



**QSI Assessment Report for Jayoti Vidyapeeth Women University
(Based on NAAC University Academic assessment) T. P.I.**



"बेटी बचाओ, बेटी पढ़ाओ"
Estd. 2008



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SECTION A: GUIDELINES FOR ASSESSMENT

Assessment is based on the Core Values, NAAC Criteria and Key Indicators.

I. INTRODUCTION ;

JVWU is the first private Rajasthan State registered Women’s University in India. The Institute started its activities like education in academics. It has been established by Govt. of Rajasthan, recognized by UGC & approved by AICTE in 2008. University was established under the Dynamic leadership of Late Mr. Pankaj Garg & and currently looked after by Mr. JV’n Vedant Garg as Advisor & CEO. JVWU is located at Vedant Gyan Valley, Village- Jharna, Mahala-Jobner link Road, Jaipur – Ajmer Express Way, NH-8, Jaipur-303007, Rajasthan, (India).

The University is empowered to award Certificates, Diplomas, Degrees, and also Educational rewards as per norms of Statutory Bodies as UGC, AICTE, and such others. It is being funded by a Charitable Trust named “Jayoti Vidyapeeth Trust” Jaipur. JVWU to become a leader in disciplinary teaching and research keeping integration of class room learning with the real world experiences.

Vision and Mission

- **Vision**

The University aspires to become a leading centre of excellence for Education, Research, Clinical care and training in technical and medicinal fields to educate women in technically advanced disciplines to inculcate in them the spirit of enterprises and the desire to excel.

The University provides a transformational experience where highest integrity, professional commitment and ethics are inbuilt in the training mechanism itself, so that young girls may be transformed in to leaders and cultural ambassadors of tomorrow having an effective personality and ability to address social, economic and technological challenges of the global world.

It presently offers more than 30 programs for the award of Certificates, Diplomas, First Degree, Master and Doctoral Degrees in General and Professional fields in Normal of Dual Mode.

- **Mission**

The University is committed to the cause of women empowerment through access to education by creating learning and work environment for greater productivity, excellence in quality and innovation along with awareness about social & ethical responsibilities.

The University aims to bridge the gaps in education prevailing in Indian Society by providing educational opportunities of global standard relevant to the corporate world to women, especially from rural background and lower socio – economic strata of Society.



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• Achievements

University has participated in various events & competition at national level. Even media has also promoted & appreciated the University's efforts and achievements following are the marvelous achievement of the university: The JVWU has been honoured with Dainik Bhaskar B-School leadership award on 12th Feb. 2010 for innovative Modern & Industry related Curriculum. University is the member of AIEEE, AIMA-MAT, ATMA, NAT, E-NAT, BMAT, JNEE National level Competitive examinations and also considers the score card of Central / State / University level Examinations like CAT, XAT, JAM, GATE, GPAT & others. University has also bagged the winner of weal award 2009 from the confederation of universities for outstanding contribution in the area of women's education & entrepreneurship planning and administration.

The University is situated in rural area and this area is not only suffering from illiteracy, ignorance, superstitions but also from lack of medicinal facilities. For the benefit of such rural population the university started rural medical services in the nearest village with the help of village Panchayat Jharna from 13th July 2009. University runs four peripheral clinics with the Homoeopathic Physicians in nearby rural areas. The Medical team treats the patients of villages free of cost. The University has also been running the free check- up camp .

2 0 Assessment & Accreditation (A&A) Framework

- Qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency
- Extensive use of Information and Communication Technology (ICT) confirming scalability and robustness
- Simplification of the process / reduction in number of questions, size of the report,
- Benchmarking as quality improvement tool. through comparison of NAAC indicators.
- System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- Enhanced participation of students and alumni in the assessment process

3. QUALITY INDICATOR FRAMEWORK (QIF)-DESCRIPTION

. The seven criteria represent the core functions and activities for assessment of HEIs are:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices



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Criterion I: - Curricular Aspects :KEY INDICATORS

1.1 *(U) Curriculum Design and Development

Curriculum Design and Development to have processes, systems and structures in place..

Curriculum Design and Development is process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. The Key Indicator (KI) also considers the good practices of the institution in initiating a range of programme options and courses that are relevant to the local needs Curriculum comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), organizational details of implementation as well as assessment of student performance and thereby attainment of PSOs and COs.

The quality element is reflected in the efforts to revise, update, include emerging concerns etc., the University makes in this regard. The Curriculum designed by University may also focus on employability, entrepreneurship and skill development.

1.2 Academic Flexibility :Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

1.3 Curriculum EnrichmentHolistic development of students is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. "value-added" courses for students to choose to their interests and inclinations.

1.4 Feedback System ; A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Criterion II: - Teaching Learning and Evaluation

The focus of Criterion II is captured in the following Key Indicators:

KEY INDICATORS

2.1 Student Enrolment and Profile :The process of admitting students a transparent, well-administered mechanism, representation of student community from different geographical areas and socio-economic, cultural and educational backgrounds. .

2.2 Catering to Student Diversity : satisfy the needs of the students from diverse backgrounds as well as from different locales. . .

2.3 Teaching-Learning Process : participative learning, experiential learning and collaborative learning modes, facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches .Enrich teacher's familiarity with Learning Management Systems (LMSs),

2.4 Teacher Profile and Quality :"Teacher quality / their qualification, teacher characteristics, and adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities.

2.5 Evaluation Process and Reforms : assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. tests the PSOs and COs, quality of questions, extent of transparency in the system, extent of development inducing feedback system, regularity mechanisms for prompt action on possible errors.

2.6 Student Performance and Learning Outcomes; The real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations.

2.7 Student Satisfaction Survey ;All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the "comfort" feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements..



Criterion III: - Research, Innovations and Extension

KEY INDICATORS

3.1 Promotion of Research and Facilities: The promotion of research culture is a significant responsibility of the HEI, policies and practices, making adequate resources available, encouraging active research involvement of The institution collaborates with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

3.2 Resource Mobilisation for Research : financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research.

3.3 Innovation Ecosystem : incubation centre and other initiatives for creation and transfer of knowledge. The institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won.

3.4 Research Publications and Awards : Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research and learning. Research acumen in reflecting various research output with clear records such as- doctoral, post-doctoral, projects, inventions and discoveries, number of patents obtained and number of research publications.

3.5 Consultancy: expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. **The faculty taking up consultancy is properly rewarded.**

3.6 Extension Activities : sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. **Affiliation and interaction with groups or individuals and the ability to influence the actions, decisions, policies, practices** or goals of the organization leads to mutual benefit.

3.7 Collaboration : Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. Include training, student exchange, faculty exchange, research and resource sharing, among others. **a formal agreement or understanding**

Criterion IV: - Infrastructure and Learning Resources

KEY INDICATORS

4.1 Physical Facilities ; Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective **ambience for curricular, extra- curricular and administrative activities**. A provision of expenditure in the budget is made **annually for maintenance and replenishment of physical facilities** which will ensure their availability on a continual basis.

4.2 Library as a Learning Resource ; The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms **which enable students to acquire information, knowledge and skills required** for their study programmes. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity.

4.3 IT Infrastructure ; The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

4.4 Maintenance of Campus Infrastructure

regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that the institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.



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Criterion V: - Student Support and Progression

The focus of Criterion V is captured in the following Key Indicators:

KEY INDICATORS

5.1 Student Support; Facilitating mechanisms like **guidance cell, placement cell, grievance redressal cell and welfare measures to support students**. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for **bridge and value added courses** in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, free ships

5.2 Student Progression ;The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

5.3 Student Participation and Activities ;The institution promotes **inclusive practices for social justice and better stakeholder relationships**. The institution **promotes value- based education for inculcating social responsibility and good citizenry amongst its student community**. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement ;The Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources – both financial and non financial. The institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the institution through financial and non-financial means.

Criterion VI: - Governance, Leadership and Management

Effective functioning of an institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and role of leadership.

KEY INDICATOR

6.1 Institutional Vision and Leadership ; Effective leadership by setting values and participative decision- making process is key not only to achieve **the vision, mission and goals of the institution** but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the **academic and administrative planning and implementation** reflects the institutions efforts in achieving its vision.

6.2 Strategy Development and Deployment ;The leadership provides **clear vision and mission to the institution**. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions.

6.3 Faculty Empowerment Strategies ;The process of planning human resources including **recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback**, analysis of responses and ensure that they form the basis for planning. Efforts are made to **upgrade the professional competence of the staff**. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization; Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are **Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality and achieving academic excellence**. The institution has **mechanisms for academic and administrative auditing**. It adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.



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Criterion VII: - Institutional Values and Best Practices

An educational institution has to be responsive to the **emerging challenges and pressing issues**. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality.

Every institution has a mandate to be responsive to at **least a few pressing issues** eg: **gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics**, practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a **“best practices”**.

The focus of Criterion VII is captured in the following Key Indicators:

KEY INDICATORS

7.1 Institutional Values and Social Responsibilities

The institution organizes gender equity promotion programmes. The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The institution facilitates the differently abled (Divyangjan friendliness), effective dealing of location advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the institution are explicit in its regular activities.

7.2 Best Practices ;

Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as “best practice/s”. These are not any activity prescribed by some authority. At some point in time the institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these ‘*best practices*’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning.

7.3 Institutional Distinctiveness ; Every institution would like to be recognized for certain of its attributes which make it ‘*distinct*’, or, one of its kinds. Such attributes characterize the institution and are reflected in all its activities in focus and practice.



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4. THE ASSESSMENT PROCESS; ,

Table Distribution of weightages across KeyIndicators (KIs)

Criteria	KeyIndicators (KIs)	University Max Marks	Assessed Marks	
1. Curricular Aspects	1.1 *(U)Curriculum Design andDevelopment	50	47	90 %
	1.2 AcademicFlexibility	50	46	
	1.3 CurriculumEnrichment	30	28	
	1.4 FeedbackSystem	20	14	
	Total	150	135	
2. Teaching-Learning and Evaluation	2.1 StudentEnrolmentand Profile	10	8	90 %
	2.2 CateringtoStudent Diversity	20	20	
	2.3 Teaching-Learning Process	20	19	
	2.4 Teacher Profile and Quality	50	43	
	2.5 EvaluationProcessand Reforms	40	38	
	2.6 StudentPerformance	30	27	
	2.7 Student satisfaction Survey	30	18	
	Total	200	180	
3. Research, Innovations and Extension	3.1 PromotionofResearch and	20	15	86%
	3.2 ResourceMobilization for	20	19	
	3.3 Innovation Ecosystem	30	29	
	3.4 ResearchPublications andAwards	100	80	
	3.5 Consultancy	20	18	
	3.6 ExtensionActivities	40	38	
	3.7 Collaboration	20	17	
	Total	250	215	
4. Infrastructure and Learning Resources	4.1 PhysicalFacilities	30	29	94 %
	4.2 LibraryasaLearning Resource	20	19	
	4.3 ITInfrastructure	30	29	
	4.4 Maintenance of Campus	20	17	
	Total	100	94	
5. Student Support and Progression	5.1 StudentSupport	30	26	81 %
	5.2 StudentProgression	40	32	
	5.3 StudentParticipation	20	18	
	5.4 Alumni Engagement	10	5	
	Total	100	81	
6. Governance, Leadership and Management	6.1	10	10	93 %
	6.2StrategyDevelopment	10	10	
	6.3 FacultyEmpowermentStrategies	30	27	
	6.4Financial Management	20	18	
	6.5 InternalQualityAssuranceSystem	30	28	
	Total	100	93	
7. Institutional Values and Best Practices	7.1 Institutional Values and Social	50	48	92 %
	7.2 Best Practices	30	17	
	7.3 Institutional Distinctiveness	20	17	
	Total	100	92	
TOTALSCORE		1000*	970	
Assessed 970/250 = 3.88 on Scale of 0-4 Letter				



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5.ASSESSMENT OUTCOME

The final result of the Assessment exercise will be an **ICT based score, which is a combination of evaluation of qualitative and quantitative metrics.** comprising three parts.

PART I - Peer Team Report

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion.
- Section 3: Presents **Overall Analysis** Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than 10 major).

PART II - Graphical representation based on Quantitative Metrics (Q_nM)

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III - Institutional Grade Sheet

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software. ***The above three parts will together form "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.***

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The **System Generated Scores (SGS)** of the quantitative metrics, **the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit** and the scores obtained on the **Student Satisfaction Survey.**

These will be assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

The Final Grade

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00,

2. MANDATORY DISCLOSURE ON HEI's WEBSITE

- 1) SSR submitted online, to be uploaded**
- 2) Annual Quality Assurance Report (AQAR – Year wise).**
- 3) Accreditation outcome document viz., Certificate, Grade sheet, etc**



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SECTION-B

Data Requirements for Self - Study Report (SSR)

This section gives details of various data required for filling up the online format of the Self - Study Report, viz.,

1. *Extended Profile of the University*
2. *Quality Indicator Framework (QIF)*
3. *Evaluative report of the Departments*

1. Profile of the University

Basic Information

Contacts for Communication

Nature of University	Institution Status	
Type of University	Type of University	
Establishment Details	Establishment Date of the University	
	Status Prior to Establishment, If applicable	(Autonomous, Constituent, PG Centre, any other)
	Establishment date	

Recognition Details

Date of Recognition as a University by UGC or Any Other National Agency	
Under Section	Date
2f of UGC	4.09.2008
12B of UGC	9.09.2020

University with Potential for Excellence

Is the University Recognised as a 'University with Potential for Excellence (UPE)' by the UGC?	Yes	No
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Location, Area and Activity of Campus

Campus Type	Address	Location	Campus Area in Acres	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
	Jayoti Vidyapeeth Women's University Vedaant Gyan Valley, Village-Jharna, Mahala Jobner Link Road, NH-8 Jaipur Ajmer Express Way, Jaipur-303122, Rajasthan (INDIA)	Semi Urban	30 Acres	85	21 April, 2008	4.09.2008
		Rural				



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Academic Information

2. Extended Profile of the University

1 Programme: **

Number of Programmes offered year wise for last five years

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	112	111	110	109	109

1.2 Number of departments offering academic programmes

2 Student:

2.1 Number of students year wise during the last five years

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	2908	2398	2772	2840	2695

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

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	740	747	684	604	562

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

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	1963	2326	2294	2338	3338

2.4 Number of revaluation applications year wise during the last 5 years

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	65	44	40	163	247

3 Academic:

3.1 Number of courses in all Programmes year wise during the last five years

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	3564	4566	4566	4310	4310

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

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	275	279	280	289	282

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

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	275	279	280	289	282

4 Institution:

4.1 Number of eligible applications received for admissions to all the Programmes year wise during the last five years

Year	2021-22	2020-21	2019-20	2018-2019	2017-18
Number	1301	1095	1286	755	775

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

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Number	155	126	160	132	148

4.3 Total number of classrooms and seminar halls: 125+5 seminar hall+119 labs

4.4 Total number of computers in the campus for academic purpose: 403

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

Year	2021-22	2020-21	20219-20	2018-2019	2017-18
Expenditure	23 Cr.	21 Cr.	26 cr.	27 Cr.	26 Cr

** Details as provided by JVWU Jaipur



3. Quality Indicator Framework (QIF)

I. Criterion I - Curricular Aspects (150)

Key Indicator – 1.1 Curriculum Design and Development (50)

Metric No.		Assessed Weightage
1.1.1 Q_iM	<i>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University</i> 500 words	19
1.1.2 Q_nM	<i>Percentage of Programmes where syllabus revision was carried out during the last five years</i> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BOS meeting • Details of Programme syllabus revision in last 5 years 	18
1.1.3 Q_nM	<i>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the University</i> 1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years <ul style="list-style-type: none"> • Programme/ Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoU's with relevant organizations for these courses, if any • Most courses having focus on employability/ entrepreneurship 	10

Key Indicator – 1.2 Academic Flexibility (50)

Metric No.		Assessed Weightage
1.2.1 Q_nM	<i>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</i> 1.2.1.1: How many new courses were introduced within the last five years 1.2.1.2 : courses offered by the institution across all Programmes during the last five years <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BOS meeting • Institutional data 	27
1.2.2 Q_nM	<i>Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented</i> 1.2.2.1: Programmes in which CBCS/ Elective course system implemented. <ul style="list-style-type: none"> • Names of all Programmes adopting CBCS • Names of all Programmes adopting elective course system • Minutes of relevant Academic Council/BOS meetings • Institutional data 	19

Key Indicator – 1.3 Curriculum Enrichment (30)

Metric No.		Assessed
1.3.1 Q_iM	<i>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</i> Write description in maximum of 500 words File Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	5
1.3.2 Q_nM	<i>Number of value-added courses for imparting transferable and life skills offered during last five years</i> 1.3.2.1: How many new value-added courses are added within the last 5 years <ul style="list-style-type: none"> • Names of the value added courses with 30 or more contact hours • No. of times offered during the same year • Total no. of students completing the course in the year • Brochure or any other document relating to value added courses 	10
1.3.3	<i>Average Percentage of students enrolled in the courses under 1.3.2 above</i>	8



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Q_nM	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												
	<table border="1"> <tr> <td>Year</td> <td>2021-22</td> <td>2020-21</td> <td>20219-20</td> <td>2018-2019</td> <td>2017-18</td> </tr> <tr> <td>Number</td> <td>2753</td> <td>2274</td> <td>2518</td> <td>2742</td> <td>2586</td> </tr> </table> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> Names of the value added courses with 30 or more contact hours No. of times offered during the same year Total no. of students completing the course in the year List of students enrolled (Data Template as of 1.3.2) 	Year	2021-22	2020-21	20219-20	2018-2019	2017-18	Number	2753	2274	2518	2742	2586
Year	2021-22	2020-21	20219-20	2018-2019	2017-18								
Number	2753	2274	2518	2742	2586								
1.3.4 Q_nM	Students undertaking field projects / research projects / internships (1.3.4.1: Number of students undertaking field project or research projects or internships <ul style="list-style-type: none"> Names of the Programme students undertaking field projects /research projects/ internships 	5											

Key Indicator – 1.4 Feedback System (20)

Metric No.		Assessed
1.4.1 Q_nM	Structured feedback for design and review of syllabus – semester wise / year wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni Options: Any 2 of the above	7
1.4.2 Q_nM	Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed and action taken and feed-back B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected	7

II .Criterion II - Teaching-Learning and Evaluation (200)

Key Indicator - 2.1 Student Enrolment and Profile (10)

Metric No.		Assessed												
2.1.1 Q_nM	Demand Ratio (Average of last five years) 2.1.1.1: Number of seats available year wise during the last five years <table border="1"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>1003</td> <td>1003</td> <td>1062</td> <td>983</td> <td>1039</td> </tr> </table> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> Number of seats available in all the Programmes Total number of eligible applications received Total number of Seats filled against sanctioned seat 	Year	2022	2021	2020	2019	2018	Number	1003	1003	1062	983	1039	3
Year	2022	2021	2020	2019	2018									
Number	1003	1003	1062	983	1039									
2.1.2 Q_nM	Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats) 2.1.2.1: Number of actual students admitted from the reserved categories year wise during the last five years <table border="1"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>291</td> <td>285</td> <td>269</td> <td>208</td> <td>296</td> </tr> </table> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> Number of students admitted from the reserved category Total number of seats earmarked for reserved category as per GOI or State Government rule 	Year	2022	2021	2020	2019	2018	Number	291	285	269	208	296	5
Year	2022	2021	2020	2019	2018									
Number	291	285	269	208	296									



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Key Indicator - 2.2 Catering to Student Diversity (20)

Metric No.		Assessed
2.2.1 Q _i M	<i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners. (500 words)</i>	10
2.2.2 Q _n M	<i>Student - Full time teacher ratio (Data for the latest completed academic year)</i> Data Requirement: <ul style="list-style-type: none"> • Total number of students enrolled in the institution • Total number of full time teachers in the institution Formula: Students : Teachers (9:1)	10

Key Indicator - 2.3 Teaching - Learning Process (20)

Metric No.		Assessed
2.3.1 Q _i M	<i>Student centric methods, eg. Experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences (500 words)</i>	6
2.3.2 Q _i M	<i>Teachers use ICT enabled tools including online resources for effective teaching and learning processes (500 words)</i>	6
2.3.3 Q _n M	<i>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year data)</i> 2.3.3.1: Number of mentors Number of students assigned to each Mentor	7

Key Indicator - 2.4 Teacher Profile and Quality (50)

2.4.1 Q _n M	<i>Average percentage of full time teachers against sanctioned posts during the last five years</i> <ul style="list-style-type: none"> • Number of full time teachers & Number of sanctioned posts 	13												
2.4.2 Q _n M	<i>Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Super-specialty /D.Sc./D'Lit. during the last five years</i> 2.4.2.1: Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Super- specialty /D.Sc./D'Lit.</i> year wise during the last five years <table border="1" style="margin-left: 40px; border-collapse: collapse; width: 60%;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2021</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td style="text-align: center;">82</td> <td style="text-align: center;">78</td> <td style="text-align: center;">75</td> <td style="text-align: center;">75</td> <td style="text-align: center;">72</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	82	78	75	75	72	14
Year	2022	2021	2020	2019	2018									
Number	82	78	75	75	72									
2.4.3 Q _n M	<i>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</i> 2.4.3.1: Total experience of full-time teachers	8												
2.4.4 Q _n M	<i>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years</i> 2.4.4.1: Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years <table border="1" style="margin-left: 40px; border-collapse: collapse; width: 60%;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2021</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td style="text-align: center;">121</td> <td style="text-align: center;">108</td> <td style="text-align: center;">84</td> <td style="text-align: center;">82</td> <td style="text-align: center;">75</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	121	108	84	82	75	8
Year	2022	2021	2020	2019	2018									
Number	121	108	84	82	75									



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Key Indicator - 2.5 Evaluation Process and Reforms (40)

Metric No.		Assessed Weightage												
2.5.1 Q _n M	<p><i>Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years</i></p> <p>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</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number of days</td> <td>23</td> <td>25</td> <td>26</td> <td>28</td> <td>28</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number of days	23	25	26	28	28	13
Year	2022	2021	2020	2019	2018									
Number of days	23	25	26	28	28									
2.5.2 Q _n M	<p><i>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</i></p> <p>2.5.2.1: Number of complaints/grievances about evaluation year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>32</td> <td>35</td> <td>41</td> <td>48</td> <td>56</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	32	35	41	48	56	10
Year	2022	2021	2020	2019	2018									
Number	32	35	41	48	56									
2.5.3 Q _M	<p><i>IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution (500 words)</i></p> <ul style="list-style-type: none"> Year wise number of applications, students and reevaluation cases 	10												
2.5.4 Q _n M	<p><i>Status of automation of Examination division along with approved Examination Manual</i></p> <p>A. 100% automation of entire division & implementation of Examination Management System (EMS)</p>	5												

Key Indicator - 2.6 Student Performance and Learning Outcomes (30)

Metric No.		Assessed Weightage
2.6.1 Q _M	<p><i>The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents (500 words)</i></p>	10
2.6.2 Q _M	<p><i>Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution</i></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 500 words.</p>	7
2.6.3 Q _n M	<p><i>Pass percentage of students (Data for the latest completed academic year)</i></p> <p>2.6.3.1: Total number of final year students who passed the university examination</p> <p>2.6.3.2: Total number of final year students who appeared for the examination</p> <p align="center">X 100</p>	8

Key Indicator - 2.7 Student Satisfaction Survey (30)

Metric No.		Assessed Weightage
2.7.1 Q _n M	<p><i>Online student satisfaction survey regarding teaching learning process. (survey assessed)</i></p>	27



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Criterion III - Research, Innovations and Extension (250)

Key Indicator - 3.1 Promotion of Research and Facilities (20)

Metric No.		Assessed Weightage												
3.1.1 Q ₁ M	<p><i>The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented</i></p> <p>Documents: Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy and its adoption</p>	2												
3.1.2 Q _n M	<p><i>The institution provides seed money to its teachers for research (average per year INR in Lakhs)</i></p> <p>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)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>INR in lakhs</td> <td>3100000</td> <td>2900000</td> <td>1646460</td> <td>1100000</td> <td>938738</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	INR in lakhs	3100000	2900000	1646460	1100000	938738	3
Year	2022	2021	2020	2019	2018									
INR in lakhs	3100000	2900000	1646460	1100000	938738									
3.1.3 Q _n M	<p><i>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</i></p> <p>3.1.3.1: The number of teachers who received national/ international fellowship/financial support by various agencies for advanced studies / research year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number of teachers</td> <td>0</td> <td>114500</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number of teachers	0	114500	0	0	0	1
Year	2022	2021	2020	2019	2018									
Number of teachers	0	114500	0	0	0									
3.1.4 Q _n M	<p><i>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years</i></p> <p>3.1.4.1: The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>32</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	32	6	0	0	0	3
Year	2022	2021	2020	2019	2018									
Number	32	6	0	0	0									
3.1.5 Q _n M	<p><i>Institution has the following facilities to support research</i></p> <ol style="list-style-type: none"> 1. Central Instrumentation Centre 2. Animal House/Green House 3. Museum 4. Media laboratory/Studios 5. Business Lab 6. Research/Statistical Databases 7. Moot court 8. Theatre 9. Art Gallery <p>A. Any 4 or more of the above</p>	3												
3.1.6 Q _n M	<p><i>Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)</i></p> <p>3.1.6.1: The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies</p> <ul style="list-style-type: none"> • e-version of departmental recognition award letters • List of departments and award details 	3												



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Key Indicator - 3.2 Resource Mobilization for Research (20)

Metric No.		Assessed Weightage												
3.2.1 Q _n M	<p>Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs)</p> <p>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)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>INR in Lakhs</td> <td>2650000</td> <td>1260000</td> <td>316000</td> <td>0</td> <td>30000</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	INR in Lakhs	2650000	1260000	316000	0	30000	5
Year	2022	2021	2020	2019	2018									
INR in Lakhs	2650000	1260000	316000	0	30000									
3.2.2 Q _n M	<p>Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs)</p> <p>3.2.2.1: Total Grants for research projects sponsored by the government agencies year wise during the last five years (INR in Lakhs)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>INR in Lakhs</td> <td>1163000</td> <td>288220</td> <td>1147070</td> <td>100000</td> <td>0</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	INR in Lakhs	1163000	288220	1147070	100000	0	9
Year	2022	2021	2020	2019	2018									
INR in Lakhs	1163000	288220	1147070	100000	0									
3.2.3 Q _n M	<p>Number of research projects per teacher funded by government and non-government agencies during the last five years</p> <p>3.2.3.1: Number of research projects funded by government and non-government agencies during the last five years 3.2.3.2 : Number of full time teachers worked in the institution during the last 5 years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>3813000</td> <td>1548220</td> <td>1463070</td> <td>100000</td> <td>30000</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	3813000	1548220	1463070	100000	30000	5
Year	2022	2021	2020	2019	2018									
Number	3813000	1548220	1463070	100000	30000									

Key Indicator - 3.3 Innovation Ecosystem (30)

Metric No.		Assessed Weightage												
3.3.1 Q _i M	<p>Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge available incubation centre and evidence of its usage (activity) (500 words)</p>	9												
3.3.2 Q _n M	<p>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years 3.3.2.1: Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>43</td> <td>38</td> <td>34</td> <td>38</td> <td>13</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	43	38	34	38	13	9
Year	2022	2021	2020	2019	2018									
Number	43	38	34	38	13									
3.3.3 Q _n M	<p>Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the last five years 3.3.3.1: Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>59</td> <td>24</td> <td>64</td> <td>21</td> <td>6</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	59	24	64	21	6	10
Year	2022	2021	2020	2019	2018									
Number	59	24	64	21	6									



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Key Indicators - 3.4 Research Publications and Awards (100)

Metric No.		Assessed Weightage												
3.4.1 Q _n M	<p><i>The institution ensures implementation of its stated Code of Ethics for research</i></p> <p>3.4.1.1 The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee <p>Options: A. All of the above</p>	5												
3.4.2 Q _n M	<p><i>The institution provides incentives to teachers who receive state, national and international recognitions / awards</i></p> <ol style="list-style-type: none"> 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website <p>A. All of the above</p>	5												
3.4.3 Q _n M	<p><i>Number of Patents published/awarded during the last five years</i></p> <p>3.4.3.1: Total number of Patents published/awarded year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2021</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td style="text-align: center;">33</td> <td style="text-align: center;">43</td> <td style="text-align: center;">7</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	33	43	7	1	16	8
Year	2022	2021	2020	2019	2018									
Number	33	43	7	1	16									
3.4.4 Q _n M	<p><i>Number of Ph.D.'s awarded per teacher during the last five years</i></p> <p>3.4.4.1: How many Ph.D.'s are awarded within last 5 years</p> <p>3.4.4.2 : Number of teachers recognized as guides during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2021</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td style="text-align: center;">42</td> <td style="text-align: center;">102</td> <td style="text-align: center;">8</td> <td style="text-align: center;">10</td> <td style="text-align: center;">22</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	42	102	8	10	22	9
Year	2022	2021	2020	2019	2018									
Number	42	102	8	10	22									
3.4.5 Q _n M	<p><i>Number of research papers per teacher in the Journals notified on UGC website during the last five years</i></p> <p>3.4.5.1: Number of research papers in the Journals notified on UGC website during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2021</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td style="text-align: center;">380</td> <td style="text-align: center;">210</td> <td style="text-align: center;">380</td> <td style="text-align: center;">375</td> <td style="text-align: center;">212</td> </tr> </tbody> </table> <p style="text-align: center;"> $\frac{\text{Number of publications in UGC notified journals during the last five years}}{\text{Number of teachers}} = \frac{\text{Number of publications in UGC notified journals during the last five years}}{\text{Total number of teachers}}$ </p>	Year	2022	2021	2020	2019	2018	Number	380	210	380	375	212	13
Year	2022	2021	2020	2019	2018									
Number	380	210	380	375	212									
3.4.6 Q _n M	<p><i>Number of books and chapters in edited volumes published per teacher during the last five years</i></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> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2021</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td style="text-align: center;">148</td> <td style="text-align: center;">65</td> <td style="text-align: center;">108</td> <td style="text-align: center;">69</td> <td style="text-align: center;">42</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	148	65	108	69	42	15
Year	2022	2021	2020	2019	2018									
Number	148	65	108	69	42									
3.4.7 Q _n M	<p><i>E-content is developed by teachers :</i> <i>For e-PG-Pathshala</i></p> <ol style="list-style-type: none"> 1. For CEC (Under Graduate) 2. For SWAYAM 3. <i>For other MOOCs platform</i> 	5												



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	4. For NPTEL/NMEICT/any other Government Initiatives 5. For Institutional LMS A. <i>Any 2 of the above</i>	
3.4.8 Q _n M	Biblio-metrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science/PubMed • Bibliometrics of the publications during the last five years	10
3.4.9 Q _n M	Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University File Description (Upload) • Bibilio-metrics of publications based on Scopus/ Web of Science - h-index of the Institution	10

Key Indicators - 3.5 Consultancy (20)

Metric No.		Assessed Weightage												
3.5.1 Q _i M	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy • minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy • soft copy of the Consultancy Policy	5												
3.5.2 Q _n M	Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs) 3.5.2.1: Total amount generated from consultancy and corporate training year wise during the last five years (INR in lakhs)	13												
	<table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>INR in lakhs</td> <td>34440+ 7000</td> <td>36020 00+51 08000</td> <td>15600 0+207 500</td> <td>13500 0+50 000</td> <td>2135000+7060 00</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	INR in lakhs	34440+ 7000	36020 00+51 08000	15600 0+207 500	13500 0+50 000	2135000+7060 00	
Year	2022	2021	2020	2019	2018									
INR in lakhs	34440+ 7000	36020 00+51 08000	15600 0+207 500	13500 0+50 000	2135000+7060 00									

Key Indicators - 3.6 Extension Activities (40)

Metric		Assessed												
3.6.1 Q _i M	Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years Impact of extension activities in sensitizing students to social issues and holistic development (500 words)	6												
3.6.2 Q _n M	Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years 3.6.2.1: Total number of awards and recognition received for extension activities from Government / Government recognised bodies year wise during the last five years	9												
	<table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>55</td> <td>49</td> <td>56</td> <td>52</td> <td>33</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	55	49	56	52	33	
Year	2022	2021	2020	2019	2018									
Number	55	49	56	52	33									
3.6.3 Q _n M	Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organized in collaboration with industry, community and NGOs) 3.6.3.1: Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year wise during the last five years	11												
	<table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>94</td> <td>81</td> <td>79</td> <td>27</td> <td>26</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	94	81	79	27	26	
Year	2022	2021	2020	2019	2018									
Number	94	81	79	27	26									
3.6.4 Q _n M	Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years 3.6.4.1: Total number of students participating in extension activities listed at 3.6.3 above year wise during the last five years	12												



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	Year	2022	2021	2020	2019	2018
	Number	2263	2254	2324	2200	2099

Key Indicator - 3.7 Collaboration (20)

Metric No.		Assessed Weightage												
3.7.1 Q_nM	<p>Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students per year</p> <p>3.7.1.1: Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students year wise during the last five years</p> <table border="1"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>25</td> <td>18</td> <td>2</td> <td>27</td> <td>2</td> </tr> </table>	Year	2022	2021	2020	2019	2018	Number	25	18	2	27	2	8
Year	2022	2021	2020	2019	2018									
Number	25	18	2	27	2									
3.7.2 Q_nM	<p>Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</p> <p>3.7.2.1: Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</p> <table border="1"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>22</td> <td>18</td> <td>24</td> <td>10</td> <td>33</td> </tr> </table>	Year	2022	2021	2020	2019	2018	Number	22	18	24	10	33	9
Year	2022	2021	2020	2019	2018									
Number	22	18	24	10	33									

Criterion IV - Infrastructure and Learning Resources (100)

Key Indicator - 4.1 Physical Facilities (30)

Metric No		Assessed Weightage												
4.1.1 Q_iM	<p>The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.</p> <p>facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum of 500 words</p>	10												
4.1.2 Q_iM	<p>The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (Gymnasium, yoga centre, auditorium, etc.)</p>	5												
4.1.3 Q_iM	<p>Availability of general campus facilities and overall ambience</p> <p>Describe the general campus facilities and its utilization in maximum of 500 words ISO 9001 /14001/45001 & 50001 certified</p>	5												
4.1.4 Q_nM	<p>Average percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in Lakhs)</p> <p>4.1.4.1: Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)</p> <table border="1"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>INR in lacs</td> <td>500</td> <td>433</td> <td>612</td> <td>609</td> <td>589</td> </tr> </table>	Year	2022	2021	2020	2019	2018	INR in lacs	500	433	612	609	589	9
Year	2022	2021	2020	2019	2018									
INR in lacs	500	433	612	609	589									

Key Indicator - 4.2 Library as a Learning Resource (20)

Metric No.		Assessed Weightage
4.2.1 Q_iM	<p>Library is automated using Integrated Library Management System (ILMS) and has digitisation facility</p> <p>Implementation of the automation of the Library and the digitization facility available and used</p>	4



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4.2.2 Q_nM	<i>Institution has subscription for e-Library resources</i> Library has regular subscription for the following: 1. e – journals 2. e-books 3. e-ShodhSindhu 4. Shodhganga 5. Databases Options: 4 or all of the above	6												
4.2.3 Q_nM	<i>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</i> 4.2.3.1: Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs) <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>INR in lakhs</td> <td>1.95</td> <td>1.85</td> <td>1.75</td> <td>1.85</td> <td>1.74</td> </tr> </table> <ul style="list-style-type: none"> • Expenditure on the purchase of books • Expenditure on the purchase of journals in ith year • Year of expenditure: 	Year	2022	2021	2020	2019	2018	INR in lakhs	1.95	1.85	1.75	1.85	1.74	5
Year	2022	2021	2020	2019	2018									
INR in lakhs	1.95	1.85	1.75	1.85	1.74									
4.2.4 Q_nM	<i>Percentage per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)</i>	4												

Key Indicator – 4.3 IT Infrastructure (30)

Metric No.		Assessed Weightage
4.3.1 Q_nM	<i>Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities .(Data for the latest completed academic year)</i> 4.3.1.1: classrooms and seminar halls with ICT facilities <ul style="list-style-type: none"> • classrooms with LCD facilities • classrooms with Wi-Fi/LAN facilities • seminar halls with ICT facilities 	4
4.3.2 Q_iM	<i>Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility</i> Providing the salient features of the IT Policy and describe the process of implementation and adherence to the policy , budgetary provisions made and utilized and the expansion plan (500 words)	5
4.3.3 Q_nM	<i>Student - Computer ratio (Data for the latest completed academic year)</i> Number of students : Number of Computers available to students for academic purposes	10
4.3.4 Q_nM	<i>Available bandwidth of internet connection in the Institution (Leased line)</i> Options: A. ≥ 1 GBPS	5
4.3.5 Q_nM	<i>Institution has the following Facilities for e-content development</i> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipment's and software's for editing Options: A. All of the above Facilities for e-content development such as Media Centre, Recording facility, LCS etc	5



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Key Indicator - 4.4 Maintenance of Campus Infrastructure (20)

Metric No.		Assessed Weightage												
4.4.1 Q _n M	<p><i>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</i></p> <p>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)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>INR in lakhs</td> <td>54 Lakh</td> <td>47 lakh</td> <td>51 lakh</td> <td>66 Lakh</td> <td>82 Lakh</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	INR in lakhs	54 Lakh	47 lakh	51 lakh	66 Lakh	82 Lakh	8
Year	2022	2021	2020	2019	2018									
INR in lakhs	54 Lakh	47 lakh	51 lakh	66 Lakh	82 Lakh									
4.4.2 Q _n M	<p><i>There reestablished systems and procedures for maintaining and utilizing physical ,academic and support facilities - laboratory, library, sport complex , computers ,classrooms etc. (1000 words)</i></p>	9												

Criterion V - Student Support and Progression (100)

Key Indicator - 5.1 Student Support (30)

Metric No.		Assessed Weightage												
5.1.1 Q _n M	<p><i>Average percentage of students benefited by scholarships and free-ships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories)</i></p> <p>5.1.1.1: Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>721</td> <td>705</td> <td>598</td> <td>655</td> <td>625</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	721	705	598	655	625	8
Year	2022	2021	2020	2019	2018									
Number	721	705	598	655	625									
5.1.2 Q _n M	<p><i>Average percentage of students benefited by career counseling and guidance for competitive examination offered by the Institution during the last five years</i></p> <p>5.1.2.1: Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>2753</td> <td>2274</td> <td>2518</td> <td>2742</td> <td>2586</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	2753	2274	2518	2742	2586	8
Year	2022	2021	2020	2019	2018									
Number	2753	2274	2518	2742	2586									
5.1.3 Q _n M	<p><i>Following Capacity development and skills enhancement initiatives are taken by the institution</i></p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology <p>All of the above</p> <ul style="list-style-type: none"> • Details of capacity development and skills enhancement schemes 	5												
5.1.4 Q _n M	<p><i>The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>All of the above /</p> <p>Meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee</p> <p>student grievances including sexual harassment and ragging cases</p>	5												



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Key Indicator - 5.2 Student Progression (40)

Metric No.		Assessed Weightage																								
5.2.1 Q _n M	<p>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)</p> <p>5.2.1.1: Number of students qualifying 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</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>76</td> <td>75</td> <td>63</td> <td>65</td> <td>57</td> </tr> </tbody> </table> <p>5.2.1.2: 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</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>180</td> <td>160</td> <td>143</td> <td>180</td> <td>151</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • NET • SLET • GATE • TOEFL • Civil Services • State government examinations 	Year	2022	2021	2020	2019	2018	Number	76	75	63	65	57	Year	2022	2021	2020	2019	2018	Number	180	160	143	180	151	8
Year	2022	2021	2020	2019	2018																					
Number	76	75	63	65	57																					
Year	2022	2021	2020	2019	2018																					
Number	180	160	143	180	151																					
5.2.2 Q _n M	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.2.1: Number of outgoing students placed year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>356</td> <td>321</td> <td>246</td> <td>348</td> <td>321</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	356	321	246	348	321	12												
Year	2022	2021	2020	2019	2018																					
Number	356	321	246	348	321																					
5.2.3 Q _n M	<p>Percentage of recently graduated students who have progressed to higher education (previous graduating batch)</p> <p>5.2.3.1: Number of outgoing students progressing to higher education Data Requirement : (As per Data Template) Number of students proceeding from</p> <ul style="list-style-type: none"> • UG to PG • PG to MPhil • PG to PhD • MPhil to PhD 	12																								

Key Indicator - 5.3 Student Participation and Activities (20)

Metric No.		Assessed												
5.3.1 Q _n M	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1: Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>12</td> <td>8</td> <td>3</td> <td>8</td> <td>7</td> </tr> </tbody> </table>	Year	2022	2021	2020	2019	2018	Number	12	8	3	8	7	9
Year	2022	2021	2020	2019	2018									
Number	12	8	3	8	7									



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5.3.2	<i>Presence of Student Council and its activities for institutional development and student welfare.</i>		5												
Q₁M	<i>Student Council activities for institutional development and student welfare (500 words)</i>														
5.3.3	<i>Average number of sports and cultural events / competitions organised by the institution per year</i>		4												
Q_nM	5.3.3.1: Number of sports and cultural events / competitions organised by the institution year wise during the last five years														
	<table border="1"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>62</td> <td>59</td> <td>35</td> <td>54</td> <td>52</td> </tr> </table>	Year	2022	2021	2020	2019	2018	Number	62	59	35	54	52		
Year	2022	2021	2020	2019	2018										
Number	62	59	35	54	52										

Key Indicator - 5.4 Alumni Engagement (10)

Metric No.		Assessed
5.4.1	<i>The Alumni Association/Chapters (registered and functional)contributes Significantly to the development of the institution through financial and other support services during the last five years</i> contribution of alumni association to the institution (500 words)	2
Q₁M		
5.4.2	<i>Alumni contribution during the last five years (INR in lakhs)</i>	3
Q_nM	Options: <5 Lakhs • Audited Statement of account of the institution reflecting the receipts.	

Criterion VI - Governance, Leadership and Management (100)

Key Indicator - 6.1 Institutional Visionand Leadership (10)

Metric No.		Assessed
6.1.1	<i>The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance</i> Well defined	5
Q₁M		
6.1.2	<i>The effective leadership is reflected in various institutional practices such as decentralization and participative management.</i>	5
Q₁M	Well established (500 words)	

Key Indicator - 6.2Strategy Development and Deployment (10)

Metric No.		Assessed
6.2.1	<i>The institutional Strategic plan is effectively deployed.</i> successfully implemented activity (500 words)	3
Q₁M		
6.2.2	<i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i> Organisation is ISO 9001,ISO14001 , ISO45001 ,ISO50001 & Green Certified (500 words)	2
Q₁M		
6.2.3	<i>Institution Implements e-governance in its areas of operations</i> 6.2.3.1 e-governance is implemented covering following areas of operation	5
Q_nM	<ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination All of the above	



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Key Indicator - 6.3 Faculty Empowerment Strategies (30)

Metric No.		Assessed												
6.3.1 Q _i M	<i>The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff</i> Description (500 words)	4												
6.3.2 Q _n M	<p><i>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</i></p> <p>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</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>164</td> <td>125</td> <td>86</td> <td>102</td> <td>85</td> </tr> </table>	Year	2022	2021	2020	2019	2018	Number	164	125	86	102	85	8
Year	2022	2021	2020	2019	2018									
Number	164	125	86	102	85									
6.3.3 Q _n M	<p><i>Average number of professional development / administrative training Programmes organized by the institution for teaching and non- teaching staff during the last five years</i></p> <p>6.3.3.1: Total number of professional development / administrative training Programmes organized by the Institution for teaching and non- teaching staff year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>31</td> <td>27</td> <td>18</td> <td>23</td> <td>20</td> </tr> </table>	Year	2022	2021	2020	2019	2018	Number	31	27	18	23	20	8
Year	2022	2021	2020	2019	2018									
Number	31	27	18	23	20									
6.3.4 Q _n M	<p><i>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)</i></p> <p>6.3.4.1: Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>Number</td> <td>255</td> <td>241</td> <td>206</td> <td>192</td> <td>185</td> </tr> </table> <ul style="list-style-type: none"> • IQAC report summary • Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). 	Year	2022	2021	2020	2019	2018	Number	255	241	206	192	185	7
Year	2022	2021	2020	2019	2018									
Number	255	241	206	192	185									

Key Indicator – 6.4 Financial Management and Resource Mobilization (20)

Metric No.		Assessed												
6.4.1 Q _i M	<i>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</i> Resource mobilisation policy and procedures of the Institution (500 words)	4												
6.4.2 Q _n M	<p><i>Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)</i></p> <p>6.4.2.1: Total Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>INR in Lakhs</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> </tr> </table> <ul style="list-style-type: none"> • Details of Funds / Grants received from government bodies during the last five years 	Year	2022	2021	2020	2019	2018	INR in Lakhs	NIL	NIL	NIL	NIL	NIL	6
Year	2022	2021	2020	2019	2018									
INR in Lakhs	NIL	NIL	NIL	NIL	NIL									



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<p>6.4.3</p> <p>Q_nM</p>	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)</i></p> <p>6.4.3.1: Total Grants received from non-government bodies, individuals, philanthropers year wise during the last five years (INR in Lakhs)</p> <table border="1" data-bbox="459 353 1279 436"> <tr> <td>Year</td> <td>2022</td> <td>2021</td> <td>2020</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>INR in Lakhs</td> <td>21</td> <td>18</td> <td>6.75</td> <td>NIL</td> <td>NIL</td> </tr> </table>	Year	2022	2021	2020	2019	2018	INR in Lakhs	21	18	6.75	NIL	NIL	<p align="center">6</p>
Year	2022	2021	2020	2019	2018									
INR in Lakhs	21	18	6.75	NIL	NIL									
<p>6.4.4</p> <p>Q_iM</p>	<p><i>Institution conducts internal and external financial audits regularly</i></p> <p>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</p>	<p align="center">2</p>												

Key Indicator - 6.5 Internal Quality Assurance System (30)

Metric No.		Assessed
<p>6.5.1</p> <p>Q_iM</p>	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals</i></p> <p>practices institutionalized as a result of IQAC initiatives (500 words)</p>	<p align="center">10</p>
<p>6.5.2</p> <p>Q_nM</p>	<p><i>Institution has adopted the following for Quality assurance</i></p> <ol style="list-style-type: none"> 1. Academic Administrative Audit (AAA) and follow up action taken 2. Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4. Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>5 or all of the above /</p> <p>Quality initiatives</p> <ul style="list-style-type: none"> • AQARs prepared/ submitted • Academic Administrative Audit (AAA) and follow up action • Conferences, Seminars, Workshops on quality conducted • Collaborative quality initiatives with other institution(s) • Orientation programme on quality issues for teachers and students • Participation in NIRF • ISO Certification(ISO 9001,ISO14001,ISO45001,ISO50001, Green & Academic) • NBA or any other certification received 	<p align="center">10</p>
<p>6.5.3</p> <p>Q_iM</p>	<p><i>Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)</i></p> <p><i>Post accreditation quality initiatives (second and subsequent cycles)</i></p> <p>Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years (500 words each) (ISO 9001,ISO14001,ISO45001,ISO50001, Green & Academic TP audits)</p>	<p align="center">8</p>



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CriterionVII-Institutional Values and Best Practices (100)

Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Assessed
	Gender Equity	
7.1.1 QIM	<p><i>Measures initiated by the Institution for the promotion of gender equity during the last five years.</i></p> <ul style="list-style-type: none"> • Annual gender sensitization action plan Women University • Facilities provided for women in terms of: <ol style="list-style-type: none"> a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children 	5
	Environmental Consciousness and Sustainability	
7.1.2 QnM	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <p>Solar energy</p> <ol style="list-style-type: none"> 1. Biogas plant <input type="checkbox"/> 2. Wheeling to the Grid <input type="checkbox"/> 3. Sensor-based energy conservation <input type="checkbox"/> 4. Use of LED bulbs/ power efficient equipment <input type="checkbox"/> <p>A. Any 4 or all of the above /</p>	5
7.1.3 QIM	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</i></p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management NA 	4
7.1.4 QnM	<p><i>Water conservation facilities available in the Institution:</i></p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Bore well /Open well recharge <input type="checkbox"/> 3. Construction of tanks and bunds <input type="checkbox"/> 4. Waste water recycling <input type="checkbox"/> 5. Maintenance of water bodies and distribution system in the campus <input type="checkbox"/> <p>A. Any 4 or all of the above /</p>	4
7.1.5 QnM	<p><i>Green campus initiatives include (4)</i></p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles <input type="checkbox"/> 2. Use of Bicycles/ Battery powered vehicles <input type="checkbox"/> 3. Pedestrian Friendly pathways <input type="checkbox"/> 4. Ban on use of Plastic <input type="checkbox"/> 5. landscaping with trees and plants <input type="checkbox"/> <p>A. Any 4 or all of the above</p>	4
7.1.6 QnM	<p><i>Quality audits on environment and energy are regularly undertaken by the institution (5)</i></p> <p>7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit <input type="checkbox"/> 2. Energy audit 3. Environment audit 4. Clean and green can <input type="checkbox"/> cognitions/awards <input type="checkbox"/> 5. Beyond the campus environmental promotional activities <input type="checkbox"/> <p>A. Any 4 or all of the above / Reports on environment and energy audits submitted by the auditing agency (ISO 9001,ISO14001,ISO45001,ISO50001, Green & Academic TP audits)</p> <ul style="list-style-type: none"> • Certification by the auditing agency • Certificates of the awards received 	5



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7.1.7 Q _n M	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>A. Any 4 or all of the above /</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4
Inclusion and Situatedness			
7.1.8 Q _i M	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</p> <ul style="list-style-type: none"> Information provided (the administrative and academic activities of the Institution) 		5
Human Values and Professional Ethics			
7.1.9 Q _i M	<p>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</p> <p>Activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <ul style="list-style-type: none"> Details of activities that inculcate values; necessary to render students in to responsible citizens 		4
7.1.10 Q _n M	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>The Code of Conduct is displayed on the website</p> <ol style="list-style-type: none"> There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized <p>Options:</p> <p>A. All of the above/ . Code of ethics policy document</p> <ul style="list-style-type: none"> Monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc.. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5
7.1.11 Q _i M	<p>Institution celebrates / organizes national and international commemorative days, events and festivals</p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years (500 words)</p> <ul style="list-style-type: none"> Annual report of the celebrations and commemorative events for the last five years Geotagged photographs of some of the events 		5

Key Indicator - 7.2 Best Practices (30)

Metric No.		Assessed
7.2.1 Q _i M	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> <ul style="list-style-type: none"> Best practices in the Institutional web site 	27

Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Assessed
7.3.1 Q _i M	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>Provide web link to: Appropriate web in the Institutional website</p>	17

**Assessed 970/250 = 3.88 on Scale of 0-4 Letter grade A++
(Details page 9)**



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7.1.7 Q _n M	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. <input type="checkbox"/> 2. Disabled-friendly washrooms <input type="checkbox"/> 3. Signage including tactile path, lights, display boards and signposts <input type="checkbox"/> 4. Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <input type="checkbox"/> <p>A. Any 4 or all of the above /</p>	4
Inclusion and Situatedness		
7.1.8 Q _i M	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</p> <ul style="list-style-type: none"> • Information provided (the administrative and academic activities of the Institution) 	5
Human Values and Professional Ethics		
7.1.9 Q _i M	<p>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</p> <p>Activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens 	4
7.1.10 Q _n M	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>The Code of Conduct is displayed on the website</p> <ol style="list-style-type: none"> 1. There is a committee to monitor adherence to the Code of Conduct <input type="checkbox"/> 2. Institution organizes professional ethics programmes for students, teachers, administrators and other staff <input type="checkbox"/> 3. Annual awareness programmes on Code of Conduct are organized <input type="checkbox"/> <p>Options: A. All of the above/ . Code of ethics policy document</p> <ul style="list-style-type: none"> • Monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc.. 	5
7.1.11 Q _i M	<p>Institution celebrates / organizes national and international commemorative days, events and festivals</p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years (500 words)</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last five years Geotagged photographs of some of the events 	5

Key Indicator - 7.2 Best Practices (30)

Metric No.	Assessed
7.2.1 Q _i M	27

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

- Best practices in the Institutional web site

Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.	Assessed
7.3.1 Q _i M	17

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

Provide web link to:

- Appropriate web in the Institutional website

Assessed 970/250 = 3.88 on Scale of 0-4 Letter grade A++ (Details page 9)

Anil Mehta

[Signature]

OSI (INDIA) CERTIFICATIONS PVT

[Signature]

Director

Academic Team: Dr Anil Mehta Expert , R C Agrawal Director QSI, P C Gupta LA, A N Biswas LA

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4. THE ASSESSMENT PROCESS; ,

Table Distribution of weightages across KeyIndicators (KIs)

Criteria	KeyIndicators (KIs)	University Max Marks	Assessed Marks	
1. Curricular Aspects	1.1 *(U)Curriculum Design andDevelopment	50	47	90 %
	1.2 AcademicFlexibility	50	46	
	1.3 CurriculumEnrichment	30	28	
	1.4 FeedbackSystem	20	14	
	Total	150	135	
2. Teaching-Learning and Evaluation	2.1 StudentEnrolmentand Profile	10	8	90 %
	2.2 CateringtoStudent Diversity	20	20	
	2.3 Teaching-Learning Process	20	19	
	2.4 Teacher Profile and Quality	50	43	
	2.5 EvaluationProcessand Reforms	40	38	
	2.6 StudentPerformance and LearningOutcomes	30	27	
	2.7 Student satisfaction Survey	30	18	
Total	200	180		
3. Research, Innovations and Extension	3.1 PromotionofResearch and Facilities	20	15	86%
	3.2 ResourceMobilization for Research	20	19	
	3.3 Innovation Ecosystem	30	29	
	3.4 ResearchPublications and Awards	100	80	
	3.5 Consultancy	20	18	
	3.6 ExtensionActivities	40	38	
	3.7 Collaboration	20	17	
Total	250	215		
4. Infrastructure and Learning Resources	4.1 PhysicalFacilities	30	29	94 %
	4.2 Libraryasa Learning Resource	20	19	
	4.3 ITInfrastructure	30	29	
	4.4 Maintenance of Campus Infrastructure	20	17	
Total	100	94		
5. Student Support and Progression	5.1 StudentSupport	30	26	81 %
	5.2 StudentProgression	40	32	
	5.3 StudentParticipation and Activities	20	18	
	5.4 Alumni Engagement	10	5	
Total	100	81		
6. Governance, Leadership and Management	6.1 InstitutionalVisionandLeadership	10	10	93 %
	6.2StrategyDevelopment andDeployment	10	10	
	6.3 FacultyEmpowermentStrategies	30	27	
	6.4Financial Management	20	18	
	6.5 InternalQualityAssuranceSystem	30	28	
Total	100	93		
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	48	92 %
	7.2 Best Practices	30	17	
	7.3 Institutional Distinctiveness	20	17	
Total	100	92		
TOTALSCORE		1000*	970	
Assessed 970/250 = 3.88 on Scale of 0-4 Letter grade A++				



For QSI (INDIA) CERTIFICATIONS PVT LTD

R.C. Agrawal
R.C. AGRAWAL DIRECTOR

Academic Team: Dr Anil Mehta Expert , R C Agrawal Director QSI, P C Gupta LA, A N Biswas LA

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CONFORMANCE CERTIFICATE

It is Certified that University Academic Management Norms
established at

JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY

**Vedant Gyan Valley, Village- Jharna, Mahala-Jobner Link Road,
Jaipur-Ajmer Express Way, Jaipur-303007, (Raj.), India.**

has been independently assessed by QSI Academic & Technical Team.
(Process review, Interaction & Team report.)

Complies with the Academic Processes

(Based on NAAC University Manual 2020)

under the following scope:

Providing Education to Women in Professional, Technical, Medical,
Education, Law, Designing, Management and Research Fields.

REGISTRATION NO.	R0023040601
DATE OF CERT.	06 APR. 2023
ASSESS. DUE ON	05 APR. 2024
VALIDITY DATE	04 APR.2025



Anil Mehta *Raghuvaran*

ASSESSMENT BOARD

QSI (INDIA) CERTIFICATIONS SERVICES

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VALIDITY FOR THREE YEARS SUBJECT TO SURVEILLANCE



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