.
- Bloom's taxonomy followed in teaching provides a framework for learning that helps inculcate original thinking (knowledge, comprehension, application, analysis, synthesis and evaluation). Optimum mix of synchronous and asynchronous methods helps students move from 'learning by memory' to 'learning by creating'. Assessments are also based on Blooms taxonomy.
- Learning and evaluation is led by advanced technology, deep analytics and AI to ensure that learning is tracked, effective and relevantly taught by the teacher. Lectures delivered by Faculty are at par with the best in the world – in terms of quality and delivery of content. Teaching faculties regularly upskill their knowledge through various Faculty Development initiatives.
- Advanced learners have ample opportunities for accelerated learning, pursuing research and other advanced academic activities. Slow learners get individual coaching and special tutorial support along with access to online certification courses.
- Problem-solving is taught through real life projects and assignments where students learn how to formulate a solution, teamwork and effective communication. Focus is also on social projects.
- The University promotes learning through the 'Guru Series Talks' by eminent persons, thus enabling the students and faculty to get first-hand exposure to their wealth of wisdom. In addition, a plethora of outreach programmes that include seminars, guest lectures, workshops, panel discussions, alumni talks, etc., are conducted.
- Students are helped to align with the University through well-structured induction programmes, and the process continues throughout their stay through a robust mentor-mentee engagement.

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

Research, innovation and extension are a core part of Shoolini University's mission and we are committed to build the highest standards of research in India and globally.

- Our commitment and passion to this cause is reflected in (i) our h-Index of 65 which is the highest of any University established after 2009 (ii) our FWCI of 2.05 which is comparable to top 10 global universities, and (iii) our 432 patents that makes us India's 3rd highest Patent Filer in 2019.

## ***Shoolini University - Quality of Research converging to world's best***

### **Research Quality Indicators**

<b>Institution</b>	<b>Field-Weighted Citation Impact</b>	<b>Citations per Publication</b>	<b>% Publications in top 10% most cited worldwide</b>	<b>% Publications in top 1% most cited worldwide</b>	<b>% International Collaboration</b>
<b>Shoolini University* (Estb. 2009)</b>	<b>2.03</b>	<b>9.0</b>	<b>37.1</b>	<b>7.7</b>	<b>54.8</b>
<b>Top 10 World Universities (THE)</b>	<b>2.15</b>	<b>9.4</b>	<b>27.4</b>	<b>4.5</b>	<b>51.2</b>
<b>University of Oxford</b>	<b>2.11</b>	<b>8.4</b>	<b>25.5</b>	<b>3.8</b>	<b>61.3</b>
<b>California Institute of Technology</b>	<b>2.07</b>	<b>10.6</b>	<b>30.7</b>	<b>4.7</b>	<b>53.6</b>
<b>University of Cambridge</b>	<b>2.05</b>	<b>9</b>	<b>26.6</b>	<b>4</b>	<b>62</b>
<b>Stanford University</b>	<b>2.43</b>	<b>10.4</b>	<b>28</b>	<b>5.3</b>	<b>42.6</b>
<b>Massachusetts Institute of Technology</b>	<b>2.32</b>	<b>11</b>	<b>30.6</b>	<b>5.8</b>	<b>53.2</b>
<b>Princeton University</b>	<b>2.12</b>	<b>9.3</b>	<b>27.3</b>	<b>4.5</b>	<b>48.4</b>
<b>Harvard University</b>	<b>2.19</b>	<b>9.2</b>	<b>27.4</b>	<b>4.5</b>	<b>46.3</b>
<b>Yale University</b>	<b>2</b>	<b>8.3</b>	<b>25.3</b>	<b>3.9</b>	<b>40.7</b>
<b>University of Chicago</b>	<b>2.06</b>	<b>9.1</b>	<b>26.3</b>	<b>4.3</b>	<b>42</b>
<b>Imperial College London</b>	<b>2.12</b>	<b>8.7</b>	<b>26.5</b>	<b>4.1</b>	<b>62.3</b>

Source SciVal

\*Time Period: [2017-2020]

Date exported: 27-07-2020

- Shoolini University has put in place all the requisite infrastructure and policies to motivate faculty members and research scholars for quality research output. Our research objectives are two fold – (i) to pursue scientific knowledge and (ii) address issues faced by the society and our community.
- A central Joint Research and Development Advisory Committee (JRDAC) and Faculty-wise Research Advisory Committees (RACs) have been formulated to guide the various schools for research.
- Being located in the Himalayas, Shoolini University has decided to focus its research activities on the Himalayas. For this purpose research multiples centers of excellence have been established in the institution. Shoolini University is also an active member of the Himalayan University Consortium (HUC).
- The Research potential of Shoolini has been recognized by various National and International funding agencies like DBT, DST, ICMR, DRDO, etc., who have funded various competitive research projects amounting to 25+ crore so far.
- Shoolini has signed MOU's with various National and International counterparts research collaboration. To inculcate the interest in research among UG students, Shoolini has also started innovative research based on a unique program like the Summit Research Program.
- Shoolini University is cognizant towards its social obligations and pro-actively engages with the local community. A large part of our research is focussed on socially relevant issues of water, food, cancer etc.

- In our quest for excellence, Shoolini believes in the promotion of technology and we have successfully blended the use of technology into curriculum delivery and research activities.

### **Infrastructure and Learning Resources**

At Shoolini, we have aspired to build one of India's most inspiring campuses that is eco-friendly and is bundled with the cutting edge learning resources and infrastructure.

- Conventional teaching is supplemented with the latest technology. ICT-enabled classrooms, lecture theatres and auditoria exist side by side with spaces for extra-curricular activity. The multi-functional Enterprise Resource Planning (ERP) system, coupled with the enhanced AI based Learning Management System (LMS, developed in-house), provides a cutting edge technology platform taking our teaching-learning processes to a global level. Project Meghdoot consists of 20 plus e-studios and idea huts, each technology enabled through a 10 GBPS fibre backbone, for faculty to plug-in and deliver seamless online lectures.
- The entire University is connected through a high bandwidth wireless network (1 GBPS); classrooms and auditoriums are linked through intranet as well as internet, with video-conferencing facilities. Such technology-enabled learning allows the students to extend and explore their research interests on a 24x7 basis. The iconic Yogananda Library building is a multi-dimensional 24X7 facility, standing out not only as an architectural splendour but also as the pulsating heart of the University, the hub of student life.
- At Shoolini University, learning extends into the various theatres, auditoriums and the many activity centres spread across the campus. There is a Cineplex, indoor and outdoor facilities for the pursuit of sports and games. Cafeterias, open spaces and tree huts dotting the campus offer a sylvan experience of University life that is a hallmark of the campus.
- There is also a vermi-composting facility along the harvesting of rainwater and solar energy. A Yogananda Ville spread over the hilltop comprises eco-friendly mud and wooden huts and facilities for Yoga. Other amenities include hostels for boys and girls, residential quarters for staff and guests, parking lots, health centre, ATMs, cafes, canteens, etc. Shoolini was awarded one of the India's cleanest campuses under the Swachh Bharat Survey conducted by the Government of India.

### **Student Support and Progression**

At Shoolini University we believe that it is important to ensure that the true potential of "all" students is fully explored and all necessary support is provided to them - at the time of admission, during the course of their stay at Shoolini and post their graduation.

We recognize that the growth of a student cannot be limited to the sphere of academics alone and has to go through a multi-faceted developmental process and at Shoolini we support every student in this respect.

- Guidance and monitoring of our students' progress is regulated and monitored through a well-defined program.
- We recognise that some of the students with limited means will require financial support - the

University provides scholarships and free-ships amounting to over Rs. 2 Crores every year.

- Career counselling sessions for competitive exams and placements are organized regularly to enable students to excel in their chosen career path.
- Committees with guidelines and policies are in place for creating awareness of expected codes of conduct and providing a platform for the redressal of grievances.

The academic support structure at Shoolini University begins as soon as students are admitted and continues throughout their stay at the University and even beyond.

- The entry-level support system involves a team of trained counsellors and members of the faculty who help students get acquainted with our academic structure.
- The support system at the post-admission phase is monitored by respective program coordinators, deans, and faculty members.
- The placement team, headed by a Director General, provides placement and career-development support. Over 400 students get placed in top companies every year, with another 300 opting for higher studies.
- Post-placement, the Alumni Association keeps track of the professional progression of Shoolini students. There are frequent meets and interactions with the alumni, who increasingly contribute to support the University's vision and endeavors.

Students are provided with all support for non-academics activities and pursuits by the Dean Student Welfare and Dean Resident Students. Adequate opportunities are provided to the students to hone soft skills and develop different facets of their personality through SPRINT program and other extracurricular activities.

### **Governance, Leadership and Management**

We believe that transparent and effective governance are the foundation of building great institution. Shoolini University has the highest commitment towards this objective.

Shoolini University was set up by a reputed and well-regarded academician-researcher whose passion for education and Higher Learning in India to global standards is reflected in our vision and mission. The other founders of the University are also leaders in their respective fields with uncompromising principles, ensuring that the University is a 'not-for-profit' institution in both letter and spirit. Shoolini's Board and Advisors are also fully aligned with its values, vision and mission.

Over the years Shoolini University has come to be recognized as a noteworthy institution with research as its driving engine. This distinctiveness arises from the unyielding passion, shared by all its stakeholders, to push back the boundaries of research and simultaneously address the needs of the mountain region and its people.

Shoolini University prides itself on its democratic, consensus-based, and inclusive decision-making processes, which involve the participation of all the stakeholders; it is not a 'one-way' 'top-down' decision-making process. On the contrary, the focus is on consensus building at various levels which allows members to partake in the functioning of the university and ensures their active cooperation in its growth and progression.

All statutory bodies including our Board, Academic Council various committees ensure that Shoolini maintains the highest standards of quality, integrity and professionalism.

Governance follows a centrifugal process and responsibilities are delegated at various levels to committees in charge of the diverse functions of the institution. These committees oversee matters that are academic, administrative, fiscal, etc. Deans, Directors, and Dept Heads are involved in all major decisions and almost all the faculty members are entrusted with some administrative duty. Accounts are kept meticulously and are subjected to internal audit as well as external.

The management keenly follows the professional development of all faculty members. The Vice-Chancellor holds regular meetings with department heads and deans to discuss ongoing issues related to academics and research. In all matters, the Vice-Chancellor leads the way, motivating and inspiring the faculty to strive for perfection.

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

It is our firm belief at Shoolini that inculcating the right values in our students is of the utmost importance. Our activities are aligned to the 5 NAAC Core Values, helping the student imbibe a value system that the nation may be proud of.

Several measures have been taken by the University to promote value-added education:

- Gender equity and sensitisation, provision of facilities for women
- Disabled-friendly environment and access
- An inclusive environment promoting tolerance and respect towards diversities
- Sensitization of students towards constitutional obligations as responsible citizens
- Prescribed codes of conduct and frequent awareness programs for students, staff, and faculty

In addition, activities are also directed towards environmental consciousness and sustainability:

- Alternate sources of energy and conservation measures
- Efficient and effective facilities for management of degradable and non-degradable waste
- Water conservation and management systems including recycling after treatment
- Green initiatives which have led Shoolini to being recognized amongst the greenest campuses under Swachh Campus 2018 and again in Swachhta Rankings 2019 by the Dept of Higher Education, MHRD, GOI

The first best practice at Shoolini is the **cutting-edge leadership we have built in online and digital resources for students**. Our digital journey, inaugurated by none other than Dr. APJ Abdul Kalam, started in 2013. Over the years we have built one of India's best and fully integrated edutech platforms that leverages cutting edge AI and Machine Learning technologies. Education World has ranked Shoolini as India's no. 1 in online and related technologies, QS has certified Shoolini with the highest grade and the THE has nominated Shoolini's student support technology platform and among Asia's best 8. All has been built inhouse by our students and faculty and the technology has now been commercialised.

The second 'best practice' is the **Social Projects and Extension activities** carried out by all students across faculties and programs. It is our firm belief that these activities help build empathy, compassion, and teamwork, which inculcate the right set of values amongst the student community, helping them to shape into compassionate human beings and future leaders.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHOOLINI UNIVERSITY OF BIOTECHNOLOGY AND MANAGEMENT SCIENCES
Address	Village Bajhol, Post Office Sultanpur, District Solan
City	Solan
State	Himachal pradesh
Pin	173229
Website	<a href="http://www.shooliniuniversity.com">www.shooliniuniversity.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Prem Kumar Khosla	01792-308000	9857550999	01792-226364	iqac@shooliniuniversity.com
IQAC / CIQA coordinator	Varsha Patil	01792-222048	8988348204	01792-226674	varshapatil@shooliniuniversity.com

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-10-2009
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	16-10-2009	<a href="#">View Document</a>
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Village Bajhol, Post Office Sultanpur, District Solan	Hill	20.1	61608.92	Total 68 programmes offered. UG - 26, PG - 26 and PhD - 16		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	7

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
DEB-UGC	<a href="#">104437_4865_21_1583474891.pdf</a>	
AICTE	<a href="#">104437_4865_1_1583225551.pdf</a>	
BCI	<a href="#">104437_4865_8_1582628223.pdf</a>	
PCI	<a href="#">104437_4865_6_1583473683.pdf</a>	

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	46				30				151			
Recruited	42	3	0	45	23	7	0	30	88	62	0	150
Yet to Recruit	1				0				1			
On Contract	1	0	0	1	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				157
Recruited	82	32	0	114
Yet to Recruit				43
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				69
Recruited	38	16	0	54
Yet to Recruit				15
On Contract	0	0	0	0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	28	2	0	18	4	0	35	23	0	110
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	12	1	0	6	3	0	50	37	0	109

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

**Distinguished Academicians Appointed As**

	Male	Female	Others	Total
Emeritus Professor	19	0	0	19
Adjunct Professor	49	8	0	57
Visiting Professor	25	5	0	30

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	None	None	None

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	38	20	0	1	59
	Female	73	18	0	0	91
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	1	3	0	0	4
	Female	8	2	0	0	10
	Others	0	0	0	0	0
UG	Male	965	269	0	19	1253
	Female	546	184	0	6	736
	Others	0	0	0	0	0
PG	Male	348	71	0	15	434
	Female	444	88	0	4	536
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	3	1	0	0	4
Female	4	0	0	0	4
Others	0	0	0	0	0

#### Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

#### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	2.92	B++	<a href="#">peer team report.pdf</a>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Faculty Of Agriculture	<a href="#">View Document</a>
Faculty Of Applied Sciences And Biotechnology	<a href="#">View Document</a>
Faculty Of Engineering And Technology	<a href="#">View Document</a>
Faculty Of Management Sciences And Liberal Arts	<a href="#">View Document</a>
Faculty Of Pharmaceutical Sciences	<a href="#">View Document</a>
Faculty Of Sciences	<a href="#">View Document</a>

### 3. Extended Profile

#### 3.1 Program

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

2018-19	2017-18	2016-17	2015-16	2014-15
75	72	64	58	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

Number of departments offering academic programmes

Response: 10

#### 3.2 Students

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3131	3032	2911	2669	2467
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
999	1012	898	799	732
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
2978	2834	2741	2476	2356



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

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	34	18	2

### 3.3 Teachers

#### Number of courses in all programs year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
875	840	820	785	715

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
226	204	194	226	192

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
227	225	227	227	195

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

### 3.4 Institution

#### Number of eligible applications received for admissions to all the programs year-wise during last five

years

2018-19	2017-18	2016-17	2015-16	2014-15
7572	6158	3743	2285	1289
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

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

2018-19	2017-18	2016-17	2015-16	2014-15
328	319	270	189	234
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**Total number of classrooms and seminar halls**

**Response: 43**

**Total number of computers in the campus for academic purpose**

**Response: 629**

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

2018-19	2017-18	2016-17	2015-16	2014-15
2697.08	2430.96	2226.43	2014.44	1791.17

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

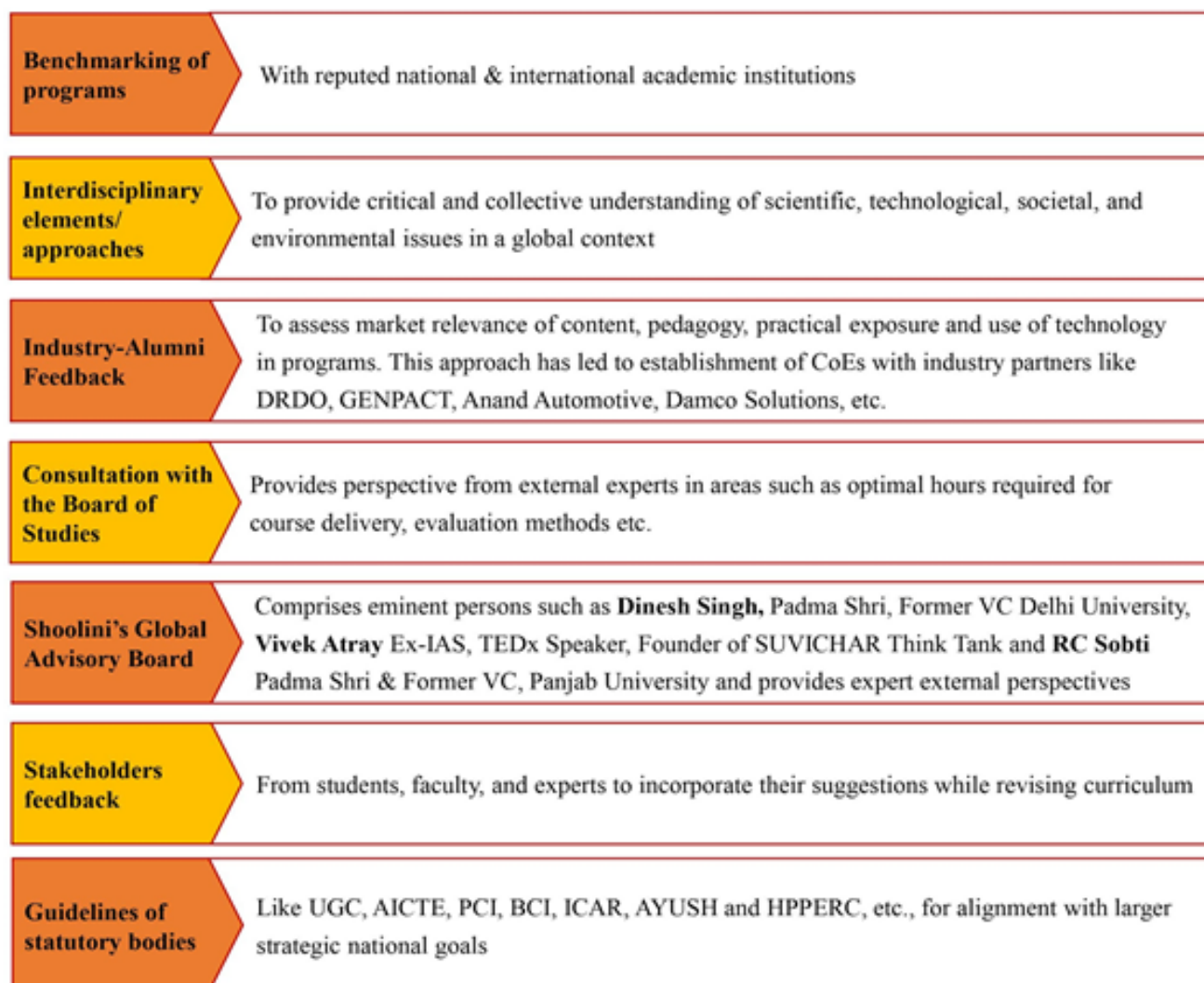
#### 1.1 Curriculum Design and Development

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

##### Response:

All academic programs in the University are reviewed on a yearly/semester basis, recognizing the latest technological, social, local, regional, and global developments and trends. The objective is to continuously update the curriculum and ensure that students remain employable, get trained in latest technologies and learn life skills such as problem-solving, communication, leadership, and teamwork. In addition, new courses are added every year.

**Shoolini follows an extensive 360-degree process for curriculum review:**



1. **Benchmarking of programs** with reputed national & international academic institutions.
2. **Infusing inter-disciplinary elements/ approaches** to provide critical and collective understanding of scientific, technological, societal, and environmental issues in the global context.
3. **Industry-Alumni Feedback** to assess market relevance of content, pedagogy, practical exposure and use of technology in programs. This approach has led to the establishment of CoEs with industry partners like DRDO, GENPACT, Anand Automotive, etc.
4. **with the Board of Studies** provides perspective from external experts in areas such as optimal hours required for course delivery, evaluation methods, course content etc.
5. **Shoolini's Global Advisory Board** comprises of eminent persons such as **Dr. Dinesh Singh**, Padma Shri, Former VC Delhi University, **Vivek Atray** Ex-IAS, TEDx Speaker, Founder of SUVICHAR Think Tank and **RC Sobti** Padma Shri & Former VC, Panjab University which provides expert external perspective.
6. **feedback** from students, faculty, and experts to consider incorporation of their suggestions while revising curriculum.
7. **Guidelines of statutory bodies**, like UGC, AICTE, PCI, BCI, ICAR, AYUSH and HPPEREC, etc., for alignment with larger strategic national goals.

The institution has also developed University-wide programs to achieve desired goals with respect to POs, PSOs and COs:

1. **Mandatory SPRINT Program** – SPRINT( Skills Progression through Rapid Intensive and Innovative Training), is a unique trademark program of Shoolini University that is incorporated as a mandatory credit-course across all programs on campus. SPRINT aims for an all-round development of students.
2. **Value-Added Instructions** to inspire students to contribute towards national development is imparted through the Yogananda Guru Series of Lectures that are delivered on a fortnightly basis. Distinguished personalities from public life (e.g., Dr Abdul Kalam, Nobel Laureate Dr. Robert Huber, Dr Arun Shourie, Dr Kiran Bedi, Milkha Singh, Gen. V.P. Malik), and successful entrepreneurs are invited.
3. **Additional Skill Certifications** like Association of Mutual Funds in India (AMFI-NISM) certification, TALLY, MS EXCEL, and aptitude training employability are offered by the university.
4. **Research leading to filing of Patents and Publications:** Students and faculty are trained and encouraged to pursue cutting-edge research. Shoolini has made a mark in the field of research by achieving a H-index of 60 and **filing 450+ patents**, highest amongst the peer group.
5. **Regional responsibilities** of the institution are not ignored. Our curriculum also stresses on issues such as the judicious utilization and conservation of the Himalayan resources.
6. **Exchange Programmes:** It is our endeavor at Shoolini to provide international platforms through highly comparable curricula, a choice-based credit system, and opportunities for the exchange of teachers and students through 200+ **MoUs with international institutes/universities**.

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

**1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.****Response:** 94.67**1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 71

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

Response: 75

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution.****Response:** 81.64**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
814	798	736	589	396

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.2 Academic Flexibility****1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 26.67

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

Response: 1076

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

Response: 4035

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

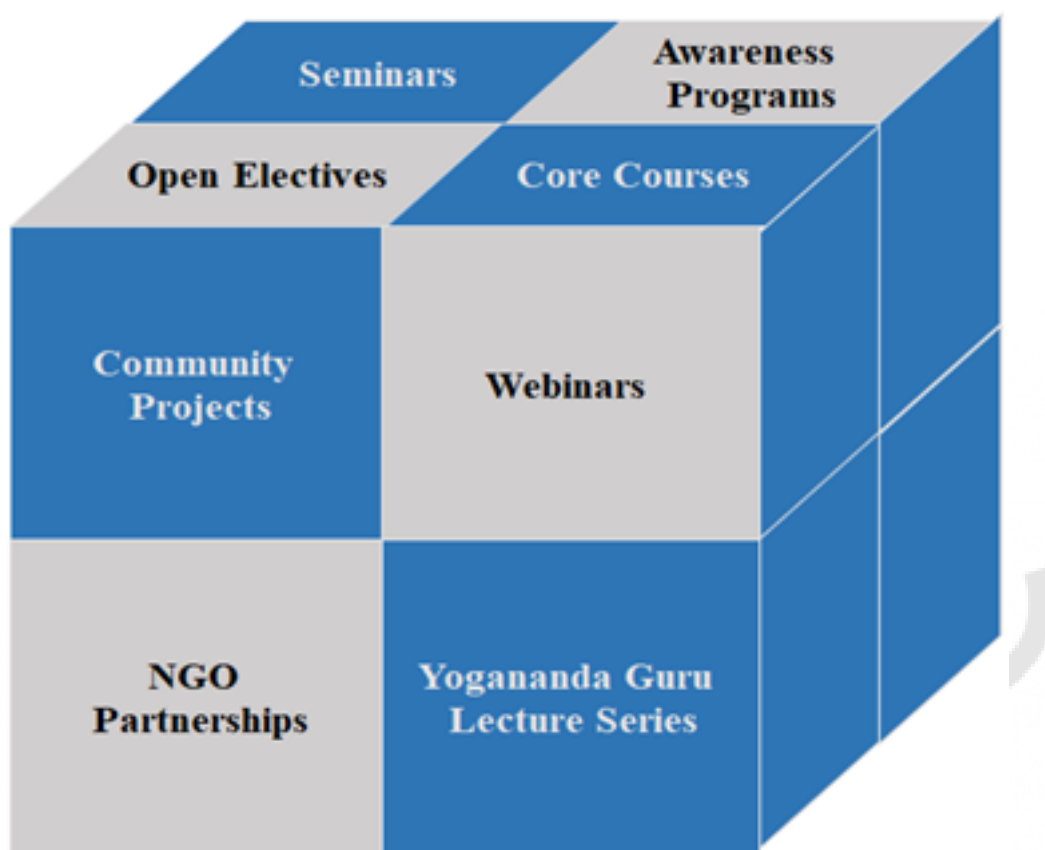
**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).****Response:** 100**1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 75

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

**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

As a socially responsible university, Shoolini University has embedded high-impact and relevant courses in areas such as Professional Ethics, Gender, Human Values, Environment and Sustainability, as under:



1. **Under the ‘Yogananda Guru Lecture Series’** the university organizes guest lectures by field experts, researchers, corporate leaders, spiritual gurus, and luminaries to instill social, moral and ethical values among the students. Renowned public leaders such as Dr. Abdul Kalam, Dr. Arun Shourie, Shri Milkha Singh, Dr. Kiran Bedi, Swami Krishnananda Giri (a senior monk at YSS), are some of the luminaries who delivered talks in this series.
2. **Courses on Human Values, Spirituality & Meditation, and Business Ethics, etc.** are offered to the students. Some examples are Bhartiya Sanskriti, Indian Mythology, Society & Culture of India, Media Laws & Ethics, Sociology, Business Ethics and Values & Ethics, Organizational Behavior and Organizational Design & Change Management, Psychology, Ethics in Research.
3. **Social Projects** are carried out by UG and PG students on issues relating to Health, Sanitation, Cancer, Muscular Dystrophy, Environment etc., to sensitize people and learn from the experience. The students actively engage with the local community for these.
4. **Core Social Challenges & Their Resolutions, and Literature and Gender** are offered by different departments of the University to develop the students’ sensibility towards gender issues. Students get sensitized to basic dimensions of the biological, sociological, psychological, and legal aspects of gender equality and attain a finer understanding of how to counter gender discrimination. Apart from academic activities, through the NSS, NCC and SPRINT programmes, the students and faculty reach out to nearby villages, spreading the awareness of gender issues, the pitfalls of patriarchal oppression, and women’s health and hygiene.
5. **Issues related to Environment and Sustainability** are well-reflected in the university’s ‘Green Policy’. The university has been an active partner of the Himalayan University Consortium, ICIMOD, and Integrated Mountain Initiative. It boasts of a **Center for Research on Himalayan Sustainability and Development (CRHSD)** inaugurated by the Nobel Laureate, Prof Robert Huber. CRHSD is the nodal office of IMI-Himachal Chapter. **Research Center in Renewable**

**Energy** is involved in the ‘Development of Green Campus Project’ sanctioned by MNRE, Govt. of India.

6. Apart from this, courses like **Himalayan Biodiversity, Drug Abuse, Green Chemistry, Environmental Laws, Green & Clean Energy, and Yoga for Wellness, Spirituality & Meditation, Mantras of Happiness, and Environmental Studies** are offered in both UG and PG programmes. The university works with an aim to make the citizens of tomorrow realize their responsibilities towards understanding our natural ecosystems and contribute towards making it sustainable.

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

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

**Response:** 130

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

**Response:** 130

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

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

**Response:** 91.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
3090	2625	2890	2639	1790



**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).****Response:** 49.03**1.3.4.1 Number of students undertaking field projects or research projects or internships.****Response:** 1535

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

**1.4 Feedback System****1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****E. None of the above****D. Any 1 of the above****C. Any 2 of the above****B. Any 3 of the above****Response:** A. All 4 of the above

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

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

**E. Feedback not collected**

**D. Feedback collected**

**C. Feedback collected and analysed**

**B. Feedback collected, analysed and action has been taken**

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 3.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
1466	1425	1201	993	1075

#### File Description

#### Document

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

[View Document](#)

• Any additional information

[View Document](#)

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

**Response:** 81.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
261	221	243	180	175

#### File Description

#### Document

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

[View Document](#)

Any additional information

[View Document](#)

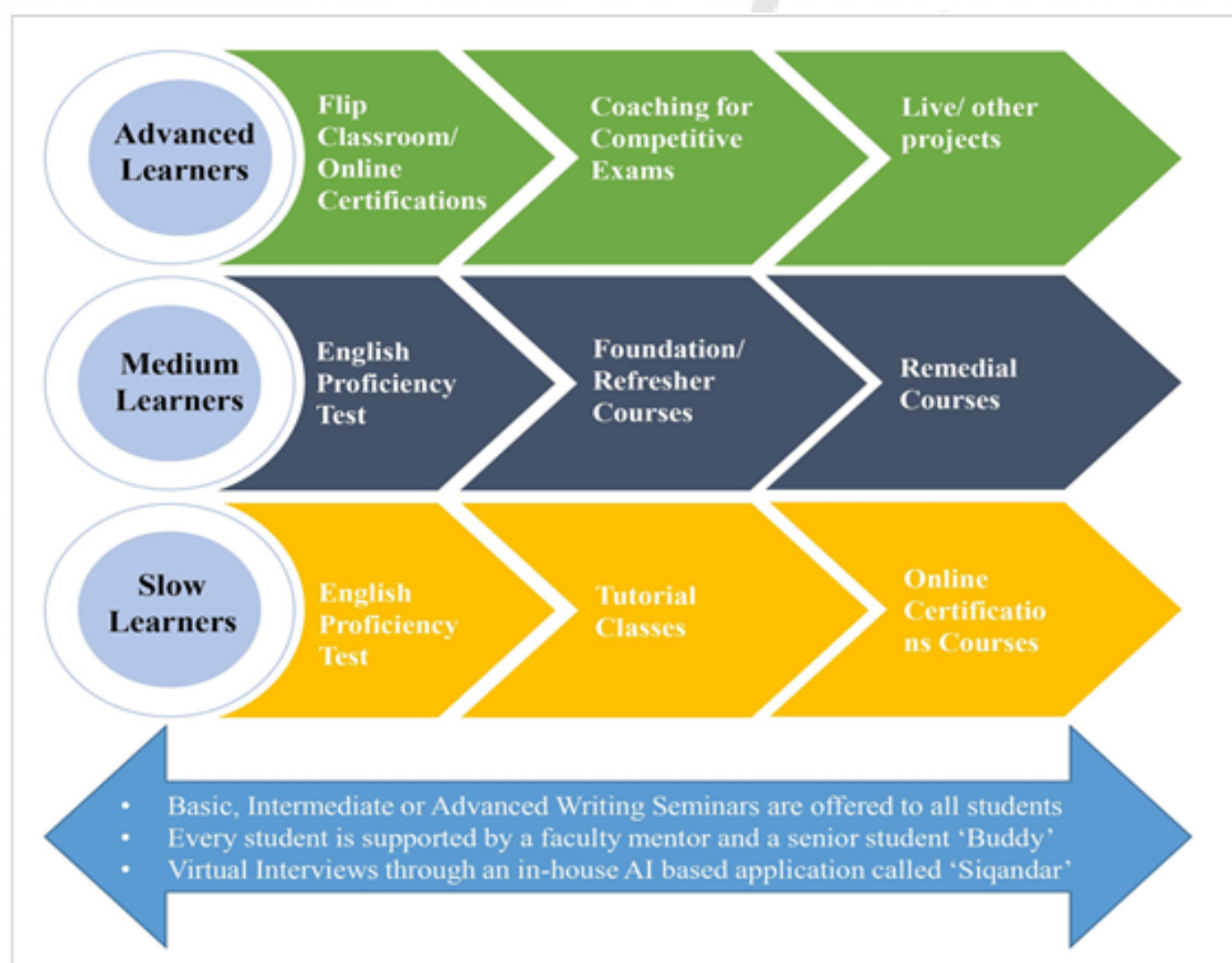
### 2.2 Catering to Student Diversity

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

**Response:****“Leave no child behind.”**

One of our **core missions** is to **“provide world-class education and learning to the lesser privileged”**. Following the government’s directive *“sab ka saath, sab ka vikaas,”* Shoolini caters not only to the brighter students but also to slow learners and lesser privileged ones. Slow, average, and advanced learners are identified through various assessments. Apart from the written/ on-line examinations, Aptitude Test and Personal and Virtual Interviews through an in-house AI based application called **‘Siqandar’** are conducted to gauge students’ abilities.

Catering to the diverse backgrounds and needs of students, Shoolini has implemented pivotal measures and special academic programs:

**1. Advanced Learners**

1. **Flip Classroom** is offered using Shoolini’s eUniv LMS platform, where students can access specialized, open resources for deeper & specialized learning.
2. **Coaching for competitive exams** is encouraged for qualifying examinations such as GATE, NET, SET, GRE, GPAT, TOEFL, CAT, HAS and UPSC exams.
3. **Online Certification Courses** are facilitated through several platforms. Recently, Shoolini University received 5000 edX coupons and 4000 Coursera coupons for online courses for

students & faculty. Students are also encouraged to attend Python, Microsoft etc. to enhance employability.

4. **Live/other projects** in the form of additional challenging assignments, participation in symposiums, presentations, research papers and patent writing are encouraged. These learners are awarded national and international scholarships.

## 2. Medium Learners

1. **Proficiency Test in English is** conducted for all UG students prior to the commencement of the program to assess their learning level. Based on results, students are allotted to different graded levels of language learning.
2. **Foundation/ Refresher Courses** are offered in (i) Physics, Chemistry, and Math for Core Engineering students; (ii) Quantitative techniques and Accounts for Management students; and (iii) Biology for Pharma, Biotechnology & Food Technology students.
3. **Remedial Courses** are offered for students who are weak in certain subjects and additional assignments help strengthen their concepts and understanding.

## 3. Slow Learners

1. **Proficiency Test in English is** conducted for all UG students prior to the commencement of the program to assess their learning level. Based on results, students are allotted to different graded levels of language learning.
2. **Tutorial classes** provide support to slow learners through extra classes, practice assignments and guided self-study courses. A novel method of learning by gaming has been evolved by the Technology Innovation Team at the university.
3. **Online Certification Courses** are facilitated through several platforms for online learning. Students are encouraged to learn on NPTEL/ MOOC & NISM platforms.

In addition, **Basic/ Intermediate/ Advanced writing seminars** are offered to students to help equip them with adequate writing and reading skills.

Further, every student is supported by a **faculty mentor** and a senior student '**Buddy**' who regularly review academic progress & counsel students to improve their performance and ensure their academic & personal growth.

Special measures are taken to support advanced as well as slow learners. We believe that there should be homogeneity in the classroom. Sections are not divided according to their competence. The bright and the not-so-bright learn together.

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

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

**Response:** 13.85

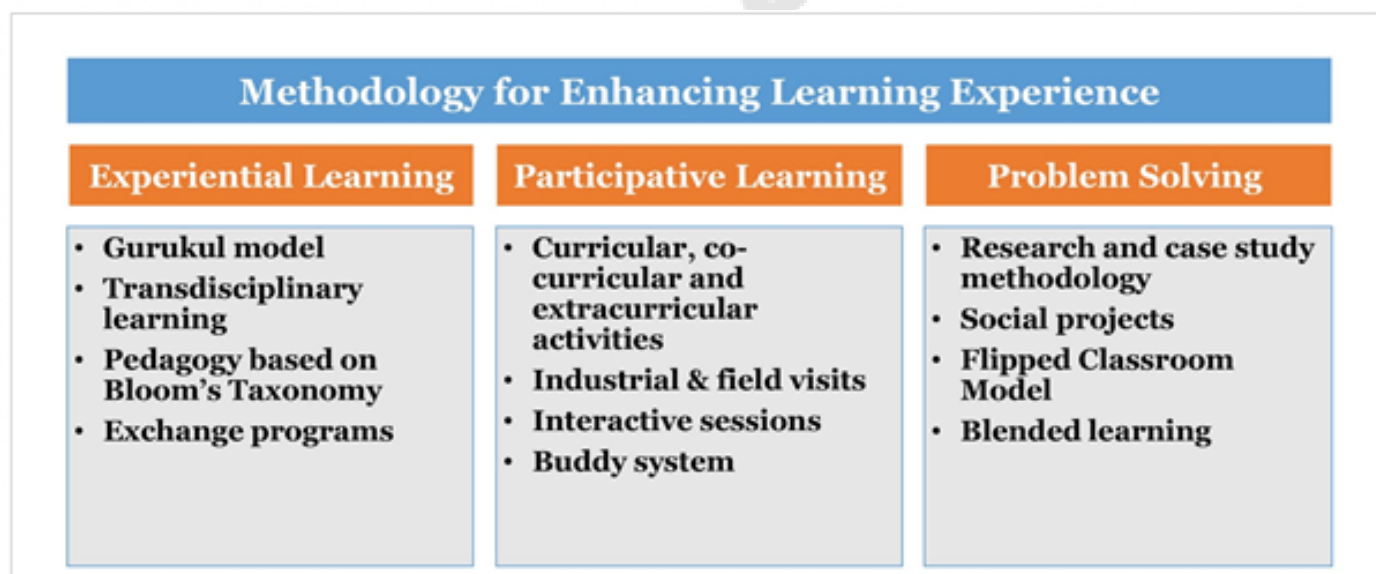
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 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

**Response:**

The curricula have been designed to ensure that students learn to apply theoretical concepts in a practical environment. Teaching methodology ensures students understand the practical application and are able to analyse and evolve new techniques. These interventions enhance student employability, competencies, and overall development. We adopt several methodologies for experiential, participative and problem-solving learning.



**Experiential Learning:**

- 1. The Gurukul Model:** This model is a huge source of inspiration. Nestled in the lap of nature, Shoolini University attempts to enlighten its students beyond the four walls of the classroom, out in the open, in tune with the cosmic elements. We have 10+ 'Idea Huts' and another 13+ 'e-studios' high-speed, fully electrified tree huts. These act as open informal spaces for student discussions, start-up ideas, patent discussions and much more.
- 2. Transdisciplinary learning:** Inspired by ShantiNiketan model of Shri Rabindranath Tagore, and the Aurobindo school of thought, we attempt to be trans-disciplinary, honing the skills of students to become all-rounders.
- 3. based on Bloom's Taxonomy** is adopted by the University. The faculty is trained to teach and take lectures mostly on Application (Experiential), Analysis (Participative), and Creation (Problem-solving) levels of taxonomy.

4. **Exchange programs** provide a much-needed international exposure to deserving candidates. Shoolini University offers almost 200+ active MOU's with renowned international institutions.

### Participative Learning:

1. **Participation in curricular, co-curricular and extracurricular activities** at inter and intra-University competitions (symposia, declamation contests, participation in the tech fests, hackathons, sports, cultural events, etc.) help inculcate skills of leadership and teamwork.
2. **Industrial & Field visits** are an essential component of most programmes. This, apart from the classroom, laboratory, and tutorial time, encourages students to learn from practical experience in a live environment.
3. **Buddy System** instills a sense of belongingness and inclusivity from the day a student joins Shoolini University. Each new student is assigned a Buddy, an existing senior student, who helps them settle down in the campus.

### Problem Solving Methodologies:

1. **Research and case study methodology**, encourages students take part in research, even at the undergraduate level. Several programmes such as MBA and English actively use the case study methodology for participative and experiential learning.
2. **Social Projects** involving tree plantation, cleanliness drives, blood donation & awareness camps, school adoption programs, etc., as credit courses are a mandatory part of the curriculum. These instill a much-needed social responsibility in their minds and help students understand their role in the upliftment of the society while imparting practical problem-solving skills in the process.
3. **Flipped Classroom Model** wherein the content is made available to the students beforehand through our central LMS eUniv and are required to come prepared for face-to-face time in the lecture for insightful discussions and problem-solving.
4. **Blended Learning** as a concept is fully functional in the university. Case-studies present the students a unique combination of experiential learning focused towards developing their problem-solving abilities.

## Conclusion

Shoolini is a research-driven organization, fostering a gap-identification and solution-oriented culture in all those who are associated with it in any capacity.

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

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning processes

**Response:**

Shoolini University is a frontrunner in the field of using ICT enabled tools and online resources for effective teaching. The University uses specialized technology for delivery of lectures, using a variety of the best online resources. This helps improve the quality of education as well as to allow flexible and self-paced learning. This also allows for easy and timely access to learning material by students at any point before/after class and frees up classroom time for direct teacher-student interaction.



1. **eUniv** is the university's integrated online teaching platform launched by former President of India, Dr APJ Abdul Kalam in the year 2013. Since then, the University has made rapid strides, blending the latest ICT tools into our academic culture.

- **Own content:** Currently eUniv has its own base of more than 600 online courses having content in the form of presentations, PDFs, Open Educational Resources, video lectures by teachers, webinar recordings, etc.
- **OER resources:** In-addition, the faculty use a comprehensive list of OER resources for education.
- **MOOCs:** The University uses various online MOOCs to facilitate teaching - such as Swayam, Coursera, EDX and FirstUniv.



- **Virtual labs:** The University also uses various virtual labs as applicable to different subjects; the e-Univ platform allows for direct use of software coding programmes like Python for teaching.
  - **Secure and steady assessment structure:** Faculty can take online assignments, conduct quizzes, surprise tests etc. through the platform. Shoolini University is one of the first Universities in India to integrate real-time proctoring, with random question assignment for its examinations. The University uses an Artificial Intelligence (AI) based interview preparation tool to assist students prepare for interviews. Further, for some subjects the vice-voce is conducted through video-based on AI.
2. **myShoolini App:** An all-purpose comprehensive mobile app called “myShoolini” was introduced in the year 2017, which consists of a GPS based attendance system, student grievance redressal, library management, Shoolini Radio, news desk, etc. It is a one-stop solution to the academic and communication needs of students..
  3. **Online databases:** The university provides access to a number of online databases including EBSCO, SciVal, DELNET, etc., along with various eBooks and eJournals of repute.
  4. **Language lab:** There is a language lab where anyone can learn new languages. Currently, Shoolini also provides assisted learning in three languages - German, Spanish and Mandarin.
  5. **Ultra high-speed internet:** All academic blocks & hostels are 24\*7 WiFi/ Internet connected through an Optic Fiber Broadband. The connectivity is of high quality despite the fact that we are located in a suburban area. There is no compromise on internet security which is protected through a sonic firewall.
  6. **Video conferencing:** This facility is available at a number of access points across the university. There are high bandwidth zones across the campus and hostels. Live streaming of webinars of leaders from the corporate and academic world is frequently and regularly organized at Shoolini.

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

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

**Response:** 18.42

#### 2.3.3.1 Number of mentors

**Response:** 170

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

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 94.74	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years				
<b>Response:</b> 46.13				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
110	107	88	89	86
File Description	Document			
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)
--

**Response:** 4.29

#### 2.4.3.1 Total experience of full-time teachers

Response: 969.62

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

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

**Response:** 47.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	19	12	10	23

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

## 2.5 Evaluation Process and Reforms

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

**Response:** 12.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	16	12	11

File Description	Document
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.38

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	34	8	2

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

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: mid-term examination and end-term examination. The following are its distinctive features:

<b>Paperless Functioning</b>	The University introduced IT integration back in the year 2014 with the help of a Shoolini spin-off called AADDOO Softech. Office work is fully virtual, with all communication and functions online.
<b>Barcode enabled Student ID cards</b>	Help students register themselves for online exams. The ID card is duly verified when the student makes an online appearance. All data management and compilation is done on the eUniv exam server.
<b>Reporting of marks</b>	To the COE office is done using a secure server through <b>myShoolini interface</b> powered by AADDOO & accessed only by the COE office.
<b>eUniv (Shoolini's in-house LMS)</b>	The backbone of the examination system. The university conducts on-line examination of students from management and engineering schools and more recently across all disciplines.
<b>Continuous Assessment</b>	Adopted whereby assignments, quizzes, or other components of internal assessments, are conducted through e-univ interface and evaluation is done online.
<b>Proctored exams to detect unfair means</b>	Take place through an AI based secure, and advanced facial recognition technology solution. The solution is enabled to prevent use of unfair means during exams.
<b>Face ID and Aadhar-based</b>	Registration and verification is used in the exam portal.
<b>Live online invigilation</b>	By the faculty is possible during examination and AI tools create a spreadsheet for every student with performance indicators.

## Conclusion

**It is not an exaggeration to say that during the pandemic, Shoolini University stood out in its attempt to successfully conduct its annual examination and declared its results on time. This was possible only because of the strong IT-based assessment system that was already in place. Without losing any time, the faculty underwent an intensive training and moved seamlessly to a completely online system of teaching and evaluation.**

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

#### 2.5.4 Status of automation of Examination division along with approved Examination Manual Only manual methodology

Only result processing

Only student registration and result processing

Only student registration, Hall ticket issue & Result Processing

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

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

## 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**

**Response:**

As a quality initiative, the University has formulated the Programme Outcomes, Programme Specific Outcomes and Course Outcomes for all programmes offered by various schools. The outcomes have been incorporated in the curricula of all courses and displayed on the University's Moodle based e-Learning portal called eUniv to facilitate accessibility to all stakeholders. Each school brings out semester-wise booklets containing the syllabi, learning outcomes, lecture schedules, references, and evaluation criteria, etc. These booklets are posted on eUniv. Outcomes enable students imbibe attributes of Core Values of the University.

The learning outcomes identified on the basis of industry-orientation, research-inputs, employment-focus, global relevance, and interdisciplinary approach are carefully selected for defining programme-specific outcomes. The entire effort encompasses the guidelines of statutory bodies. The course outcomes are embedded in the assessment method with internal and external examination system. The schemes, syllabi, POs, and COs of all programmes are communicated to the stakeholders in several ways. Teachers elaborate Programmes outcomes and Course outcomes in their classes in the beginning of each semester.

The learning outcomes are defined using Bloom's Taxonomy for all courses of the University. While defining the learning outcomes, the following principles are taken care of:

- The Learning outcomes are measurable and stated
- Learning outcomes describe knowledge, skills, and abilities (KSAs) that students will after the successful completion of their programmes.
- The resources (faculty, library, labs, technology etc.) and pedagogy is the best fit for effective course delivery.
- Feedback Mechanism is in place to identify gaps which are addressed immediately.
- Assessment plan (term exams, surprise tests, quizzes, assignments, practical, seminars, presentations, viva-voice, etc.) specifies the performance criteria to determine the extent to which the learning outcomes are achieved.
- Assessment of outcomes is done by using direct and indirect measurement tools.
- Assessment methodology/tools are decided keeping in mind the learning outcomes to be measured with desired emphasis of a programme.

All lectures are structured to ensure that learning outcomes are attained. Pedagogy includes power-point presentations, case study, group discussions, demonstration, videos, live industry examples etc. In addition, pdfs, videos, case studies, etc., is made available to students on eUniv for reference. The university communicates an academic calendar for smooth implementation of curriculum. All the teaching departments adhere to this academic calendar. Accordingly, the teachers prepare their academic plans well before the start of the semester for effective delivery to achieve the specified outcomes. The academic calendar is also communicated to all stakeholders.

The learning outcomes are reflected in terms of impressive pass percentage of students and fewer dropouts. Many students get selected in competitive exams like UPSC, HAS, NET, SLET, GATE, GRE, GPAT and other examinations. The attainment of desired learning outcomes enables students to get excellent employment or help pursue higher studies with fully funded scholarships for Ph. D. and Post Docs from premier institutions of national and international recognition.

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

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

#### Response:

The university follows a multidisciplinary approach while designing and implementing Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Several rounds of meetings are held at the Faculty/School levels to formulate the POs, PSOs (at both generic and programme

specific levels) and the COs for their respective programmes/courses. This approach leads to critical and collective understanding of scientific, technological, societal and environmental issues in a nationally and internationally relevant context. The attainment of Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are evaluated by the University in various ways including the following:

- **A Feedback Mechanism** for evaluating the outcomes of the teaching – learning process is employed. Feedback is taken from various stakeholders such as students and teachers.
- **Students' feedback** on a prescribed “Feedback Form” covering the entire gamut of course content, quality of teaching, delivery mechanism, student satisfaction, etc., is obtained through eUniv (e-Learning Moodle based university-wide platform).
- In addition, **feedback from the parents**, alumni, employer and employees, is also obtained and analyzed. The analysis of such feedback is carried out both at the faculty level and later at the Dean-Academics level.

Further, a series of evaluative methods, both internal and external, are employed wherein each course is assessed with internal assessment of 50 marks (50%) and external assessment of 50 marks (50%) except B. Pharm. and M. Pharm. with internal and external distribution of 25% and 75%. The internal component comprises continuous evaluation, written test(s), assignments, quizzes, presentations, case studies, field work and attendance. Assessment related to practical/lab work comprises internal as well as external evaluation. All assessment tools, both internal and external, and direct and indirect methods of assessment, are pre-specified and prescribed in the course curriculum booklets given to all students prior to the commencement of classes.

The attainment of learning outcomes is analyzed by the Head of the School and the Dean of the Faculty on the basis of direct and indirect measures. Direct measure is the synthesis of examination results to identify the pass percentage and marks obtained by students. Indirect measures are employment-generated, student progression to higher learning, and feedback from various stakeholders. The Dean constitutes a specific committee for the purpose of developing standards and criteria for determining whether students have achieved the desired goals. Data is collected using direct and indirect measures of student learning and finally analyzed in order to document and improve student learning for the respective programmes. The results of outcome assessment serve as input for further programme revision and redesigning.

Learning outcomes are reflected in terms of improvement in the pass percentage of students and fewer dropouts. Many students get selected in competitive exams like UPSC, HAS, NET, SLET, GATE, GRE, GPAT and other examinations. The attainment of desired learning outcomes enables students to get excellent employment/pursue higher studies with fully funded scholarships for Ph. D. and Post Docs in premier institutions of national and international recognition.



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

### 2.6.3 Pass Percentage of students

**Response:** 92.91

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

Response: 983

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

Response: 1058

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - 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**

**Response:**

**Shoolini University is located in the lap of a benign Himalayan ecosystem, the research agenda is focused on the economic and sustainable development of the Himalayan region. Shoolini University's research philosophy, therefore, essentially rests upon three verticals, that is,**

- 1) Harnessing Himalayan biodiversity, its conservation and sustainable management**
- 2) Development of cutting edge technologies to meet current industrial and societal needs**
- 3) Establishment of Centres of Excellence in areas relevant to the university's research goals and inter-institutional Collaborations for Research and Development.**

Shoolini University is committed to provide quality research infrastructure facilities at all times to the faculty members and research students. Till date best in class infrastructure facilities have been created in all disciplines and the same are being regularly upgraded. To keep up with the global research pace, Shoolini University has created several Research Centers and state of the art research infrastructure facilities are available with the centers

1. Research Center on Nanotechnology
2. Research Center in OMICS and Biodiversity Research
3. Research Center in Renewable Energy
4. Research Center in Automobile Engineering
5. Research Center in Yoga
6. Research Center in Disaster Management
7. Research Center in Data Analytics

Based on the upgradation requirements of various research centers and departments infrastructure grants have been provided every year. In addition to the infrastructure grants Shoolini University also provides start-up grants to the faculty members to initiate their own research. Shoolini University has been investing substantially to its Yogananda knowledge Center by subscribing to various research and support databases like EBSCO and DELNET to access research publications, SciVal for research data analysis. IBM-SPSS for statistical data analysis, URKUND for plagiarism to name a few.

In addition to the Research centers, Shoolini Universities commitment towards quality research is also

being recognized by the Department of Science and Technology, Govt. of India and Ministry of Food Processing Industries, Govt. of India. DST has sanctioned and supported Proteomics Research Facility at Shoolini University under FIST Scheme. MoFPI has sanctioned and supported Food Testing Lab and Infrastructure support to further strengthen our Food Technology Program. Being a private University as per the Govt. of India norms, Shoolini University has also invested an amount equivalent to 50% of the project costs in all these externally funded research facilities. It clearly shows the commitment of Shoolini University towards quality research and we strongly believe that it is our quality research which will help us in reaching our much desired goal to be amongst top 200 global Universities of the World by 2022.

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

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

**Response:** 50.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
148.12	65.35	16.50	17.00	7.50

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 7.97****3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	17	16	20

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

**3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.****Response: 52****3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
18	5	6	4	19

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

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

- 1. Central Instrumentation Centre**
- 2. Animal House/Green House**
- 3. Museum**
- 4. Media laboratory/Studios**
- 5. Business Lab**
- 6. Research/Statistical Databases**
- 7. Mootcourt**
- 8. Theatre**
- 9. Art Gallery**

**E. None of the above**

**D. 1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

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

**Response:** 100

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

**Response:** 10

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

## 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 last five years (INR in Lakhs).**

**Response:** 78.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
28.99	0	10.98	37.01	1.70

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

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

**Response:** 595.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
107.16	55.52	195.33	121.78	115.67

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

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

**Response:** 0.5

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

Response: 104

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

Response: 1042

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

### 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.

##### Response:

Right from its inception in 2009, the university has championed the cause of innovation and entrepreneurship development amongst the students. There are many programmes, regular and intermittent, which along with the state-of-the-art supportive infrastructure, establish Shoolini University as one of the most entrepreneurial and innovation-friendly universities of the region. Although it is one of the youngest universities in the country, Shoolini has tried to contribute to national initiatives like **Startup India and Digital India**.

As an established Institutional Innovation Council, Shoolini University was among the top 5% HEIs with full star rating in each quarter of the current session. The University boasts of more than 200 budding innovators. Shoolini also has an established **entrepreneurship club** called “Samarthya”, and an innovation-cum-incubation center called “**Steve Jobs Incubation Centre**” which has successfully launched Aaddoo Softech Private Limited. IPR cell of Shoolini university was recently recognized as the second highest patent filer, after the collective amalgam of all IITs put together at first place, with 108 patent applications in a single year and 25 patents granted as on this date.

An **Innovative Technology Business Incubation Centre (BI)** No.108 for the state of Himachal Pradesh has been established at Shoolini University, approved by the Ministry of Micro, Small and Medium Enterprises (MSME), Govt. of India, on Jan 5, 2020.

**In the pursuance of entrepreneurial skills**, there are a number of courses which the University has blended in its choice-based credit curriculum to support the students. A majority of these are compulsory credit courses while some others have been introduced as open electives which any student across the university is free to choose as an elective credit course. There are also a number of courses like IPR, Innovation Management, AI and business applications, Competency mapping and Assessment, Business Analytics, Contemporary Entrepreneurial Models, Network Marketing, AMFI, etc., which inculcate a sustainable innovation and entrepreneurial spirit in the students.

**The ‘Pre-Entrepreneurship Summit 2015’** was conducted at Shoolini campus in October 2016 to support Himachal Pradesh government's resolve to encourage start-ups. The Confederation of Indian Industry (CII) and Young Indians (Yi) partnered with Shoolini University in this venture. This summit was special because one of the winning students, Akshay Verma, actually went ahead and started his venture called “Local Gardens” running successfully in Chandigarh. More recently, there was a **GOI Startup marathon initiative**, wherein a Startup van was made to visit various campuses across the nation. More than 150 students registered in the drive which was the highest in the region. Eight of the business ideas were actually presented in Baddi University,. In addition, the students of Shoolini University also participate in various startup competitions, winning incubation awards on different platforms .Two of our scholars Amanpreet Laur Virk and Aliya Ali received an award of 10 Lacs for presentation of use of moringa seeds to purify water through the use of small and inexpensive kits similar to tea bags in **INDIA INNOVATION GROWTH PROGRAM 2.0**. Apart from these our students have won awards at , HP

Chief Ministers entrepreneurship awards competition..

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

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

Response: 203

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

2018-19	2017-18	2016-17	2015-16	2014-15
59	56	38	24	26

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

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

Response: 99

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	20	16	7	17



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

### 3.4 Research Publications and Awards

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

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

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

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

1. Commendation and monetary incentive at a University function
2. Commendation and medal at a University function
3. Certificate of honor
4. Announcement in the Newsletter / website

E. None of the above

D. 1 of the above

C. 2 of the above

B.. 3 of the above

**Response:** B.. 3 of the above

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

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

**Response:** 87

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

2018-19	2017-18	2016-17	2015-16	2014-15
51	18	18	0	0

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

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

**Response:** 2.97

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

Response: 205

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

Response: 69

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

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

**Response:** 4.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
245	240	169	151	103

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

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

**Response:** 0.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	35	40	22	9

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

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

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

**E. None of the above**

**D. Any 2 of the above**

**C. Any 3 of the above**

**B. Any 4 of the above**

**Response:** D. Any 2 of the above

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

### 3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

**Response:**

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

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

**Response:**

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

## 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.**

**Response:**

Shoolini University has a pool of very experienced and talented faculty who are specialists in their respective fields. The faculty are mostly Ph Ds or post-doctoral, having a lot of international exposure. In order to share their knowledge and expertise with industry, corporate houses, government and semi government organizations or any external agencies, they are encouraged to provide consultancy services. This not only helps them to hone their knowledge but also get first-hand experience about the industry and

the government, including advancement of professional competencies of its academic faculty. It builds the reputation of the University as a leading institute of learning and research and as a provider of innovative solutions.

The 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. Non-research Consultancies include the provision of professional services to external agencies for a fee. This includes routine laboratory and other testing of materials, devices or products, analysis of data such as market surveys, opinion surveys etc. Also included is the provision of professional services such as designing, legal and medical advice undertaken by members of faculty and staff. Artificial intelligence is another upcoming field in which the University has a lot of experience and our experts can and are providing consultancy.

While on a consultancy assignment, it is ensured that the academic responsibilities of the concerned faculty member(s) does not get impinged or diluted and it does not affect the students' teaching. The basic role of a teaching faculty is to impart education to the students of the University. Hence at no stage this can take a backseat. All consultancy is done normally on non-working days such as Saturdays. In certain special cases permission of the Vice Chancellor is sought to work on consultation assignment on a working day. The University then makes alternative arrangements for running of the classes of such a consulting faculty member.

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

**3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 581.66**3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2018-19	2017-18	2016-17	2015-16	2014-15
136.16	136.88	77.87	129.06	101.69

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

**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 last five years.****Response:**

Factors like environment protection, health and hygiene, education for the masses are some of the factors that count for nation building which also happens to be a core value in NAAC. In Shoolini, it is our firm belief that our students have the power to bring about a change in the present and build a better future. Our lessons go beyond the ones learnt in the classroom and the learnings are used to extend a helping hand to those who need our support

**Health, Hygiene and support system for the community** is a primary concern of the University. Awareness and detection camps mainly for breast, cervical and oral cancer have been organized in various towns in collaboration with cricketer Yuvraj's Cancer Foundation **YouWeCan**.

**The School of Agriculture** regularly organizes fairs where fruit seedlings are distributed to farmers every year. Training sessions are conducted by students of Foodtech to motivate the villagers especially women in food processing and organic agriculture.

- 1. Campaigns on drug abuse** is organized by Shoolini's trained volunteers who make an effort to combat the spreading menace of drugs and tobacco by street plays, counselling sessions and student interactions. We have also joined hands with the district administration to raise awareness in nearby

schools on a regular basis

2. **Swachh Bharat & Swachh Shoolini** drives stress the importance of staying clean & keeping the environment clean. Regular clean-up campaigns, including the cleaning and maintenance of local water bodies in the neighboring village, are conducted.
3. **Tying up with the Indian Association of Muscular Dystrophy**, our students can be seen regularly at Manav Mandir where patients of Muscular Dystrophy come from all parts of the country. The quality times spent by our students in bringing some cheer and happiness in the lives of the patients deserves a special mention.
4. **Parivartan** is our educational initiative where our students teach the children of our daily wage staff. A completely student-driven initiative, this project has attracted students of several villages even though their parents do not work with us.
5. **Plantation drives** have been organised in and around the campus in which more than 15,000 saplings of different species of trees like Deodar, Oak and other ornamental varieties have been planted and nurtured with the support of HPPWD and Forest Dept.
6. **Unnat Bharat Abhiyan** five villages in the nearby area , one local school and a village near PanthaGhati in Shimla is adopted by the university , various awareness programs and activities are organized from time to time by the faculty and students in these villages. Apart from these Legal awareness camps and yoga sessions are organized from time to time.

All these initiatives have been a huge sensitizing factor for our students who now understand the challenges of the lesser privileged. **Inculcating the right values** in the youth is on high priority in our agenda. Letters of appreciation and recommendation (attached) convince us that we are enriching the lives not only of the community but our students as well.

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

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

**Response:** 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	6	1	0	1

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

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

**Response:** 174

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

2018-19	2017-18	2016-17	2015-16	2014-15
68	60	29	12	5

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

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**Response:** 70.22

**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
2632	2578	2092	2047	825

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



### 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response:** 52.6

**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
109	70	31	43	10

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

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

**Response:** 92

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	30	17	11	13

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

In the ten years of its existence, Shoolini University has built up an infra-structure that compares favorably with the best universities in the world. Its learning resources and e-facilities match international standards. In its quest for excellence, the university promotes the use of technology across the campus so that the entire faculty and students are able to leverage advanced technology for an effective teaching and learning process. The various facilities for teaching-learning include:

- **46 Lecture and Seminar Halls, 10+ Conference Rooms and 80+ Research Labs all ICT-enabled**, with adequate facilities for teaching-learning. Every student/faculty has access to all central facilities across the University.
- **Yogananda Knowledge Centre (Central Library, open 24x7)**, is fully digitized. It houses textbooks, reference books, journals, magazines and newspapers, in hard bound and as e-resources, sufficient for academic and research requirements. All e-resources are available through the Learning Management System (LMS) and Knowledge Management System (KMS). The library has a subscription to **EBSCO** which includes more than 2.0 lakh e-books and 10,000 research journals. There is also an **Analytics Lab** with 10 computers installed with SPSS version 25, a **language lab, e-Univ studio**, and some special collections. Smaller libraries exist in hostels and individual schools/departments.
- **Through its e-Univ platform**, Shoolini University has aggressively ventured into the field of Online Education Supported by the LMS Moodle, in a step towards fulfilling its vision of being amongst the top 200 universities by 2022. Lectures and Videos are uploaded online and made available for synchronous and asynchronous learning. The strong IT facilities of Shoolini actually enabled it to continue its regular academic work without any break during the Corona pandemic lockdown. For its efforts in the IT field, Shoolini was awarded the **QS IGAUGE's E-LEAD certification** (E-learning Excellence for Academic Digitization) which is the highest possible award for online education.
- **An in-house radio and news channel called Radio Shoolini**, is run by the department of Journalism and Mass communication, bringing out regular newsletters and video news bulletins.
- **Practical training in Hotel management** is given to students by the School of Hospitality and Hotel Management through the various guest houses of the university, like The Chalet, Daffodils, Yogananda Ville, and other facilities available on campus.
- **State-of-the-art research labs** in all schools/departments are well-equipped. The entire campus is **Wi-Fi enabled with 1 GBPS Bandwidth**. The university stresses on deep innovation in research.
- **Research in the fields of Yoga and Naturopathy** is carried out at its unique Yogananda Ville. This comprises an international hostel, a meditation hall, an academic block, meditation huts, and recreational facilities. Constructed on eco-friendly lines, the Ville provides an ethnic experience with contemporary facilities. Earthy and peaceful huts located on the hill-top are perfectly designed to merge with the green and pollution-free environs of the Himalayas. Quest for the spiritual thus combines with academic endeavors.

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

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

##### Response:

Shoolini University believes in the all-round development of its students and that learning happens not just in the classroom but also in the sports field, the auditoria, and other non-academic activity hubs that students congregate in. Research has shown that sports and cultural activities have a positive impact on our health and contribute significantly to our overall persona. Keeping this in mind, Shoolini ensures that students have access to top-class sports and cultural activities. Cultural activities are embedded in the academic curriculum. The **Abhiruchi Club** has activities related to the environment and culture that continue throughout the year.

- **A multi-storied sports complex** named after the veteran sportsman, **Milkha Singh**, was set up in 2013, with three badminton courts, a table tennis area, a gym-plus-cardio facility, with changing rooms and lockers. The outdoor facilities have a Basketball ground, Cricket practice pitch and a Badminton court. The **Yuvraj Singh Stadium** was inaugurated in 2017 by the cricketer himself.
- is offered in Shoolini University through full-time educational programs like **B.Sc. Yoga, M.A./M.Sc. Yoga and Ph.D. Yoga**. The University has a separate **Department of Yoga and Naturopathy**, and also a **Yogananda Ville** where **Naturopathy** treatment and training is provided to patients and students. For Naturopathy Treatment, we have a government project of **Rs. 80 Lakhs from the Ministry of AYUSH**, Govt. of India. At Yogananda Ville, pine-wooded and Mud Huts have been constructed for accommodating Yoga aspirants. **Detoxification practices** are also available at Yogananda Ville.
- **Hiking and trekking facilities** exist abundantly on campus. Shoolini University is located on a pine-covered hill with walking trails crisscrossing in all directions. There are artistically constructed tree-huts called **Idea Huts** where students can engage in fruitful interaction in the lap of nature.
- **Cultural Activities** are a crucial part of Shoolini's experience. In the **Activity Centre** regular dance, martial arts, and aerobic classes are held. Equipment like cycles, yoga mats, weights, etc., are provided. There is a **Cineplex** offering high-quality audio and visual experience to its audience. There is an **Open-Air Theater, three auditoriums**, and a multipurpose theatre allocated for socio-cultural activities. The two biggest annual cultural festivals organized by the university are **Manchanta** and **Moksh**.
- **A Club Mela** is organized during the induction program where students are introduced to the various clubs in the campus which hold events regularly and organize guest lectures by eminent people. Student participation in these activities makes the Shoolini experience a wholesome one. **SPRINT**, the university's unique programme, organizes regular student activities throughout the year.
- **Social projects** are mandatory for all students. Thus the contribution of the university extends beyond the boundaries of the campus. Nearby villages are frequently visited by our **NSS, NCC**

cadets and other volunteers who endeavor to spread the light of knowledge, the awareness of social issues, and the desire to clear away cobwebs of superstition and ignorance.

Shoolini University thus endeavors to holistically hone the skills of its students so as to enable them to compete on a global ground.

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

#### 4.1.3 Availability of general campus facilities and overall ambience

##### Response:

The facilities available on campus are of a high standard and contribute to the overall ambience. Amid the pristine beauty of the Himalayas, Shoolini stretches over **20 acres** of artistically landscaped campus boasting of the cleanest and the most modern facilities, second to none. The campus is fully **Wi-Fi-enabled** with **1 GBPS of LAN** connectivity.

- **The Administrative Block** has the offices of the VC, PVC, Registrar, Director Operations, Controller of Examinations, IQAC, Accounts, HR, Placement and Conference Room all co-located for ease of functioning.
- **Seven Academic Blocks, 46 Lecture and Seminar Halls, 10+ Conference Rooms and 80+ Research Labs all ICT-enabled Yogananda Knowledge Centre (Central Library, open 24x7)** is an architectural marvel, designed in such a manner as to harness the energy of the cosmos and convert it into knowledge to be transmitted in a seamless manner from source to recipient. The fully digitized library houses textbooks, reference books, journals, magazines and newspapers, both in hard bound and as e-resource, sufficient for academic and research requirements of the students. E-resources are available through the Learning Management System (LMS) and Knowledge Management System (KMS). YKC subscribes to a number of learning packages from **EBSCO** which includes more than **2.0 lakh e-books and ~10000 research journals**.
- The **Health Centre** comprises a four-bed hospital on campus with one doctor, two nurses, an ambulance and lab facilities.
- **Seven State-of-the-art hostels**, separate for boys and girls, provide residential students all amenities.
- **Accommodation and Guest Rooms** are provided for faculty and guests. The Hospitality department runs the Daffodils guest house, Yogananda Ville, Hotel Chalet and guest rooms. Hostels are run professionally by "New Doors" agency that looks after such facilities.
- **Sports and cultural facilities on campus** are abundant: Yuvraj Stadium, Milkha Singh Indoor Sports Complex, outdoor Badminton and Basketball Courts and Cricket Practice Pitch. There is an **Open-Air theatre**, a **Student Activity Centre** which houses the **Cineplex, Dance studio, Music room** and a restaurant. There are **seven cafeterias** serving a range of different menus catering to the palate preferences of the students. The **Yogananda Ville** spread over the hillside comprises earthy and peaceful huts for yoga, meditation and relaxation.
- **Parking of vehicles** is always a challenge in hilly terrain but Shoolini has provided parking spaces

for vehicles. Security is deployed to manage the traffic on Campus.

- **Environmentally friendly measures** are taken for harnessing solar energy and rain water. There is a regular supply of electricity through generators.
- **Strong IT facilities** of SU have been a boon during the pandemic lockdown, enabling the university to continue its regular academic work without any break. Shoolini has the distinction of being awarded the **QS IGAUGE's E-LEAD certification** (E-learning Excellence for Academic Digitization), i.e., the highest laurels for online education.
- **Individuals with special needs**, Shoolini provides whatever facilities possible. Golf carts are available to ferry students and faculty from one spot to another. Ramps are provided wherever possible. There are also disabled-friendly rest-rooms.

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

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

**Response:** 46.51

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

2018-19	2017-18	2016-17	2015-16	2014-15
1313.72	482.31	1641.31	373.73	1284.84

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

## 4.2 Library as a Learning Resource

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

**Response:**

The library is a multi-storey architectural marvel, designed in such a manner as to harness the energies of the cosmos and convert them into knowledge to be transmitted from teacher to taught, and from the various available e-resources to the eager minds of students.

**Shoolini library** is not just a library; called the **Yogananda Knowledge Center (YKC)**, it houses various online and offline resources for learning, teaching and research-related activities. The transformation of a library into a pulsating Knowledge Center signifies a paradigm shift in the manner in which learning, and research are conducted at Shoolini. **Powered by ‘in-house’ software** adapted from freely available sources, the LMS makes classroom learning available on a click. The system is designed to supplement learning for Shoolini students and has the potential to be extended worldwide, exponentially enhancing the reach of the University. Buttressing this learning platform, is the KMS (Knowledge Management System) that aids, augments, and enriches research.

YKC is fully automated and most of its resources can be accessed through the YKC website. (<http://library.shooliniuniversity.com/>) by students and faculty members. Books may be issued and returned through the LMS. The following online resources and facilities are available at Shoolini University YKC:

- **40,000+ hard copy** books for the use of students and faculty members, **1000 e-journals, more than 2 lakh e-books** and various other resources for Engineering, Management, Law, etc. YKC has also subscribed to **EBSCO** database, which provides access to all the resources available through EBSCO subscription. These are available in full downloadable format without any restrictions.
- **The Analytics** is also housed in the library where we have subscribed to **IBM SPSS** software to meet the data analysis needs of the students and faculty members
- Delnet in addition to **EBSCO**, also provides access to research journals.
- **A language lab** offers facilities for the foreign language learning needs of students and faculty members.
- **eUniv** is a knowledge management system that is housed in the YKC where all the lectures delivered in the classroom are uploaded for the students. There are **2-eUniv studios** and 10 more have been constructed across the campus. These are being used by faculty members to record and transmit video lectures which are also uploaded to the eUniv.
- **Inspirational in design and execution**, the sacred precincts of the YKC seek to enthuse the students with the desire for attaining great heights in their careers. The walls are adorned with portraits of and quotes from eminent personalities who have left their footprints on the sands of time.
- The YKC is the only library in the region which is open **24x7 and all 365 days** of the year.

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

**4.2.2 Institution has subscription for e-Library resources Library has regular subscription for the following:**

- 1.e – journals
- 2.e-books
- 3.e-ShodhSindhu
- 4.Shodhganga
- 5.Databases

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

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

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

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

**Response:** 21.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
28.29	36.03	23.72	14.3	3.17

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

#### 4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

**Response:** 15.82

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

Response: 531

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

### 4.3 IT Infrastructure

<b>4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)</b>	
<b>Response:</b> 100	
<b>4.3.1.1 Number of classrooms and seminar halls with ICT facilities</b>	
<b>Response:</b> 43	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

The University has a **well-documented and detailed IT policy** – which establishes University-wide strategies and responsibilities for ensuring appropriate availability and management of IT assets as well as the protection of their confidentiality and integrity.

**Guidelines** are created to help departments and individuals understand how the University policy applies to significant areas linked to IT. These policies are classified as follows:

- IT Hardware Installation Policy
- Software Installation and Licensing Policy
- Network (Intranet & Internet) Use Policy
- E-mail Account Use Policy
- Web Site Hosting Policy
- University Database Use Policy

Further, the policies are applicable at two levels: End Users Groups (faculty, students, senior administrators, officers, and other staff); and Network Administrators.

**University-wide strategies** are established and responsibilities demarcated for protecting the



Confidentiality, Integrity, and Availability of the information assets that are accessed, created, managed and/or controlled by the University.

**Information assets** addressed by the policy include data, information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information. The University also has a clear redundancy and back-up policy.

**The University proactively upgrades its facilities** in line with its goal to ensure state-of-the-art pedagogical environment. Further, the IT policy is updated on a regular basis to include changes linked to upgrades necessitated to ensure e-learning to all students during the lockdown period, due to COVID 19 . Our IT facilities enabled us to continue regular academic work without any break during this period and the University was awarded the **QS IGAUGE's E-LEAD certification** (E-learning Excellence for Academic Digitization).

**Expenditure on IT installation and maintenance** on campus over the last five years has been **Rs. 145.53 lakhs**. Budgeting is done based on the assessment of requirement of additional IT-related infrastructure on an annual basis. The budget allocated for IT expenses was Rs. 375.21 lakhs, for ensuring **100% connectivity** available through the campus area, and also in keeping with the University's strategy of moving towards **completely paperless functioning**, almost all official work being carried out online: admissions, daily attendance, office work, correspondence, online lectures/webinars, etc.

**The IT Department** has been given the responsibility of running the university's intranet & Internet services. The University maintains a Wi-fi Internet bandwidth from JIO. Total bandwidth availability is **1 Gbps (leased line)**. A separate network is also established in the campus which also gives a limited amount of free data to users. To secure the network, the IT Department has been taking appropriate steps by installing firewalls, access controlling and installing virus checking and content filtering software at the gateway.

**NOTE:** The University IT Policy applies to technology administered by the university centrally, or by the individual departments, to information services provided by the university administration, or by the individual departments, or by individuals of the university community, or by the authorized resident or non-resident visitors, on their hardware connected to the university network.

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

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

**Response:** 4.98

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

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

E. <50 MBPS

D. 50 MBPS - 250 MBPS

C. 250 MBPS - 500 MBPS

B. 500 MBPS - 1 GBPS

Response: A. ?1 GBPS

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

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 58.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
1887.22	1455.17	1193.54	1075.5	1004.51

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

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

**Response:**

The University is spread over beautifully planned and landscaped lush green 20 acres of hill slopes where every tree, every garden, and every building has been well thought out and planned. Providing a world-class experience to the staff, faculty, and students is the priority and an essential part of this is maintaining the assets and the support facilities with established systems and procedures.

The University has a dedicated team under the **Director Operations** and the **Estate officer** responsible for overseeing the maintenance of offices, hostels, classrooms, laboratories, cafeterias, sports facilities, utilities, STP, guest houses, faculty accommodation, landscape, etc. The Campus facilitates **24x7 maintenance services** to ensure uninterrupted facilities by qualified and skilled manpower for all works. Maintenance of infrastructure facilities, services and equipment is done as follows:

- **Infrastructure and Equipment:** The maintenance of all infrastructure is carried out by personnel employed by the University, working under the construction and maintenance department headed

by the estate officer. The power supply is monitored continuously by a dedicated team which carries out regular audits and checks the maintenance of all electrical assets including Transformers, Solar panels and Generator sets as per the stipulated schedule. Whenever required, authorized agencies are contacted who carry out maintenance and repair. Water is a scarce commodity especially in the hills. The University has its own water bores and clean water supply is ensured by a dedicated team. Maintenance of Labs and lecture hall facilities are the responsibility of the respective in-charge and their staff, adequately assisted by the operations and the construction teams.

- **Day-to-day maintenance** and checks are a part of the routine carried out by personnel deputed for each task; however preventive maintenance of equipment like **3M water filtration**, Firefighting equipment, STP, water pumps, specialized equipment in labs, etc., where expertise is required, are outsourced to authorized agencies.
- **On Campus facilities** endeavor to give a good experience of the faculty, staff and the students. With a strength of approximately 3500 students and staff on campus, including over 1800+ students in hostels, the University provides and maintains the following:
  - Cafeterias (seven )
  - Bakery
  - Juice and Snack Shop
  - Nescafe Coffee shop
  - Laundry services
  - Photocopy services and Stationery
  - Unisex Salon
  - ATMs (Two)
  - Well-equipped Gymnasium
- **Sports:** The University has **both indoor and outdoor** sports facilities on campus. The **Milkha Singh** indoor sports complex has three indoor badminton courts, a well equipped Gymnasium, and table tennis table. These are subscribed in great numbers in the mornings and the evenings and are a centre of activity. The **Yuvraj** outdoor Stadium has a football and volleyball court. Both the facilities were inaugurated by the sports legends themselves. There is also the outdoor basketball court and two badminton courts. Table tennis tables are provided in all the hostels. These facilities are maintained by the team under the Director Operations.
- **Transport:** For transportation of the students, faculty, and staff from different locations the University maintains a fleet of **10 buses, eight cars and one Ambulance**. These are maintained by the transport department functioning under the Director Operations. The maintenance schedule for the fleet of vehicles is strictly followed. Bus Transportation is controlled and monitored by the issue of passes and seating permitted strictly as per the authorized capacity. Timely documentation and screening of drivers and conductors is ensured.
- **Clean and Green campus** The university wholeheartedly invests in aesthetically beautifying its premises. For achieving these objectives there is a team of housekeeping and landscaping team which works with dedication. Apart from daily cleaning in routine, deep cleaning of the complete campus facilities are carried out fortnightly. There are **dustbins** at every corner and corridors which are emptied regularly. Proper segregation of refuse including those from the labs and their proper disposal is ensured. The disposal of garbage from the University is outsourced to a private

contractor.

- **The landscape team** keeps the campus green and beautiful. The complete area has been meticulously planned and landscaped, trees have been planted, lawns have been laid out with rows of trimmed hedges. Tree houses have been made, encouraging students to sit and think in open spaces. During the spring season the campus blooms with flowers, a time for visitors finding an excuse to visit and enjoy the floral treat to the eyes. The University organizes its own flower show which is a calendar event much awaited by the locals and also visiting gentry from nearby towns.
- **Security and Surveillance:** The University takes pride in providing a secure and safe campus. The security of the campus has been outsourced to a private agency. Security guards are trained and deployed round the clock and are regularly monitored by the Director Operations and his team. There are surveillance cameras installed in all sensitive areas maintained by the personnel of the University and periodically serviced by authorized agencies.
- **Teaching Aids:** All the teaching aids such as LCD Projectors, PA Systems, Laptops, Desktops, Printers, Wi-Fi etc. are periodically checked and maintained by the IT Team and repaired when needed by authorized agencies.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 24.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
894	722	720	555	612

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

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

**Response:** 86.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
2988	2602	2866	2634	1325

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

**5.1.3 Following Capacity development and skills enhancement initiatives are taken by the institution**

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

**E. None of the above**

**D. 1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies**

**2. Organisation wide awareness and undertakings on policies with zero tolerance**

**3. Mechanisms for submission of online/offline students' grievances**

**4. Timely redressal of the grievances through appropriate committees**

**E. None of the above**

**D. 1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

## 5.2 Student Progression

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

**Response:** 92.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
450	182	62	26	3

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

2018-19	2017-18	2016-17	2015-16	2014-15
452	183	64	28	4

### File Description

### Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

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

**Response:** 49.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
508	560	481	406	265



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 37.74

#### 5.2.3.1 Number of outgoing student progression to higher education during last five years.

Response: 377

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

## 5.3 Student Participation and Activities

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

**Response:** 58

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

2018-19	2017-18	2016-17	2015-16	2014-15
37	9	5	4	3

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

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

#### Response:

Students Council is an important part of a university's functioning. It promotes a sense of ownership amongst students and encourages them to participate in all round activities. Council acts as a conduit between faculty, management, and the students. It provides opportunities to the students to acquire skills in planning, organization, and leadership. Council activities help inculcate the 5 NAAC Core Values amongst the students.

The key role and responsibilities of the council are as under:

- **Acts as voice of the students** - Council acts as the voice of students. It is also expected to uphold, promote, and support the vision of the University. The Council actively participates in planning the activity calendar of the campus. It escalates student issues and reports any outward incident or activity in the campus so that these get addressed. The members of the Council are not merely intermediaries but function more as partners and leaders. The council works in close coordination with faculty to disseminate all relevant information amongst students effectively.
- **Running the Induction program** - The weeklong Induction program for new students called the Week of Welcome (WOW) is managed and executed largely by the council and students. The Council ensures that every new student finds a BUDDY in a senior student who handholds him/ her not just in the induction week but becomes a friend, mentor, and guide for all times to come. Inviting guest speakers, logistics, security, fun and entertainment are all enthusiastically taken care of by them.
- **Placement Coordination** - Another key area of responsibility of the council is to assign placement coordinators for each program who are elected by the respective students. The placement coordinators actively participate in the Campus Placement activities in close coordination with the Placement and Career Development Cell. The entire process of bringing out the placement brochure and calendar, collecting resumes, sharing information of the companies visiting the campus, and adhering to the Placement Policy of the University, etc., are overseen by the Council and executed by the respective placement committees.
- **Organizing events and community work in the campus** - Shoolini University is known for its vibrant campus life. Activities are planned meticulously to ensure a high level of student engagement beyond the classrooms. Besides academics, significant attention is centered on the overall development of the students. The council works closely with the office of Dean Student Welfare to organize various programs like Moksh (Youth Festival), Manchtantra (inter department cultural competition), Prerna Diwas, Teacher's Day, Independence Day and more. Shoolini events are known for high quality of content and execution because of the active participation by students.
- **Hostel Committees** For smooth running of hostels there are different student committees such as mess committee, discipline committee, housekeeping committee and sports and cultural committee in place.

Shoolini genuinely believes in "Giving Back to Society". Hence, serving the local community and being socially responsible citizens is part of the learning process. The council collaborates with various NGOs and local communities to undertake various projects.

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

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

**Response:** 56.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
71	90	46	35	40

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

## 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.

**Response:**

Being a key stakeholder, the alumni play a very important role in the overall progress of an educational institute. The alumni network helps in providing feedback and guidance to juniors with respect to their career opportunities, projects, and their professional growth. Interface of the new students with the alumni starts on Day 1 of their induction when successful alumni are invited to meet and interact with them.

Shoolini Alumni Association was constituted in the year 2015 to create a platform for the graduated students to stay connected with the University and support its vision and mission. There are over 3,000 strong alumni members registered with the Association.

**The main objectives of the Alumni Association are:**

- To maintain a comprehensive database of Shoolini Alumni.
- To identify and promote alumni achievements and enhance the credibility and reputation of the

University.

- To keep the Alumni involved with the University through interaction programs, events and facilitating placements.
- To invite alumni in SPRINT programs and have them guide the existing students for career development through placements or higher studies.
- To keep the Alumni engaged with the University through Social Media which helps in strengthening the association.

### Alumni Portal

Shoolini University signed an MOU with Alma Shines, an Alumni Networking Company on September 6, 2019. Alma Shines helps Shoolini University to streamline Alumni management to build a robust and ever-growing alumni community. The objectives of this MOU are:

- Building a strong Alumni Database
- Establishing regular communication channels between institute and alumni community
- Conducting Alumni Engagement activities
- Establishing a Channel for student-Alumni Interaction
- Establishing awards to honor the alumni who are making the institution proud
- Facilitating faculty-alumni interaction

### CONTRIBUTION OF ALUMNI ASSOCIATION

**Alumni meets:** The Alumni association organizes regular interaction of alumni from different locations to share their experience and learning curves with each other. Alumni Meets and Chapters also provide a platform for teachers and ex-students to discuss various issues on a common platform. These meets are coordinated and executed by the association.

Alumni Meet/Chapters	
Alumni Meet/Event/Chapter	Date
1st Alumni Meet, Shoolini University	30 May 2015
2nd Alumni Meet, Shoolini University	28 November 2016
3rd Alumni Meet, Shoolini University (1000+ alumni)	6 November 2017
4th Alumni Chapter, NCR	7 July 2018
5th Alumni Chapter, Tri City	8 December 2018

6th Alumni Chapter, NCR	21 July 2019
7th Alumni Chapter, Shoolini University	2 Nov 2019

**Involvement in curriculum and placements:** The association invites suggestions from the alumni for revamping the curriculum as per the industry demands. The association also reaches out to the alumni working in different organizations and takes their help in inviting companies for placements.

Thus, the association is providing immense support to the university by not only keeping the alumni connected to their Alma Mater but also contributing to the overall exposure of the students and getting them ready for the corporate world.

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

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

E. <5 Lakhs

D. 5 Lakhs - 20 Lakhs

C. 20 Lakhs - 50 Lakhs

B. 50 Lakhs - 100 Lakhs

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

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

## Criterion 6 - 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.**

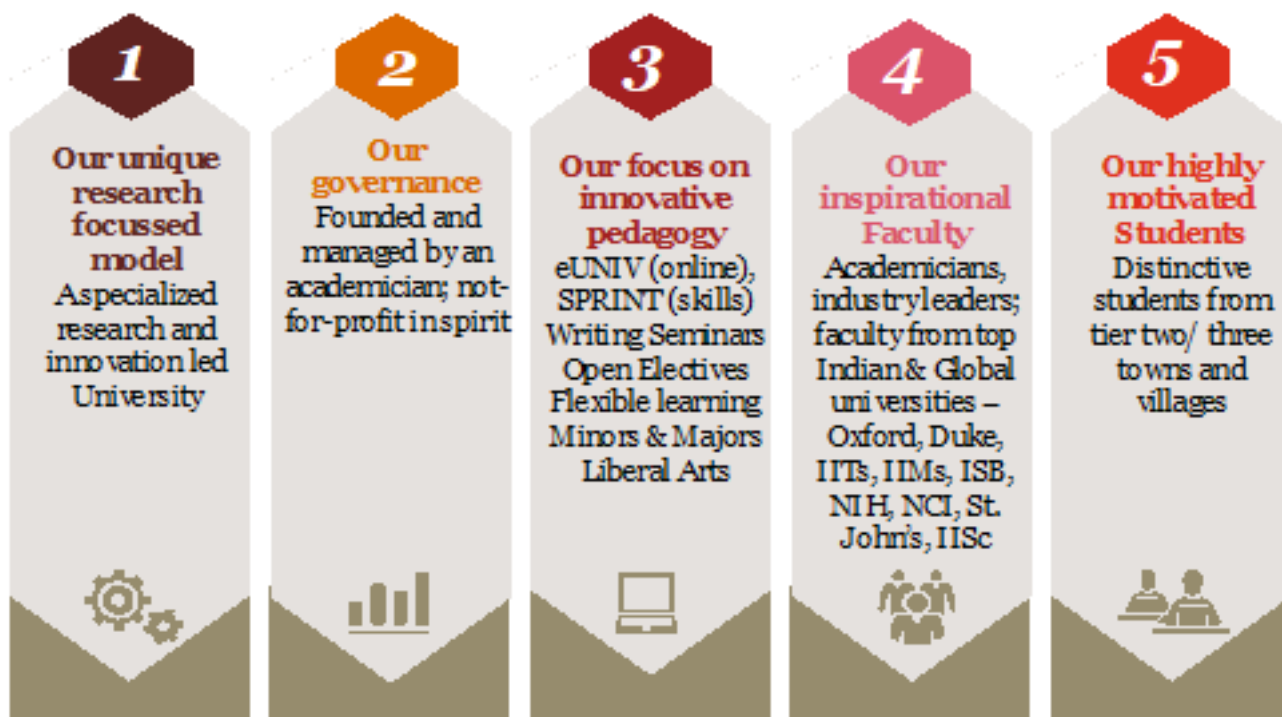
**Response:**

**Sponsored by an academician**, Shoolini University is distinct as its foundation is based on imparting knowledge rather than monetary gains. The University was established with the aim of providing quality education and carry out deep research **themed around the biodiversity and sustainability of the Himalayas** as a truly **‘not for profit’** organization with its academic mission of uplifting the youth of the less privileged areas not having access to world class education .

**Shoolini Vision: To be a Top 200 global University by 2022**

Shoolini University aspires to be a top 200 Global University by 2022. This we believe will be possible by creating steeples of excellence in research and academics. We have developed a five-pillar model to achieve our vision.

### *Achieving our vision – Shoolini’s “five pillar” model*



Details of Shoolini’s five pillar model include:

- 1. Focus on research and innovation:** We believe that a great university needs to be built around the foundation of deep research and innovation capability. Our research model is unique to private

universities in India and we believe this will help us achieve our vision.

2. **Our Governance:** Transparent and inspirational governance is critical to build a great university. Shoolini is founded and managed by academicians and we run ourselves as a true not-for-profit, in letter and spirit. Our Board and other statutory committees drive the mission and vision of Shoolini.
3. **Our focus on Innovative Pedagogy:** Over the years we have initiated several innovative and flexible pedagogy platforms to provide the best learning experience to our students. These include SPRINT, eUniv, Writing seminars, Open Electives, Guru series, etc.
4. **Inspirational Faculty:** Great teachers produce great students. With this belief, we have always strived to hire qualified and exceptional faculty. Many of our faculty are trained at the best universities of the world including Oxford, UC Berkeley, IITs and IIMs.
5. **Motivated students:** We focus on accepting distinctive students from smaller towns and villages.

**Shoolini University's Mission** is to be a Role Model for Private University Education in India.

There are four pillars to our mission:

1. **World class education:** To fulfil this mission, we have built deep operating and capital efficiencies for affordable fees, have built an endowment fund for scholarships to the lesser privileged, and have brought innovation, skill-based learning, and technology into our pedagogy.
2. **Honest, clean, and compliant:** It is endeavour to bring honesty in every-thing we do. As a not-for-profit University, we operate with the highest standards of governance with the belief that great institutions of the future will be built with Gandhian traits of honesty and integrity.
3. **Community impact through Research and Innovation:** We believe that Universities should have a deep impact on their community through research and innovation. Globally this is proven model with communities such as Silicon Valley supported by institutions such as Stanford and UC-Berkeley.
4. **Happiness:** We aspire to provide happiness and spirituality to all our stakeholders – students, faculty, staff and others. We operate like a family, trying to bring happiness in the lives of all we touch.

## Contribution to the community – a core component of our mission



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

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

#### Response:

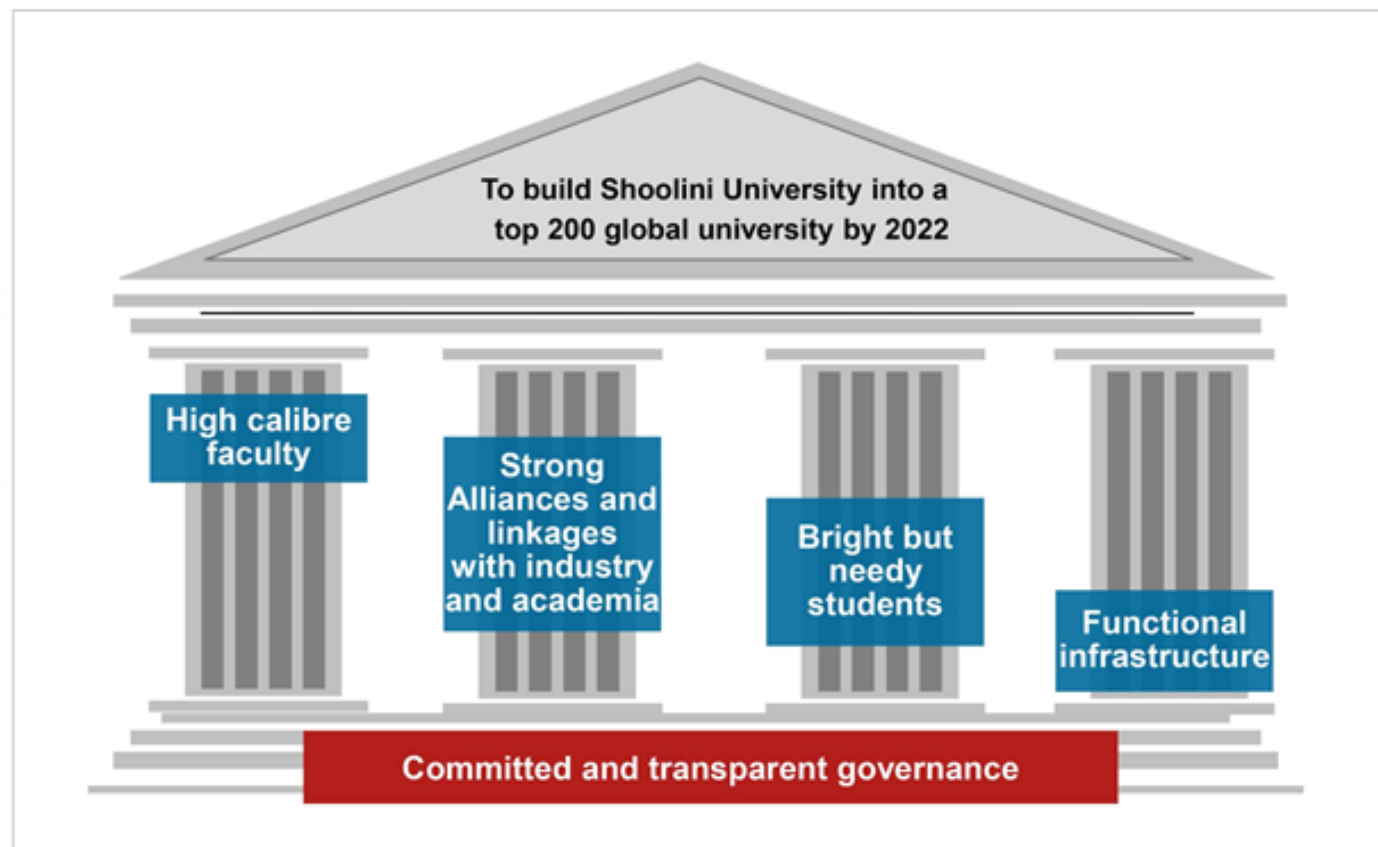
Shoolini University was set up by a reputed and well-known academician and a researcher, who is also the Vice-Chancellor and whose passion for education and zeal to promote Higher Learning in India to Global standards is reflected in the institutional vision. The sponsors of the university have strict principles when it comes to ensuring the university is a true '**not for profit**' institution.

The edifice of the university has been built on **five fundamental inputs**, namely,

- High Calibre Faculty,
- Strong Alliances and Linkages with Industry and Academia,
- Bright but Needy Students,
- Functional Infrastructure,
- Committed and Transparent Governance.



Shoolini University decided to focus on Research and concentrate on developing scientific solutions for Himalayan sustainability. The aim is to be among the top 200 universities by the year 2022. We have come a long way and are striving hard to attain our goal. Our national standings are enviable and reflect on the single-minded stress on achieving excellence. This has been achieved by following the best governance practices, a focused leadership, and determined participation by all.



### Five Fundamental Inputs of Shoolini University

Shoolini University prides itself on its democratic, consensus-based, and inclusive decision-making processes, which involve the participation of all the stakeholders and ensures that every stakeholder works in a culture of achieving team goals and a sense of responsibility. It is not a 'one-way' 'top-down' decision making process. On the contrary, the focus is on consensus building at various levels, which allows members to partake, and in a way, this ensures their willing participation in its growth and progression. The composition of all decision-making bodies is according to Shoolini University's Acts and Statutes. All stakeholders, namely, management, teachers, administration, students and alumni, are deeply involved in different activities under the supervision of various statutory/functional authorities.

**The Governing Body and the Board of Management** are prime administrative bodies headed by the Chancellor and Vice-Chancellor respectively and have the best professionals as members. We also have a **Global Advisory Board**, which includes academicians and industry professionals from around the globe who are leaders in their fields to guide the university.

Similarly, **the Academic Council**, chaired by the Vice-Chancellor, is constituted of all Deans, Head of the Schools, Professors, select Associate Professors and Assistant Professors, and academic experts from outside the university. Likewise, the **Joint Research Development Advisory Committee and the Planning Board** are represented by all Deans and Directors of the university thus providing participative platforms for promoting teaching, research and extension. The **Library Advisory Committee**,

**Admissions Committee, Sexual Harassment Prevention Committee, Student Grievance Redressal Committee, Anti-Ragging Committee, IQAC, etc.**, have various stakeholders as members. The university ensures that all positions in various statutory bodies are filled in time.

All in all, it is the effective leadership, good governance, professional advice and motivated wholehearted participation of all the stakeholders which has strengthened the varsity's foothold in the education world as a professional institution.

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

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

In recent years, 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. These are not only useful for policy makers, but also furnish information on an institution's standing. Higher ranking may in turn attract more motivated students, external funding, and collaborative research. Shoolini University has undertaken to strive for excellence in research, in its endeavor to make it to top 200 universities globally by 2022 .

The most highly reputed global rankings are **Times Higher Education (THE)** and **QS University Rankings**. It was realized that a strong research base has to be built. We intended to follow **THE ranking system** as it allocated 60% weightage to the overall research as compared to 40% in QS rankings.

**Research Strategy.** With this background, a comprehensive research strategy was developed. It was envisaged that the university should have sound governance and dedicated researchers coupled with adequate infrastructure, which formed the pillars of a great research institution.

**Four-Tier Research Faculty** for research development was adopted which consists of :-

- Distinguished and decorated academicians and scientists at the top tier.
- Mid-career post doctoral from Centers of Excellence from abroad.
- Tier three includes young, dynamic and NET qualified PhDs.
- And lastly, qualified PhD scholars in pre-identified disciplines.

The core team of researchers consisted of highly accomplished faculty, with research exposure in renowned international and national institutions, who trained new researchers/ postgraduate students. They were also able to get **external research funding** from various national organizations. A robust research base was, therefore, established in the university.

Shoolini University has already earned an enviable **reputation for research excellence** in a short span of 10 years of its inception. By **benchmarking certain criteria** using **Scopus (SciVal)** as the basis for analysis, it is possible to evaluate the research performance of an institution/ university. These are based on **field-weighted citation impact**, citations per publication, and percent of publications in the **top 10% and 1% most cited worldwide**, and percent international collaboration.

As per current (June 3, 2020; 2017 - > 2020; time period) data released by Scopus (SciVal), **Shoolini has performed better than the global average in at least three criteria**. These are related to international collaborations, papers published in the **top 10% and 1% of most-cited publications worldwide**. In the other two criteria of field-weighted citation impact and citations per publication, **it was virtually at par with the top ten global universities**.

To determine where we stood in world rankings, THE was requested to benchmark Shoolini University with the world's 2020 ranked universities. Amazingly, based on 2017 data, Shoolini would have been ranked in the bracket of the **top 401-500** global universities if it had participated. The varsity was, however, not eligible to participate in 2017 due to a lack of the requisite number of research publications. We are striving to improve certain grey areas like public perception, joint PhD programmes, and enhanced international collaborative research and research income.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

#### **Response:**

A fundamental role of the university is to promote best education and research facilities and Shoolini endeavors to provide an educational and research environment that demonstrates professionalism and academic values, following the tradition of best practices of learning and quality research. The university's values are expressed in and supported by its stated acts, statutes, policies, rules and regulations which are based on the university's mission, vision, reputation, and operations.

**Regulatory Practices:** Shoolini University follows practices based on legality, impartiality, consistency, effectiveness, efficiency, and transparency. There is a clear-cut delegation of powers and responsibilities at different levels, which helps in efficiency and professionalism. Operational efficiency, driven by the need of students and employees, attempts to optimize the use of resources following policies laid down from time to time. In academic matters, including research, teaching, and learning, regulations help in defining measures like teaching load, class strength, and research requirements. 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.

**Faculty Appointments & Appraisals:** Since the inception of the university, considerable progress has been made in staff appointments, administrative set-up, service rules, policies, and procedures, contributing to a paradigm shift towards student-centered learning and teaching. With these policies and provisions, education at Shoolini University has become diverse and embraces flexible learning paths, recognizing competencies gained outside formal curricula.

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.

**Student-centric policies and programmes:** 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. The curriculum allows a variety of pedagogical methods and leads to well-structured placement opportunities. Regular feedback is taken from the students and suggestions are examined and implemented. The process encourages a sense of autonomy in the learner and promotes mutual respect within the student-teacher relationship.

**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. These documents help admission processes and lay down criteria that are implemented in a transparent manner which contribute to the successful functioning of university.

The Board of Studies and the Academic Council regularly monitor, review, and revise study programmes as per mandates provided in the university regulations. This ensures a supportive and effective learning environment for students and helps in the evaluation of the content of the syllabus in the light of the latest research in the given discipline and is adapted to the changing needs of the society.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>

### 6.2.3 Institution Implements e-governance covering following areas of operation

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

E. None of the above

**D. 1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

### 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 .**

**Response:**

At Shoolini, we always endeavour to keep our goals in sight and forge ahead towards them untiringly. We aim to be a world leader in academics; this means that the system we follow for our teaching and non-teaching fraternity should be strong and flawless. The faculty are groomed in such a manner that all the teaching and non-teaching members untiringly strive for excellence.

**A transparent appraisal system** has been adopted by Shoolini University to measure and reward performance. The appraisal is done on a calendar year basis, i.e., for the period January to December, for both teaching and non teaching staff and compensations are revised w.e.f. from January each year.

The **key features of the Appraisal** system at Shoolini are as follows: Separate Appraisals are designed for different categories of employees so that all relevant factors of performance are covered accordingly, i.e., for Faculty, Staff and Others. For Faculty, the following performance parameters are evaluated: a. Teaching, b. Research/Innovation, c. Contribution to University (participation in activities beyond teaching and research), d. Personal development/ leadership.

For non-teaching Staff, evaluation is based on parameters fixed for their work and duties: a. Diligence to current work, b. Contribution beyond work, c. Student/Employee Connect.

Based on these appraisals, the annual increment is released and also suitable incentives so that the faculty remains motivated.

For maintaining more transparency, an opportunity is provided to all employees to present their previous

year's achievements and contributions to the members of the Board of Management. This provides them an opportunity not only to describe their achievements but also present what they propose to achieve in the forthcoming year.

All employees have benefited from the welfare schemes as enumerated below:

- Health insurance.
- Provision of medical leave and on-campus medical facilities.
- Exclusive facilities for women in the women center, including a creche.
- Subsidized transportation.
- Employees Provident Fund.
- Incentives for higher qualifications/generating research grants.
- Encouragement with subsidies to attend conferences and seminars.
- Special facilities for differently-abled.
- Monthly Birthday Celebrations.
- Free Education for the Children of Employees.
- Festival Celebrations round the year with occasional bonuses.
- Rewards Recognition (Pat on the back Award).
- Golden Rudraksh Awards for employees and staff are given based on peer assessment under multiple criteria.
- Support classes for children of employees.
- Additional benefits like Provident Fund, Gratuity, maternity benefit to women, etc., as per different acts.

The university also believes in hiring partner couples to work on campus so that the professional and the personal lives of the employees blend harmoniously. In many cases, wherever possible, campus accommodation is provided to the staff.

Additionally, the Vice-Chancellor takes note of all teaching and non-teaching staff who do commendable work, presents it before the entire campus with a congratulatory message, and thus motivates the entire faculty. Shouldering these duties, the faculty is further trained in administrative and related work. Like one big family, everyone works towards the common good of the institution.

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

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

**Response:** 33.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
96	114	99	25	11

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

Other Upload Files	
1	<a href="#">View Document</a>

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

Response: 25.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	25	37	30	13

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

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

Response: 9.03

#### 6.3.4.1 Total number of teachers undergoing online/ face-to-face Faculty Development

**Programmes (FDP) (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ) year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
39	20	22	7	7

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Shoolini University was **set up in 2009** under the aegis of Foundation for Life Sciences and Business Management (FLSBM), a registered charitable Society. The Foundation committed an **initial resource of Rs. 200 crores** towards infrastructure development, human resource and technology investments. However, the Universities Governing Board built an aggressive fund mobilization plan to make the institution financially independent.

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

The primary resource generation is based on the following:

- 1. Research Funding through Grants:** Being a research-driven university, Shoolini is focused on building research funds through various agencies since its inception. With support from government agencies like **DBT, GoI, DSIRO**, etc., a cumulative of **Rs. 25+ crores** have been generated through these grants over the past years. 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:** Private institutions primarily depend on tuition and hostel fees to bear recurring expenses of the Institution. Shoolini University **hosts around 3500+ students**, of which **1800+ reside on campus**. A nominal fee as approved by the state authorities is charged. The annual recurring budget is targeted to be met through this resource. However, during the last decade, as these were seeding years the deficit of recurring budget was met through support from the sponsoring body (Foundation for Life Sciences and Business Management).



**3. Donation and grants from philanthropists and CSR funds:** A focused effort is made on building the donation corpus of the institution to primarily fund special programs for students who deserve financial support. Over the years, many philanthropists and corporate have contributed and **helped more than 500 students**. An amount of **Rs. 5+ crores** have been generated almost 24% students have been given scholarships/freeships Besides, specific grants for research and innovation have also been received. A state-of-the-art **Cancer Research Centre** has been funded by Philanthropist Mr Raj Khosla.

It is of imperative importance to utilize the generated funds most effectively to achieve a high impact towards the goals of the Institution. Hence, the university prepares its goals and agenda annually. Appropriate allocation is provided in the budget for various objectives of the university. 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 the closure of each Financial Year, an external audit is conducted through a reputed auditing agency and the audit report is presented in the Management Committees.** A separate Development and Infrastructure Budget is funded by the sponsoring body to strengthen the Campus.

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

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

**Response:** 233.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
129.76	20	36.78	36.86	10.37

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

#### **6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the**

**last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).****Response:** 140.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
106.4	0	0	0	34

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

**6.4.4 Institution conducts internal and external financial audits regularly****Response:**

The purpose of an audit is to provide objective independent scrutiny of the financial statements which increase their value and credibility. Thus, it enhances user confidence in the financial statement, reduces investor risk, and consequently a reduction in the cost of capital. Statutory audit is meant to provide a reasonable basis for the user to place reliance on the financial statements.

The University has a mechanism for both internal and external audits. The internal audit is conducted by both internal agencies and external agencies. The time lines for the audit are stringently adhered to and executed with due diligence. The **statutory** audit is done **once in a year**, whereas the **internal** audit is conducted quarterly or as per the decision of the management. The internal audit is more focused on the authenticity of financial transactions, monitoring of tax and other liability to regulatory compliances, streamlining all transactions, to check compliance levels across the hierarchy. The main necessity for conducting the audit of financial statements stems from the fact that the person responsible for the preparation of financial statements are often different from the owner of the institution. Through audit the owner has first hand knowledge of the affairs of their institution as financial statements are the main source of accountability of management of the business or institution.

A statutory auditor is appointed, under the university's regulation, to conduct the external audit in accordance with generally accepted auditing standards as laid down by the Institute of Chartered Accountants of India. The object of the external audit is for the auditor to express an opinion on the truth and fairness of the financial statements. The external auditor also reviews the status of the procedural and transaction compliance in all financial transactions of the university. The audit report of the statutory auditor is placed before the management for acceptance and signing along with financial statements. After the acceptance of the audit report, the concerned departments follow up on all audit objections and ensure their compliance.

Audit objections are settled through various procedures ensuring uniform compliance. We make sure that objections raised in the audit reports may not be repeated in the following years for the reason whatsoever it may be. All the objections are being taken care of and compliance made in the stipulated period and put up before the management along with an audit report to ensure the quality and reliability of the compliance prepared regarding the objection raised by the statutory auditors.

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

## 6.5 Internal Quality Assurance System

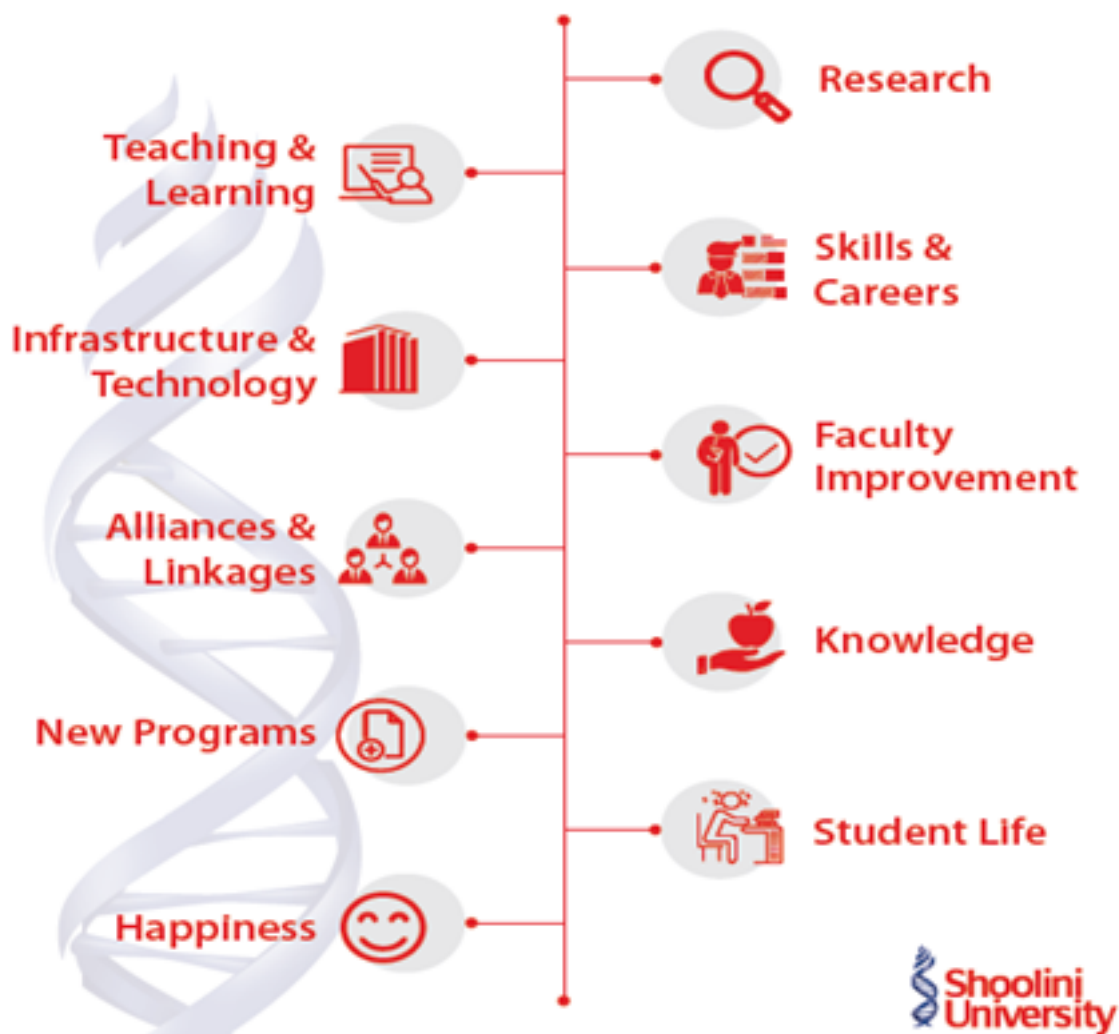
**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

### Response:

IQAC (Internal Quality Assurance Cell) has been, since its establishment, actively involved in improving the academic systems and processes. IQAC prepares the Annual Quality Assurance reports and organizes **academic review** of various faculties/schools on an annual basis. The process covers a review of the **curriculum, research, staffing, infrastructure, governance, academic and administrative decision making, strategic and implementation planning encompassing much of the entire academic, administrative, and research culture of the university.** The findings set out a path, using a set of recommendations, to close the performance gap. The observations and recommendations of IQAC form core activities to the contemporizing process.

IQAC has taken proactive initiative to sensitize and promote research and academic climate in the university. The **ten focus areas** identified by IQAC are:

## INTERNAL QUALITY ASSURANCE CELL FOCUS AREAS



During its meetings, quality improvement/enhancement initiatives in these core areas are regularly discussed/reviewed and monitored by the IQAC.

The following major innovative measures were taken which have a positive impact on the functioning of the university and cater to changing requirements of students:

- All seminars/workshops/conferences are routed through IQAC during the past five years; Over **200+ events** were successfully conducted.
- Participation in NIRF/ARIIA/ other private rankings and review of suitability, adequacy and effectiveness of the university's quality management system based on performance indicators of NAAC and NIRF.
- Launching of **Shoolini Newsletter** in November 2017.
- **myShoolini app** was developed and deployed - a mobile-based virtual platform that helps its users to manage activities.
- International collaborations and exchange programs were increased to 200+ during the last five years.
- Initiative for strengthening research and innovations were developed and revised by Dean Research, IPR cell was made fully functional.

- NBA Certifications were applied for B. Pharmacy & MBA.
- Academic and Administrative Audit was undertaken along with Dean Academic Affairs.
- Feedback from various stakeholders – students, alumni, parents, and employers fully developed through a feedback committee.
- Various MOOC courses introduced.
- Geo-tagging of all the trees planted under the initiative “myTree – Save the Himalayas” initiative thus giving everyone exact tracking details of the trees planted in the campus.
- “Golden Rudraksha” Awards were introduced which aimed at recognizing the unsung heroes who keep on doing their work with full sincerity and commitment.
- To honour, appreciate –and motivate the researchers, research awards were introduced.
- Launching of Radio Shoolini; successfully managed by the journalism students.
- “Parivartan” – under this initiative support classes for kids of support staff and workers were introduced.
- Established museum and art galleries dedicated to Nobel Laureates CV Raman, Har Gobind Khorana and Subrahmanyan Chandrasekhar.
- Establishment and functioning of the Institutional Innovation Council – already received a full star rating in each quarter by MHRD in the current session.

Alumni Portal - Shoolini University signed an MOU with Ahmedabad based Alumni Networking Company (AlmaShines) on September 6, 2019, to streamline alumni management.

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

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**E. 1 of the above**

**D. 2 of the above**

**C. 3 of the above**

**B. 4 of the above**

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

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

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

#### Response:

#### Academic Improvements

In its pursuit of excellence, the University has fully introduced **Choice Based Credit System (CBCS)**, enabling greater academic flexibility with a focus on inter-disciplinary approach leading to the critical and collective understanding of scientific, technological, societal and environmental issues in the global context. Simultaneously, the University has made remarkable progress in technology, moving towards entirely paperless functioning. The following improvements in preceding five years are noteworthy:-

- **Alignment with industry requirements** has been a guiding approach while designing professional programmes like B. Tech., B. Pharmacy, and MBA. Centre's of Excellence have been established with industry partners like DRDO, GENPACT, Anand Automotive, Damco Solutions, Tirupati and Meridian for equipping students with industry-focused practical education.
- **Incorporation of certifications** such as the Association of Mutual Funds in India (AMFI-NISM), TALLY, MS EXCEL and Aptitude Training employability, ensuring adherence to Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).
- **Majority of the faculty is Ph.D. and/or Post Doc** from national/international institutes of very high repute like NIH USA, Notre Dame USA, IISc, IITs, and IIMs, etc.
- **The research policy** of the University has been strengthened, emphasizing the utilization and conservation of **Himalayan ecology**. Faculty and students are encouraged to address topical issues of the region.
- **MoUs with institutions** in India and abroad (200 plus) have been signed for industrial and academic collaboration

#### Administrative Improvements:

The focus areas identified by **IQAC** are teaching & learning, research & innovation, infrastructure & technology, skills & careers, alliances & linkages, faculty improvement, new programs, knowledge, student life & happiness. Quality improvement/enhancement initiatives in these core areas are regularly reviewed and monitored.

- **myShoolini application**, a mobile-based virtual platform has been jointly developed by the faculty and former students of the university. The application is another step towards making the university completely digital. Students and staff have access to advanced services and features through a single-window interface. The application allows multiple activities as follows:
  - Employees and students in campus mark attendance through cell phones.
  - **Digital library:** Access to EBSCO platform provides access to more than 2 lakh ebooks and 10,000 periodicals from across the world.
  - **Self-issue/return of books:** Books can be issued/returned to the library by just scanning the barcode of the book. Availability or non availability of a book on the library shelf can be checked from anywhere.
  - **Robust individual timetable:** Students/faculty can view the timetable under the menu for the timings & room numbers of their respective classes.
  - **Extensive notification system:** Any notification to be communicated is shown on myShoolini application.
  - **Leave record for faculty/staff.** Facilitates online requests and approval of leave of faculty/staff. Complete leave records are available on the press of a button on mobile.
  - **GPS enabled vehicle tracking system:** Students/employees can track the location of the varsity's bus/car by logging into the myShoolini application.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

The UNESCO's Education 2030 Framework for Action was adopted by 160 countries in 2015. It recognizes the importance of gender equality in achieving the right to education for all. The agenda states that it is "committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in" educational Institutions.

**An Open Elective course on 'Gender Studies'** is offered to all UG students, which helps them identify and understand the key issues related to gender bias and inequality. Real-life case studies are discussed to provide a deeper insight into the deep social problem, its genesis and redressal.

**Gender Sensitivity Through Group Activities** takes place regularly; this helps redefine the students' perspective towards the other sex. Discussions around menstruation, unprotected sex, child abuse, AIDS, etc., are carried out on common platforms and have perceptibly raised the comfort levels of students while discussing topics that were traditionally considered taboo. Several activities like street plays, debates, and discussions, are a regular part of our sensitizing program. Classes for self-defense, Karate, Bodybuilding are held for both sexes. Girls and boys use common sports facilities like gym, indoor games complex, outdoor basketball, and badminton court without gender restrictions.

**Guest Faculty and Expert** lectures are an ongoing activity at Shoolini. Renowned experts are invited for interactive sessions under the 'Guru Series' of lectures. There have been path-breaking sessions on topics which are normally pushed under the carpet. Mx Dhananjay, the first transgender student at Punjab University, had two very impactful sessions with students to sensitize them about the third gender.

##### Special Facilities for Women Employees

**Creche:** A Creche for infants is operational for the entire staff of Shoolini. The crèche is fully furnished and has arrangements for food, recreation, and beds for the children. A trained nanny is available during entire working hours of the University.

**Security:** Security Arrangements for Women Residents in all the hostels. Residences of girl students are manned by lady security guards who are present 24x7. There are also lady attendants living on the premises who accompany women employees and students if they work late hours or if they need to get medical attention. Special diet and food provisions are available as per medical advice.

**Health:** Free Health camps and check-ups are organized regularly for the faculty and staff. Doctors from leading hospitals are engaged for medical and dental checkup of our employees. Generic medications are available within the campus especially in the hostels, at the Health Center, and in the Gym.

**Physical and Other Activities.** Yoga, Aerobics, Dance, Music, Theater Classes are conducted regularly in



the evening hours

**Counselling.** A lady counselor is available 24x7 on campus in case students or staff have any issues bothering them. Some of the senior faculty members have been trained by the counselor to be members of a Counseling Cell which holds sessions with those needing help. The proceedings are kept completely confidential.

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

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

- Solid waste management
- Liquid waste management

- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

Effective management of waste – either by disposal or recycling, is a critical process for any organization as it impacts the health and environment of not only the people working and residing in the campus but also of those living in the vicinity. Providing a healthy and safe environment is therefore of utmost priority at Shoolini University

**a. Solid Waste Management:**

Solid waste management in the University is accomplished either by inhouse utilization/ consumption or by outsourcing its collection and disposal to an authorised agency. Over 700 bins have been provided across the campus for collection of the solid waste generated at different sources in the University. These bins are colour coded specific to a category of solid waste, viz.

- Green – Biodegradable, organic waste like cooked food, vegetables, fruit, leaves etc.
- Blue – Recyclable waste like paper, cartons, cans, metallic items etc.
- Red – Non-degradable waste like glass, blades, expired medicine, bandages etc.

All the non-toxic, biodegradable waste is collected and used for making compost through the Vermicompost process for which pits of size 2 m X 0.75 m have been made in the campus and in our Agriculture Farms. It takes 6-8 days for a pit to fill and 45 days to convert the biodegradable waste into Vermicompost. The Vermicompost is used in nurseries, agriculture farms, and for research purposes.

- **Non – Biodegradable Solid Waste:** Collection and disposal of all non-biodegradable solid waste has been outsourced to authorised agencies. The University has tied up with the local Municipal Committee for the disposal of non-degradable solid waste at the dumping yard situated at Salogra (18 Km from campus) managed by the District Municipal Committee.

**b. Liquid Waste Management:**

- **Sewerage Treatment Plant (STP):** There are 2 Sewage Treatment Plants of 350 & 50 Kilo Litre capacity, respectively. Wastewater received from domestic, commercial, and residential sources is treated by removing toxic materials that may otherwise cause damage to the environment. All sewage and liquid waste are treated in the STPs and used for irrigation of landscaping and gardening projects within the University.
- **Effluent Treatment Plant (ETP):** The Effluent Treatment Plant is of 20,000 Litre capacity and is designed to treat the effluent coming from chemical sources and labs that may otherwise be toxic / hazardous for the environment. The treated water is then used for landscaping and gardening purposes as in the case of the STP outlets.

**c. Biomedical Waste Management**

For treatment and disposal of non-degradable bio medical waste a contractual agreement has been signed

with **Enviro Engineers, Shimla**, authorized by H.P. State Pollution Control Board for disposal of Bio-waste up to 100 kg per month. They receive, collect, and transport the incinerable biomedical waste in colour-coded bags, on Tuesdays and Thursdays of every week to their Plant site at Sandli/Pirdi for treatment and final disposal.

#### **d. Waste Recycling System**

The University has adopted a minimum and essential use of paper policy which helps in the conservation of resources and a small amount of paper is wasted.

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

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

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

**E. None of the above**

**D.1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

#### **7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**

- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

**E. None of the above**

**D. 1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

**7.1.6 Quality audits on environment and energy regularly undertaken by the Institution**

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

**E. None of the above**

**D.1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

**Response:** B. 3 of the above

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

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

**Response:**

For decades researchers have found that integrating students by race and economic status is one of the most powerful levers available for improving opportunities for the young. Diversity in education helps people to

make informed opinions and judgements. Differences give people unique perspectives and outlooks that can support and enrich individual lives and learning. In Shoolini, we believe that the more diversity we have, the more we are empowered to express ourselves. In education, diversity plays an extremely important role. Individuals do not feel defensive about who they are and where they come from. Diversity provides students confidence and a sense of pride in sharing who they are and what makes them different. It helps them think out of the box and be creative. Limiting diversity on the other hand would mean limiting the potentials and opportunities for students. **Diversity is about seeing everyone on an equal platform and learning to accept differences** – a strong belief in Shoolini.

The feeling of inclusivity is inculcated from the day a student joins Shoolini University. Each new student is assigned a **Buddy**, an existing senior student with helpful nature, who helps the newcomer settle down in the campus without any hiccups or issues. Girls and boys are encouraged to interact and participate in all activities to promote a healthy environment. Induction is the best time for breaking the ice and students are encouraged to mix with others who come from diverse cultural and socio-economic backgrounds. The induction week is carefully planned and executed. It has evolved over the years and has been institutionalised. It is of a world class standard and makes the students break free from their initial fears and home sickness

To foster multi-cultural diversity, the Office of International Affairs organizes a series of **Cultural Cafes** every semester. During each cultural café students from different countries take the stage and provide a virtual tour of their traditional costumes, food, music, dances, etc. The entire event is managed by the students and each event is a learning experience for all. The cultural cafes seek to educate students about the prevailing cultures and norms of various countries. Foreign students are encouraged to mix freely and very often they can be seen participating in the common cultural events, rubbing shoulders with their Indian fellow students.

Some of the **important days** celebrated by the University are - World Hindi Day, National Youth Day, International Women's Day, World Health Day, International Labor Day, Red Cross Day, International Girl Child Day, Human Rights Day, and others. Debates, declamations, group discussions, street plays, role plays etc. are organized to promote the message of unity and tolerance amongst students. Various clubs like 'Raagrang' for music and dance, 'Saamarthya' for entrepreneur development, 'Baawle Bawarchi' for cooking, 'Shutterbugs' for photography 'Dramebaaz' for drama, the Trekking and Hiking club, etc. were formed under the umbrella of 'Abhiruchi' where students get an opportunity to showcase their talent in different fields.

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

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

**Response:**

Shoolini University has always taken an initiative to sensitize students and employees about their fundamental rights, civic responsibilities, values, and duties. Some of the initiatives taken to inculcate these values for being responsible citizens are:

1. A special Guest Lecture was organised in the university on 25th September 2017 in which Mr. Justice S. S. Thakur, Former Judge High Court interacted with the students to inform them of their basic human rights which are fundamental in governance and play a pivotal role in making a civilized society.
2. **“Law Week”** was celebrated from 09-19th November 2017 as part of a nationwide outreach program with the theme, “Connecting to Serve”, in collaboration with the Legal Services Authority. The message was loud and vocal to spread communal harmony by spelling out the rights and duties enshrined in our Constitution.
3. A guest lecture was delivered by Sh. Somesh Goyal, DGP, Prisons, HP, to make the students aware of our duties as citizens of India to preserve the dignity of established rules and principles laid down by our statutes.
4. International Workshop on Human Trafficking and Child Abuse was organised with the sole objective to sensitize the youth on women and child rights in collaboration with HP State Commission for Women in the University from 14th to 15th October 2019. Various provisions of constitution and criminal law relating to human trafficking and child abuse were discussed.
5. Constitution Day (*Samvidhan Diwas*) was observed in the Campus on 26th November 2019, to commemorate the adoption of the Constitution of India. The students and employees of the University were made aware of the significance of this day and the Fundamental Rights and Duties embedded in our Constitution. Republic Day and Independence Day is celebrated every year to thank and remember our great freedom fighters.
6. The University has introduced “Fundamentals of Law” as an Open Elective subject for all the students of the University with the aim of educating the students about Fundamental Rights, Duties and Directive Principles of State Policy, as well as various other legal rights.

Thus, with an aim and objective to disseminate the values enshrined in our Constitution the University has endeavoured to create awareness among all the stake-holders including students, faculty and community, and to inculcate the right values by imparting holistic education and also through conducting various outreach programs.

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

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

**E. None of the above**

**D. 1 of the above**

**C. 2 of the above**

**B. 3 of the above**

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

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

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

**Response:**

Various national and international days are celebrated at Shoolini University all through the year keeping in mind the diversity of the students on campus. This is done to inculcate the right values towards each other and the society at large. The following are some of the significant days in the academic calendar that are celebrated annually with great fervor and energy:

1. **Republic Day** (26th Jan) and **Independence Day** (15th August) are celebrated with great pride and enthusiasm. Patriotic songs, dances, NCC parade, address by the Vice-Chancellor are all a part of the massive celebration. Guest speakers are invited, who speak about the importance of freedom and the sacrifices made to attain it
2. **World Cancer Day** (4th Feb) The scourge of cancer together with utter lack of knowledge in rural areas is a live case for the University to involve its faculty and students in not only taking up the issue for one day but a full week is devoted to spread of awareness.
3. **Women's Day** (8th March) is the highlight of the month of March. Interaction with eminent women, visits to interact with women of neighboring villages, fashion shows, awareness of women's rights, etc., are all organized to celebrate Women's Day.
4. **World Health Day** (7th April) is celebrated for focusing on the health of our students, staff, and faculty. Free medical check-ups, talk by eminent doctors, etc., are conducted on campus. 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 appreciating all the workforce in campus. The house-keeping staff, landscaping team, drivers, etc., are all invited for a movie show, cultural program, and a sumptuous lunch with Vice Chancellor and all senior officers of the University in order to make them feel their importance for the University..
6. **Teachers Day** (5th September) is celebrated by organizing a mini marathon on different social themes like women empowerment, fight against drugs, etc., every year in which more than a



thousand students and faculty members take part.

7. **Swachhta Diwas** (2nd October) is celebrated with a cleanliness drive in campus and in the villages nearby. Regular interaction is done with the neighboring villages explaining the ill effects of plastic, burning garbage, importance of health and hygiene with special focus on women and children
8. **Pink October** is celebrated as a month for raising awareness about breast cancer across the world. In Shoolini several activities for women employees and girl students are held to create more awareness of this malady.

There are other commemorative days like the **World Theatre day** when the theatre club 'Dramebaaz' organizes workshops and performances. On days like **World Science Day, Christmas, Daan Utsav, World Yoga Day, Environment Day, World AIDS Day, Say No to Tobacco Day**, various activities are organized in the campus and also in the neighboring schools and Solan City.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

### **BEST PRACTICE 1**

**Title:** myShoolini Application – leveraging digital and online technology to improve academic and operation effectiveness

**Objectives of the Practice:**

- 1.?????Leverage AI and related technologies for improving student support and effectiveness in student activities such as marking attendances, submitting assignments, posting timetables, online classes, assessments, online collaboration, academic monitoring, training for job interviews, tracking bus locations
2. Develop technology tools for helping soft and technical skills upgradation of students
3. Build a single integrated tech platform leveraging latest AI tools for managing student engagement

**Context:**

With an intent of establishing itself as a new age institution, Shoolini wanted to ensure that the most modern and innovative technology was adopted by teachers and students – with a view to improve the entire academic experience and outcome for all concerned. Also Shoolini was constrained in its financial resources

In-addition, it was also felt that students from a rural and smaller town background were at a disadvantage when facing interviews for jobs at top companies, and the best possible technology solution should be adopted to give them the ability to improve themselves .

### **Practice:**

Shoolini University launched the myShoolini application, a mobile-based virtual platform which helps users manage all the University's functions and activities such as online attendance, fee payments, access to books and video lectures, etc on the go. With all the features in place, the students and staff who download the app have access to all the university services and features through a single window interface.

Another unique offering is Artificial Intelligence based job interview preparation at the University. It is important to highlight that this is the first time Artificial Intelligence Coaching software has been used in the education field in India. Students can practice their interview questions – just as if it were a video game – in an interesting format and at any time of the day.

From an implementation perspective, Shoolini University is one of the first Universities in India to have a completely seamless single platform delivering the entire range of digital services.

### **Evidence of Success:**

- **Used by over 4,000+ people:** Including Faculty, staff and students
- **Geo selfie attendance:** All Employees in campus takes selfie attendance on the cell phone.
- **GPS enabled vehicle tracking system:** Student/Employee regularly use this to see the location of bus/ car by logging in to the myShoolini application.
- **Digital library:** EBSCO platform provides a wide range of e books to read.
- **Self-issue of books:** Books are issued by the library by just scanning the barcode of any book.
- **Self-return of books:** Books are returned to the library by scanning the barcode of any book.
- **Robust individual timetable:** Any student/employee can see the timetable under the menu to see their time & room number of their respective classes.
- **Extensive notification system:** Any notification to be communicated to shoolinian is shown on myShoolini app.
- **Significant improvement in the placement outcome for the University:** Several employers commented on the significant improvement in quality of student outcome. Further there has also been a sizeable increase in hiring from top companies.
- **Rapid rollout for online learning:** Post COVID, Shoolini was able to rollout online learning and assessments within one week of lockdown.

### **Problems encountered:**

In the initial stages user adoption was an issue. However, the same was resolved after a series of training.

Earlier the connectivity of myShoolini app was hosted in-house only and this resulted in some down-times.

However, now it is hosted on Amazon web server which has now full connectivity up to 100%.

### **Notes (Optional)**

Shoolini University has been shortlisted for the Times Higher education Asia awards 2020 for “Outstanding Student Success”. The myShoolini implementation of AI based job interview skills figures in the prestigious Times Higher Education (THE).

Education World ranked Shoolini India no. 1 for Online and digital, and QS certified our online and digital efforts with the highest grade.

### **BEST PRACTICE 2**

**Title:** Project ‘Jagriti’ (Awakening) – Inculcating Values for contributing to National Development.

#### **The Objectives/ intended outcomes:**

Project “Jagriti” was created with the following objectives:

1. Involving students in community work that would expose and initiate them into the real world of people and situations needing help and support.
2. Sensitizing students to be empathetic, tolerant, and respectful towards social and gender diversity by working together in teams towards a common goal.
3. Engaging students in a continually learning environment to help them attain a global perspective
4. Promoting environmental sustainability for a positive local, national as well as global impact.

#### **The Context:**

In the face of multi social and environmental issues affecting our society , it was important to identify and prioritize the critical issues that would help inculcate the intended values amongst students. Some of the issues flagged were:

1. Deforestation and climate change have been major concerns across the world and more so in Himachal Pradesh.
2. Awareness regarding cancer especially breast and cervical
3. Quality of teaching in Schools
4. The drug Abuse among students
5. Creating awareness regarding ill effects of plastics, burning of garbage, pollution of water bodies etc. was high on priority
6. Support to Muscular Dystrophy hospital in Solan
7. Shortage of blood is a perennial problem
8. Providing companionship and care for senior citizens
9. Sharing with and giving to the less privileged and deprived communities (‘Daan’)

#### **The Practice:**

Project “Jagriti” was launched in 2015 to mobilize students to work on some of the identified key social projects. It was initially run as a pilot, picking up only ‘Tree Plantation’ and ‘Swachhata Abhiyan’ to start with. Also, only students of the School of Business Management were initiated in the beginning. After an enthusiastic response by the students and successful outcomes spread over six months, other projects were also rolled out in phases, engaging students of other programs too.

While initially the pilot projects were being driven with students’ involvement on a voluntary basis, these were later made into credit courses to ensure maximum participation. Impact of Jagriti includes:

1. Extensive plantation drives have been organised in and around the campus in which more than 15,000 have been planted
2. There is an MOU signed between Shoolini and Yuvraj Singh’s YouWeCan Foundation for cancer awareness
3. Contributing towards school learning was referred to as “Parivartan” (Transformation). A Govt run primary school near the university was ‘adopted’ and our students started going there to spend time with the children in their classrooms.
4. Shoolini tied up with ATTAC, an NGO to address the menace of drug addiction amongst youth. Students were trained to be counsellors.
5. Cleanliness drives are a regular feature in Shoolini. Among the first projects undertaken by the student volunteers was cleaning of a natural stream near the campus. Free cloth bags are distributed in these campaigns. ‘Earth Just’ is another social organization we have partnered to promote sustainable living practices and clean up campaigns.
6. The association with the muscular dystrophy hospital ‘Manav Mandir’ has yielded amazing results. Students regularly visit it to spend quality time with the patients.
7. Our blood donation camps in collaboration with IGMC (Govt Hospital Shimla) have become a regular feature at Shoolini.
8. “Daan Utsav”, celebration of giving to the needy, has become an integral part of the campus. Collection drives of clothes, woolens, stationery, toys, books etc. are often conducted for a cause.
9. Student volunteers regularly visit the senior citizens who gather at Care and Share, an old age community in Solan.

#### **Evidence of Success:**

The success of this practice can be gauged from the following 2 key parameters:

1. The growing number of student volunteers actively enrolling and working selflessly in the various ‘Jagriti’ projects; and
2. The student outcome in terms of graduating students charting their chosen professional path successfully.

The project which was conceptualized and initiated with a few teams of volunteers from the School of Business Management has snowballed into a full-fledged movement covering over 50% of all students across the University.

#### **Challenges Encountered and Resources Required:**

While there have been challenges in rolling out this practice, these have not been in any way unsurmountable, and have in fact been on expected lines. Some of these related to:

1. **Student Engagement:** It has been a challenge to mobilize all students. While a large majority of them participate enthusiastically, there are others who do not. However, we see such mindsets changing.
2. **Community Involvement:** Getting the community to believe in your intent and work, and to garner their support is yet another challenge. Getting support from the village panchayat and the ward members is also critical and not easy.
3. **Funding:** Financial resources and support are required for initiating high impact projects on a sustainable basis. This is often accomplished through Jumble sales, stalls, gift hampers etc. organized by the students. Gaps if any are supported by the University welfare fund.

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

### 7.3 Institutional Distinctiveness

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

##### Response:

Shoolini University is a distinctive place of innovation and research and would like to be amongst the top 200 global Universities by 2022. Our top priority is to be a world-class University for research and innovation and for that we are emphasizing Himalayan Biodiversity and Sustainable Utilization of Resources.

Shoolini University Sciences is a research-driven university and is being recognized for its focus on innovation, quality research and world-class faculty from top institutions such as Oxford, University of California, Berkley, Carnegie Mellon University, National Institute of Health, Washington DC, NIPER, NIH, IISC Bangalore, University of Konstance Germany, IIT Delhi, Louisiana State University, IIT Kanpur, IIM, Sichuan University; China, ISB and many others.

The research agenda of the university focus on sustainable development of the Himalayan region and following are the some of the areas of our research

1. Exploring the medicinal wealth of the Himalayas to tackle diseases like Cancer and Antimicrobial Resistance
2. Water purification (Both household and wastewater purification)
3. Research on Himalayan agriculture
4. Nanotechnology
5. Food Technology
6. Renewable Energy
7. Yoga
8. Disaster management.

In order to cater to the needs of the identified research areas and to promote maximum collaboration, the University has established following research centers:

- 1. Research Center in Nanotechnology
- 2. Research Center in OMICS and Biodiversity Research
- 3. Research Center in Renewable Energy
- 4. Research Center in Automobile Engineering
- 5. Research Center in Yoga
- 6. Research Center in Disaster Management
- 7. Research Center in Data Analytics

In the areas of interest mentioned above the University has already secured competitive research grants from various govt. funding agencies like, DBT, DST, ICMR, MoFPI, DRDO, HIMCOSTE, AYUSH, etc., with food testing laboratory from MoFPI, FIST, proteomics lab from DST, to name a few. The University has also received an endowment fund of 1 crore from Mr. Raj Khosla to develop a centre of cancer research. In addition, the researchers have already won a number of fellowships like Young Water Fellow, from Young Water Solutions a Belgium-based International NGO (won by Ms. Amanpreet, Ph.D. student working on water purification) and India Innovation Growth Program 2019, University Challenge 2.0 (A team from the group working on water purification won IIGP 2019).

In its 10 years of existence, the university has acquired many critical accreditations and received numerous accolades. The endeavour is to be a top 200 global university by the year 2022. Some of the achievements are:

1. 400+ patents, one of the highest patent generators.
2. Citation index of 2.05, highest among most of the universities of India, rubbing shoulders with some of the world best Universities.
3. H-Index of 65, Highest for Indian University < 10-year-old.
4. 200 + Scopus papers per year, highest productivity per faculty.
5. Alumni at Stanford, Columbia, INSEAD, Tokyo, GE, Ernst & Young, Merrill-Bank of America, Marsh, Mercer, Nestle, Biocon, LG, Genpact, ITC, Dabur, HDFC, ICICI, etc.
6. 101-150 Rank (NIRF) in India, Pharma College Rank 39; Business School Rank 76-100
7. 25+ crore extramural research funding (DBT, DST, ICMR, DAE, DRDO, HIMCOST, MoFPI).
8. 200+ Foreign partnerships to promote academic activities.
9. Scimago lists Shoolini at 536 and 32 amongst world and Indian institutes, respectively, based on research

Shoolini University is way ahead of most of its other Indian counterparts (Table 1) in quantifiable research indicators like Field-Weighted Citation Impact, Citation per publication, percent publications in top 10% most cited worldwide, percent publications in top 1% most cited worldwide and percent International Collaboration, rubbing shoulders with worlds best Universities

Table 1. Comparison of quantifiable research parameters between Shoolini University and top 10 NIRF ranked Indian Universities as per 2019 list. (The data between the years 2017 - >2019).

## ***Shoolini University - Quality of Research amongst the best in India***

### **Research Quality Indicators**

Institution	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	2.03	9.0	37.1	7.7	54.8
Top 10 Indian Universities (NIRF 2020)	0.99	3.6	12.5	1.0	20.8
Indian Institute of Science Bangalore	1.09	4.6	16.2	1.4	31.1
Jawaharlal Nehru University	1.12	4	12.6	1.1	22.3
Banaras Hindu University	1.15	4.5	15.5	1.4	20.1
Amrita Vishwa Vidyapeetham	0.93	2.4	5.7	0.5	9.7
Jadavpur University	0.92	3.5	12.8	0.7	17.4
University of Hyderabad	0.89	3.8	14.5	0.9	22.6
University of Calcutta	0.8	3.2	10.9	0.8	20.4
Manipal Academy of Higher Education	0.8	2.8	7.8	0.7	20.3
Savitribai Phule Pune University	0.88	2.9	8.7	0.6	14.3
Jamia Millia Islamia	1.34	4.5	20.2	1.9	30.2

Source: SciVal  
 \*Time Period: [2017-2020]  
 Date exported : 27-07-2020

Table 2. Comparison of quantifiable research parameters between Shoolini University and top 10 world Universities as per THE World University Ranking list 2020. (The data between the years 2017 - >2019)

## *Shoolini University - Quality of Research converging to world's best*

### Research Quality Indicators

Institution	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	2.03	9.0	37.1	7.7	54.8
Top 10 World Universities (THE)	2.15	9.4	27.4	4.5	51.2
University of Oxford	2.11	8.4	25.5	3.6	61.3
California Institute of Technology	2.07	10.8	30.7	4.7	53.6
University of Cambridge	2.05	9	26.6	4	62
Stanford University	2.43	10.4	28	5.3	42.6
Massachusetts Institute of Technology	2.32	11	30.6	5.8	53.2
Princeton University	2.12	9.3	27.3	4.5	48.4
Harvard University	2.19	9.2	27.4	4.5	46.3
Yale University	2	8.3	25.3	3.9	40.7
University of Chicago	2.06	9.1	26.3	4.3	42
Imperial College London	2.12	8.7	26.5	4.1	62.3

Source: SciVal  
 \*Time Period: [2017-2020]  
 Date exported : 27-07-2020

Shoolini University was founded to provide world-class education and learning experience to distinctive and needy students from smaller towns and villages of India. We have been living this mission for the last ten years and have given 100% scholarships to almost 200 students in 2018-19, 75% to almost 400 students, 50% scholarships to almost 600 students and 25% scholarships to nearly 800 students.

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



## 5. CONCLUSION

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### Additional Information :

The university boasts of several unique features, such as:

- International certification for excellence in academic digitalization by one of the world's top ranking agency, Quacquarelli Symonds (QS).
- In the wake of CoVID-19, the varsity organised over one hundred webinar lectures by leading experts and opinion makers for inspiring the faculty and students, and also teaching communities across the country.
- Conducted virtual national and international seminars during CoVID-19 lockdown.
- Siqander.Ai and myShoolini Apps developed by Aaddoo, a software development wing of the university, are being used by the faculty and students.
- In-house faculty development in virtual teaching through e-Univ module.
- Starting of online MOOCs, SWAYAM, edX courses.
- B. Pharmacy programme accredited by the National Board of Accreditation.
- 3M RO water purifiers in the entire university.
- Ministry of Food Processing Industries, Government of India has put up a Food Testing Lab by investing Rs. 162.2 lakh.
- Setting of Centre for Cancer Research for cutting-edge research in cancer biology, and community counseling and awareness.
- Microsoft grant for CoVID-19 Research for screening phytochemical constituents for anti-viral activity using molecular modeling studies.
- Financial support to faculty and students for participation in national and international seminars/conferences.
- Generous scholarships/financial incentives to PhD scholars for publishing high impact research papers.
- An incentive of Rs. 10 lakh to a scholar/faculty member for a published research paper in 'Nature'.
- Innovative Re-imagined summit research programmes for B. Tech and B. Pharmacy students.
- New generation undergraduate programmes like Artificial Intelligence and Machine Learning, Big Data analysis, Cloud Technology, Cyber Security, Mountain Engineering, Nutrition and Dietetics.
- Centre for Excellence in Visionary Learning Community of India (VLCI)
- Developed industry need-based curricula in engineering and sciences in collaboration with Cranefield University under UK-India Industry Academia Partnership Programme funded by the Royal Academy of Engineering, London (Rs.45 lakh).
- An MoU with Panchkula based Vivek IAS Career Academy to properly train students for civil services and other competitive examinations.
- Fortnightly Shoolini University Newsletter in print or pdf versions, weekly Shoolini TV news bulletin and entertainment. Radio Shoolini shows to keep the students and faculty well informed.

### Concluding Remarks :

Established with a single-minded focus on challenging stereotypes that plague the field of education and seeing itself among the top 200 global universities by 2022, Shoolini University is marching ahead by adopting a philosophy based on excellence. It has emerged as a role model for quality research in private varsities in India. Based on globally reputed Scopus-SciVal data, its research citation is better than ten top Indian universities and

in some parameters its performance indeed excels the global average. The varsity is, however, working to improve its perception and fill gaps on key parameters relating to international funding and enrollment of worldwide students, and engagement of foreign faculty.

Online education being the current norm, Shoolini has promptly moved in a seamless manner to virtual teaching through its modern technological infrastructure. Far ahead of other academic institutions, its eUniv is a platform that has been used for online instruction, webinars, virtual classes, and discussion forums.

To instill in our students the feeling of responsibility towards the community, they are actively engaged in initiatives like YouWeCan, Care & Share, and Swachh Bharat Abhiyan, awareness campaigns relating to cancer, drug abuse, women hygiene and their legal rights, clean environment, etc.

The end goal at Shoolini University is to groom students using quality research, enriched curriculum, skill-development, character building, experiential learning, innovation and placements, thereby contributing to societal growth and nation building.

