



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**NIMS UNIVERSITY RAJASTHAN, JAIPUR**

NH-11 C, JAIPUR- DELHI HIGHWAY  
303121

[www.nimsuniversity.org](http://www.nimsuniversity.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

From a scratch, this institution was set up as National Institute of Medical Sciences in 2002 to lead with advanced knowledge in health and medical science. Being an affiliated college of Rajasthan University and later of Rajasthan University of Health Sciences, Jaipur, this institution was transformed to university and was established by an Act of Rajasthan Government in January, 2008. And as of now, the university deals with many facilities including Medical, Dental, Pharmacy, Paramedical, Engineering, Management, Law, Nursing and Social Sciences. Nims International School affiliated with CBSC is an added of facility that caters to school education from Nursery to Senior Secondary Level. The Nims University owes its existence and support to Indian Medial Trust through an Act of Rajasthan Legislature. Within a short span, Nims has attained the status of 2(f) of the University Grant Commission and has gained recognition by Medical Council of India, Dental Council of India, Pharmacy Council of India, Indian Nursing College, Council of Architecture, Bar Council of India, Distance Education Bureau and the AICTE

### **Vision**

To Provide Outstanding Learning Experience for Excellence in Education, Healthcare and have a transformative impact on Society through continual innovation in Education, Research and Entrepreneurship.

### **Mission**

To provide affordable education to the society in all walks of life. To provide modern technical, medical and other Professional courses with emphasis on developing value based ethical career orientation. To carry out cutting-edge research and development for the benefit of society To produce skilled and competent manpower with commitment to societal needs. To develop employability and entrepreneurship of stakeholders.

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

### **Institutional Strength**

Nims University Rajasthan Jaipur is one of the best private Universities in India and National Institute of Medical Science ranked as 5th emerging Institute of the nation by India Today (2016) and **University of the Future- 2017** By India Today (Aspire Ed. April 2017). It has produced more than 1000 doctors of Medicine and dentistry, serving India and overseas.

### **Institutional Weakness**

- Student recession in technical education
- Government funding for research
- Shortage of PhD quailed faculty in medical and allied health sciences.

- Weak Academic – industry collaborations
- Alumni collaborations
- Placement
- Students burden on hostel accommodation
- Faculty and staff burden on staff quarters

### **Institutional Opportunity**

- Providing campus placement opportunities to students
- Collaboration with National and International universities for implementation of evidence based education system in every stage of health

### **Institutional Challenge**

- Providing campus placement opportunities to students
- Collaboration with National and International universities for implementation of evidence based education system in every stage of health

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The University envisions holistic development of the learners through higher education which is very well reflected in the academic programmes. Academic programmes are enriched with professional development oriented courses in all the disciplines viz. Medical, Dental, Pharmacy, Nursing, Law, Management and Engineering to fulfill the objectives envisaged in the vision and mission of the University. The curriculum also emphasizes training of students keeping in view the employability in private and public sectors. Further, University has incorporated the themes on ethics and social responsibility in the course curriculum of various departments that help the students to develop themselves into professionals who are not only equipped with technical knowledge and skills but also develop their emotional, social and spiritual skills by making them successful and responsible citizens of the society. The university adopts a systematic process for designing and developing the curriculum. Curriculum is designed taking into consideration the guidelines / specifications prescribed by the UGC and other Regulatory Bodies such as Medical Council of India (MCI), Dental Council of India (DCI), Pharmacy Council of India (PCI), Bar Council of India (BCI), Indian Nursing Council (INC), All India Council for Technical Education (AICTE), Council of Architecture (COA) and Rajasthan Paramedical Council. Curriculum is designed/ revised at the departmental level by the respective Boards of Studies of each department taking into account the feedback and suggestions received from various stake holders like students, faculty, industry experts and alumni.

### **Teaching-learning and Evaluation**

Teacher quality is another important area receiving high priority attention, as it directly affects the quality of our graduates and post graduates. The Faculty is regularly exposed to Faculty development programmes both in campus and also off campus. The University ensures that qualified faculty are appointed for technical and

nontechnical programmes. Nims University has also adopted online appraisal system. The Academic and research ambience provided by the University, in campus programs for PhD and research. A lot of innovations and modifications have started in our UG & PG assessment like MCQs and online assessment have been started as innovative practice of assessment and evaluation. The learning process is also made more 'Student centric' than 'Teacher centric'. Experts and People of eminence from reputed Institutions from India and abroad are invited to augment teaching learning activities. Various seminars and workshops in biostatistics, evidence based medicine, medical education and research, development of soft skills have been conducted by national and international speakers.

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

Research is a major thrust area for our University. The faculty members of the Nims University Rajasthan Jaipur have strived hard to excel in the field of medical and allied sciences, engineering and technology, management, pharmaceutical, law and humanities. They have publications in national and international peer reviewed journals. Majority of the faculty members have an i10 index above 5. The faculty members have also contributed in receiving intramural grant in various colleges / institutes. University encourages and promote faculty members for filing patent. Several faculty members have received awards and recognition for eminence in teaching and research, leadership awards, best papers and posters at national & international conferences. The Faculty is also contributing to different journals as members of Editorial Board and Reviewer Board. Excellence in research and development across the academic departments of the university is our mission. We firmly believe and have been employing high impact based training and research practices. The university witness commendable performance of its faculty and research scholars, particularly of their quality research output, which is evidenced by more than 700 publications in the last five years by research scholars and 333 by faculty members. The Ph.D programme of the university is successfully conducted and in order to promote unique content, each thesis is checked for plagiarism before it is sent for external evaluation.

### **Infrastructure and Learning Resources**

The academia believes in best pedagogical practices that contact students with immediate environment. Students are given free accessibility to Wi-Fi to draw maximum benefits from online and virtual world. Health, physical education and adequate recreational facilities have been placed within university system, thus enabling a sound mind to grow with a sound physique.

The University offers excellent library services to a wide spectrum of users, including students, scholars, faculty members and visiting scholars. The University library system comprises of more than 30 libraries attached to different departments/ Colleges/ institutions in addition to central library facility located at National Institute of Medical Science & Research. The resources of library include 22,687 titles, 52,015 books, 1093 back volumes, 2276 hard copy of journals, 16,120 full text online journals, 52 micro documents in Digital Library, Micro film facility, skill laboratory. Full air-conditioned, with J Gate & E Journal Portals internet is visited by its users and has a capacity of accommodating more than 1200 students and faculty at one point of time. National Institute of Medical Science & Research has progressed much since its inception 2004. The recognition was given for MBBS degree by MCI in the year 2009. Latest most modern and sophisticated equipment have been added to the central diagnostic division of the NIMS Hospital. Lecture theatres have been equipped with audio-visual aids of which the faculty takes full advantage for facilitating teaching learning process

## **Student Support and Progression**

The university being self financed is aware of and undertakes its social responsibility for the socially and economically backward section of the society. We provide fee concession to poor and scholarship to meritorious ones. Students take advantage of Government agencies and many opt for bank loans which are readily provided by bank on campus. Research scholars pursuing for their Ph.D programme are provided with scholarship for non-stipendiary. The university provides round the clock students support services in health, entertainment and security. The transport facility connects the day scholars to our academic programmes and hostels have been comfortable shelters for those who reside within campus. Since youth unemployment is a crisis world over, we render support to our alumni to acquire jobs for their livelihood. The university has provisions for employing extra ordinary talented students them and support to continue for further education.

## **Governance, Leadership and Management**

The BoM headed by the Chairperson, is the authority entrusted with the task of developing, implementing and improving participatory and decentralized management systems to achieve the Vision, Mission and the Goals of the institution. University reinforces a culture of excellence by way of rewarding good performances, encouraging participatory leadership, promoting culture of research with interactive pedagogy and imbibing value and ethics. Teaching/non-teaching staff are members of various committees.

The university has prepared 5-years perspective plan keeping in view the vision, mission and strategic growth objectives. IQAC was formed in March 2017. Since its inception, it has been working towards the quality improvement. IQAC takes feedback from all stakeholders including students, teachers, parents, alumni, employers and formulates strategic plan of action. IQAC has also been instrumental in implementing ICT-facilities including automated Exam Management System, LMS etc. All students may access uploaded course content from mobile-app.

Academic and Administrative Audit, Green Audit and Gender Audit are conducted every year by external agencies. University has identified strategies for alternate sources of income and has created resource mobilization policy to optimize utilization of all available resources.

Employee-welfare has always been a key focus area at NIMS. Faculties are provided with luxurious accommodation and an option to get their ward admitted to the associated school. To promote research culture, Principal Investigator of a research project is provided with additional time-off and seed money. Faculties are encouraged to pursue Ph.D. at 50% discounted fee. FDP and training programs are organized for the faculties and non-teaching-staff.

## **Institutional Values and Best Practices**

NIMS University Rajasthan, Jaipur, is focused on providing affordable and quality education to all students. The University focuses on the holistic development of each student studying in the University. Accordingly the University organizes various types of workshops and programmes such as

- Gender Equity
- National Values
- Human Values and Ethics

- Social Commitment
- Green Initiative

The IQAC has implemented a no plastic zone in the campus. The University has a horticulture garden. Being located in the state of Rajasthan, there is scarcity of naturally available water in the campus. The University has implemented a Rain Water Harvesting System with soak pits in multiple places in the campus. Agro forestry is practiced to some extent to preserve the ground water level in the campus. Green Audit is conducted by external agencies. Waste management system is in place with coloured bins placed at various collection points to collect dry and wet waste. MOUs are in place with recycling companies to collect e-waste, Bio-medical waste. To reduce the impact on the environment car-pooling policy is actively promoted. Switch off drill is conducted at regular intervals.

The registration of different events and feedback is taken through the mobile app. There are number of courses integrating human values and ethics in the curriculum. Focus is given on interdisciplinary collaboration and research. CCTVs are installed. Personal and academic counselling is provided through the mobile app. Adequate facilities are arranged for the students who are differently abled. Common room is provided for the girls and the boys.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	NIMS UNIVERSITY RAJASTHAN, JAIPUR
Address	NH-11 C, Jaipur- Delhi Highway
City	Jaipur
State	Rajasthan
Pin	303121
Website	<a href="http://www.nimsuniversity.org">www.nimsuniversity.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	B.R.Meena	0141-2388964	9116010405	-	registrar@nimsuniversity.org
Registrar	K.P.Singh	0141-2388956	8769953286	-	stripathi@nimsuniversity.org

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	19-01-2008
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	03-07-2008	<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

NAAC



<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	NH-11 C, Jaipur-Delhi Highway	Urban	60.67	1858	MBBS, BDS, B.Tech, MBA, BA, B.Sc, B.Com, BPT, B.Pharm, LLB, LLM, Ph.D, M.Tech, M.Com, BBA, MCA, MFA, MVA, M.Lib, B.Lib, B.Arch, MD, MS, MCH, DM, MDS, GNM, MLT, BOT, MPT, BJMC, MJMC, Pharm D, D pharm, BHMCT, MSW, BSW		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	11
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes																
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td><a href="#">100222_546_1.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">100222_546_6.pdf</a></td> </tr> <tr> <td>DCI</td> <td><a href="#">100222_546_5.pdf</a></td> </tr> <tr> <td>INC</td> <td><a href="#">100222_546_7.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">100222_546_8.pdf</a></td> </tr> <tr> <td>COA</td> <td><a href="#">100222_546_18.pdf</a></td> </tr> <tr> <td>MCI</td> <td><a href="#">100222_546_2.pdf</a></td> </tr> </tbody> </table>			SRA program	Document	AICTE	<a href="#">100222_546_1.pdf</a>	PCI	<a href="#">100222_546_6.pdf</a>	DCI	<a href="#">100222_546_5.pdf</a>	INC	<a href="#">100222_546_7.pdf</a>	BCI	<a href="#">100222_546_8.pdf</a>	COA	<a href="#">100222_546_18.pdf</a>	MCI	<a href="#">100222_546_2.pdf</a>
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COA	<a href="#">100222_546_18.pdf</a>																	
MCI	<a href="#">100222_546_2.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	110				215				546			
Recruited	54	23	0	77	51	15	0	66	135	0	0	135
Yet to Recruit	33				149				411			
On Contract	0	0	0	0	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				550
Recruited	455	48	0	503
Yet to Recruit				47
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				700
Recruited	375	267	0	642
Yet to Recruit				58
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.	14	5	0	17	4	0	23	11	0	74
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	40	18	0	35	11	0	94	36	0	234

<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**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	12	1	0	13
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	NIET	Shri Devnarayan Chair	Indian Medical Trust

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	177	362	0	64	603
	Female	102	170	0	5	277
	Others	0	0	0	0	0
PG	Male	78	84	0	10	172
	Female	10	50	0	2	62
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	2	0	0	2
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	28-02-2018
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
National Institute Of Medical Science And Research	<a href="#">View Document</a>
Nims College Of Paramedical Technology	<a href="#">View Document</a>
Nims College Of Physiotherapy	<a href="#">View Document</a>
Nims Dental College	<a href="#">View Document</a>
Nims Institute Of Engineering And Technology	<a href="#">View Document</a>
Nims Institute Of Management And Computer Science	<a href="#">View Document</a>
Nims Institute Of Pharmacy	<a href="#">View Document</a>
Nims Nursing College	<a href="#">View Document</a>
Nims School Of Architecture And Planning	<a href="#">View Document</a>
Nims School Of Humanities Social Sciences And Commerce	<a href="#">View Document</a>
Nims School Of Law	<a href="#">View Document</a>

# Extended Profile

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## 1 Program

### 1.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
231	231	232	232	231

### 1.2

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

**Response: 231**

## 2 Students

### 2.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
4345	4116	4057	3588	3254

### 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1070	916	829	515	559

### 2.3

**Total number of outgoing / final year students**

**Response: 3889**

### 2.4

**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**



2016-17	2015-16	2014-15	2013-14	2012-13
3422	3657	3451	3089	2825

## 2.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
320	519	578	278	228

## 3 Teachers

### 3.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
4120	4098	4128	4018	3892

### 3.2

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

**Response: 20830**

### 3.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
203	209	212	195	179

### 3.4

#### Number of full time teachers worked in the institution during the last 5 years

**Response: 998**

### 3.5

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

**Response: 69**

### 3.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
871	871	880	880	871

### 3.7

**Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index**

**Response: 496**

## 4 Institution

### 4.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
6174	6270	5776	5899	5474

### 4.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2738	2759	2624	2631	2521

### 4.3

**Total number of classrooms and seminar halls**

**Response: 402**

### 4.4

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

**Response: 627**

**4.5**

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

2016-17	2015-16	2014-15	2013-14	2012-13
682	1069	827	553	499

**4.6**

**Annual lighting power requirement (in KWH)**

**Response: 621510**

**4.7**

**Annual power requirement of the institution (in KWH)**

**Response: 1221510**

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## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University**

**Response:**

The University envisions holistic development of the learners through higher education which is very well reflected in the academic programmes. Academic programmes are enriched with professional development oriented courses in all the disciplines viz. Medical, Dental, Pharmacy, Nursing, Law, Management and Engineering to fulfill the objectives envisaged in the vision and mission of the University. The University undertakes teaching, training, research and extension activities that promote relevant knowledge and requisite competencies which are of immense importance in the context of emerging regional, national and international needs. The curriculum also emphasizes training of students keeping in view the employability in private and public sectors. Further, University has incorporated the themes on ethics and social responsibility in the course curriculum of various departments that help the students to develop themselves into professionals who are not only equipped with technical knowledge and skills but also develop their emotional, social and spiritual skills by making them successful and responsible citizens of the society.

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Employability, Innovation and Research these are the three pillars of the curriculum development

? Employability

While designing and developing the curriculum, employability factor is given due consideration by incorporating the industry requirements obtained through feed backs from the experts while their visit to the campus and alumni interactions. Subsequently, various aspects of the feedback are suitably incorporated in the curriculum such as field work, laboratory work, OPD, IPD activities, soft skills, industrial visits, study tours and internships.

? Innovation

The university curriculum is designed in such a manner that it nurtures the innovative skills through new

ideas generation, creative thinking and analytical decision making both of faculty members and students. The curriculum also emphasizes on experimental and experiential learning, project work both at UG and PG level, case studies, tutorials and doctoral research work

? Research

Curriculum encourages enhancement of research acumen in the students by incorporating dissertations, research based projects and assignments which cover all the aspects of research methodology. The understanding of the detailed research methodology is developed in the research scholars during the Pre Ph. D course work

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

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

**Response:** 30.74

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

Response: 71

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

**Response:** 2.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
133	111	91	82	71

<b>File Description</b>	<b>Document</b>
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b>	
<b>Response:</b> 0.41	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 85	
<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>

<b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b>	
<b>Response:</b> 59.8	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 122	
<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>

## 1.3 Curriculum Enrichment

<b>1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</b>
---

**Response:**

The University has effective mechanism to implement a well designed curriculum. The teachers, alumni and industry persons regularly participate in the syllabus designing workshops. Some of the teachers are working as a member on Board of Studies. Choice based Credit Systems are introduced to provide the academic flexibility at various programmes. Cross cutting issues have been implemented in the curriculum like gender, environment and sustainability, human values, professional ethics and equality. Supplementary enrichment programmes and value added courses are organized. The curriculum is designed by the university. It includes many of these subjects namely Environmental science, Value education, human rights and legislative procedures, Business communication and presentation skill, English and communication skill and Fundamentals of computers in the first year. There is an online feedback mechanisms introduced where students are asked to provide feedback online. The analysis of the feedback taken is also done automatically. There are many activities conducted for students to bring about awareness among student and staff. These activities include

University has different committees for students welfare namely Student Grievance Redressal, Anti Sexual Harassment Committee, Anti-Ragging Committee, Student Welfare Committee, Internal Complaint Committee, ST, SC Cell Committee, O.B.C. Committee and Minority Cell Committee.

List of courses in different programmes

1. Business Ethics
2. Environmental Law
3. Environmental Science
4. Environmental Studies
5. HUMAN RIGHTS AND VALUES
6. Human Rights Law and Practice
7. Value Education, Human Rights and Legislative Procedures
8. Professional Ethics
9. Management of Nursing services and Education
10. Professional Ethics and Bar-Bench relations

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>

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

**Response:** 125

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

Response: 125

File Description	Document
List of value added courses	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

**1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above**

**Response: 12.59**

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

2016-17	2015-16	2014-15	2013-14	2012-13
1065	695	503	205	112

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.4 Percentage of students undertaking field projects / internships**

**Response: 39.13**

1.3.4.1 Number of students undertaking field projects or internships

Response: 1663

File Description	Document
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise**

**Response: A. Any 4 of above**



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

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

<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 16.59

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

2016-17	2015-16	2014-15	2013-14	2012-13
611	814	684	680	433

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

**Response:** 1.11

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

2016-17	2015-16	2014-15	2013-14	2012-13
5477	5517	5249	5262	5041

#### File Description

#### Document

Demand Ratio (Average of Last five years)

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 18.54

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

2016-17	2015-16	2014-15	2013-14	2012-13
525	551	574	513	307

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

**Response:**

Students admitted in the University are often from different backgrounds and the programs selected by them are sometimes not aligned with the educational background. All students are admitted in the University by clearing admission test, which is the criterion for admission. The results of the admission test are considered as a basic idea the faculties on rely on to identify the slow and advanced learners. Bridge course is arranged for all students in the beginning of their Program to ensure that all the students from different backgrounds share the same knowledge pool. On the commencement of classes, the teachers evaluate the learning abilities of the students by direct assessment such as internal assessment, exams, tests, viva, open book test, etc. and indirect assessment such as projects, practical examination, group discussion, presentation etc.

Slow learners identified are given special attention to by arranging remedial classes outside class hours. These classes are conducted as and when the faculty feels it is necessary for special attention for the slow learners, such as before exams, or during times when they are having difficulty understanding. Students are also mentored to identify if there is a problem area and solve it. Advanced learners are identified based on direct and indirect assessment by the faculty, and adequate and appropriate support is given to them to support them. Advanced learners are provided with extra study materials and library access hours etc. They are encouraged to work with the faculty on the projects they are working on and assist them. Opportunities to be a part of short research projects are provided and the students are encouraged to take them up. Advanced learners are also encouraged to take seminars and presentations in the class, thus promoting peer learning, which in turn helps the slow learners too.

The students also get support of study materials and course materials available on the go, in the mobile app for LMS. Online assignments and MCQs are available on the LMS software, which helps the staff assess the learning abilities of the students efficiently and continuously.

### 2.2.2 Student - Full time teacher ratio

**Response:** 21.4

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

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.05

#### 2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<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 University believes that as a part of imparting quality education usage of ICT in teaching-learning is very necessary. There is an Learning Management System that is being used in the college where the faculties are uploading study materials, PPT's, videos related to the subjects for the students to access. Students can login using the app available and access these materials. There is also open book tests that are conducted for many subjects as a part of examination reform. Case studies, group discussions, debate, student seminars, etc are conducted. PPT's, videos are also used in classes as an supplement to chalk and talk teaching methodology.

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

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 145.32

#### 2.3.2.1 Number of teachers using ICT

Response: 295

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 19.4

#### 2.3.3.1 Number of mentors

Response: 224

File Description	Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	<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

**Response:** 22.82

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 15.08

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
41	37	32	23	19

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 18.55

2.4.3.1 Total experience of full-time teachers	
Response: 3766	
<b>File Description</b>	<b>Document</b>
List of Teachers including their PAN, designation,dept and experience details	<a href="#">View Document</a>

<b>2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</b>											
Response: 28.06											
2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>4</td> <td>8</td> <td>15</td> <td>5</td> </tr> </tbody> </table>		2016-17	2015-16	2014-15	2013-14	2012-13	24	4	8	15	5
2016-17	2015-16	2014-15	2013-14	2012-13							
24	4	8	15	5							
<b>File Description</b>	<b>Document</b>										
Institutional data in prescribed format	<a href="#">View Document</a>										

<b>2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years</b>											
Response: 5.1											
2.4.5.1 Number of full time teachers from other states year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>43</td> <td>54</td> <td>50</td> <td>36</td> </tr> </tbody> </table>		2016-17	2015-16	2014-15	2013-14	2012-13	40	43	54	50	36
2016-17	2015-16	2014-15	2013-14	2012-13							
40	43	54	50	36							
<b>File Description</b>	<b>Document</b>										
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>										

## 2.5 Evaluation Process and Reforms

<b>2.5.1 Average number of days from the date of last semester-end/ year- end examination till the</b>
--

**declaration of results during the last five years****Response:** 23

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	25	37	24	7

**File Description****Document**

List of programs and date of last semester and date of declaration of result

[View Document](#)**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 11.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
320	519	578	278	228

**File Description****Document**

Number of complaints and total number of students appeared year wise

[View Document](#)**2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years****Response:** 7.9

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
29	70	37	11	15

File Description	Document
Year wise number of applications, students and revaluation cases	<a href="#">View Document</a>

#### **2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system**

##### **Response:**

Continuous internal assessment system is conducted through quiz, class tests, and assignments. We have also introduced online MCQ as a part of internal assessment. All the faculties have uploaded question bank of multiple choice questions in the Institution LMS. Online question papers are created by randomly selecting predefined number of questions from the question bank. Students can take the online MCQ through their mobile app POSTO. The exam is timed and the students have an option of reviewing the answers before they submit. Answers are automatically evaluated and scores are generated for every student. For the students an online practice platform is also provided through the mobile app.

##### Reforms on examination procedures-

- Online MCQ has been included as a part of internal assessment.
- Completely automated exam management system is introduced.
- Efforts are in place to reduce the number of days taken to declare the results of the exam.
- Efforts are in place to digitize the answer script.

##### Positive impact on IT Integration

- Online MCQ has been introduced
- Exam management system has been introduced. This system helps in enrolment, registration of students, maintaining marks data, preparing tabulation sheets, creating mark sheets and transcripts.
- Exam management system is controlled by role based access.
- Interface to exam management system with appropriate access level is provided to other department such as foreign cell for easy, efficient and timely verification of student exam records.
- Efforts are in place to automate question paper generation.
- An ERP system is in place and students can login through their mobile app to check their exam marks.
- Students and parents can also check the progress of the student on a regular basis.
- ERP system facilitates centralized entry point of internal and external assessment marks and attendance.
- Eligibility for exam can be easily checked by verifying the attendance of each student and generate the eligible student list.

#### **2.5.5 Status of automation of Examination division along with approved Examination Manual**

**Response:** A. 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>
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 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### Response:

The Program Outcomes for every Program have been formulated keeping in mind the graduate attributes. For every program, Program Specific Outcome (PSO) is also formulated. Course Outcome is created for all the courses running in the University.

The Program Outcome and the Course Outcome are updated in the university website. In addition, PO and CO are also mentioned in the syllabus document. The Institution has a cloud-based online LMS, where the CO and PO are updated in the LMS. The same is also available in the mobile app accessible by all students to keep them updated about their learning outcomes.

The University details the students at the beginning of every year about their course and program outcomes and set the expectations and outcomes of their program and course. The learning outcomes of each module are discussed in the class by the faculty at the beginning of each module. The COs and POs are communicated to the students through various other means such as the notice board, the University handbook, etc. The University strongly believes that the learning and achievement of the Program and Course outcomes is more efficient when the students are aware of it too, and hence ensures the communication of the same.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

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

#### Response:

The IQAC of the university has established a mechanism to calculate the attainment of the program outcome and course outcome for every program and every course. As per the mechanism, the questions in

the direct assessment and the parameters in the indirect assessment are linked to various PO and CO. Based on the marks obtained by the students in each of these questions or parameters, the attainment level is calculated per student/per program/per course.

To facilitate the process, the university is using an open source software campus.technology. All faculties upload the assessment details and the marks obtained by the students and the attainment level is automatically calculated.

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

### 2.6.3 Average pass percentage of Students

**Response:** 83.33

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

Response: 1070

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1284

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.29

File Description	Document
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 has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

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)**

**Response:** 25.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
44	37	33	7	7

File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<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>

**3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

**Response:** 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>

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

**Response: 2**

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	1

File Description	Document
List of research fellows and their fellowship details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

**Response:** Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Link to videos and photographs geotagged	<a href="#">View Document</a>

### 3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

**Response:** 0

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

File Description	Document
List of departments and award details	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

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

**Response:** 4

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	3

File Description	Document
List of project and grant details	<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 sources during the last five years**

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of project and grant details	<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 year**

**Response:** 0.14

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

Response: 140

<b>File Description</b>	<b>Document</b>
List of research projects and funding details	<a href="#">View Document</a>
Link for funding agency website	<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:**

Nims University Rajasthan, Jaipur has Startup Policy 2012 to foster entrepreneurship by promoting innovation by creating an ecosystem that is conducive for the growth of start-ups. Nims University Rajasthan, Jaipur established the Incubation and Innovation Centre to enable startup ecosystem in the state of Rajasthan. The university provides all the basic infrastructural support, Offices, conference and meeting room, wifi, computers and management assistance. Facilities provided to incubates are Mobile and Information Technology, Internet of things, E-commerce, Electronics design and VLSI design, IPR and patenting support, CAD/CAM Applications, Software based Simulation and Optimization, Embedded System, Cyber Security. The university is committed to provide for business incubation activities, training and professional resources, expert mentors, advisors and consultants. Nims university Rajasthan conducted various workshop and seminar of the IPR, Entrepreneurship, skill development and technology specific for incubates.

**3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years**

**Response:** 9

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	2	1	0

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

**3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years**

**Response: 17**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	2	3	2	3

File Description	Document
List of innovation and award details	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

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

**Response: 3**

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	1

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	<a href="#">View Document</a>
e- sanction order of the University for the start ups on campus	<a href="#">View Document</a>
Contact details of the promoters for information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
<b>Response:</b> Yes	
File Description	Document
Institutional data in prescribed format	<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 recognition/awards	
<b>Response:</b> Yes	
File Description	Document
List of Awardees and Award details	<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				
<b>Response:</b> 1				
3.4.3.1 Total number of Patents published/awarded year-wise during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0
File Description	Document			
List of patents and year it was awarded	<a href="#">View Document</a>			



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

**Response:** 3.38

3.4.4.1 How many Ph.D.s are registered within last 5 years

Response: 233

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<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 teacher in the Journals notified on UGC website during the last five years

**Response:** 3.36

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

2016-17	2015-16	2014-15	2013-14	2012-13
179	187	153	107	45

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0.19

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 the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	6	5	10	1

<b>File Description</b>	<b>Document</b>
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### **3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**

**Response:** 2.83

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 496

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

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

**Response:** 11.5

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 491

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 57

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	<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**

**Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	<a href="#">View Document</a>
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	<a href="#">View Document</a>
URL of the consultancy policy document	<a href="#">View Document</a>

### 3.5.2 Revenue generated from consultancy during the last five years

**Response:** 154

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
50.8	30.6	35.7	26.1	10.8

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>

### 3.5.3 Revenue generated from corporate training by the institution during the last five years

**Response:** 1662

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
535	330	380	284	133

File Description	Document
List of teacher consultants and revenue generated by them	<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:**

The university along with imparting quality education also gives importance to neighbourhood, community services. These activities also help in bringing about an awareness among the students, staff and the common community. Activities are conducted round the year for sensitising the local community. These include Bet-bachao beti padao, education to all, abolishing female foeticide, child marriage, dowry system etc.

The local community are asked to participate in these activities through the gram panchayat, sarpanch and other recognized bodies.

- Free dental check up was conducted for the villagers,
- Villagers were made aware of common oral health problems and how to prevent such problems. Oral health education was delivered and tooth brushing techniques were demonstrated.

The University has a women's cell that initiates conducting activities that benefit the local community. The environment club also has conducted drives to bring about an awareness about keeping the environment green and clean, planting more trees, saying no to plastics etc

Activities/workshops/seminars conducted for the benefit of students etc like Basic computer literacy, using ERP for managing the college related activities etc.

### **3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**

**Response: 5**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	3	1	1	0

<b>File Description</b>	<b>Document</b>
Number of awards for extension activities in last 5 years	<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 in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during**

**the last five years**

**Response:** 282

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
73	67	69	30	43

<b>File Description</b>	<b>Document</b>
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response:** 10.4

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1227	480	177	142	123

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

### 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year**

**Response: 1.6**

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	5	1	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

**3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years**

**Response: 66**

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	15	23	28	0

File Description	Document
e-copies of linkage related Document	<a href="#">View Document</a>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>

**3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response: 7**

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	2	1	0

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>

NAAC

## 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:

The University considers quality education as its utmost priority. Therefore, state-of-the-art facilities are provided for the same. Almost 70% of the classes are equipped with ICT aids such as projectors for teaching-learning. There are also facilities like air-conditioners, wi-fi in the auditoriums/multipurpose halls, mini halls where seminars, conferences, symposiums etc. are conducted. The seminar hall is also equipped with interactive boards, audio/visual facilities. The auditorium has a seating capacity of 1000 and 5 mini halls with 125 capacity each. These facilities are designed in a way to conveniently conduct academic and cultural activities. The students and staff are all encouraged to make use of these available amenities to its fullest. The University is conducting its classes and providing required resources to scholars in a planned manner for the optimum utilization of the available infrastructure and equipments. There is also a central library which can be accessible by staff and students 24\*7, round the year. Apart from this there are also departmental libraries available. These libraries are wi-fi enabled and the same can be accessed by Staff and students for academic and research activities. There are also e-journals available to help the students and staff with research work, to enhance their academic skills etc. There is a Computer Technology Centre (CTC) attached to the central library providing research facilities like E-journals, databases, e-books, online resources as well as facilities for formatting of research articles and references. These facilities are open for students and staff alike. The entire campus is Wi-fi enabled to aid the students and staff fraternity in research and academic activities.

University has provided all departments with facilities like office room, common room and separate care room for women students and staff as per norms of course regulating council.

- Every department has a room for the Head of Department
- Senior faculties are provided with separate rooms.
- Well-furnished common room is provided for the staff members and a separate room for the girl and boy students.
- Medical facilities in university hospital, ambulance, rest rooms and other welfare facilities are provided by the university.
- Recreational facilities in hostel/s like gymnasium, yoga centre, etc.
- Broadband connectivity and Wi-Fi facility are also made available in the hostels

The University also has a learning-management system where the students access the study materials, PPT's videos uploaded by their respective faculties to understand the subjects better. There is also a process where faculties assign work to the students using the LMS, students can finish the assignments given and submit it online. Faculties check these assignments online and suggest improvements on the same.

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



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

**Response:**

The university has following facilities available on campus since 2008 to promote students’ interest in sports and cultural events/activities:

- The University has sports ground for basket ball, foot ball, volley ball, cricket, and badminton. Each of this has an adequate area as per the norms.
- University has facilities of indoor games like table tennis, chess, and carom.
- The university organizes intra-university and inter-university tournaments.
- University has an air conditioned auditorium of sitting capacity for 1000 to conduct events and cultural activities.
- University has another five small (125 seats) conference halls for conducting parallel scientific and cultural activities.

Facilities	Area / size	Number of facility	Purpose
Cricket Ground	137.16 m2	1	Cricket
Football Ground	90m X 45m	1	Football
Volley ball Ground	30 X 60 feet	1	Volley
Basket ball	50X94feet	1	Basket
Badminton	20X44feet	2	Badminton
Running track	400m	1	running
Yoga	open	1	Fitness
Facilities	Area / size (feet)	Number of facility	Purpose
Badminton	20X44	2	Badminton
Table Tanis	13X28	2	Table Tennis
Carrom board	30X20	2	Sports
Chess	30X20	5	Sports
Meditation	17X84	1	Meditation
Gymnasium (Boys)	52x25	1	Fitness
Gymnasium (Girls)	52x25	1	Fitness

Facilities	Area / size	Number of facility	Purpose
Auditorium / multipurpose hall	1000 seats	1	Cultural conference
Mini Hall	125 Seats	5	Cultural conference
Lounge	600 meter2	5	Cultural conference

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

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 51.49

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 207

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 64.71

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
575	850	500	150	360

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

The library is fully automated using an ILMS. Currently we have one central library and few college libraries. For both central and departmental libraries the books list is uploaded in the Library management software. The librarian can login and perform the issue return online. Students have a mobile app through which they can view the books they have rented as well as search for the books available. The mobile app is integrated with digital Rights Management so that compatible e-content can be streamed through the app.

The ILMS is integrated with the Learning Management System of the University. Any E-content uploaded by the faculties are available to the library users. The faculties can also upload videos and other materials which is available to the students through the mobile app.

There is a separate section for assignments. The ILMS is integrated with the assignment database so that the students can search for assignments and use it for research purposes.

The ILMS provides option for taking feedback from faculties, students and other library users. The feedback is analysed and the reports are available for download.

ILMS provides useful reports like details and count of books by various parameters such as departments, authors, accession number etc, library attendance and usage report, highest user of library (faculty/student) etc.

The ILMS is hosted in the cloud and OPAC facility is available to all users through online and mobile app.

To facilitate inter library loan and library usage by other users the ILMS provides an option for registration of guest users and also tracking their usage.

The ILMS provides an option for library membership. Students can apply for membership through mobile app. Once approved QR code is also generated for all active users.

The ILMS provides an option for collecting library fee and penalty and generating library defaulter list.

Library budget and expenditure statement can be maintained in the software. The ILMS also provides an option for creating library annual report.

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

#### **4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment**

##### **Response:**

The college has a central library and a few departmental libraries. These libraries have a good collection of books, journals, reference books etc. Subscription to e-journals, e-books etc is also done. There is also collection of rare books, manuscripts, etc. Students and staff are not allowed to take these home, however they are allowed to use it in the library premises. There is also internet connection available in the library that can be used for research and academic activities. Staff and students are encouraged to make use of the library facilities as much as possible.

The list of rare books and manuscripts available in the library is added as additional information document

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

#### 4.2.3 Does the institution have the following

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

**Response:** Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 71.04

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

2016-17	2015-16	2014-15	2013-14	2012-13
19.4	99.8	86.2	92.1	57.7

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 12.36

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

Response: 562

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

#### 4.2.7 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

**Response:** Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

Nims University Rajasthan provides its students and staff with state of the art, well-furnished computer labs, with 1257 computers with internet/wi-fi connections. Internet speed is 1 Gbps which can be used for academic and administrative activities. There is an ERP that is being used by staff for managing daily activities like academic, administration etc. Students also make use of the ERP for taking tests, Internal assessments, providing feedback, E-campus etc.

Internet facilities are upgraded as and when necessary. There are also AMC's available for upgradation of

softwares that are being used in the University. There is an IT team available on campus to fix issues and undertake general monitoring.

#### 4.3.2 Student - Computer ratio

**Response:** 61:9

<b>File Description</b>	<b>Document</b>
Student - Computer ratio	<a href="#">View Document</a>

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

**Response:** 500 MBPS - 1 GBPS

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

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 49.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
515	495	309	216	252

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<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 Technical Support Team (TST) is responsible for the maintenance of computers and other accessories.
  - The Technical Support Team consists of computer operators, administrators and lab attendants.
  - The university also gives annual maintenance contract (AMCs) for repairing and supply of computer/ accessories
  - Purchase of new equipments/accessories is made during expansion/obsolescence/ up gradation mode. The university facilitates through procurement, training, repair and maintenance of its systems. The use of computer-aided teaching/learning materials is in the domain of individual teacher and department and the university supports these financially, whenever required or requisitioned.
- University avails the web resources through which it makes the classroom interaction more effective.
- Since most students are techno-savvy, multi-media approaches are familiar as well as interesting for them.
  - The Audio-visual mode has always been an effective strategy which is more stimulating than blackboard learning or dictation of notes.
  - A student is motivated by his/her curiosity and is also able to access the material around a topic independently through e-resources and other resources.
  - Online interaction is also possible in the classroom. The college allows using laptops and students also use their smart phones to go online.

Specify the web resources that are readily available and accessed by Faculty and Students.

There are established procedures and systems for utilizing and maintaining physical and academic support facilities such as library, sports facilities, computers and classrooms. Full time maintenance personnel are available to provide services such as electrical work, plumbing, furniture upkeep, building maintenance, gardening, maintenance of sports facilities and house-keeping. Technical support and maintenance are provided by Lab Assistants in the Management and Computer Science laboratories. Need based contracts are signed for equipment maintenance and college engineering works such as elevators, air conditioners, UPS and generators.

There is also a team of house keeping staff and maintenance team that take care of maintaining all the facilities in the campus regularly. There is also repair personnel like electricians, carpenters etc available in the campus.

The University also makes sure there is painting , repair, maintenance work done whenever necessary.

There are gardening staff available to take care of maintenance of plants, trees lawns etc. Regular watering and mowing is also taken care of by the same team

There are separate staff for maintaining all the available sports facilities. They also take care of allotting the equipments to the students when requested.

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

NAAC



## 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 Government during the last five years

**Response:** 3.53

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
61	142	163	183	119

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 1.39

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	52	47	91	31

#### File Description

#### Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

**Response:** 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 4.04

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
201	185	195	102	111

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

### 5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

**Response:**

"In Nims University Rajasthan, Jaipur has an International Student Cell, known as Directorate of Foreign Students which came into existence from 2010-11.

#### Activity of the Directorate of Foreign Students (DFS):

- To assess the eligibility and process the admissions of the foreign students for admission as per the norms of Nims University Rajasthan, Jaipur and Guidelines issued by Association of Indian Universities (AIU), New Delhi.

. The foreign cell has introduced a mobile app for foreign students to foster inclusiveness, facilitate transactions such as issue of bonafide letter, updating Form-C, renewal of RP and also take feedback.

- To issue Provision Admission letter and Invitation letter to the eligible candidate for getting Visa from Indian Embassy in his country. On these letters, concerned student applies for Visa to the concerned Indian Embassy in his respective country.

- The foreign cell facilitates induction and admission process of the eligible students by providing facilities for logistics, transport from airport, accommodation, assistance in documentation, assistance in travel and ticketing through the University travel desk.

- To process the registration of student with the FRRO (Foreign Regional Registered Office) within 14 days of arrival in India as per the Rules of Foreign Act 1948.

- To help the student to start attending classes after getting registered with FRRO.

- To process the extension of VISA one month before expiry of Visa and to complete all formalities of documentation for Visa Extension.

- To provide support for the different activities like sports activities, cultural programme, freshers' programme, Annual Function and others activities.

#### **5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
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>

## **5.2 Student Progression**

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

**Response:** 37.77

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

2016-17	2015-16	2014-15	2013-14	2012-13
76	247	399	248	327

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.21

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 13

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 100

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	29	17	6	3

#### 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise

during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	29	17	6	3

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

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

**Response:**

Nims University Rajasthan, Jaipur Student Council is a strategic platform for students to acquire in-depth leadership experiences. The University Council serves as the chief representative body for students in the university, with representations from all faculties. Council focuses primarily into student integration and

the quality of life for campus students. The Students' Council is a student body having 02 students in each department and all the members elected the president of the Council. The Council also has an Executive Committee composed of 10 members. The President, two Vice Presidents, the General Secretary, two Joint Secretaries and four Executive Committee Members are the office bearers of the Students' Council. Student Council conducted various academic and extra- curricular programmes and initiated several student welfare measures. During the celebration of various programmes / events and activities student council monitors and helps in upkeep of discipline, decorum and overseeing execution of all the activities.

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

**Response:** 12

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	12	12	12	12

File Description	Document
Number of sports and cultural activities / competitions organised per year	<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 non financial means during the last five years**

**Response:**

The University has a alumni association that every student who graduates from the college is part of. The fee for registration is collected as part of the fee when they take admission in the University. There is alumni meet held every year. The Alumni also have access to an app where they can post jobs, internship opportunities for the current students. Feedback from the Alumni is also collected through the app. The feedback given is analysed online and necessary actions are taken after discussions. Alumni have also made non-financial donations like books to the library, planted trees etc.

Outstanding student in the University is felicitated during the alumni gathering. They are also asked to talk to the students during orientation program conducted during the beginning of the session.

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

**Response:** 50 Lakhs -100 Lakhs

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

#### **5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**

**Response:** 5

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

##### Response:

##### Vision:

Transforming dreams of learners to realities by providing rich learning experiences that translates into successful careers.

##### Mission:

To provide affordable higher education for people from all walks of life and build employability for each learner by linking degrees meaningfully to careers.

The mission statement of the university defines its characteristics in terms of the needs of the society like:

- a) To provide affordable education to the society in all walks of life.
- b) To provide technical, medical (including super speciality services) and other Professional courses with emphasis on developing value based ethical career orientation.
- c) To develop employability of stakeholders.
- d) To produce skilled and competent manpower with commitment to societal needs.

Chairperson, President, Pro-President, Principals & faculty play a great pro-active role in governance & management of the University. They ensure that academic, financial and logistic planning is carried out well in time & implemented. They ensure that there is equitable distribution of staff and resources to various departments for optimal functioning.

For academic functioning, the President interacts with the Deans and Heads of Department. For administrative functioning, the Registrar is the head of administration. Board of Management and the Academic Council function is the policy and decision-making body in academic affairs of the University.

The Board of management headed by the Chairperson, is the authority of the University entrusted with the task of developing, implementing and improving participatory and decentralized management systems.

The President is the head of the administrative academic bodies whereby he is involved in Policy Decisions in consultation with the members of the concerned body. Deans of Faculties review the progress of academic activities through Heads of the Departments. Controller of examinations interacts with Faculty members, Head of Departments, Dean of Faculty, Registrar, President and chairperson to discuss and update the schedules of examinations, evaluation of answer scripts and publication of the results thereof. Proctor interacts with students, Deans, Registrar and President so as to maintain discipline in the campus including hostels. The President also chairs and addresses the meetings of teaching and non-teaching staff, research scholars, students, parents and alumni to give and take suggestions and resolve issues in the interest of overall campus administration.

University reinforces a culture of excellence by way of rewarding good performances, encouraging the participatory style of leadership, promoting the culture of research, following the interactive pedagogy and imbibing the value and ethics in the students and staff. Leadership at various levels interacts with the stakeholders and collects the feedback which is discussed with the concerned bodies/committees of the University to identify the Organizational needs and solutions thereof.



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

### 6.1.2 The institution practices decentralization and participative management

**Response:**

- All teaching and non- teaching staff contribute in the management of university affairs. The university staffs are associated with Board of Studies, State / National Level Events, Co-curricular Activities and various committees at university and departmental level
- The infrastructural planning, planning for equipment procurement, ICT requirement, academic planning and financial planning in the short and long term are carried out after extensive discussions at various levels & a time frame is agreed upon.
- Faculty members of each department are also members of Board of Studies, Committee for Advanced Studies and Research and the All Deans, Principals and HODs are the members of Academic Council. The powers and the functions of each authority and body are well-defined as per Act and Statute to ensure administrative decentralization. The proposals are generated at the grass root level and after careful consideration and deliberations; the recommendations of various bodies regarding academics are discussed at Academic Council and if policy matter, then discussed at Board of Management, which arrives at the final decision.
- Statutory bodies, Academic Council, Examination Committees and Board of Studies all ensure participative management. Management of curriculum, courses, and syllabus, examinations, tests, evaluation and teaching learning programs, cultural, sports and alumni activities in the schools/institutes and Student feedback analysis and action thereon are also indicative of participative management system.

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

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

**Response:**

The university has a perspective plan for next 10 years keeping in view the vision, mission and objectives of the university.

The main objective of the plan is in line with vision and mission of the university which seeks better quality of life for society at large through provision of high quality professional education. Planning

initiatives also seek to transform University into a reputed consulting hub and national centre for research and entrepreneurial and health management activities.

The Perspective plan is deployed in stages of :

1. Level 1 - 1-2 years
2. Level 2 - 2-3 years
3. Level 3 - 3-5 years

Each of these stages have a definite set of milestones that needs to be achieved.

Implementing LMS and ICT in Teaching Learning - The University successfully implemented LMS all throughout its affiliated Institutes and has taken the first step towards automation of academics. Feedbacks such as 360 degree feedback, library feedback etc was taken using the LMS, encouraging discretion while providing feedback. The university aims to have 100% ICT enabled classroom as per the perspective plan.

The University has adapted an fully automated exam management system which helps them to maintain student records, prepare tabulation result and generate question papers and implement online MCQ.

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

**6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

Organizational Structure of the University - The University is headed by the Chairperson, then the President, who in turn is incharge of the Pro-President, Registrar, and the IQAC. All the other Bodies such as - Deputy Registrar, Dean of Faculty, Dean of Academics, Controller of Examination, Chief Librarian, Security Head, Estate Office Control Room, etc come under the Pro-President, Registrar and IQAC. A Clear illustration of the heirarchy is shown as a flow chart.

Functions of various bodies, service rules, procedures, recruitment, promotional policies, and grievance redressal policies are inaccordance to the university norms, and are available on the University Webpage and the link is attached below.

File Description	Document
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

The college has several bodies like Academic council, Board of studies, Board of management. These bodies have their maintained meeting minutes after every meeting. There are also committees like IQAC, womens cell, anti-ragging committee, anti-sexual harassment committee, placement cell, environment cell, Hostel committee, mess committee, cultural committee, student quality circle, grievance redressal cell etc who have representations from both students and staff. These committees conduct meetings and the relevant meeting minutes in maintained both online and offline.

**Example of meeting minutes:**

**Committee name:** Grievance Redressal Committee

Example meeting: A meeting of Students Grievance Redressal Committee was held on 16/03/2017, in the office of the registrar Nims University, Rajasthan, Jaipur at 02:00 pm. following members were present:

Sr. No.	Name	University Designation
1.	Dr. U.K. Gupta	Prof. & Head, Deptt. of Anatomy, National Institute of Medical Sciences & Research

1.	Dr. R.S. Verma	Proctor
1.	Dr. S.S Chowhan	Vice Principal, Nims Institute of Management & Computer Science
1.	Dr. Sandeep Tripathi	Associate Professor, Nims Institute of Engineering & Technology
1.	Dr. Renu Sharma	Associate Professor, Deptt. of Chemistry, Nims Institute of Engineering & Technology
1.	Dr. Nishi Fatma	Assistant Professor, Deptt. of Psychology, Nims School of Humanities, Social Science & Commerce
1.	Mr. Ankit Kumar Singh	B.B.A. + LL. B. 5th Year
1.	Ms. Pratima Singh	Pharm. D., 3rd Year

**The committee considered following agenda items, discussed and decided as follows:**

**Item 1.** Confirmation of last minutes of meeting held on 17.07.2016

The minutes of last meeting of the committee were approved unanimously.

**Item 2.** Grievance Received

1. Medical facilities
2. Library facilities
3. Grocery Shop

1. The students demanded that they be provided medical facilities at concessional rates and medical checkup without any charge.

The committee requested the management to direct the Medical Superintendent to provide medical facilities to the students at concessional rate and medical checkup on nominal rate.

1. Students' grievance was that there is paucity of text books and reference books in the college library and also that only one reader's ticket is issued to borrow books from the library.

The committee requested the management to provide sufficient funds to purchase sufficient number of text books and reference books and to direct the Chief Librarian and college librarians to provide list of requisite books.

1. The hostler's grievance is that for procuring items of daily use, they have to go either Jaipur or nearby towns.

Their demand is that there must be a grocery shop so that they can purchase essential items.

The committee forwarded their request to the Chairperson to provide a place to open a grocery shop and call interested persons to run the shop.

The meeting ended with the vote of thanks to the Chair.

## 6.3 Faculty Empowerment Strategies

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

#### Response:

Teaching staff is encouraged to attend conferences, workshops, skill development programs to enhance their skills. The colleges helps by giving them lesser work load while they attend the programs. Skill development in computers and academic resourcing are also conducted at the institutional level for teachers.

Non-teaching staff are also encouraged to attend training and skill up-gradation programs conducted in the univerisity and other bodies.

#### TEACHER WELFARE:

The Welfare facilities for the Teachers may be divided into Conducive working conditions environment and Welfare facilities in addition to the remuneration.

These conditions and facilities include:-

Individual teacher's office room with adequate provisions, staff lounges, Departmental libraries, personal contingency and stationery grants etc.;

Residential quarters at reasonable rent, facilities of community/corporate life such as cultural / recreational activities;

Transportation facility

Medical facilities 24 hrs

Leave travel facilities for self and family as also travel facilities for making library reference works in the advanced centres of the nation, visiting industrial centres, visits abroad attending Conferences and Seminars etc.,

The Teacher Welfare Committee should continuously review, monitor and improve upon the availability and utilisation of the welfare facilities.

The university providing facilities for the research degree to the faculties.

#### NON-TEACHING STAFF

We encourage the non-teaching and technical staff to suggest their opinions on the university's functioning through respective Committees.

CBSE accredited school is available in the campus for employees' kids and students from the surrounding of the university.

**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:** 10.96

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	19	18	22	27

**File Description**

**Document**

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years

[View Document](#)

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

**Response:** 19.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	29	17	16	6

**File Description**

**Document**

Details of professional development / administrative training programs organized by the University for teaching and non teaching staff

[View Document](#)

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

**Response:** 8.54

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program,

Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
29	25	09	14	9

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

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

#### Response:

Our University has a well defined vision, mission and objective. It is made sure that the staff working here are well aware about the same. This is done during orientation and other meetings. University believes that success can be achieved only if the staff understand the vision, mission and work towards the same for achieving success. The appraisal system is a continuous process which is conducted for every staff to assess their success, skills etc. Feedback is collected from students for every staff. This feedback is taken using an online 360 degree feedback system. The analysis is done online and the same is reviewed by chairman/director. The provided feedback is also communicated to the staff for suggesting improvements if necessary, to praise them if the feedback received is good etc.

API framework is also in place for performance appraisal of non-teaching staff.

The various departments also have the vision, mission and objectives defined. It is made sure that they are in line with that of University's vision, mission and objective. Self appraisal is also practiced where the staff are asked provided feedback about themselves. Based on feedback provided by director/chairman, students, peers, self-competency score and complacency score is calculated which is considered during appraisal.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

**Nims University Rajasthan** own external audit system along with internal audit. The University has appointed statutory external auditors, **G. Mehta and Company** (Registration No. GSTIN-08AFCPM1519FIZR), who regularly audit the accounts of the University since many years.

**Internal Audit:** Since the University is going through developmental stage and also, because the area of finance handled by the University Finance Department is very limited, an internal audit mechanism has not yet been put in place. Rather, the Accounts and the Development Officer weekly review the status of the accounts and major expenditures with the Chairperson, thereby having checks and balances in place.

**External Audit:** The external auditors (**G. Mehta and Company**) audit the accounts of the Nims University Rajasthan in December and April every year (in December for the period April to December, and in April for the final audit). This practice is also intended as a measure of checks and balances with a vision of correcting all shortcomings and input for implementation of best practices.

As discussed above, the accounts of the University are regularly audited by G.M. Mehta and company and so far, there has not been any audit objections.

The Income and Expenditure Statements for the years 2012-2013, 2013-2014 2014-2015, 2015-2016 and 2016-2017 are attached here against the prompt: **Any additional information.**

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

**6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**

**Response: 1**

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

**Response:**

Nims University Rajasthan jaipur has developed strategies for mobilization of fund and optimum



utilization of resources to ensure sustainable growth. It is also important to create good infrastructure and maintain adequate ICT facilities to provide quality teaching-learning. Since the University does not have 12b affiliation the focus is to look for alternate channels and resource mobilization. Accordingly the University has adapted the following strategies.

1. Optimize admission to the course
2. Investment of the available fund at the disposal of the University
3. Maximize income from the hospital
4. Maximize income from News India
5. Maximize income from consultancy and collaboration

The finance committee monitors and approves all the financial transactions. The IQAC takes feedback about the optimal utilization of resources and suggests augmentation of available resources

## 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

#### Response:

#### 6.5.1

IQAC team of NIMS University was established on March, 2017. Since its inception IQAC has been working to implement quality processes for overall improvement of teaching learning processes and infrastructure. Following are the two practices as the result of IQAC initiative.

1. Online Feedback System – IQAC has implemented “Campus.Technology”, an open source software platform to conduct feedback online. The following feedback are implemented:
  1. 360 Degree Feedback (Self, Peer)
  2. Curriculum Feedback
  3. Alumni Feedback
  4. Parents Feedback
  5. Course-exit Feedback
  6. Institutional Feedback
  7. Library Feedback
  8. Seminar/Workshop Feedback

The feedback is taken by all the stakeholders through the mobile app, or taken by logging into the ERP software through the University website. The feedback data is automatically analysed and reports are created real-time. The reports are reviewed by the IQAC and the recommendations are forwarded to the management. Subsequently an Action Taken Report is created by the IQAC.

1. LMS – IQAC has been instrumental in setting up online Learning Management System in the campus. The faculties upload course material such as PowerPoint, videos, YouTube links, in the

Institution LMS, and the students access it through their mobile app. The usage for the same is recorded in the LMS. The faculties also upload online MCQ and the assignments, which can be viewed, taken and attempted by the students using their mobile app.

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response:

IQAC of the NIMS University has been monitoring the quality of teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals during quarterly meetings. Quality parameters and key performance indicators are designed for every course by the IQAC. The KPIs are shared with the department. The IQAC monitors the status of the KPIs and takes corrective action if there is any deviation. The IQAC reviews the academic progress of every department and conducts the session audit. The IQAC encourages the faculty to take part in FDP and FIP. The IQAC encourages faculties to participate in ICT workshop. The IQAC has enforced the effective use of ICT based teaching methodologies. The University monitors the quality of Teaching-Learning process by various methods which include taking online feedback from the students, monitoring their attendance and providing them timely guidance and analyzing the results of each course after every semester. In addition, certain other parameters such as academic performance, number of teaching days, extra classes conducted etc. are monitored by the IQAC. IQAC always encourages the teachers to make use of the latest ICT tools and techniques and student centric learning methodologies.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

#### Response: 1

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

**Response:** Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

#### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

**Response:**

Areas of improvement in the last five years are depicted as follows:

2012-13:

• 12th Annual conference of Society of Pharmacovigilance, India	
• Establishment of National Referral Centre for Fluoride poisoning in India (NRCFPI)	
• Development of Mandela Hostel for International Students	
• Ambedkar Hostel for PG students	
• Pratap Hostel for UG students	

2013-14:

• Nims Infertility Research Centre	
• Jijabai Girls Hostel	
• Jodhabai Girls Hostel	
• Ahilyabai Girls Hostel	
• Residential Building for 4th class employees	

2014-15:

• Pre Conference 29th IACDE&22nd IES National Conference	
• Establishment of 24x7 news channel (News India)	

- Centre for Excellence in renewable energy and sustainable technology
- Library Extension: A multistory building

2015-16:

- 4th Annual Conference of Infant and Young Child Feeding (IYCNCON-2015)
- ICICI Bank
- Beautification of buildings covered by glass
- Subhash Hostel for UG students
- Vivekanand Hostel for UG students
- Shivaji Hostel for UG students
- International conference on Paediatric Gastroenterology Hepatobiliary, Transplant and Nutrition (PGHTNCON-2016)
- Five modern Seminar / Conference Halls
- Multistory building for Paramedical College
- Established Nims Institute of GI and Liver Sciences
- Two day programme on Gyanarjan Mahotsav celebrated at Nims
- National Seminar on “Step towards Make in India”
- Seminar on ‘Nation Building’ through ‘Digital India initiative
- SAVE GIRL CHILD Programme at Nims University (Hamari Beti)
- National Event “Giving wings to Daughter” supported by Nims University
- Nims University Celebrated Daughter’s Day
- National Symposium on “Integration of Indian Medicinal System into Modern Medicine”

2016-17:

- Extension of Nims superspeciality centre: New Building
- ANVESHAN: WEST ZONE STUDENTS RESEARCH CONVENTION
- International annual symposium for dental, medical & allied sciences on “management of TMJ disorders & deformities – a simplified logistic approach”
- New Sewage Treatment Plant
- National Seminar on “Writhing Pain and Silent Shrieks: Empowering the Cancer Survivors” supported by I
- Tomar- Kashahara Garden
- National Seminar on “Writhing Pain and Silent Shrieks: Empowering the Cancer Survivors” supported by I
- Establishment of the corner of University of Primoska at Nims University Rajasthan Jaipur

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 125

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
32	29	25	24	15

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

##### a) Safety and Security

##### b) Counselling

##### c) Common Room

**Response:**

##### a) Safety and Security

Safety and Security governed by following practices

- Separate and well protective and guarded hostels for girl students.
- 24x7 male and female guards
- Security check booths
- CCTV cameras in the campus and buildings for continuous monitoring.
- Staff Identification and other security measures
- Sign boards for display to create awareness about prevention of sexual harassment/ragging
- Emergency contact numbers allotted and displayed at many sites in the campus
- High security fencing
- Anti Sexual harassment cell
- Timing for exit and entry in the college and hostels
- Regular reminders of ethical values of the organization through counseling and posters.

- Biometric access for girls hostel

## **b) Counselling**

The college has Womens Cell: Girl students are encouraged to reach out to the cell for any problems and counselling. There is also psychometric counselling provided to the girl students as necessary through their respective mentors. There is a grievance redressal cell available in the campus to address issues like infrastructure, facilities etc.

The college has Women's Cell: Girl students are encouraged to reach out to the cell for any problems and counselling. The women's cell also conducts various awareness programs on days like women's day, etc.

Gender disparity has been a major hurdle when it comes to education in India. To curb the same many activities, awareness programs, workshops etc have been conducted in the college. Women education, women empowerment are very important for the entire social and human development. Hence importance has also been given for education for girls.

Programs have been initiated by the University like beti-padao beti-bachao where the university conducts activities to encourage the community to educate their daughters. Girl students who are on the verge of drop out due to family economic problems, child marriage etc have been identified and provided counselling by their teachers and women cell. There are scholarships available for the economically weaker section to help send their ward to pursue education. Health facilities at affordable cost has also been provided.

Gender audit as a best practice has been conducted in the college for girl students where feedbacks are taken on issues like ragging, sexual harassment if any, hygiene in the college, security in the campus and hostels etc. Based on the feedbacks analysis is conducted and necessary actions are taken by the women's cell as necessary.

There have been various other programs conducted every year like International day of the girl child, panel discussion on women progression in India, women self-defence workshop, discussion on women entrepreneurship, economic empowerment of women, Janani Suraksha scheme, Hamari Sehat-awareness on women health issues, etc.

Sexual harassment, ragging and violence has been amongst the reasons leading to reluctance of parents sending their daughters to study . To help change this thought process the university has set up anti-sexual harassment cell and Anti Ragging cell.

**c) Common room:** Common rooms are available in all colleges separately for both girls and boys. There are sitting facilities, water purifiers, washrooms available too.

## **7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 100

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 1221510

File Description	Document
Details of power requirement of the university met by renewable energy sources	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 100

##### 7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 621510

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

##### 7.1.5 Waste management

Waste management practice at NIMS University, Jaipur follows three main principles "sustainable development", "precaution" and "polluter pays".

1. **Solid waste Management:** Sanitary landfills were adopted as the substitute for open-burning dumps. In a sanitary landfill, wastes are dumped in a depression or trench after compaction, and covered with dirt every day in the University by sweepers. Waste generated in the campus is divided into three types - (a) bio-degradable, (b) recyclable and (c) the non-biodegradable. Garbage generated is sorted before giving for recycling. The biodegradable materials put into deep pits in the ground and left for natural breakdown. The non-biodegradable is given for disposed off.
2. **Liquid Waste Management:** Waste water or sewage that are generated from a toilet, bath, laundry, lavatory, and kitchen- sink wastes, and surface run off. There are many sewage disposal methods followed in the campus to keep the campus free from micro-organisms. There are modern sewage systems in the University for Liquid Waste Management.
3. **E-waste:** Components of E-waste are toxic and non-biodegradable. E-waste includes electronics, computers, televisions, LED or CRT monitors, printers and hard drives. E-waste present both occupational and environmental health threats including toxic smoke from recycling processes and leaching from e-waste in landfill into local water tables. University waste includes mercury-



containing equipment, such as CFL bulbs and other lamps, alkaline and lithium batteries, and cell phones. Waste contains a lot of heavy metals and toxic materials that can seep into the water supply or poison the ground. NIMS university is following rules according to 2007 guidelines issued by CPCB, for E-waste disposition for “Hazardous Waste (Management and Handling) Rules 2003” and Municipal Solid Waste Management Rule, 2000. E-wastes generated in the university is buried in landfills or incinerated. Metals like copper, iron, silicon, nickel and gold are recovered during recycling process.

4. **Bio-medical waste:** Hospitals generate hazardous wastes contains disinfectants and other harmful chemicals and also pathogenic micro-organisms. Such wastes require careful treatment and disposal. The use of incinerators is crucial to disposal of hospital waste. According to CBWTF (Common Biomedical Waste Treatment Facility) there should be biomedical waste material disposition center at every 150KM distance in country. At NIMS University, biomedical medical waste is picked up by Instomedix Private limited thrice a day from each ward of the hospital to keep the environment neat, clean and disease free.

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

#### 7.1.6 Rain water harvesting structures and utilization in the campus

##### Response:

##### 7.1.6. Rain water harvesting system

**NIMS university Jaipur is located is semi desert area of Rajasthan in the foot hills of Aravali range.** The rainfall is scanty and water is extracted through borewells and remaining requirement is met through private water tanks. In order to restore the water table, limited available rain water is harvested from rooftops of hostels, surface runoff from open area and runoff from NIMS campus.

There is a environment committe/club set up in the college. This committee proposed that a rain water harvesting system be implemented in the campus.

The rain water harvesting architecture has been integrated into the Univesrity building plan. Accordingly provision of soak pits have been made accross the university to collecet the rain water.

Each soak pit is connected to a reservoir to collect the rain water. At the same time a network of storm water drains and channels exist in the campus to redistribute excess water. Through this method the usage of ground water is reduced as much as possible. This is a easy method that requires minimal effort when it comes to collection of rain water for future use.

The water from the reservoir is frequently used for watering the plants in the horticulture garden. The University implements the practice of agroforestry in and around the campus to enhance the scope of ground water recharging.

The university also has a functional animal house. The water stored in the reservoir is also used for cleaning the animal house whenever possible. The excess water in the reservoir is also used for the purpose of cleaning the campus as applicable.

1. **Surface Runoff Harvesting:** Surface runoff water from different areas surrounding the hospital and is collected in trenches located in eastern and western part of NIMS campus (near the gate number 1 and 2). Runoff near the NIET building is drained into open area nearby.
2. **Rooftop rainwater harvesting:** Rooftop rainwater harvesting is done from hospital building, girls and boys hostels rooftops and other campus buildings. Rainwater from these buildings is taken into open trenches prepared at various locations in the university. The silt-free water overflows into the recharge well. The recharge well encompasses a bore well which is 100mm in diameter and 30m deep.
3. **Impact:** Water level data: Before installing the rainwater harvesting system water levels in NIMS University were declining at very high rate. After this practice water level improved at significant rate.

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

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### Response:

University has both Pedestrian Friendly Roads and Bicycles/E-carts for the transport within the campus. Various promotional activities are being carried out to encourage the same. Our campus is a " No Plastic Zone". The policy Manual includes not only consumer alternatives to dispose off plastics, but more importantly, organizing advice on running campaigns, working with administration, facilitating cross-campus collaborations, and passing the baton on to other student organizers during graduation. University has created a paperless environment within the campus offices.

The university has planted various trees as an important part of the biosphere supporting the eco-system. Different kinds of trees like Juniperus, Hare Krishna Tree, Alstonia Scholaria, Tecomastans, Horsinigar,

Amelia, Gold Duranta, Platycladus, Ashoka, Palm, Bottle Neck, Fuhara, Chinse Fan Pala, Jamia Pol, Cycas Palm, Sheesham, Neem, Megnolia (Champa), Debt Tree and many other big and mini plants, have been planted in the campus. Apart from the above plantations, buildings of university have lawns, flower pots and trees. Both sides of access roads are planted with hedges trees and plants. There is a green house in the campus that is manitained by the department of Agriculture engineering where the plants are groen in controlled environments.

Celebration of Environmental day where awareness programms are conducted for both staff and students on keeping the environment green and clean

Green audit is also conducted to assess the effect of environment pollution and the steps taken by the university to curb the same. Green policy is also in place to keep have a better check on environmental quality via various activities and also to comply with the green/environmental policy which is in place.

Energy conservation: The University encourages minimal consumption of energy. This is carried out by creating awareness among the all the staff and students, notices are put up to encourage the same. Switch off drill is conducted in the institutes to help bringing about cuginizance about energy conservation. Solar panels are installed to help save energy. There is 90% usage of LED bulbs in the entire campus.

Car pooling/vehicle pooling is encouraged in the college. There are also bus faclities for transportation for staff and students.

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 9.21

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
60	159	54	50	34

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift

- 3.Ramp / Rails
- 4.Braille Software/facilities
- 5.Rest Rooms
- 6.Scribes for examination
- 7.Special skill development for differently abled students
- 8.Any other similar facility (Specify)

**Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Response:** 11

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	5	1	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Response:** 1226

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
496	305	113	196	116

File Description	Document
Report of the event	<a href="#">View Document</a>
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>

<b>7.1.12</b> <b>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</b>	
<b>Response: Yes</b>	
File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

<b>7.1.13 Display of core values in the institution and on its website</b>	
<b>Response: Yes</b>	
File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

<b>7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</b>	
<b>Response: Yes</b>	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

<b>7.1.15 The institution offers a course on Human Values and professional ethics</b>	
<b>Response: Yes</b>	
File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

<b>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory</b>	
--	--

**bodies / regulatory authorities for different professions****Response:** Yes**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 30

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	7	4	10	7

**File Description****Document**

List of activities conducted for promotion of universal values

[View Document](#)**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities****Response:**

India is a country of rich culture, heritage and diversity. This is evident through the various diversities of people staying here. Festivals represent many aspects of the society. It also instills happiness. The University celebrates national festivals every year. This is done to encourage cultural diversity among all. Students are encouraged to portray various cultures through dance, skit, drama etc. Cultural club is also set up in the college to conduct cultural activities. Both students and staff are encouraged to participate in the same.

Birth/death anniversaries of national personalities are celebrated to instill patriotic values in staff and students. Events like hoisting the our National flag on independence day, Republic day etc. Birthday's of personalities like Dr Ambedkar, Sarvapalli Radhakrishnan, Mahatma Gandhi, Bal Gangadhar Tilak, Rabindranath Tagore, Vallabhai Patel, Jawaharlal Nehru, Bhagat Singh, Lal Bahadur Shastri etc. During the celebration of the Birthdays/Anniversaries talks on their life, contribution to society etc are spoken about to create awareness among the staff and students.

S.No.	Name of the Personality	Birth /Death Date	Name of the Programme
1.	Dr. Bhimrao Ambedkar	14-April	Ambedkar Jyanti

2	Pt. Jawaharlal Nehru	14 November	Children's Day	
3	Mahatma Gandhi	2 October	Gandhi Jayanti	
4	Dr. Sarvepalli Radhakrishnan	5 September	Teacher's Day	
5	Lord Krishna	Aug-Sep	Krishna Janmashtami	
6	Jesus Christ	25th December	Christmas	
7	Hussein ibn Ali	Every year (Date variable)	Mu?arram	
8	Swami Vevekanand	12- January	Swami Vevekanand Jayan	

S.No.	Name of the Day	Date	Activities	
1	Independence Day	15 August	Flag Hosting, National Activities	
2	Republic Day	26th January	Flag Hosting, National Activities, Prize and award	
3	Yoga Day	21st June	Yoga, meditation, cultural health and fitness	
4	Gandhi Jayanti	2nd October	Talk on freedom movement and patriotism	

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

**University Annual report:** This report is also prepared by the IQAC.

**Audit report:** The University conducts financial audit every year. There is also academic, administrative and green audit

**Organizational structure and function:** The IQAC contains representation from faculty, alumni, students etc. Student council also exists in the campus and a quality circle is formed to facilitate quality initiatives to be implemented related to teaching learning, student support and infrastructure

**Objective Appraisal System:** 360-degree performance appraisal system is put in place for appraisal of teaching and non-teaching staff.

Online Admission process: there is a transparent online admission system in which the applicants can login to their own portal and fill in their required details. They can also track their application status, update payment information, and respond to any queries or contact the University admission officer for any queries.

Integration of Online Payment Gateway: Students can pay online using payment gateway.

**Academic Calendar:** This calendar is prepared before the starting of the session where all details like exams, internals, holidays, activities are mentioned. This calendar is also displayed in the University website.

**Exam Automation System:** The University has implemented fully automated Exam Automation system in which the result data of all students are available facilitating generation of mark sheet and transcripts. The students can view their assessment scores through the mobile app. Online MCQ with randomly generated questions from the uploaded question bank which is being introduced as a part of internal assessment framework to improve transparency

**Objective, robust and transparent evaluation process:** Students can apply for reevaluation. The answers scripts are also show to the students if requested.

Timely Recognition and approval of all programmes/institutes by their respective regulatory bodies.

**Inventory management** with QR code tracking is implemented in the University to track all the available assets

**Student information system:** This system is implemented in campus along with the app for faculty and students to access academic and administrative information.

**Learning management system:** The faculty use this system to upload PPT's, study materials, videos of the subjects. Students can access this for a better understanding of the topics.

**Installation of ISO 90001-2015** and similar quality assurance systems: The university has obtained ISO 9001 -certification in 2012. Quality audits are also conducted on the basis of Washington accord

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

**Response:**

#### 1. Title of the practice:

Adaption of inter-disciplinary approach between medical sciences and allied health sciences for enhancement of clinical and research skills.

#### 2. Objectives:

- Integrate multidisciplinary approach between medical sciences and allied health sciences for enhancement of clinical and research skills among allied health professionals and Increasing employability, entrepreneurship.



### **3. The Context:**

Low number of allied health professionals like paramedical, nurses and midwives remains one of the biggest challenges that health industry is facing in India. Due to lack of appropriate training resources, even the newly qualified workforce of allied health professionals lack high level of professional skills and therefore, remains unable to perform at the optimum level. This coupled with the apparent discrepancy in different states and urban-rural areas, means that a large number of population, mostly rural dwellers or the poor urban is liable to receive care from unqualified or under-qualified providers.

After recognising the situation, our University streamlined its resources towards developing state-of-the-art interdisciplinary, integrated and innovative approaches to health care education which is directed towards enhancing employability, knowledge and skills of the trained health workers.

### **4. The Practice:**

Our University offers allied health programmes in number of disciplines including paramedical, nursing, physiotherapy and pharmacy. The constituent colleges have good facilities, highly qualified teachers and excellent research environment to perform cutting edge research and innovations. These facilities and resources remain essential for performing advanced research and mastering the professional skills of their disciplines, it is difficult to imagine that the professionals can acquire their maximum potential without receiving hardcore clinical training. In order to overcome this, we have adopted inter-disciplinary and innovative methods of training which pay attention to the clinical training of all allied health professionals. Nims University has got an associated medical college with one of the largest number of beds in our state. It has got all clinical training facilities including bedside teaching, OPDs, theatres, etc. All allied health professionals are given relevant clinical training facilities as a part of their curricula. These inter-disciplinary methods of training have improved the quality of graduates dramatically. As demonstrated by the increasing number of placements for the allied healthcare graduates passed out from Nims University, this approach has been successful in augmenting the skill-set and hence employability of these trainees.

Furthermore, aligning ourselves to our vision of achieving global entrepreneurship Nims University aims to impart the required skills to all trainees. Conducting research remains one of the most important attributes in our trainees and therefore they are provided with relevant training in research methodology and tools of biostatistics. Nims institute of management and computer sciences plays a vital role in imparting entrepreneurship and management skills in our trainees.

### **5. Evidence of Success**

- Physiotherapists, Paramedical and nursing students getting good jobs or becoming entrepreneurs
- Establishment of state-of-the-art centres like National Referral Centre for Fluoride Poisoning in India (NRCFPI).

### **6. problems encountered**

- Lot of investment to set for infrastructure and facilities.
- Coordination between different department

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

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

The Nims University owes its existence and support to Indian Medical Trust through an Act of Rajasthan Legislature. Within a short span, Nims has attained the status of 2(f) of the University Grant Commission and has gained recognition by MCI, DCI, PCI, Indian Nursing College, Council of Architecture, BCI and AICTE.

The recognition was given for MBBS degree by MCI in the year 2009. Latest modern and sophisticated equipment have been added to central diagnostic division of the NIMS Hospital. Lecture theatres have been equipped with audio-visual aids. Three new super specialty departments namely Cardiology, Nephrology and Cardio Thoracic Surgery have been added. A new mile stone, in the name of In-Vitro Fertilization has been added. Patients are taking full advantage of these Bio Engineering technique using stem cell to create cornea and part of cornea is being transplanted with success in the Department of Ophthalmology. This technique provides vision to those who cannot gain vision through regular corneal transplant or have inherited genetic degenerative conditions of cornea. Corneal transplant in patients with corneal opacity has provided vision to large member of blind individuals starting from the age of few months. For the prevention of blindness, camps are regularly organized. The Nims tertiary level hospital having 1140 bed strength manage outreach programme relating to health sciences and has provided free treatment and preventive measures in more than 150 villages.

The hospital is equipped with latest modern imaging technologies 2 MRI (1.5 Tesla), 2 whole body CT scan (128 Slice and 16), cath lab with angiography and angioplasty facility, facility for Renal Transplant, Cochlear, Corneal, Hair Transplant, Bypass Surgery, valve replacement surgery, laser assisted all urological procedures, facility for knee and hip replacement and spinal surgery, 24×7 critical care units and trauma care unit (with facilities of Neuro Sugery, Orthopeadics, Oral Maxillofacial Surgery, all neurological surgeries assisted by high end microscope and endoscope, facilities for In Vitro Fertilisation(IVF), facility for Liver Transplant. High end gastroenterology endoscopic suites with facilities of ERCP, endoscopy, colono scopy and EUS (Endoscopic Ultra Sound) with high end facility of oncology (cancer).

A number of ultrasound equipments and Coloured Doppler for noninvasive imaging. High Pressure Liquid Chromatography, Automated Five Parts Cell Counter, Autoanalysers Blood Gas Analyzer, conventional PCR System Microscan, BACTAC (9050) and Immulite Chemiluminscence etc. for central diagnostic

support. The Blood Bank works round the clock and ensures that each unit of blood issued is tested for AIDS, Hepatitis-B and C viruses. Medical, surgical PICU/NICU and respiratory critical intensive care units provide excellent critical care services. The casualty services unit is being upgraded as a separate emergency services department with all modern critical care of trauma.

The operation theatre complex consists of modular operating suits that are equipped with the modern anesthetic equipments and monitors. The superspecialty departments like Cardiothoracic Surgery, Urology and Plastic surgery are providing quality care. Video Laproscopic Surgery and Nasal Endoscopic Sinus Surgery services are functioning in the hospital. The Orthopedic Centre houses modern facilities with Physiotherapy and Occupational Therapy units.

NAAC

## 5. CONCLUSION

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### Additional Information :

#### Award and recognition of the University

1. Best University in India 2017 by WESC
2. Best Private University of the Year 2017 in National Education Excellence Award 2017 by ASSOCHAM
3. International Excellence Award-2017 “Best Private University”
4. “Best Private University” in Rajasthan by Indian Research Media and Awards 2017
5. Best Private University in India 2017 given by Centre for Education Growth and Research & All India Council of Technical Education
6. University of the Future By India Today Aspire Ed. April 2017
7. Ranked as “5th Emerging Best Medical College” in India by India Today 2016 Nielsen Survey
8. “Best Professional Institute for Skill Development 2016” by The Associated Chambers of Commerce of India
9. SIX SIGMA HEALTHCARE EXCELLENCE AWARDS “Best Medical Science University” of the Year Nims University, Jaipur 2015
10. Global Environment Award 2015 presented to NIMS University, Jaipur “For outstanding achievements in Reducing Pollution and Environment Management”
11. CCI Technology Education Excellent Award 2014 to Nims University, Jaipur - India for Innovative Research
12. "Best Private University” in North India by Time Research 2013

### Concluding Remarks :

The commendable progress that the university has made in teaching, research providing education and training in wide range of courses has not made us complacent, instead we are striving hard to accomplish our mission of attaining distinction in providing time tested learning experiences and exploring new areas for research of national importance.

We are primarily focusing on:

- Consolidation, up gradation and expansion of programmes which have already been initiated in the university. The Board of Studies are vigilant and keen to update and modify the syllabus and curriculum to enable our graduates to keep pace with the latest developments.
- Augmented infrastructure facilities for students opting for research.
- University providing advance short term teachers training courses for those on campus and regular and long term for potential candidates opting teaching as their career.

The Nims University has transformed to provide setting for the development of innovative minds to face the extra ordinary challenges that our country faces today.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years</p> <p>Answer before DVV Verification : 72</p> <p>Answer after DVV Verification: 71</p>																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr></thead><tbody><tr><td>133</td><td>111</td><td>91</td><td>82</td><td>71</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr></thead><tbody><tr><td>133</td><td>111</td><td>91</td><td>82</td><td>71</td></tr></tbody></table> <p>Remark : As per clarification given by HEI.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	133	111	91	82	71	2016-17	2015-16	2014-15	2013-14	2012-13	133	111	91	82	71
2016-17	2015-16	2014-15	2013-14	2012-13																	
133	111	91	82	71																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
133	111	91	82	71																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 1020</p> <p>Answer after DVV Verification: 85</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 122</p> <p>Answer after DVV Verification: 122</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr></thead><tbody><tr><td>611</td><td>814</td><td>684</td><td>680</td><td>433</td></tr></tbody></table> <p>Answer After DVV Verification :</p>	2016-17	2015-16	2014-15	2013-14	2012-13	611	814	684	680	433										
2016-17	2015-16	2014-15	2013-14	2012-13																	
611	814	684	680	433																	

2016-17	2015-16	2014-15	2013-14	2012-13
611	814	684	680	433

Remark : As per supporting.

2.1.2 Demand Ratio(Average of last five years)

2.1.2.1. Number of seats available year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1040	1040	1040	1040	970

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
5477	5517	5249	5262	5041

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
355	193	245	178	371

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
525	551	574	513	307

Remark : Supporting document provide by HEI does not match.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 295

Answer after DVV Verification: 295

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 1087

Answer after DVV Verification: 224

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
31	4	10	15	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
24	4	8	15	5

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
52	70	62	56	47

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
40	43	54	50	36

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
44	37	33	7	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
44	37	33	7	7

3.1.3	<p>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
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0	0	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
3.1.4	<p>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1014 1046 1149"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1227 1046 1361"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	0	0	1	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	0	0	1
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	0	0	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	0	0	1																	
3.4.6	<p>Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years</p> <p>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 the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1641 1046 1776"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>7</td> <td>5</td> <td>10</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1854 1046 1989"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>6</td> <td>5</td> <td>10</td> <td>1</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	16	7	5	10	1	2016-17	2015-16	2014-15	2013-14	2012-13	16	6	5	10	1
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16	7	5	10	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
16	6	5	10	1																	
3.4.7	Bibliometrics of the publications during the last five years based on average citation index in Scopus/																				



Web of Science or PubMed

3.4.7.1. Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Answer before DVV Verification : 496

Answer after DVV Verification: 496

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

3.4.8.1. Number of citations received by individual research publications in the last 5 years

Answer before DVV Verification : 491

3.4.8.2. Number of publications receiving proportionately maximum number of citation in the last five years

Answer before DVV Verification : 478

Answer after DVV Verification: 57

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
534	330	381	289	133

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
50.8	30.6	35.7	26.1	10.8

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
93	69	78	63	52

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	3	1	1	0

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
22.05	102.92	89.3	92.9	58.5

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
19.4	99.8	86.2	92.1	57.7

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
61	142	163	189	119

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
61	142	163	183	119

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
201	185	195	58	111

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
201	185	195	102	111

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
29	25	15	22	9

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
29	25	09	14	9

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	10	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
5	0	0	0	0

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	5	1	3

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	5	1	0

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>333</td> <td>298</td> <td>345</td> <td>378</td> <td>279</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>203</td> <td>209</td> <td>212</td> <td>195</td> <td>179</td> </tr> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	333	298	345	378	279	2016-17	2015-16	2014-15	2013-14	2012-13	203	209	212	195	179
2016-17	2015-16	2014-15	2013-14	2012-13																	
333	298	345	378	279																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
203	209	212	195	179																	
1.4	<p>Number of full time teachers worked in the institution during the last 5 years</p> <p>Answer before DVV Verification : 1001</p> <p>Answer after DVV Verification : 998</p>																				
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>3326</td> <td>3326</td> <td>3346</td> <td>3346</td> <td>3326</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>2738</td> <td>2759</td> <td>2624</td> <td>2631</td> <td>2521</td> </tr> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	3326	3326	3346	3346	3326	2016-17	2015-16	2014-15	2013-14	2012-13	2738	2759	2624	2631	2521
2016-17	2015-16	2014-15	2013-14	2012-13																	
3326	3326	3346	3346	3326																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
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