



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHARDA UNIVERSITY

PLOT NO. 32-34, KNOWLEDGE PARK III, GREATER NOIDA, GAUTAM BUDDHA
NAGAR
201310
www.sharda.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2009 by an Act of U.P. State Legislature on 24th March, 2009, Sharda University is a private, self-financed University located at Knowledge Park-III, Greater Noida (U.P.). The University is recognised by the University Grant Commission as a degree awarding institution. The 2009 Act has since been subsumed from 1st September, 2019 in Uttar Pradesh Private Universities Act, 2019 and the University is now governed by the said Act, Statutes and the Ordinances framed thereunder.

This multi-disciplinary University conducts its academic programmes through 14 Schools and 23 Departments that offers 126 programmes, including 67 Masters, and Doctoral programme in almost all the disciplines of pure and applied sciences, engineering & technology, management, humanities, architecture, design, mass communication, agriculture, education, law, nursing, pharmacy, dental, medical & allied health sciences. In addition, the University offers Diploma and Certificate programmes in a variety of subjects. The University was accredited by NAAC in 2016 and it has been ranked in 2021 by NIRF in the select band of 101-150. The University strives to become one of the India's leading universities with acknowledged reputation for innovative academic programmes, excellence in teaching learning, global outreach and nurturing entrepreneurship amongst the students.

The University has close to 12000 students on its roll, out of which nearly 14% are international students, belonging largely to SAARC countries, South-East Asian countries, Central Asia, Africa, Middle East, and Europe. Over the years, international students from over 85 countries have joined Sharda University making it amongst the top ten exporters of Indian education in the country, earning USD 20.35 million up to last academic year. In fact, the National Education Policy-2020, has also emphasized that HEIs must attract a good number of foreign students to increase India's soft diplomatic power. The University has students from 34 states/UTs – ensuring a vibrant multi-cultural environment on the campus. The University has a male to female student ratio of 58:42 across disciplines. The students are nurtured by adequate experienced faculty and supported by non-teaching staffs.

The University has a state-of-the-art library managed by the open source software-KOHA. It is fully RFID enabled with automated book issuing and return facility. The Library has a collection of more than 17500 titles, 143000 volumes of books, 205535 e-books and 28396 titles of print & e-journals, besides e-resources such as IEEE, Springer Link, ASME, Proquest and Ebsco. Library also has a well-developed digitization facility and e-content repository, accessible to the students through internet.

The University has entered into 170+ MoUs/Agreements with both national and international organizations for mutual benefits. The University has collaboration with Yunus Social Business Centre (YSBC) to promote social business. The University has active engagement in research projects sponsored by national and international funding agencies such as DST, DRDO, MOES, DBT, ISRO, USAID, ICMR and MPI and so far sponsored research projects worth more than of Rs. 12 crores have been received.

Vision

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission

Transformative educational experience

- Developing deep disciplinary knowledge, problem solving ability, leadership, communication and interpersonal skills.
- Strengthening the flexible credit-based system for interdisciplinary learning to enrich academic experience.
- Ensuring student participation in career enhancement activities through exchange programmes, student enterprise, volunteering and work-based learning.
- Focusing on strong mentor-mentee relationships, which enhance the overall personality of the students and equip them to face future challenges.
- Encouraging students to become lifelong learners and imbibe essential skills to serve the society at the highest level.

Enrichment by educational initiatives that encourage global outlook

- To create an environment where students and employees of diverse backgrounds live, study, learn, and socialize together.
- To encourage pursuit of knowledge and support the development of curricula from a global perspective.
- To invest in faculty development to up skill them in designing and developing curricula, pursuing research, and offering experiential learning.
- To strengthen the student-welfare activities, academic counselling and administrative support services that contribute to holistic development of today's students as future responsible citizens.

Develop research, support disruptive innovations and accelerate entrepreneurship

- Create high quality and flexible collaborative research space and culture that enable and promote knowledge creation.
- Encourage involvement of students in research.
- Seek funds and grants from research, consultancy and other sources for balanced and sustainable growth of the University.
- Strengthen entrepreneurial and innovation culture among students and employees.
- Create mechanisms to stimulate meaningful bottom-up and top-down collaborations among faculty, staff and students with diverse disciplinary backgrounds.
- Explore opportunities to apply knowledge to promote private and public partnership.
- Enable students to explore and acquire leadership qualities

Seeking beyond boundaries

- Promoting our global communities as active ambassadors of higher education.
- Leveraging the alumni network to assist development of innovative curricula and research initiatives that will better prepare our students to become global citizens.
- Establishing and maintaining close cooperation among academia and private and public sector

industries by contributing through academic findings and developments.

- To empower each student to discover their individual potential by providing opportunities for collaborative-learning beyond the classroom, in the broader community - across the diverse spectrum of disciplines.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Multi-Disciplinary: The University offers programmes in almost all domains of specialisations at graduate, postgraduate and doctoral level including Medical and Dental Sciences.
2. Excellent infrastructure; ICT enabled classrooms and well equipped modern laboratories.
3. Student Diversity: The campus has vibrant multicultural setting where students from 85+ countries and 34 states/UTs of India have joined over the years.
4. Extensive activities on community connect.
5. Ecofriendly and green practices.
6. State-of-the-art automated Library infrastructure with large e-resources.
7. Centres for Excellence and Central Instrumentation Facility with cutting-edge technology for research and Innovation.
8. Sharda Launchpad supports start-ups, innovation and entrepreneurship, duly guided by Institutions Innovation Council and National Innovation and Start-up Policy (NISIP).
9. Sharda hospital has a tertiary care referral facility for medical, surgical, obstetric and pediatrics complexity cases.
10. Quite a good number of PhD scholars and patents including 17 granted in a short span.

Institutional Weakness

1. Limited residential accommodation for faculty and staff.
2. Resource Mobilization through EDP/MDP/Consultancies require greater thrust.
3. Only few PhD faculty in Medical although many are currently enrolled for PhD

Institutional Opportunity

1. Various International collaborations for teaching, learning and research.
2. Multidisciplinary and interdisciplinary research.
3. Locational advantage as much as Greater Noida provides for a pool of professionals and industries that may be tapped for industry-based projects, skill development, internship and placements.

Institutional Challenge

1. Integrating ever changing technologies in academics.
2. Presence of a large number of higher educational institutions in the region results in intense competitiveness, impacting all spheres including the demand ratio.
3. Attracting extramural funding for research and academic activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University adopts Outcome Based Education in its all programmes, as a follow up to its Mission statement. While the curricula are designed and developed by assessing local, regional and national developmental needs, the norms of the relevant statutory bodies are followed scrupulously. Periodic curriculum development and revision through bodies such as Board of Studies, Faculty Board and Academic Council seek to keep pace with recent developments and the overall requirement of academia, industry/profession and society.

The University provides a broad spectrum of courses ranging from basic, applied, inter-disciplinary courses by mapping them to skills, entrepreneurship and employability. New and innovative courses are regularly introduced, keeping in view the demand. A flexible 'Choice Based Credit System' is adopted in most programmes, ensuring access to updated curricular and co-curricular opportunities for academic advancement, greater employability and entrepreneurial skills, by offering the students a range of open electives.

There is a conscious effort to integrate into curricula, the cross-cutting issues relevant to gender sensitivity, values & ethics, communication skill, environment and sustainability, etc. for ensuring holistic development of students. The University follows a community-based learning approach and courses of community connect are part of the curricula. Students are encouraged to undertake application oriented additional programmes through internships, projects, field works, etc., for giving them hands on experience. Continuous feedback from various stakeholders on the curriculum helps ensure that the students are taught updated and relevant courses to enable them to take on the real- world challenges.

Teaching-learning and Evaluation

The admissions are made on merit, assessed on the basis of marks/grade obtained in the qualifying examination, or through admission test conducted by the University, or as per the norms laid down by the regulatory bodies and/or the state government. To support the slow learners, the University offers remedial courses, bridge courses, guided self-studies course, whereas the advanced learners are encouraged to engage in scholarly activities.

The student-faculty ratio is optimally maintained to facilitate student-centric learning environment that helps facilitate a pedagogy with problem-solving methodologies for participative and enhanced experiential learning. Focus is also laid on learning through practice, industry visits, field visits/surveys and case studies under the Community Connect programme of the University.

The University has a well-defined mentoring policy and the Mentors have a meaningful connect with their respective mentees who are provided requisite support to cater to their varied learning needs.

To make teaching more meaningful and effective, technology enabled teaching methodologies are being followed by the faculty in the classrooms. The Library offers wealth of knowledge/information in print and electronic format, besides a wide range of e-resources which are accessible online.

The University has ERP based examination and evaluation system. The results are declared as per calendar and the grievances, if any, are addressed timely. Online student feedback mechanism has been developed and the

programme outcomes are assessed to identify educational and operational gaps, if any, for making teaching learning processes more systematic, students-centric and accountable.

Research, Innovations and Extension

The University has sought to create an enabling environment to foster research culture by providing high-end research infrastructure and supports. Seed money is provided to the faculty to formulate research proposals for attracting external funding. The University has sponsored research projects worth over Rs. 12.00 crores. As a result, the number of PhD scholars has drastically increased. A dedicated IPR Cell provides support for IPR such as patent filing, publication, grant and technology transfer. The University has published 237 patents, 17 having been granted. The University has 170+ active MoUs at National/International level for exchange of ideas and resources.

The University encourages faculty to get involved in consultancy & training, research publications, seminars/conferences, workshops and industry-academia interaction. Faculty has published more than 2312 research papers in Scopus, PubMed, ICI, UGC listed journals and 2142 book chapters.

Sharda Launchpad supports innovations through pre-incubation mentoring and has successfully incubated 27 start-ups. To promote entrepreneurship, the university has collaborated with industrial groups and Sectoral Skill Councils, and established Industry 4.0 Cell.

The University has included courses on Indian heritage and culture in its curricula. It has adopted five villages nearby region; Panchayatan, Chieersi, Rauni, Girdharpur and Kutlipura. In tandem with the Government of India directives, the University has taken lead in 'Ayushman Bharat', 'Unnat Bharat' and 'Swachh Bharat Abhiyan'. The University conducts social outreach activities through NCC, NSS, Red Cross, Rotary Club, NGOs and Industry. The activities are conducted under 'Kartavya' to help destitute children in the vicinity.

Infrastructure and Learning Resources

The University has nearly 63 acres of lush green compact campus with 3.30 lakhs sq.m. of built-up area. It conforms to the norms prescribed by the relevant statutory bodies, in terms of requisite land, and built-up instructional, administrative & amenity areas. The University has 14 Schools in 07 academic blocks (248 classrooms, 39 seminar rooms, 5-auditoriums, 185-laboratories, 4-workshops, 1 moot-court and a number of administrative departments) 11 hostels, medical hospital and dental hospital. The University has a state-of-the-art Student Activity Centre, with 1180 seater Sh. Anand Swaroop Auditorium.

Centrally air-conditioned Vivekanand Library is having an area 3262 sq. meters with seating capacity of 650. The Library is automated, using KOHA Open Source Software; Flap Barriers Gate System for ID verification, RFID for self-issue and return of books, etc.

The campus has 2.2 Gbps Wi-Fi with ample computing facilities. All academic and administrative blocks are air-conditioned and ICT equipped. For ensuring better security on the campus, the University has set up a CCTV enabled monitoring centre that will eventually monitor through 1484 CCTV cameras for having a 'situational awareness in real time'. There are boom barrier for campus access and digital turnstiles at the main gates/hostels.

For holistic development of students, sports and cultural activities are integral to the campus life. There are cricket and football grounds, volleyball, basket-ball and badminton courts, besides indoor facilities for certain sports, gymnasium and yoga. There is a temple on the campus and prayer halls, inspiring students to pursue their diverse faiths.

Student Support and Progression

The University lays considerable emphasis on the involvement of students in various academic, co-curricular and extra-curricular activities. It has provided a major platform for participation in the affairs of the University through Students' Council where students are nominated on the basis of their excellence in academics, sports, co-curricular and extra-curricular activities. The Council, besides being a forum for enhanced faculty-student interactions, helps in bringing to fore the issues relating to students' welfare, their cultural, social and recreational interests.

A Students' Welfare Fund has been created for supporting students in emergent cases. The Council actively involves itself in organizing domain specific workshops, seminars, conferences, expert talks, annual cultural extravaganza – CHORUS, and events like Hackathon, Technofest.

The University has a robust system to provide in-house student support. The hostellers have a say in running the messes and other recreational facilities. The students' grievances are redressed, in a time bound manner, through Online Grievance Redressal Portal. For development of soft & communication skills, life skills, career counselling & professional guidance is carried out through Sharda Skills and Career Services. Sharda Launchpad and Institution's Innovation Cell support the start-ups, incubates ideas to develop entrepreneurship and thereby enhance the employability.

The University has a registered Alumni Association and the alumni maintain a strong sense of affinity towards their *alma mater*. The Association provides a platform to facilitate alumni-student interaction and activities, contributing towards their entrepreneurial mentoring, career counselling, placement assistance, etc. The Association organises alumni events, besides making financial contribution to the University.

Governance, Leadership and Management

Governance of the University is participative and reflects effective leadership. The leadership and the statutory authorities are committed towards providing transformative education, in an inclusive environment in tune with national ethos and the holistic global outlook. The participative governance can be gleaned from the structured decentralisation of decision-making powers amongst various authorities of the University, and presence thereon of the faculty, students and distinguished persons drawn from academia, industry, finance, law, administration, etc.

The University has adopted ICT enabled e-governance and most of operations are automated. University has a well-defined performance-based appraisal system, promotion scheme, service rules and welfare scheme so as to attract and retain employees. Adequate opportunity is afforded to the staff for their professional/administrative growth. The University has laid down code of conduct and ethics for students and employees. It undertakes review and audit of all its academic/key functional areas, which are periodically validated by external experts.

The University has devised a system of internal and external audits to ensure adequate control and compliances

through its detailed 'Finance and Account Manual'. Transactions are made online, making the system efficient and transparent. An IQAC Cell has been established to develop strategies, monitor implementation of various academic and administrative functioning of the University. External Audit of assessment and evaluation of examinations is also carried out every year.

Resource mobilization is done through fee deposits, consultancy, sponsored projects/workshops/trainings, and optimal utilisation of infrastructure. Foreign exchange is earned through attracting international students in regular programmes and in customised courses for them.

Institutional Values and Best Practices

The University follows an inclusive policy, seamlessly integrating a wide spectrum of students from different culture across the country and globe. A multi-cultural environment has been sought to be created with an inclusive policy specially focused on ensuring understanding, tolerance and harmony amongst over 12000 students coming from diverse geographical regions, cultures and languages.

The University follows a conscious policy of promoting gender equity and building up of a culture that celebrates womanhood. The ICC constituted by the University, apart from handling specific cases of complaint, undertakes measures for spreading awareness on gender-related issues. Numerous gender sensitization programmes such as '*Nukkad Natak*', and theme-base skits involving health and hygiene amongst woman are undertaken.

The University has introduced Community Connect Course across its 14 Schools and adopted as one of the best practices. In this, the students are exposed to experiential learning, to involve themselves in problem solving for societal benefits. The University undertakes special measures for inculcating right values for being responsible citizens, as envisioned in the Constitution of India, particularly the Fundamental Duties.

The 'green practices' is adopted as another best practice of the University. The University has implemented innovative, eco-friendly practices such as energy conservation, use of renewable energy, water harvesting and plantation. It also periodically carries out green and energy audit. For waste management, be it solid/liquid waste, biomedical/hazardous chemicals or radioactive wastes, the University has laid down detailed Waste Management Policy, with emphasis on conservation and recycling of natural resources.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHARDA UNIVERSITY
Address	Plot No. 32-34, Knowledge park III, Greater Noida, Gautam Buddha Nagar
City	Greater Noida
State	Uttar pradesh
Pin	201310
Website	www.sharda.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sibaram Khara	120-4060201	9871071696	120-2323667	vc@sharda.ac.in
IQAC / CIQA coordinator	Anubha Vashisht	0120-4060201	9711176645	0120-2323667	director.iqac@sharda.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	28-05-2009
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	28-07-2005

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	29-10-2010	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Plot No. 32-34, Knowledge park III, Greater Noida, Gautam Buddha Nagar	Urban	63	330000	PhD, PG, UG, Integrated, Diploma, Certificate		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
PCI	<u>104795_7529_6_1640768181.pdf</u>
INC	<u>104795_7529_7_1640331682.pdf</u>
INC	<u>104795_7529_7_1640331682.pdf</u>
INC	<u>104795_7529_7_1640331682.pdf</u>
MCI	<u>104795_7529_2_1640331776.pdf</u>
MCI	<u>104795_7529_2_1640331776.pdf</u>
COA	<u>104795_7529_18_1640331713.pdf</u>
PCI	<u>104795_7529_6_1640768181.pdf</u>
COA	<u>104795_7529_18_1640331713.pdf</u>
COA	<u>104795_7529_18_1640331713.pdf</u>
NCTE	<u>104795_7529_4_1640331691.pdf</u>
NCTE	<u>104795_7529_4_1640331691.pdf</u>
NCTE	<u>104795_7529_4_1640331691.pdf</u>
DCI	<u>104795_7529_5_1640331764.pdf</u>
BCI	<u>104795_7529_8_1640331672.pdf</u>
BCI	<u>104795_7529_8_1640331672.pdf</u>
BCI	<u>104795_7529_8_1640331672.pdf</u>
DCI	<u>104795_7529_5_1640331764.pdf</u>

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DCI	104795_7529_5_1640331764.pdf
MCI	104795_7529_2_1640331776.pdf
PCI	104795_7529_6_1640768181.pdf
INC	104795_3714_7_1568352864.pdf
DCI	104795_3714_5_1568361834.pdf
MCI	104795_3714_2_1568362500.pdf
NCTE	104795_3714_4_1568620623.pdf
COA	104795_3714_18_1565770757.pdf
PCI	104795_3714_6_1565770797.pdf
BCI	104795_3714_8_1568352755.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	176				136				477			
Recruited	130	46	0	176	66	48	0	114	205	270	0	475
Yet to Recruit	0				22				2			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				268
Recruited	218	50	0	268
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				648
Recruited	335	313	0	648
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	75	18	0	40	21	0	87	109	0	350
M.Phil.	0	0	0	0	0	0	2	9	0	11
PG	55	28	0	25	24	0	111	152	0	395
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	4	1	0	4	0	0	39	56	0	104
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1606	2932	0	794	5332
	Female	1278	2000	0	468	3746
	Others	0	0	0	0	0
PG	Male	254	330	0	245	829
	Female	261	425	0	86	772
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	97	113	0	64	274
	Female	162	127	0	10	299
	Others	0	0	0	0	0
Diploma	Male	46	72	0	18	136
	Female	81	55	0	27	163
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	15	15
	Female	0	1	0	5	6
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	10

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	282	376	0	33	691
Female	206	240	0	30	476
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.4	Peer Team Report .pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture Sciences	View Document
Allied Health Sciences	View Document
Architecture	View Document
Art And Design	View Document
Biotechnology	View Document
Chemistry And Biochemistry	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Dental Sciences	View Document
Education	View Document
Electrical Electronics And Communication Engineering	View Document
Environmental Sciences	View Document
Humanities And Social Sciences	View Document
Law	View Document
Life Sciences	View Document
Management	View Document
Mass Communication	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Medical Sciences	View Document
Nursing Sciences	View Document
Pharmacy	View Document
Physics	View Document
Research Development Cell	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In tune with its vision, the University has sought to develop deep disciplinary knowledge and flexible
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	<p>credit based system for inter-disciplinary learning. Its 126 programmes, spread over 14 Schools, makes the University truly multidisciplinary, integrating STEM with social sciences and humanities, with a wide range of minor modules and open electives. While electives and open electives makes the curricula highly flexible and innovative, there is a fair balance between theory and practical components, internship, capstone projects and research-based learning. The credit-based courses in environmental study, values & ethics and community connect are compulsory for holistic development of students. The University has implemented the NEP-2020, based on curricula designed by UP Council of Higher Education for the programmes in Arts, Commerce, Humanity, Pure and Applied Sciences. In other non-council based programmes the University has introduced MEME options and vocational courses. The University has constituted multidisciplinary research teams to work on AI based diagnostics in medical imaging and forensic science', 'Developing Complete Solar Panel Solution', etc.</p>
2. Academic bank of credits (ABC):	<p>In terms of UGC guidelines on ABC, the University has submitted its application no. ABC0039481645098096 on ABC Portal. It has adopted ERP based common course credit and coding to ensure commonality with other universities and has defined SOP and format for credit transfer for migration of students to and from other universities.</p>
3. Skill development:	<p>The University has introduced four vocational courses of 3 credits each at undergraduate level to enhance professional competency. 'Sharda Skills' conducts a bouquet of blended/virtual skill development training which are integral as credited or value added course. Apart from vocational and industry-oriented courses, in collaboration with industry groups like IIA, IEA, NASSCOM, Telecom Skill Sector, the University conducts several short-duration courses on professional skills, value based courses like Human Values, Stress Management and Health & Well-being. Students are encouraged to opt for MOOC courses.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Since the University hosts students, both national and international, from diverse ethnic and cultural background, it seeks to promote cultural tolerance and harmonious existence in tune with Indian</p>

	<p>philosophy of Vasudhaiva Kutumbakam. The University organizes a large number of value added courses on ethics, culture and life skills. Classroom lectures are held bilingual, and to facilitate international student classes on vernacular language are held. The University also seeks to integrate traditional Indian experience in areas such as organic farming, sociological studies. Vignettes of the evolution of diverse Indian culture is also taught.</p>
5. Focus on Outcome based education (OBE):	<p>The University has implemented OBE-based curriculum in almost all programmes. Curriculum is so designed that it meets the POs/PSOs of the programme. Mapping of COs with POs/PSOs and correlation level, target attainment, assessment methods, rubrics, reviews and analysis of outcomes, along with the corrective actions are carried out.</p>
6. Distance education/online education:	<p>The University has state-of-the-art ERP-based Learning Management System (LMS) to effectively support teaching learning. The impartus lecture capturing systems and smart boards are extensively used. The modern Media Centre facilitate e-content development. The University has licensed MS team users' credentials for blended teaching-learning and online examination tool 'Exam online, and Proctored exam'. The University plans to shortly launch certain short-duration ODL courses.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
126	119	111	88	77
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 23

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11846	11902	10841	9321	8384
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
3030	2623	2164	1945	1688
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
11314	11528	10518	8995	8095
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	41	30	31	24

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
2807	2778	2281	1868	1548
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
765	720	706	620	534
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
789	757	715	626	537
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
134571	122620	78732	86956	65216
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
833	1015	1128	889	865
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 287****4.4****Total number of computers in the campus for academic purpose****Response: 2446**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
20781.33	21909.82	17821.03	14970.59	12415.10

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The University offers 126 programmes through its 23 Departments in 14 Schools and has adopted learning outcome based curriculum as per UGC guidelines. The OBE (Outcome Based Education) structure of curriculum has been implemented in all the programmes. The process of curricula development and implementation in the University is mentioned hereunder:

1. Need Assessment for Curriculum Development

Following parameters are considered while developing the curricula:

- Identification of advanced areas of knowledge, local, regional, national and global developmental needs
- Benchmarking with reputed national and international institutions
- Adhering to norms of the regulatory authorities.

At the global level, Sustainable Developmental Goals are sought to be followed, as highlighted in the NITI Aayog documents. Recommendations of NASSCOM, NSDC, ACM, etc. are considered for inclusion in the relevant programmes. The regional and local priorities, in the context of NCR plans and policies, as also that of the Greater Noida Industrial Development Authority, also help in shaping the curriculum. To illustrate, BBA programme with specialization in Entrepreneurship has been introduced keeping in view the local demands as Greater Noida is fast emerging as a hub of trade and business. Programmes of study in emerging areas such as block chain, gaming, IoT and other domain specific specializations have been introduced on account of global/national needs.

2. Top-down integration of PEOs, POs, PSOs and COs

The University is guided essentially by its Vision and Mission statements that seek to serve the societal, the regional, the national and the global needs by endeavouring to achieve excellence in academics, promote innovations and nurture entrepreneurship. The Programme Education Outcomes (PEOs) are accordingly worked out to align with the Department level Mission statements. The basic approach towards designing the curriculum is:

- Defining PEOs, POs, PSOs and COs
- Mapping of COs with POs and PSOs
- Justifying viability and relevance of a programme/ course in terms of learning outcomes
- Promoting employability, entrepreneurship and career opportunities
- Embedding experiential learning through laboratories, project work, industry internship and

community engagement.

3. Curriculum Review and Updating

The University follows a well-defined procedure for curriculum review and updation, initiated by the Department Academic Committee according to:

- Technological advancements /innovations taking place in diverse fields
- Competency requirements of the industry/ profession/ higher studies
- Feedback from stakeholders
- Changes in nomenclature, norms and standards laid by regulatory bodies
- Modifications needed in programme structure, courses, teaching hours/ credits to meet course and programme outcomes
- Addition of new courses and/or discontinuation of existing ones after thorough study of the local, national, and global requirements.

Necessary changes are suitably proposed in the curricula and placed before the Board of Studies (BoS) at the Department level which comprise of experts from outside the University, representing industry, research institution, academia, alumni, etc. The recommendations of the BoS are placed before the Faculty Board at the School level before being forwarded to the Academic Council for consideration and approval and then for ratification of the Executive Council. This top-down integration, supplemented by a continuous feedback process ensures updated, relevant and effective curriculum delivery.

File Description	Document
Upload Additional information	View Document

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

Response: 77.78

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

Response: 98

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

Response: 126

File Description	Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**Response:** 63.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
1765	1722	1445	1189	987

File Description	Document
MoU's with relevant organizations for these courses, if any	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 82.93

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

Response: 4281

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

Response: 5162

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**Response:** 99.21

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 125

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Sharda University, located in classical urban-rural divide, has made conscious efforts to integrate cross cutting issues related to the gender, human values, professional ethics and environment & sustainability into curricula for holistic development of students. There are 368 courses focusing on a wide range of issues like community connect, human values and ethics, environment sensitivity, social awareness, etc.

Activities relevant to professional ethics are implemented in various programmes through 139 such courses. For instance, the University offers courses on Research & Publication Ethics, Intellectual Property Rights and ethical issues to the scholars. Courses on Professional Practice, Professional Training and Digital Communication incorporating ethical practice, Corporate Governance and Business Ethics are part of various programmes which seed the essence of ethical professionalism.

There are 41 courses on topics ranging Indian Ethos and Human Values, Community Medicine, Cross Cultural Management, Sociology & Psychology, Human Value and Ethics, etc. are conducted to inculcate human values amongst students. Further, several activities are undertaken wherein students visit NGOs, old age homes, shelter homes, etc. and get sensitized on social responsibilities. Camps on health check-up, hygiene and health, blood donation, workshops on social issues and public health, etc. are organized frequently by the university including the NSS, which inculcate these values and sensitize students.

The University ensures gender equity in a diverse socio-cultural background with nearly 12000 students, including approximately 14% international students. Fifty-three courses on gender related issues are introduced in different programmes along with gender sensitization activities through workshops, conferences, seminars, and guest lectures where events such as gender talk in the form of street plays are held, sometimes in collaboration with NGOs. Courses on gender related issues like 'Gender & Society', 'Managing Gender Diversity in Workplace', 'Gender, School and Society' and 'Feminism: Theory and Practice' sensitize students on these issues. The University also has a well laid down policy for ensuring zero tolerance of gender discrimination and harassment. The Internal Complaints Committee (ICC) ensures a gender-neutral campus environment.

Concerned with the degradation of environment and sustainability of its usage, the University has adopted green practices for ensuring a green, non-polluting campus with alternative sources of energy such as solar power, water conservation, waste segregation practices and regular cleanliness drive. Apart from experiential learning promoting environment, the university has introduced two credits course, as mandated by the UGC, environmental studies in its undergraduate programmes. Some of the other courses on environment & sustainability are Alternate Fuels and Energy Systems, Environmental Impact and Risk Assessment, Environment Sustainability & Services.

A wide range of courses on the above cross-cutting issues, in-built in programmes, helps develop students to be gender sensitive, value driven, environmentally conscious, and ethical professionals.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

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

Response: 152

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

Response: 152

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

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

Response: 50.36

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.

2020-21	2019-20	2018-19	2017-18	2016-17
9302	6499	3687	3871	3616

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 72.49

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 8587

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni Response: D. Any 1 of the above	
File Description	Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows: Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 26.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
3330	4063	4512	3559	3460

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	View Document
• Any additional information	View Document

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

Response: 78.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
809	855	753	600	675

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

The University has a well laid down process for identification of and implementation of corrective activities for slow and advanced learners in a particular class. The identification of two categories of students is done at the time of admission as also during their studentship. The parameters used at the time of admission include score in admission test, performance in language/communication test, and performance in domain knowledge test, besides performance in qualifying examination. The identification during studentship is done based on CGPA/SGPA, and performance in a particular course segment.

Understanding the level of learning pace of each individual student in a class is essential for a teacher to implement differentiated approach of learning for better learning outcomes. It helps a faculty to take extra-care for slow learners for improving their performance, and also to devise extra material/assignment for advanced learners. While a faculty is required to maintain record of such slow and advanced learners, he also undertakes extra activities for each of such groups with proper documentation.

The University is known for its diversity, with students coming from 85 plus countries and 34 states/UTs of India, which calls for special attention. The University organises orientation programmes for new entrants to familiarise them with the campus infrastructure, academic and extra-curricular activities, examination system and the faculty. Faculty members are required to upload session plans, study materials, tutorial sheets assignments and lecture notes on LMS to facilitate the students' learning process. Those who are deficient in language, soft and communication skills, life skills and logical thinking are identified, counselled, and guided by 'Sharda Skills' as well as the faculty members.

The University takes special multi-pronged care for slow learner students. Such students are mentored on regular basis individually as well as in small groups by faculty members. Also, these students are allocated peers as mentors. Dropouts are mentored by special interactive sessions. Remedial classes are conducted for weaker students at risk of failure after mid semester examination. During summer break, summer term for academically weaker students is conducted and students are re-evaluated, as it is done in regular term, to improve overall grade. University also organizes Parent Teacher Meeting on regular basis where performance of students is discussed. Chorus, the annual cultural fest also helps such learners to come out of their shells and to improve their overall personality.

The Advanced learners are given extra assignments to enhance their complex problem-solving skills, undertake additional experiential learning, and to register their presence in students' chapters of professional bodies. Besides participating in Student Exchange Programmes, they are encouraged to participate in national and international level Tech-Fest and Hackathons where they present their innovative ideas and skills. Some of these ideas are implemented through projects in association with local governmental authority. Advanced learners are also encouraged to write research papers and participate in workshops and conferences, besides undertaking and completing NPTEL/MOOC/advanced courses. Students who are interested in pursuing higher studies, are encouraged to take CAT/GRE/GMAT/IELTS/TOEFL, etc., and are provided requisite assistance by faculty.

File Description	Document
Upload Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 15:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

The University focuses on student-centric experiential learning so as to provide them hands-on training in their respective domains. They are also encouraged to interface with society and help resolve the real-world problems. Under the Community Connect Programme, the students take up open-ended activities in the neighboring communities. The programme, besides giving exposure to the students, help them develop socio-economic consciousness which often translates into intervention for mitigating their circumstances/hardship.

The overall approach/methodology involves surveys, such as framing questionnaires, eliciting responses thereto, drawing inferences therefrom, and to develop action plan, including publication of the findings. Sometimes these case-studies find relevance in development of requisite entrepreneurial skills in the community by trained personnel, utilization of the data by Government/NGOs for better implementation of existing schemes/introduction of new schemes. Recently, the School of Law organized a Legal Aid Camp in District Prison, Greater Noida and also set up a Family Disputes Resolution Clinic at Knowledge Park Police Station which made the University relevant to its social milieu. The National Flagship programmes like Start-Up India, Skill India, PMKVY, Swachh Bharat and Unnat Bharat and activities under NSS and NCC also provide experiential enrichment. In addition, discipline-specific, skill-based courses for professional development are also conducted.

The project-based learning is implemented as a credited course in different semesters, besides Minor/Major projects in the programme. In engineering, along with theory courses, students take up projects in a specialized area, the rigor whereof intensifies from semester to semester. A rubric is designed to meet the expectations during evaluation, which are shared with students. Capstone projects/major projects are offered generally in the last semester to enable students to exclusively devote time in the industry. Students are required to undertake one project through industry internship and community study. Fast learners are engaged and motivated to take up innovative projects at any point of time and the University provides full support for its development.

Participatory learning involves a series of activities wherein the students learn inside and outside the classrooms, through group discussions, peer teaching, open questioning, seminars, presentations, board works, role play, etc. To broaden the horizon and understanding about certain apex bodies, the School of Law organizes students' visit to Supreme Court, Parliament, National Commission for Women, etc. Similarly, the Science and Engineering students visit CSIR labs and participate in programmes organized by FSSAI, Govt. of India. The organizational skills of the students are also honed through events such as

‘Tech-Fest’ and ‘Chorus’ where students get an opportunity to develop specific skill sets, such event planning, resource mobilization, leadership and team building.

To enhance problem solving skills, students are engaged to identify the problems through visit to fields, community, industry, corporates, institutes, work sites, film studios etc. Students prepare solutions of problems along with assessment of resources required. Incubation Centre has been started to provide platforms to incubate innovative ideas for start-ups by converting them into business ventures. The efforts of the ‘Sharda Launchpad’ in this regard have been duly recognized recently by ARIIA- 2021.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The University has taken ICT-based initiatives for providing effective teaching and learning process so as to ensure quality education and requisite support to its students and other stakeholders like faculty and research scholars.

Technology Enabled Infrastructure and Support:

It comprises of:

- Fully Wi-Fi enabled campus with a bandwidth of 2.2 Gbps.
- Classrooms equipped with *Swayam Prabha* DTH connection.
- Smartboard in classrooms.
- Classrooms equipped with lecture capturing system, *Impartus* and Smart Boards.
- Intranet Portal containing NPTEL material for easy access by students.
- Media Centre to help in content preparation.
- LCD projectors in all the classrooms and laboratories.
- Availability of MS team, Zoom and Google Meet for online/blended classes.
- Virtual lab facilities such as CoLab(Google), Analog signals, Network, Measurement Lab (IITG), Sakshat virtual lab (Value@AMRITA), Online GDB.

PeopleSoft based ERP for curricular and student management:

The University uses PeopleSoft based ERP for the following processes:

- Students’ matriculation
- Students’ registration
- Curriculum Mapping
- Quiz Byte for conducting quiz/test
- Downloading of Exam Admit Card
- Marks uploading
- Result preparation and declaration
- Student progression

iCloud EMS Portal for LMS:

The University has integrated cloud-based campus management software “iCloud EMS” for collaborative interaction between faculty and students as well as for academic activities.

The iCloud EMS portal helps to store, modify, retrieve study materials, and share them with students. Major components of the Portal are:

- Session Plan with lecture topics and pedagogy
- Online timetable preparation for better resource management
- Attendance Management with auto-triggered status messages
- Quizzes/Tests in line with COs
- Assignments with online submission, monitoring and evaluation
- CO-PO Attainment
- Project/dissertation reports with the plagiarism check facility
- Feedback from stakeholders and its analysis

Proctored Examination Portal:

University is using AI-based proctored examination portal. Scanner technology is used to capture marks and posting on the portal for online grading and result.

Mentoring Portal:

University mentoring portal facilitates mentor mentees to access each other for continued mentoring/guidance of the students even when they are at different locations due to a variety of factors, including the recent pandemic. The mentee can discuss his academic/non-academic/personal issues online with his mentor.

Online Resources: The Library offers a wide range of e-resources for users to access various online databases such as EBSCO Host, Emerald Case Studies, ProQuest, SCC Online with HeinOnline Platinum, CMIE, DVL, IEEE Explore, Springer e-Journals, etc.

The University was awarded QS-E-LEAD (E-Learning Excellence for Academic Digitization) certificate as one of the top 12 universities in India in 2020 during pandemic.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 17:1**2.3.3.1 Number of mentors****Response:** 703

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

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 97.86

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years**Response:** 36.95**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
350	286	256	199	165

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

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

Response: 10.79

2.4.3.1 Total experience of full-time teachers

Response: 8254

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

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

Response: 8.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	15	12	9	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

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

Response: 14.62**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**

2020-21	2019-20	2018-19	2017-18	2016-17
11.92	12.99	16.81	14.92	16.47

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 1.19**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
102	113	119	121	129

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

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

The University is committed towards working persistently for reforms in the examination procedures and processes, including greater use of IT driven automation, so as to ensure fairness, objectivity, transparency and quick redressal of students' grievance. As early as in 2012, the University introduced coding of answer scripts, before its evaluation, leading to greater confidence amongst students.

The University in 2014 resorted to external audit of examination, including that of question papers and the

answer scripts for ensuring greater transparency in the examination and evaluation process. An analysis of the audit reports indicates that the quality and distribution of questions, in terms of coverage of course, is improving and there is a perceptible decline in out-of-syllabus questions. At the same time, quality of evaluation has improved as there is much reduction in variation of marks awarded before audit and post-audit, leading to greater satisfaction amongst students who could also personally see the evaluated answer scripts.

Integration of IT in Examination System

The Examination Office has been automated through ERP, PeopleSoft and Sharda Automatic Question Paper Generation System.

1. Students Registration:

1. Student registration and curriculum mapping.
2. Self-generation and download of Admit Cards

1. Examination:

1. Automated examination schedule with in-built course combination and conditions;
2. Uploading of final examination schedule on the website.
3. Generation of students' attendance sheet and verification cards.

1. Automated Generation of Question Paper: The University has implemented automated process of question paper generation which is streamlined and secure, resulting in total randomization of question paper and avoidance of repetition.

1. Uploading of continuous assessment marks, practical marks and mid semester examination marks on PeopleSoft.
2. Scanning of OMR sheets for automatic transfer of marks
3. Result declaration
4. Generation of grade cards and transcripts
5. The University is using proctor-based examination whenever necessary.

Some of the significant impacts of IT integration are:

- Reduction in number of complaints about evaluation
- Reduction in number of days in declaration of results

Continuous Internal Assessment

Students' performance is continuously assessed through written tests, MCQ based quizzes, presentations, projects, field visits, seminars, group discussions/activities, etc. as per the laid down norms. The internal assessment has 50% weightage for theory, and 60% for practical courses; the entire process has been

computerized.

Review of Answer Scripts

In case any student feels aggrieved of the assessment, he may apply within the time stipulated, to the Controller of Examinations, for a review of end-semester examination answer script. The review of the script is carried out jointly by the student and the faculty detailed for this purpose, in the examination cell of the School. If any discrepancy is noticed, the same is rectified and the grade is amended accordingly with the approval of COE.

Other Reforms

1. Online Courses: Students can opt to credit up to 40 % of their course requirements through SWAYAM & NPTEL.
2. Degree Verification: The University has tied up with Pitney Bowes for document encryption which is an effective tool to curb document forgery.
3. Digi Locker: Students may access their degree certificate through Digi Locker.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document

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

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

website and other documents**Response:**

The University has a well-documented 'Outcome Based Education Policy' drawing upon NBA/NAAC guidelines which clearly articulate the assess students learning outcomes. There is a widespread adoption of Outcome Based Education (OBE) in the University as it is believed to not only promote learning opportunities to students but also designed to provide concrete, useful information to the parents, employers, as well as the educational institutions regarding performance abilities the students and the improved effectiveness of delivery mechanism. The adoption of OBE has helped the University develop a Transparency Framework to support the University in sharing evidence of learning with stakeholders, on and off campus.

All the departments of the University have defined Programme Educational Objectives (PEOs) for all the programmes that are well-aligned with mission statement of the Department. Similarly, the Programme Outcomes (POs) are well defined and articulate the inter-related knowledge, skills and competencies that a student develops over the duration of the programme, through a prescribed range of courses and multiple-learning experiences. POs are indicative of what all a student should be able to achieve/demonstrate on completion of the program.

The POs for engineering programmes are as prescribed by the NBA guidelines whereas for the other programmes, the POs are defined in terms of the requirement from the relevant regulatory bodies. The Programme Outcomes Assessment methodology/tools (both direct and indirect) assess and measure the extent to which the set learning goals have been achieved.

Process of defining course outcomes:

- Course Coordinator or a senior experienced faculty member in the subject matter is asked to prepare the draft of Course Outcomes in line with the POs and PSOs of the programme.
- The faculty concerned then submits the statement of Course Outcomes to Head of Department for review and onward submission to Departmental Academic Committee who in turn circulates amongst all the faculty members of the respective Department, before presentation of the document in the meeting of the Board of Studies for consideration and approval.

To enable teachers and assessment team to use these tools for mapping various assessment parameters, extensive training workshops have been conducted in-house as also under the guidance of external experts. Such teachers who undergo such orientation in turn train the other teachers in their Departments to comply with the OBE practices.

The POs & COs are published and disseminated to stakeholders through

- University Website
- University ERP portal
- Department Notice Boards
- Course file/Laboratory Manuals
- Classrooms and Laboratories

- Faculty Rooms
- In each term, the students are made aware of by displaying and elaborating the POs & Cos during introductory classes of all courses.

Apart from the above, these are also disseminated to all the stakeholders of the programme through faculty meetings, workshops, placement drives, student induction programmes and parent-teacher meetings.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Paste link for Additional Information	View Document

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

Response:

In the Outcome Based Education model, prescribed by the National Board of Accreditation (NBA), the most important criterion is the attainment of Programme Outcomes (POs) and Program Specific Outcomes (PSOs).

The University has evolved a well-defined process for setting target for attainment of Course Outcomes (COs), POs and PSOs for all the programmes. Programme Assessment Committee (PAC) of the programme sets the initial target by taking into account the current performance of the students for a batch which are revised on the basis of the analysis of their attainment. The levels of target attainments of COs/have been specified as under:

Level 1: Up to 55% students scoring 60% marks in all questions related to a particular outcome.

Level 2: More than 55% up to 65% students scoring 60% marks in all questions, related to a particular outcome.

Level 3: More than 65% students scoring 60% marks in all questions related to a particular outcome.

The assessment of COs is carried out through direct methods, such as quizzes, assignments, project works, mid-term examination, end-term examination, and experiments in lab and indirect method e.g. Course Exit

Surveys (CES).

Each attainment of course outcome is scaled to a point 3 in which 80% weightage is given to direct method and 20% weightage is given to indirect method. For example, if in course C101, the CO evaluated through direct assessment method is 2.4, and the attainment level of CO evaluated through indirect assessment method is 3, then the final Course Outcome is calculated as, $2.4 \times 0.8 + 3 \times 0.2 = 2.52$.

The attainment of POs of a course is calculated based on the attainment of the COs, which is yielded by multiplying the CO attainment value and the CO contribution factor, where CO contribution factor is 3, 2 and 1 for strong, medium and low contribution, respectively. The PO attainment of a programme is calculated for each PO from the courses contributing to that particular PO. The PSO attainment is calculated similarly to the PO attainment calculations.

Follow up action on the result of evaluation of each of the POs & PSOs

- The attainment of POs and PSOs of a programme are analysed by the PAC whether the set target is achieved. The existing curriculum and overall teaching learning process are analysed to know their strengths and weaknesses.
- If the attainment of any POs or PSOs misses the set target, the assessment practices such as continuous assessment, mid-term and end term examinations of the courses that led to reduction in the attainment are identified. Further, the teaching pedagogy of such courses is revised.
- Planning and implementation of requisite action is formulated and is required to achieve the target in the next assessment cycle.
- If any PO is significantly not attained through the curriculum offered in the programme, additional events such as expert lectures, workshops, training etc. is added after mapping with specific POs. These POs can be attained through indirect POs/PSOs assessment tools to compensate the attainment in the next assessment cycle.

File Description	Document
Upload any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 91.93

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

Response: 3030

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

Response: 3296

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.64	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The University has been striving to create an ecosystem that inspires, motivates and promotes faculty members and students to undertake research, generate knowledge, publish findings and protect IPRs. As such, establishment and upgradation of research facilities is a continuous process.

The University established Research and Technology Development Centre (RTDC) in 2009 as a nodal agency for R&D, technology development and extension activities. The Centre, besides dealing with Ph.D. programme, also published two bi-annual research journals and set up Business Incubation Centre with the support of MSME, Govt. of India. The Comprehensive Research Policy evolved by the University, over a period of time, broadly deals with research policy statement, statutory framework, research promotion, students research support, ethics in academic research and intellectual property rights. The policy lays down operational guidelines for the Ph.D. programmes, incentivizing research, seed money, fellowship and financial support to UG/PG students, publications, patents, etc. The Policy also includes detailed guidelines for maintaining academic integrity and anti-plagiarism. There are also committees such as, Institutional Ethics Committee, Institutional Animals Ethics Committee registered and approved by MoEF & Climate Change, GoI.

To strengthen the research culture, the University has established 'Centres of Excellence' in the fields of: Artificial Intelligence in Medical Imaging for an early and accurate detection of diseases; Cyber Security and Cryptology for development of cyber tools to thwart cyber-attacks; Solar Cells & Renewable Energy for waste plastic derived graphene carbon nanomaterial; Molecular Biology and Stress Tolerance; and Sharda University Yunus Social Business Centre for promoting the concept of social business and entrepreneurship. In addition, there is a state-of-the-art 'Central Instrumentation Facility' for training and research collaboration with R&D institutions and industry.

The University has recently created/upgraded several research laboratories including Hydroponics and Tissue Culture Laboratory, Advanced Polymeric Research Laboratory, Advance Centre for Research on Virology and Immunology, Advanced Atmospheric Research Laboratory, and Advanced Research Laboratory (waste to energy). To facilitate high-end research, softwares such as Gaussian, NVIVO, SPSS, Matlab with advance features, Cadence – EDA, ETABs and STAAD-PRO are available.

The University has established an Incubation Centre, '*Sharda Launchpad*', for translation of knowledge for enterprises, besides promoting innovation. It has mentored and successfully incubated 27 start-ups. Institution's Innovation Council (IIC) has been set up for nurturing innovators for which in year 2020-21, it has been awarded 4-Star rating. The efforts of the University in the domain of innovation and entrepreneurship have been recognized by the ARIIA-2021 in 'Excellent' band. This has largely been possible because of University's strong collaboration with industrial bodies such as National Productivity Council, Indian Industry Association, Industry Entrepreneurship Association, National Skill Development Council and various Sectoral Skill Councils.

In view of the various initiatives of the University and its focus on research and development, as visible from the above-mentioned initiatives, the research activities have shown enhanced output. Further, it has also resulted in accelerating multidisciplinary research on identified thematic areas and also significantly upgraded research infrastructure, greater industry-academia interface, and has in some cases led to transfer of technology for commercial usages.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 50.27

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).

2020-21	2019-20	2018-19	2017-18	2016-17
118.91	102.75	10.3	17.91	1.5

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

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

Response: 1.85

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.

2020-21	2019-20	2018-19	2017-18	2016-17
35	11	8	5	3

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 173

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.

2020-21	2019-20	2018-19	2017-18	2016-17
117	33	5	11	7

File Description	Document
Institutional data in prescribed format	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**Response:** 47.83**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.****Response:** 11

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research**3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).****Response:** 311.89**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).**

2020-21	2019-20	2018-19	2017-18	2016-17
79.93	14.91	133.05	84.0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**Response:** 897.19**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
499.5	97.7	157.20	127.29	15.5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 1.17

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

Response: 157

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

Response: 669

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

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

Response:

Sharda University was established in 2009 with the objective of dissemination of knowledge and skill, by providing teaching, research, extension facilities, as well as innovations in restructuring of courses, methods of teaching, training and learning. Since its inception, the University has recognized the need to create an ecosystem through multi-pronged initiatives, for exploring new ideas and innovation for creation and transfer of knowledge.

The Research and Technology Development Centre was established in 2009 to coordinate all research activities, including PhD programs. To encourage students' start-ups, the Business Incubation Centre was

set up to carry out research work on approved ideas, sponsored by Ministry of MSME, Govt. of India. The Centre also works in collaboration with Foundation for Innovation & Research in Science & Technology, IIT Kanpur. It is registered with Startup India Hub as Accelerator and with Ministry of Electronics and Information Technology Startup Hub (MSH) as Incubator. The University has established an incubation facility, Sharda Launchpad Federation, to promote innovation and incubation and has since incubated 27 startups successfully.

The Institution's Innovation Council (IIC) has been set up to develop innovation and entrepreneurial ecosystem. The Council acts as a pre-incubation facility, nurturing innovators into early stage startups and thus preparing them for Startup Incubation. The University has also adopted the National Innovation and Startup Policy-2019. The research efforts and the keenness of the University, to promote quality research and establish an ecosystem to encourage innovation and entrepreneurship, have been recognized by the ARIIA-2021 in 'Excellent Band'.

The University has provided ₹2.51 crores towards seed-money to its faculty for research projects. Faculty members are also incentivized for their publications in SCI/Scopus/ indexed journals. Infrastructure have been created to support research projects funded by DST, DBT, ISRO, DRDO and intramural funding. To further promote multidisciplinary research the university has set up Centres of Excellence in the areas of AI in Medical Imaging, Cyber Security and Cryptology, Solar Cells & Renewable Energy, and Molecular Biology and Stress Tolerance. The University has also entered into a large number of MoUs/Agreements, collaborative multi-disciplinary and interdisciplinary research with research institutes/ laboratories at national and international level.

The University has received sponsored research projects worth more than Rs. 12 crores and its faculty has published 2312 papers in Scopus with h-index 50 and 15777 citations. In addition, the faculty has published 2142 books & chapters. For transferring the ideas seeded through research, for due recognition and commercial exploitation in due course, the University has published 237 patents out of which 17 patents have been granted. The University has published 55 design patents out of which 28 have been registered. For protection and commercialization of Intellectual Property, the University has a dedicated IPR Cell which provides IPR services and bears all expenses.

The overall impact of the initiatives taken for developing an eco-system for innovation and research for creation and transfer of knowledge and entrepreneurial skills are bound to create considerable impact in near future.

File Description	Document
Upload any additional information	View Document

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

Response: 143

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.

2020-21	2019-20	2018-19	2017-18	2016-17
75	35	18	6	9

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

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

Response: 50

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.

2020-21	2019-20	2018-19	2017-18	2016-17
31	3	8	3	5

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function
2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

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

Response: 237

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

2020-21	2019-20	2018-19	2017-18	2016-17
186	18	16	14	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 3.07

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

Response: 138

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

Response: 45

File Description	Document
Institutional data in prescribed format	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 2.52**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1156	234	112	98	87

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 2.52**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1328	118	87	76	78

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.7 E-content is developed by teachers :**

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

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 4.52

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

Response: 29

3.5 Consultancy

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

Response:

Sharda University encourages its faculty, scholars, students and staff to undertake consultancy assignment offered by industry, academic institutions, non-government and individual clients. Keeping this in view, the University has focused its attention towards consultancy work, which is an important channel through which a consultant utilizes academic and / or research expertise for common goals of the society and for generation of revenue to support various programmes of the University. It contributes to the development of productive relationships with clients, viz., industry, academic institutions, and individuals. Overall, such activities immensely contribute to the society, generate knowledge, enhance social and economic impact of the University on local and global communities, support enterprising and innovative spirit of the faculty/staff.

The policy provides a clear consultancy framework for all stakeholders to encourage and develop the University's links with industry, commerce and society; enhance expertise of faculty/staff; facilitate new research opportunities; benefit teaching programmes; manage external links effectively; ensure appropriate returns to University and faculty/staff, and has a provision to incentivize them appropriately. However, while undertaking consultancy work, faculty liaise with respective Deans and Dean Research, whereas, the non-academic staff will liaise with Head of Department and the Registrar. If any IPR is produced out of the consultancy, it shall have joint ownership of the University with the client.

File Description	Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**Response:** 713.48**3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
627.59	27.94	37.43	9.96	10.56

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.6 Extension Activities**3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.****Response:**

In pursuit of academic excellence, the University is committed to serve the society and to improve the socio-economic milieu in which it exists by endeavoring to integrate research and development efforts with service to the community as an integral part of its outreach programme. It truly believes in sensitizing students to social issues besides in their holistic development so that they could be responsible citizens.

The University leadership has, in a focused manner, introduced field-oriented and survey-based course components with its initiative of 'Community Connect', which not only imparts hands-on experience of real world but also helps the students with experiential and problem-solving learning for societal benefits. Students are organized in small teams who lead extension, outreach, and welfare activities in the neighbouring communities under the guidance of faculty experts. Some of the extension activities undertaken by the University during the last five years are:

- Under the banner of NSS and NCC, the students have participated in awareness campaigns on health, safety, legal advice, ecology, gender equality, protecting women dignity, civic issues etc.
- The medical and dental schools provide medical services to the poorest of poor. The weaker and less privileged sections of the society receive almost free medical treatment in super speciality Sharda Hospital. In addition, the hospital runs Urban and Rural Health Community Centres and mobile vans that provide free check-up and medicines to the needy patients. During the COVID pandemic, the medical community responded magnificently to the call of the State government in serving the COVID-19 patients. Doctors and nurses along with interns of Sharda Hospital visited

local sites/c community/ School/Society for vaccination drive. The community medicine programmes organized by students, through social awareness programmes, workshops/seminars, etc. in areas such as nutrition, healthy diet for children, breast-feeding, menstrual hygiene, breast-cancer, immunization, hypertension, diabetes, eye-care, etc. have made many meaningful interventions in the healthcare of the people, residing in neighbouring villages.

- The School of Law actively participates in various activities in the neighbourhood and organizes free legal counselling camps and offers free services to the poor and weaker section of the society, educating them on their rights and entitlements. The School has also set up a Family Dispute Resolution Clinic to resolve marital discord in collaboration with the district police authority.
- The University has undertaken initiatives to educate people on health and hygiene and schemes like *Swachh Bharat Abhiyan*. The social outreach pursued has led to support an NGO, 'KARTAVYA' dedicated to help destitute children in the vicinity. The FM Radio, *SUNO SHARDA*, 90.8FM is also doing its bit to propagate these ideals. In addition, the traffic management plan submitted by students to Greater Noida Development Authority for traffic management at Pari Chowk, experiencing always a heavy uncontrolled traffic and accident-prone area was successfully implemented with a lots of appreciated from Traffic Police.

File Description	Document
Upload any additional information	View Document

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

Response: 4

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.

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	2	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 284

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
122	49	56	29	28

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 64.82**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.**

2020-21	2019-20	2018-19	2017-18	2016-17
8976	8765	7689	4576	4583

File Description	Document
Institutional data in prescribed format	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 171.2**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.**

2020-21	2019-20	2018-19	2017-18	2016-17
305	88	241	166	56

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

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

Response: 170

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

2020-21	2019-20	2018-19	2017-18	2016-17
81	19	24	20	26

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The University strives for excellence in academics through creation, preservation, transfer and application of knowledge with the help of modern technologies; and hence is equipped with state-of-the-art physical infrastructure and teaching-learning facilities. Instructional, research, extension and outreach activities in the University are conducted through its 23 Departments of 14 Schools which are well laid-out in seven architecturally impressive academic complexes.

Classrooms/ Seminar Rooms/ Lecture Halls/ Demonstration Rooms/ Studios: Currently the University is having 248 classroom/ lecture theatres/demonstration rooms, studios and 39 seminar rooms; fully air conditioned, which adequately meets its academic and examination requirements to accelerate learning for students. The classrooms/lecture halls are ergonomically designed for optimal use. The Schools of Medical Sciences, Dental Sciences, Pharmacy and Architecture are having museums that add-on to the learning experience of the students.

ICT enabled Blended Learning: For quality teaching learning, the University has set up digitally enhanced infrastructure and support systems; 13 classrooms are equipped with *Swayam Prabha* DTH connection to facilitate students for MOOC courses. For developing e-content and subsequently uploading it on LMS, the University has seven classrooms fully equipped with lecture capturing system; *Impartus*. The Media Centre located in School of Media and Film Entertainment runs community radio, Suno Sharda FM 90.8 and Sharda TV for experiential learning of the students; the Centre helps in instruction, content preparation, spreading awareness, practicing, and developing news and other materials. Additionally, University also have 20 smartboard equipped classroom for optimum digital transformation. During pandemic COVID-19, the University could immediately switch over to online/blended learning (Zoom, MS Team, Google Meet, etc.) for online teaching-learning. For its special efforts, the University was awarded QS-E-LEAD (E-Learning Excellence for Academic Digitization) certificate as one of the top 12 universities in India in 2020 for excellent online teaching-learning.

Laboratories and Workshops: The University has well-planned and well equipped 185 laboratories and 4 workshops. The Building Drawing laboratory is used to teach students of the School of Engineering and Technology the fundamentals of building blueprints using boards and drafters. The laboratory contains 34 drawing boards and one portable projector. The School of Architecture has a Design Studio with fashion lab, an interior product lab and visual arts lab. The studio is also equipped with 3D printing and laser cutting machine. In Law Faculty, there is a dedicated hall for Moot Court that seeks to bridge the gap between theory and practice.

Computing Equipment: The University is having more than 40 computer laboratories with 2446 desktops for students. All labs are having latest operating systems and configuration. The campus is fully Wi-Fi enabled with bandwidth of 2.2 Gbps. LCD projectors are installed in most of classrooms and laboratories for digital transmission of teaching learning process. For ready connectivity and communication, the University has provided a number of laptops and printing peripherals to the academic coordinators and

staffs.

Central Library: The library building is fully air-conditioned with the state-of-the-art facilities including fully automated library management system, reading-rooms and seminar-rooms, etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Sports and cultural activities are integral of campus life in Sharda University for ensuring all-round holistic development of its students. The Dean Students Welfare is responsible for organising extra-curricular, cultural, social, re-creational and sports activities in the University, which helps to build up leadership skills and team spirit amongst the students.

Adequate facilities exist in the campus for developing and maintaining a healthy, energetic and competitive life amongst the students while pursuing their academic goals. The student diversity obtaining on the campus and the cross-cultural environment that it generates, irrespective of their social and cultural background, is best reflected in co-curricular and extra-curricular activities on the campus which strikes a balance between academics and extra-curricular activities through various sports and cultural clubs.

In its pursuit for providing best of the facilities, the University has ensured lush green sport fields for football and cricket, synthetic court for basketball, indoor-courts for table tennis, martial arts, and cultural clubs like literary, music, dance, drama club, NCC and NSS activities.

Sports and Games: The University has multi-court facility for Badminton, Volleybal, Basket Ball and one playground each for Football, and Cricket, etc. Under the supervision of qualified coaches and coordinators, the students are engaged in regular practices and frequently participate in national, state and inter-university events.

Yoga Centre: Four dedicated yoga rooms have been earmarked for yoga sessions on the campus. The yoga sessions are regularly conducted (Monday-Friday) for the students and staff. The University has also started a 3-year bachelor's degree programme in yoga, i.e., B.Sc.-Yoga.

Gymnasium: The Gymnasium, with a built up area of 372 sq. metres, is equipped with various hi-tech gadgets that help ensure physical fitness of the user students and staff. In existence since 2016, it attracts a large number of enthusiastic boys' and girls' gymnasts.

Auditorium: The block 45 on the University campus, which houses Central Library and Students' Activity Centre, has a 1180 seated Sh. Anand Swaroop Auditorium with hi-fi acoustics and IT-

infrastructure. The Auditorium hosts a large number of events such as Convocation, National/ Global Conferences, Orientation Programmes at the commencement of academic session, celebration of Foundation Day and National Days of various countries. The University also has four large auditoriums with seating capacity ranging from 230 to 500 where conferences, workshops, seminars, etc. are regularly held.

Socio-Cultural Activities and Clubs: The University is having nine cultural clubs to meet everyone's aspirations and interests, enabling the students to showcase their talent. University also conducts an annual cultural festival "CHORUS", comprising various cultural extravaganzas. Students regularly participate in various in-campus and out-campus cultural activities and events. Certain awareness campaign on environment, sustainability, gender equality, women dignity and other civic issues etc. are also taken up under the aegis of the University's community connect programme, NSS and NCC.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University, spread nearly 63 acres of land with a built-up area of 3.30 lakh sq. meter, is aesthetically designed, eco-friendly campus with one MW solar power. The landscape is dotted with 4783 trees, seasonal flowers, manicured lawns, playgrounds, academic and administrative blocks, and 11 Hostels for 3862 students. The University has a well-equipped gymnasium that helps ensure physical fitness of the students and the staff alike. The serenity on the campus is conducive to teaching learning and holistic development of the students. The presence of a fairly big temple and prayer halls amidst the students inspires them to pursue their diverse religious faiths.

The campus facilities include more than 20 food joints, Cafeterias, Fruit and Juice shops that provide healthy and fresh food. For catering to the daily needs of the students, the University has also earmarked premises for Café Coffee Day, Nescafe, Amul Parlour, dry-cleaner, saloon, grocery-shop and a small departmental store run by WHSmith. There is a stationary shop with photocopying facility and a stamp vendor on the campus. The University has five ATMs for round the clock cash withdrawal, and an ICICI Bank branch on the campus. The University also offers courier services, and E-scooters for local commute.

The University runs nearly 32 buses for students and faculty members, on different routes for pick up and drop, industrial visits, field trips and other academic activities. For facilitating young mothers on the campus, the University has a crèche and day-care facility.

The University has Central Library, which is fully automated with reading-rooms, seminar-rooms, etc. The complex also has an 1180 seated auditorium with hi-fi acoustics and IT-infrastructure. The campus is having 24x7 Wi-Fi network with the speed of 2.2 Gbps. For ensuring better security on the campus, the

University has set up a centralized monitoring system with 1484 CCTV cameras which provide situational awareness in real time.

The University is fully committed to the norms laid down by the local/state bodies for fire-control, environmental and water pollution. It has well-laid-down hydrants, extensive water pipes and fire-extinguishers to meet any eventuality arising out of fire outbreaks. The University has recently augmented its capacity for sewerage treatment plant, water drainage and rain water harvesting. Special care is being taken for management of waste of all types, including its disposal.

The University is having medical and dental hospital for extensive clinical training to the budding doctors on its roll. The 1200 bedded medical hospital is equipped with modern and high-end medical facilities, with diagnostic labs accredited by NABH and NABL. It runs 24x7 Emergency and Trauma Care Centre. The dental hospital has established state-of-the-art infrastructure and is equipped with 285+ modern electrical dental chairs, 9 super specialty departments, etc.

File Description	Document
Upload any additional information	View Document

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

Response: 24.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
6288.50	6027.69	2607.28	3188.63	3578.94

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

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

Response:

University libraries are fully automated since 2013. Presently the automation of the Central Library, namely, “Swami Vivekananda Library” has been completed, using KOHA, an open source software, developed by Katipo Communications, New Zealand. The Integrated Library Management System (ILMS) is a web-based system, with a SQL database and has been integrated with the University ERP, PeopleSoft. KOHA includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available. Apart from the Central Library, some Council based departments are having their libraries as well.

The Libraries are stocked with over 1.43 lakh books, 205535 e-books and 28396 titles of print and e-journals. Subscription of magazines, periodicals, national and international journals, covering all aspects of academic studies and research materials has been made. 26790 e-journals are available under the subscribed e-resources of the University. All library users have access to EBSCO Host, Emerald Case Studies, ProQuest, SCC Online with Hein Online Platinum, Jstor, CMIE, DVL, IEEE Explorer, Springer, Indian Journal, etc. Access to e-journals, databases, etc. is provided through University Library Webpage. All e-resources are accessible locally as well as remotely for all library users.

Swami Vivekananda Library, the Central Library, is having an area of 3262 sq. meters at two floors. The overall seating capacity is 650 with a cloak room facility, ten discussion rooms, Board Room, and 24x7 Reading Room. The four computer laboratories facilitate access its e-resources with all in-one i5 Systems. The library is fully automated; Wi-Fi enabled, Flap Barriers Gate System for ID verification, library RFID management system for self-issue and return of books, security and intelligence. Using ICT, the Library has introduced High Impact Practices (HIP) to enhance library access by faculty, students and other learners. Library has a coffee and snack shop too.

Digitization Facility

The Library has digitization facility for printing, scanning materials of lasting value such as, rare and out of print books, Ph.D. theses and PG dissertations. The publications of the faculty and other in-house publications have also been digitized. The Library has also soft copies of the question papers of previous years of all Schools which can be accessed through institutional repository.

The University Library has a collection of rare books, both in soft and hard form, dating back to 1901. Most of the rare books are in Sanskrit and English. Some of the titles are Plato, Sankshipt Mahabharat, Prachin Charitrakosh, Maharashtriya Dynankosh, Hindu Dharma Shikshan, and Epigraphia Indica.

The Library also has an extensive collection of reference sources like Encyclopedia Britannica, Dictionaries, Biographies, and Atlas etc. In addition, the Library has encyclopedia and dictionaries like Itihas Shastra Kosh, Manasshastra Kosh, Arthashastra Kosh, Aitihasik Shabdkosh, Sarita Kosh, etc.

The Library has a repository of rare books in various languages covering subjects such as Mathematics, Astronomy, Siddha, Ayurveda, Unani, Veda, Agama, Architecture, Music, Sculpture, Fine Arts, History, Grammar, Literature etc. are also being digitized.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 276.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
362.08	207.03	338.98	245.43	226.57

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.28

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

Response: 540

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year) Response: 100	
4.3.1.1 Number of classrooms and seminar halls with ICT facilities Response: 287	
File Description	Document
Institutional data in prescribed format	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility Response: <p>The University is having a comprehensive IT policy, through which all IT related issues, support and expansion programmes are managed. The broad objectives of the policy are to facilitate integrity and availability of data, confidentiality across the infrastructure, as well as compliance with applicable privacy policies and government regulations.</p> <p>The policy document deals with and establishes a set of rules governing server security and server hardening throughout the University IT infrastructure; a server must not be connected to the network until it is in an accredited secure state and is duly approved. Likewise, the document lays down rules regarding use of security mechanism and processes. The domain server at the University has been categorized into eight organizational units with users having rights assigned accordingly. Some of these categories are Management, HR department, Accounts department and IT department. The policy deals with network management, user policy, work station, security, network devices and system audit.</p> <p>The policy has an elaborate cyber security system in place which while identifying many of the threats, makes it obligatory for an authorized user to protect the technology and information assets of the University. The policy also lays down the users' responsibilities and privileges, as also the rules regarding internet access. In this context, encryption policy and the data backup policy has also been spelt out. There are protocols for antivirus and content security to protect the system from virus attack, worms and internet-borne email viruses. For secured connectivity, user guidelines for Wi-Fi have been laid down. For users, IT Helpdesk also exists.</p> <p>The IT infrastructure and the policy support crucial activities such as attendance (students and employees),</p>	
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academic management, assessment and evaluation, stores and procurement, office-indent, inventory management system, communication, record-keeping, maintenance, etc. through a dedicated ERP PeopleSoft/ iCloud-EMS.

The University has an internal data center as well as AWS cloud facilities, which host all University applications, e-learning resources, laboratories/ workshop software (MAT Lab), libraries resources, websites and other valuable services. One major spin off benefit of the policy is that it has a positive impact providing paperless solution conducive for an eco-friendly system.

The IT team formulate annual budget each year and share with Finance and Account Department for the specific IT resources. For the financial year 2020-21, the IT Department has incurred an expenditure of Rs 731.48 Lakh towards IT Resources maintenance and services against the estimated budget of Rs. 651.20 Lakh. Some of the major expenditure incurred was towards AMC of IMB rack server, CCTV, FortiGate & FortiGate Analyser, Microsoft License, internet bandwidth, and electronic system for Hostel Access Management.

The excess expenditure was largely due increased usage as well as investment on infrastructure due to virtual mode of learning expended during the ongoing pandemic. As regards the budget for expansion of IT resources in the Year 2019–20, the University had allocated sum of Rs. 762.00 lakh whereas the amount utilized was Rs. 742.24 lakh on bandwidth upgradation, access points expansion for Wi-Fi network, IP camera extension and extension of wired network.

File Description	Document
Upload any additional information	View Document

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

Response: 5:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

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

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 38.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
8306.03	7851.22	7246.08	5623.60	4630.11

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response:

The University has a comprehensive utilization and maintenance policy and procedures that provide operational and functional efficiency in running its physical, academic and support facilities in a seamless manner. While the University has setup separate service departments for maintenance and upkeep of its physical assets, specific duties and responsibilities have been identified and assigned to the various University functionaries and the students. The processes and procedures for utilization of classrooms,

seminar halls, etc., laboratories and & workshops, computer labs, library, auditoriums, sport complex and other facilities such as moot court have been well laid down.

Classrooms, Seminar Halls, Studios, etc.: The Schools of studies are located in seven blocks which comprise nearly 248 classrooms/ lecture halls/ demonstration rooms, studios and 39 seminar rooms with modern LCD projectors; some of them have digitally enhanced teaching learning systems such as *Swayam Prabha* DTH connection, lecture capturing system- *Impartus* and Smart Boards. While the primary responsibility for managing teaching learning environment rests with the faculty, details guidelines have laid down for ensuring etiquette and proper conduct by the students, who in case of deviant or disruptive behavior are held accountable. The students found responsible for multiple violations are subjected to disciplinary action, which may in extreme cases include suspension or dismissal from the University. Emphasis, however, is laid down on resolving the issues by the faculty.

The concerned School/Department is responsible for the fitness of all the teaching-learning aids, assets, equipment available in the classrooms, seminar rooms, studio, lecture theatres/halls and demo rooms (which includes proper lighting, ventilation, air-conditioning, furniture, audio-video system, internet connectivity, etc.). There is a well laid down protocol for cleanliness in the premises, through an outsourced agency under the supervision of Estate Department. Students are duly sensitized to maintain cleanliness and ensure energy conservation.

For any maintenance assistance, the concerned coordinator is required to approach the Maintenance/Estate/IT Department, who otherwise also carry out maintenance activities in a planned manner for meeting operational needs of the University community. There is a separate Maintenance Policy and Procedure that is oriented towards asset management and preventive maintenance, apart from corrective maintenance which is monitored closely through maintenance of complaint and service registers.

Laboratories and Workshops: The University has built a strong culture of safety by emphasizing on the safety protocols to be followed by the faculty, lab assistants and students so as to eliminate or minimize the risk of injury, illness or property damage. The materials or equipment that can potentially pose a health or safety hazard are permitted to be used only after the individual undergoes safety induction and training. Only restricted entry is permitted in the labs, particularly in high risk environment with clearly assigned safety responsibility. Policy guidelines have also been laid for optimal utilization of laboratory and workshop which is worked out by the person in-charge, in consultation with the concerned departmental head. He is also responsible for ensuring fitness of all teaching learning aids, assets and equipment. For any support or repair of sources, the Department Coordinator contacts the Maintenance and IT Departments.

Computers: There are more than 40 computer laboratories and 2446 desktops/laptops which are fully integrated to the ERP, PeopleSoft and printing peripherals, wherever necessary. All the labs are having latest operating systems and configuration with internet connectivity of 2.2 Gbps. Each computer laboratory is having one lab technician who is responsible for ensuring maintenance and its optimal utilization. The IT infrastructure is governed by a set of procedure designed to facilitate confidentiality, integrity and availability of data across the system, and to prevent the server from malicious use and protection from virus. The University has also an E-Waste Management Policy which lays emphasis on safe disposal and environmental conservation and protection from the effects of e-waste.

Library: The University has a state-of-the-art Central Library and various departmental libraries, which

has a collection of more than 143000 volumes of books, 205535 e-books and 28396 titles of print and e-journals, besides e-resources of the University. It is using KOHA, an open source web-based library system which has been integrated with the University ERP. The Library is fully automated; Wi-Fi enabled, Flap Barriers Gate System for ID verification, and RFID Management System for self-issue and return of books. It has four computer labs equipped with all in-one i5 systems to access its digital section. Library also has a well-developed digitization facility and e-content repository, accessible to the students through library portal.

There is a well-defined Library Policy which provides, inter alia, for organizational structure, with Library Committee at the apex level to take all major policy decisions. The policy lays down do's and don'ts for the users for smooth functioning of the library, and in case of any major violation, disciplinary action is initiated.

The Librarian is responsible for the fitness of all the library learning aids, asset and equipment for which he coordinates with the Maintenance/IT Department. There is a book procurement policy which is being developed into an online procurement system. The Library has introduced High Impact Practices (HIP) to enhance library access by faculty, students and other learners. Orientation programmes are also organized for the students where library resources and services are explained.

Sports Complex: The University has laid down a detailed Sports Policy. The sports infrastructure is managed and various activities are carried out under the supervision of the Dean Students' Welfare who chairs the University Sports Committee.

The University is having a dedicated maintenance team whose functioning is regularly monitored by the Sports Department. The sport equipment installed at the ground, or electricity supply, etc. are maintained by the Maintenance Department. The playground fitness is looked after by the horticulture team; the overall cleanliness of the grounds is the responsibility of the housekeeping team. Any requirement or procurement raised by the Sports Department is routed through Dean Students Welfare, for approval of the competent authority. Certain administrative and financial powers have also been delegated to the Dean Students' Welfare.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 26.64

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
4811	3237	2413	1963	1849

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 69.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
133	100	83	34	09

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	137	158	41	13

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 46.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
1357	1118	977	878	889

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 16.01

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 485

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 171

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural

activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
36	51	28	33	23

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

Given the fact that Sharda University places utmost importance on the involvement of students in various academic, co-curricular and extra-curricular activities, the University constitutes the Students' Council in each academic year, in terms of Statute 30 of the University Statutes. The Council, headed by the Dean of Students' Welfare, consists of 20 student representatives nominated on merit by the Deans of School. Five students are nominated on the Council by the Dean of Students' Welfare, keeping in view their participation in sports, co-curricular and extra-curricular activities. The Associate/Assistant Dean of Students Welfare acts as Secretary of the Council.

The Students' Council provides students a vehicle for their participation and expression in the University affairs, thereby providing them opportunities to develop qualities like leadership and team work, besides being a forum for enhanced faculty-student interactions. The Council promotes well-being of the students, leading to their increased satisfaction and holistic development, as also interests of the University.

At the University level, the Councils' representatives, duly recommended by Dean of Students' Welfare, contribute in various bodies of the University, such as Academic Council, IQAC, ICC and Library Committee. They also represent students' interests on Mess Committees, thereby ensuring smooth functioning of Mess and Hostels. Another platform on which the Council tends to play a role is in the smooth functioning of the NCC Cell and National Service Scheme. The members of the Students' Council play a vital role in organizing various intra-university and inter-university cultural/sports events, including Sharda University's flagship annual cultural extravaganza, CHORUS, under the overall guidance of the Dean of Students' Welfare.

The Council in its meetings, held at least twice in an academic year, often

recommends, to the appropriate authorities, on matters relating to Students' Welfare and other issues of significance to them, with regard to their cultural, social and recreational interests. Any student of the University may bring up, with prior notice, any issue concerning the students' welfare before the Council for its consideration. The Council in fact seeks to facilitate an environment which promotes constructive communication, mutual friendship and bonhomie amongst the students.

A recent initiative by the Student Council has led to setting up of a Student Welfare Fund which seeks to support deserving underprivileged students and provide them with finances in cases of emergent and dire circumstances. The Council has recently also contributed towards operationalization of the Online Students Grievance Redressal Portal.

The Students' Council members and student volunteers are actively involved in organizing various domain specific workshops, seminars, conferences, expert talks and technical events such as hackathons, techno-fest, many of which have become annual events on the University calendar.

The aforesaid collaborative partnership between the University and the students, not only provides a valuable training ground to the students to hone their 'real world' skills, but also helps University enhance the quality of its governance and academic credentials with a view to providing a transformative educational experience to the students on its roll so that they could be a well-rounded citizen.

File Description	Document
Upload any additional information	View Document

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

Response: 32.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
56	35	34	17	19

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

Since its establishment in the year 2009, the University has built a network of alumni who continue to maintain a strong sense of affinity towards their *alma mater*. The network includes distinguished individuals who have over the years made substantial contributions in their chosen fields, such as entrepreneurship, businesses, applied sciences, governance and public service.

Appreciating the advantages of effective alumni interface since the graduation of first batch of students the University formalised the structure of the Sharda University Alumni Association (SUAA) in the year 2016 and got it registered under the Societies Registration Act, 1860. The Association today has 12 Chapters, including two outside the country, which are instrumental in organising various alumni events.

The Association provides a platform to facilitate alumni-student interaction, and carries out multifarious activities, with the objective of supporting the students of the University to achieve their goals with the benefit of their experience, counselling and guidance. The students also do get a platform to re-connect to the alumni and network with their seniors for identifying mutually beneficial opportunities for their personal growth.

Periodic alumni meets are organised by the University and in some cases even by Schools. This enables in fostering a culture of collaboration and camaraderie between the alumni and their *alma-mater*. In addition, several alumni initiatives are undertaken from time to time that help in strengthening the teaching learning process in the University. Some of these activities are as under:

- Delivering guest lectures, seminars, webinars, workshops, motivational talks
- Providing placement assistance
- Conducting career counselling/assistance sessions
- Entrepreneurial mentoring of students at individual level
- Collaboration with Sharda Launchpad Federation for start-up ideas and plans for incubating cultural of innovation driven entrepreneurship
- Conducting sessions on guidance for competitive examinations
- Book donations
- Contribution to Alumni Fund, including financial contributions from international alumni
- Contribution towards curriculum enrichment based on the feedback to the University academia and the decision makers
- Social media and its extensive reach have enabled the stakeholders to disseminate information and maintain ready-connect with each other. A recent example of the advantages offered by online medium is the initiative and support offered by alumni to the students during the pandemic COVID-19 and the consequent lockdown. Webinars on topics like wellness, significance of balanced nutrition during the lockdown, health awareness programmes with sessions on dental practice, yoga, mental health, etc. by the alumni, based on their domain knowledge and expertise.
- The Sharda University Alumni Association maintains a vibrant and active web portal which serves as an important port of communication, as well as a repository of information on alumni

engagements and proposed events.

- The University takes considerable pride in the achievements, within a short span, of its alumni who exemplify the values and ethos of the University as a professional or an entrepreneur and act as its brand ambassador.

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File Description	Document
Any additional information	View Document

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

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Executive Council of the University, in view of changing paradigm in higher education, re-visited its Vision and Mission document in April, 2018 and laid down its broader vision, *‘to serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship’*.

The University has a well-defined statement of mission, seeking to realize its vision, which is geared towards providing transformative education, encouraging global outlook, ensuring a conducive climate for research, innovations and entrepreneurship. It seeks to reach out globally and to boost opportunities for collaborative learning across disciplines.

The University emphasizes on continuous upgradation of teaching learning processes and institutionalization of Outcome Based Education. Curriculum is enriched periodically, with inputs from industry and other stakeholders. It has also introduced a 360° performance appraisal system that ensures active involvement of faculty in accomplishing organizational goals.

The University seeks to nurture self-discipline, interpersonal skills and leadership qualities amongst its students through credit-based community connect programme which provides hands-on experience and learning through problem solving. To meet global competencies, creative thinking and critical analysis, communication skills are inculcated and students are guided to pursue career of their choice. Career counseling and professional guidance through ‘Mentoring and Counseling Cell’ and ‘Sharda Skills & Career Services’ assist students in achieving their academic and career goals. The ‘Psychological Counseling Cell’ helps students lead a stress-free life.

To promote innovation, creativity and entrepreneurship, the University has collaborated with Indian Industries Association, National Skill Development Corporation and various Sectoral Skill Council, besides setting up of ‘Institution Innovation Council’ for nurturing innovators for start-up incubation and developing entrepreneurial eco-system. The University has established an Incubation Centre – Sharda Launchpad in 2018 for social entrepreneurship and for translation of knowledge for societal cause, besides promoting innovation. It has so far mentored and successfully incubated 27 start-ups.

To promote research and publications, the University earmarks annual budget for rewarding faculty and students, besides bearing expenses towards patents and design applications. The University has established Centers of Excellence in diverse fields, viz., Micro Financing, Cyber Security & Cryptology, A.I. in Medicine, Imaging & Forensic, Molecular Biology of Stress Tolerance and Solar Cell and Renewable Energy and a state-of-the-art Central Instrumentation Facility. The concerted efforts have resulted in grant of 17 patents and sponsored research projects more than Rs. 12 crores and consultancy of Rs. 7.13 crores.

In its pursuit of excellence and outreach beyond boundaries, the University has entered into a wide-ranging MoUs with institutions of repute. The students are advised to join ‘Study Abroad Programme’ and

‘Student Exchange Programme’. The University has attracted international students from 85 countries over the years, which constitute nearly 14% of the overall enrolment. Our global communities are promoted as ambassadors of Indian higher education abroad. The University strives to create an atmosphere on the campus where learning is inclusive, holistic and transformative for students from diverse background, living up to the age-old Indian tradition of ‘*Vasudhaiva Kutumbakam*’.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The Statutory framework of the University for decision making is defined under various authorities namely, Governing Body, Executive Council, Academic Council, Finance Committee, Planning Board and Research Advisory Board. The decentralization and participative nature of management can be gleaned from the constitution of these authorities which not only include statutory officers but also various stakeholders such as faculty, students and distinguished persons drawn from academia, industry, finance, law, administration, etc., from within and outside the University.

At the School/Department level, participation of faculty is ensured by their representation on Department Academic Committee, Board of Studies and Faculty Board. To make consultation and the thought process robust, experts from outside are coopted in the Departmental Board of Studies. Further, the Deans and Heads of Departments are empowered to take decisions in regard to running of the programme, maintenance of discipline, sanction of leave, besides hospitality amount for entertaining official guests.

In financial matters, powers have been devolved at various levels for meeting contingencies and essential purchases within the specified financial limits. In administrative matters, such as finalizing annual budget, infrastructure development and proposals relating to innovation, startups, entrepreneurship, comprehensive consultation is held to establish a sense of ownership. Major proposals having considerable financial expenditure or investment, require decision-making at multiple levels of statutory authorities.

The University has a well-defined rule for Delegation of Financial Powers. To ensure that the expenditure is by and large incurred within the approved budgetary provision, several checks and balances have been introduced. At the same time, rules have been made flexible enough to ensure that the requisite work does not suffer; the financial power had been delegated to the levels of Dean, Director and Head of the Department, who in turn may delegate such powers, as they may consider necessary, to any other official under their control, with proviso that the overall responsibility shall vest in them only.

Students participation is ensured not only by having their representation on the statutory bodies like Academic Council, IQAC, but a ‘Student Council’ is also constituted every year. The Council sets the tone for various sports and cultural activities, besides promoting other recreational interests of students.

Decentralization is also visible in students organizing annual mega-fest “Chorus”. Student groups are encouraged to independently take part in societal engagements through NGOs, visit to nearby villages, etc.

Further, for ensuring wider consultation, the University leadership periodically constitutes *ad hoc* committees to review the policies/guidelines governing the University administration, also as the teaching learning process. While the academics lie essentially in the domain of Schools of Studies/ Departments, substantive value addition is also made by the IQAC so that the University offers the very best to their stakeholders, particularly the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The Perspective and Strategic Plan of the University in its third phase (2018-2023) focuses on creating an Innovation and Entrepreneurial Ecosystem. The University has taken various strategic initiatives to nurture innovation and entrepreneurship amongst the students and faculty thereby promoting cultural and attitudinal shift from job seekers to job creators.

To foster the spirit of entrepreneurship, Sharda Launchpad (SLP), a business incubation facility was setup in July 2018 on the University campus. The University also enunciated its Innovation and Startup Policy in line with the National Innovation and Startup Policy 2019 and Uttar Pradesh Startup Policy 2020 and took certain strategic policy decisions which include ‘Innovation Fund’ to support innovation and entrepreneurship, and academic credits to students working on startups. The University also established Institution’s Innovation Council (IIC) on the guidelines of Ministry of Education, Govt. of India.

The initiatives taken have created a vibrant entrepreneurial ecosystem wherein students, faculty, alumni and other innovators are supported to convert their innovative ideas into business ventures and products for societal development. The Launchpad has so far successfully helped 27 incubatees. The strategic decisions under the Innovation Policy has led to 65 events during the academic year 2020-21 itself. As a result of these, the University has been ranked in the ‘Excellent’ grade under ARIIA-2021 with 4-star rating.

In addition to ventures established, the outcomes of these initiatives were seen prominently during the recent pandemic when the students and faculty contributed to fight Corona by developing various products such as robotic solution for Corona ward and isolation centers, contactless sanitizer display, UV based sanitizer, etc. MechaGen Robotics Pvt. Ltd., a student start-up supported by the SLP with seed fund of Rs. 2.50 lakh, has developed AVATAR – a RoboCare solution for Covid ward. Financial assistance has been provided also to six more start-ups for registration of their company.

The University has supported Farming for All, an AgriTech startup in conducting pilot testing of its smart farming solution. The start-up has since received seed capital grant of Rs. 5.00 lakh from Government of U.P. under its Start-Up Policy. To build and test hydroponic system Dev Pratap- an agritech entrepreneur has been provided 1000 sq. ft. space, along with other facilities.

Demonstrating exemplary innovation skills, students of engineering have won the 3rd Technovation Hackathon on Smart City. Pratulya Sharma has been hailed as Asia's Youngest Digital Entrepreneur by Forbes India and others. The SLP has also supported Naivo3D Pvt. Ltd., an STEM education based start-up founded by alumni of the University by providing a seed fund of Rs. 5.00 lakh for developing online resources.

KIBI Sports Pvt. Ltd., a one stop solution for sports fraternity, is another venture of a civil engineer turned entrepreneur who reached the final round of Startup India Award, 2021. Another startup, VS Energy Technology is working in the domain of LED and solar based product with an annual turnover of Rs. 10.00 crore, it is actively engaged in NRLM and has received funding of Rs. 3.00 lakh from SIDBI.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

The University is governed in terms of University Act, Statutes and Ordinances, and the rules and regulations, manual(s), etc. framed thereunder. The University has well defined organizational structure to support decision-making processes. The Chancellor and Pro Chancellor are at the apex, whereas the Vice Chancellor is the chief executive and academic officer of the University, supported by Pro-Vice Chancellor(s) and other statutory officers such as Registrar, Finance Officer, Dean Academic Affairs, Dean Research and Controller of Examination. The organizational structure and the administrative framework of the University is linked.

University Authorities and Administration:

Governing Body, Executive Council, Academic Council, Finance Committee, Admissions Committee, Examination Committee, Planning Board, Research Advisory Board, and Faculty Boards are the authorities of the University. These are responsible for laying down the policies as well as broad road map for implementation by the statutory officers and other senior functionaries who leverage ICT and IT infrastructure to optimize the output. The meetings of statutory authorities are held as often as necessary but not less than that prescribed. The Vice Chancellor is empowered to take decisions at his level in emergent situations. At the same time, the Chancellor has power to institute inspection/inquiry into the

affairs of the University and take remedial action after following due process.

In academic matters, the Vice Chancellor is assisted by Dean Academic Affairs, Dean Research, Dean of Schools, and Head of Departments under the overall guidance of the Academic Council and Research Advisory Board. The Academic Departments have the autonomy to decide on teaching learning methodology, class work planning, project proposals and research activities by taking the decision in the Board of Studies within the overall ambit of the policy decisions taken by the Academic Council and Research Advisory Board. The non-council based Schools generally follow the UGC guidelines. The Schools such as Medical, Dental, Nursing, Pharmacy, Education, Architecture and Law are governed as per the regulations prescribed by respective statutory regulators like NMC, DCI, INC, PCI, NCTE, COA and BCI.

University has well-defined service rules, promotion policies, leave rules, and welfare schemes. The University broadly follows the specifications of eligibility; scale of pay, etc. as per the UGC Regulations on Minimum Qualifications for appointment of Teachers and other Academic Staff. The University has a structured system for professional development of the faculty and their achievements are duly recognized with financial and non-financial incentives.

All the service matters, including recruitments, promotions, terms and conditions of service etc. are carried out in accordance with the guidelines laid down in the HR Manual. The posts are filled through duly constituted Selection Committees after advertisement on the website/ national dailies. The promotional channel is two-folded: Career Advancement Scheme/Assured Career Progression and Open Selection.

In order to provide stress free work environment to its employees, the University has set up a three-tier 'Grievance Redressal Mechanism' for redressal of their grievances which seeks to ensure that there is no feeling of unfair and discriminatory treatment in the matter of interpretation and application of policies, rules and procedures.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The University recognizes the need for a robust HR Policy, progressive appraisal system and a comprehensive scheme of welfare for its teaching and non-teaching staff so as to attract and retain them with increased productivity and efficiency.

Performance appraisal is a systematic process that evaluates an employee's performance and productivity using pre-determined set of objectives. It gives the employee an opportunity to reflect on the achievements and responsibilities carried out during the assessment period.

The appraisal is done annually using a 'Paired Comparison Method'. It compares all employees within the same team. Depending on their relative performance, the better performer is appraised above the other(s) in that order. The intent is to incentivize the best performing faculty/employee, and allow promotion/financial up-gradation in case the eligibility conditions (which broadly follows the UGC mandated Career Advancement Scheme for teachers) are met with.

The overall objective of the appraisal system is to assess faculty's performance, in an unbiased manner, on essential criteria, capturing areas of improvement and reward the better performer.

In respect of non-teaching employees, the appraisal policy is duly laid down in the HR policy. The non-teaching staff is individually evaluated on set parameters. The appraisal system is independent of any comparison with other fellow staff. The detailed assessment criteria for teaching and non-teaching staff have also been laid down.

The University provides following common key benefits for teaching and non-teaching staff:

- Flexible attendance system / timing with biometric system
- Medical and Maternity leave
- Day-Care Centre
- Free / concessional staff quarters
- Transport Facility for Staff in air conditioned buses
- Discounted rates at the campus restaurants /canteens
- Interest free festival advance/salary advance
- Personal loan without interest in case of emergencies

- Fee concession to the wards of University employees
- Discount /concessional treatment for employees at Sharda Hospital
- Employees' Provident Fund
- Gratuity
- Group Medical Insurance
- Group Accidental Insurance
- Conveyance reimbursement, provision of SIM for essential staff
- Skill development and training programs
- Leaves as per HR policy including Casual Leave, Commuted Leave, Earned Leave, Study Leave, and Extra Ordinary Leave

The University provides following incentives to the faculty members, enabling them to expand their knowledge base, promote research and innovation and entrepreneurship:

- Reward for Research Publications in SCOPUS / SCI – Indexed Journal
- Financial Support for Travel/ Registration for presenting papers at National and International Conferences/ Workshops.
- Financial Support for taking membership of professional bodies/ societies.
- Seed money for Minor Research Projects
- Minor equipment grants for strengthening infrastructure of Research Laboratories
- Reimbursement of charges for using experimental facilities of other Universities/ Institutes
- Additional Grant for enhancing e-resources
- Filing and processing fee for patent and design applications
- Summer and Winter Vacation
- Incentives/Facilities for Faculty Development include:
 - Massive Open Online Courses (MOOC)
 - Fortnightly Faculty Development Workshops
 - Faculty Training during Vacations
 - Fee waiver for higher studies
 - Special Academic Leave
 - Allowance for additional substantive administrative responsibility

File Description	Document
Any additional information	View Document

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

Response: 35.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
446	343	324	66	93

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

Other Upload Files

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

Response: 82.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
122	96	112	65	18

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document

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

Response: 64.29

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
580	498	395	378	318

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Sharda University is a non-profit self-financed private University; the finances thereof, including resource mobilization, are governed under the superintendence and direction of its Finance Committee and Executive Council.

Main source of revenue of the University is fee from students, and treatment charges received from patients availing healthcare facilities at Sharda Hospital. Other sources of revenue are consultancy, government grants for sponsored projects, sponsorship for seminars, workshops, interest on permanent endowment and other deposits, rental charges from tenants, promotional events, shootings, etc.

Apart from periodic review of fees and healthcare charges at the hospital, the University has initiated following measures for augmenting resources:

- Promotion of start-ups by investing in requisite infrastructure and seed money so that they are able to sustain initially and bring capital for growth and profit subsequently, which could be shared with University on agreed revenue-sharing model. In this context, the examples of Business Incubation Centre and recent collaboration with Sharda-Tech, Sharda Launchpad are relevant.
- The University seeks to create an excellent research infrastructure through external funding from organizations such as DST, DRDO, ICMR and DBT. It has so far received 157 sponsored research projects more than Rs.12 crores. Efforts are on for promoting Angels networks and donations from philanthropists.
- The University supports faculty for research/consultancy projects and the revenue received is shared with it as per the norms. The University also provides requisite support by obtaining Custom and Excise Duty Exemption Certificates, as also filling and processing fee for patent and design applications.
- The University has entered into MoUs with academic institutions, research organization like ICMR, ICAR for field-trials such as drug-trials, agri-field trials which also earn certain revenue, besides strengthening the research potential for the young researchers.
- A conscious policy is being pursued by International Relation Division to earn foreign exchange

through customized courses for sponsored foreign students from various countries.

- University lays special emphasis on taping the strength of its alumni who have made mark in their chosen fields, some of whom have contributed to the Alumni Association, Students' Welfare Fund, Cultural Societies, etc.
- The University also seeks to optimize on the physical infrastructure by putting them on effective use during the spare time, beyond the normal working hours and on holidays likewise, Efforts are also made for optimum utilization of the personnel engaged.

For optimal utilization of resources, the University prepares annual budget that takes into account the overall revenue estimates, recurring and non-recurring expenditure, including capital commitments. Expenditure is incurred within the budgetary provisions, as per the norms laid down in the 'Finance and Account Manual'. The transactions are made online, ensuring transparency and efficiency. Internal Audit scrutinizes every transaction/supportive document before payments are authorized. While the Finance Officer keeps a vigil on the overall financial position, External Audit is carried out annually to oversee that the regulatory compliances are met with. Thus it is ensured that the finances are used optimally, in the best interest of the University.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Sharda University has devised a system of Internal and External Audits to ensure adequate control and compliances which are objective and transparent through a detailed “Finance and Accounts Manual.” All transactions are made online that makes the system efficient, fair and transparent.

For Internal Audit there is a system of pre-audit for processing any payment. An independent dedicated audit team has been setup in the Accounts section that thoroughly audits each and every transaction and the supporting documentation.

Observations/queries raised by the auditor are marked on the vouchers and given back to concerned department. Accounts department follows up with the concerned department to properly address auditor’s queries by providing the requisite additional supporting documentation, authorization or corroborating evidence. Auditor accordingly stamps each payment for clearance upon satisfaction. Auditor also ensures that the University has taken steps for safeguarding assets by taking adequate insurance for risk coverage. Once a final clearance from the auditor is received, payments are forwarded to the Assistant Registrar (Payments).

Finance Officer randomly checks and queries on the payment before payments are prepared for final sign off from the authorized signatories. Such segregation of duties acts as a strong control over financial transactions. Apart from this, there is also a system of random testing of transactions/ expenses as and when a need is realized to review the expense pattern in a particular segment of cost. Such reviews are done internally and informally to initiate necessary action, wherever required.

There is also a well-defined process for External Audit of the books of Accounts of the University. The University has appointed a renowned auditor’s Firm, M/s Lodha & Company (Chartered Accountants), for external audit of financial transaction and annual accounts. The audit firm deputes a team of Qualified Chartered Accountants along with semi-qualified Chartered Accountants to scrutinize the transactions, its flow and appropriateness. These external auditors critically review, once a year, the books of accounts and

analyze the receipts and payments as per the applicable auditing and accounting standards and statutes to ensure proper and timely compliance of applicable statutory and regulatory requirements.

External auditors seek additional information and explanations to satisfy themselves on the financial statements. The Auditors periodically discuss the audit progress with the Finance Officer to address bottlenecks, if any, for the completion of audit as per the plan. Audit observations, as advised by the auditors, are passed in the books of accounts to the satisfaction of the auditors. External audit is closed with a final debriefing meeting wherein all necessary explanations and justifications are provided to the auditors. Based on auditor's satisfaction, audited accounts are signed off.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

IQAC is mandated to develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the University; and promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. During last five years, IQAC has initiated a number of activities which resulted in qualitative improvements in academic and administrative functioning of the University.

Following two institutionalized practices are:

Outcome Based Education:

IQAC recommended a goal centric institutional structure for the end to end education delivery in all Programmes and to implement outcome based education in its true academic manner, in harmony to the best practice.

Outcome based education(OBE) is an educational approach that involves the restructuring of teaching methods and syllabus, pre-defining expected outcomes and creating assessment practices in the University to map and meet the students' expected learning outcomes. The University aims to achieve world class educational experience for all stakeholders.

After the introduction of OBE, the University adopted a comprehensive ERP software that helps in enhancing the quality, enabling them to create effective teaching plans, question banks, assignments, and framing and mapping Course Outcomes(COs) along with generating error-free students' performance reports on - CO attainment and Program Outcomes(POs) attainment. It eases the assessment process by maintaining transparency between all the stakeholders – educators, students and faculty members. The

ERP based OBE:

- improves overall institutional performance by providing the best possible quality education to students;
- continuous assessments enable students, including the slow and advanced learners, to understand their academic strengths and weaknesses and improve them; and
- faculty can easily track, map and measure COs-POs attainment without any error with the help of ERP software.

Capacity Building Activities:

Since its inception, IQAC has been reviewing the teaching-learning process, methodologies of operations and learning outcomes on regular intervals. It has organized number of FDPs, Workshops, Seminars/Webinars and Training Programmes on various teaching learning tools and assessment processes. Professional and skill development programmes organized to encourage teaching and non-teaching staff to participate in such programmes. IQAC aims to address the gaps and implement the measures to fill those gaps. IQAC invites external experts as well to conduct these programmes that are funded by the University.

Some of the major capacity building activities organized by IQAC in certain areas to improve the teaching environment include:

- FDPs/Workshops on Outcome-based Education:
 - Defining PEOs, POs/PSOs, COs and its Mapping
 - Teaching-Learning Processes/Techniques
 - Assessment and Attainment of Outcomes
- Training/ Workshops:
 - Lecture Capture Solution
 - E-Learning and E-Resources
 - Technical Presentation Writing
 - Participatory Learning and use of ICT tools
 - Effective Communication & Soft Skills
 - Online Mentoring
- Panel Discussion on National Education Policy-2020
- Virtual National Conference on COVID-19 and Higher Education

The efforts have enhanced the skill and competencies of the faculty and is proving to be of immense value to the students as well as to their career advancement. The improved teaching pedagogy, research and publications is duly reflected in the University's enhanced ranking in the NIRF.

File Description	Document
Any additional information	View Document

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

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document

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

Response:

Post NAAC accreditation, the University has taken a number of quality enhancement initiatives in the academic and administrative domains.

The curriculum has been revisited to keep pace with the advancement of knowledge and students' aspiration in regard to their career advancement. Under CBCS, extensive choices are given to students through electives, open electives and MOOCs. It has led to the introduction of cutting-edge-technologies and paradigm shift in pedagogy with a focus on experiential learning. Curriculum has been brought in line with NEP-2020 by incorporating ABC, Multiple Entry and Exit, Major, Minor, Vocational, and credit-based courses on values, ethics and entrepreneurship.

Based on the guidelines issued by the Government/UGC and the inputs from various stakeholders, the University successfully implemented the Outcome Based Education. University conducts Academic and Administrative Audit (AAA) regularly. Except for Council-based Programmes, the Programme Educational Objectives (PEOs), Programmes Outcomes (POs) and Course Outcomes (COs) have been formulated for all programmes. Further, the process of attainment of COs and POs of each course has been digitized on the iCloud ERP.

The Community Engagement and Industry Interface have been introduced since 2018 so as to provide real-life experiential learning. Industry 4.0 Cell has been established to bridge the gap between the academia and industries. Internship, project and industry attachment have been made mandatory. The guidelines for identifying and dealing with slow and advanced learners have been implemented in each programme.

Consistent with its mission statement, the University has strengthened its innovation and entrepreneurial initiatives whereby the aspiring student-entrepreneurs are mentored through the *Sharda Launchpad* to

convert their innovative ideas into business ventures. Elective courses on entrepreneurship, academic credit benefit to students for working on start-up ideas and initial financial support to the incubatees are extended. The University has formulated Innovation and Start-up Policy (SU-ISP-2020) and established Institution's Innovation Council (IIC) seeking to motivate students and create an ecosystem for entrepreneurial skill building.

To strengthen research, the University has set up Centres of Excellence in thematic areas and Central Instrumentation Facility which provides a platform for training and research, collaboration with R&D institutions and industry. A Comprehensive Research Policy has been formulated laying emphasis on research projects funded through seed grants and external agencies. University has made quantum jump in number of PhD scholars and awarded PhDs, resulting in significant progress in patents, research papers and consultancy, which are duly incentivized. The University sponsors faculty for national and international seminars/symposia and their membership of professional societies/bodies. Similarly, students are provided opportunities and a modicum of financial support to pursue their innovative ideas, research and publications.

The University has setup the state-of-the-art LMS by iCloud-EMS, the Mentoring Cell, Psychological Counselling Cell, Career Counselling and Development Centre, Sharda Skills Centre, and Placement & Training Centre which provide for online and offline mentoring, psychological counselling, career counselling, skill and communication development, besides making students ready for placement. Facilities for peer-to-peer learning, student's clubs, research engagement through collaborative MoUs and working beyond normal hours (laboratory facilities, other infrastructures) are also extended.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The University follows a conscious policy of promoting gender equality amongst the teaching and non-teaching employees, and the students of the University. The University today has a male and female ratio of 58:42 in respect of students, 53:47 for teachers and 60:40 for non-teaching staff. It has taken adequate measures for ensuring a safe and secure environment for female members on the campus. The University has deployed CCTV cameras at all sensitive and vantage points, which are regularly monitored by a team of security personnel, for ensuring physical security and prevention of harassment. The wardens and security officials are duly sensitized for ensuring safety and security of female students in hostels. Necessary measures have also been taken to keep a 24x7 vigil on unauthorized persons and unsavory, suspicious conduct and behavior inside the campus.

The University has constituted an Internal Complaint Committee (ICC) which apart from handling the specific cases of complaints from female students/employees regarding sexual harassment also undertakes measures for its prevention and strengthening the safety and security of women on the campus. It spreads awareness on gender related issues through seminars, group discussions, debates, poster making competitions, workshops, skits and street plays. The University also offers several courses related to gender issues in different programmes.

The gender sensitization events organized by Schools include a street play – ‘DASTAK’ presented by Asmita Theatre Group on the issues of gender and sexual harassment; “International Girl Child Day” and ‘National Girl Child Day’, ‘Nukad’ Natak on gender equity, slogan competition on gender awareness, essay and poster competitions on health promotion and nutrition. A series of Webinars have been conducted by the University under *Mission Shakti* Programme to emphasize that ‘gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world’. Eleven days ‘*Mission Shakti Abhiyan*’ (March 2021) event was organized, emphasizing women safety, independence, empowerment, and gender equity. Similarly, webinars have been organized on health promotion and nutrition of female child and women. In July 2021 an International symposium was organized that highlighted the importance of gender equality, women empowerment and maternal health.

For empowering women, a session on ‘Digital Literacy and Online Safety’ of women was organized wherein emerging threats to the safety of women on digital platforms, the cybercrimes committed against women, and the recourse available to them to prevent and redress such crimes were discussed. The ICC administers an oath to ensure dignity and safety of women on the ‘Oath Day’, 24th October.

The ICC has also organized a webinar on Psychological Counseling of female students, in addition to the counseling offered by the Psychological Counseling Cell of the University. A website has been created for students and staff to provide psychological counseling. Online counseling is also made available on yourdost.com. Each academic block is equipped with separate common rooms for boys and girls. The University has created a day care facility for the children of faculty members, scholars, senior students and staff.

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

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

The University has laid down detailed procedure for safe storage and scientific disposal of waste generated on the campus. The 'Waste Management Policy' of the University ensures compliance of the obligations laid down in the Waste Management Rules, 2016 and guidelines prescribed by the state Government.

Solid waste management

The solid waste on the campus is primarily segregated in three parts: Biodegradable waste (wet waste); Non-biodegradable waste (dry waste) and Hazardous waste. While the wet waste is converted as compost, the dry waste is further segregated into the recyclable solid and non-recyclable solids sent for sanitary land

fill, along with the hazardous waste. University has 450 plus litter-bins across the campus for segregation of waste at source itself, with two locations earmarked as dumping yards. Food and wet waste collected from hostel messes is processed/ decomposed by the on-campus Compost Plant. There is a well laid down protocol for transportation/ disposal of solid waste which cannot be gainfully made use of on the campus.

Liquid waste management

The University has installed a 400 KLD capacity Sewage Treatment Plant (STP) to treat effluents and untreated water of domestic sewage from hostels, academic blocks, hospital, etc. by extended aeration activated sludge process, using fine bubble diffused aeration system. University has entered into contract with service providers for running STP and the Effluent Treatment Plant (ETP) of 30 KLD capacity. Recycled water is used for horticulture and flushing system. Sludge from STP is being used as manure within the campus.

Biomedical waste

The University strictly complies with the provisions of Biomedical Waste Management (Amendment) Rules, 2018 and the state government guidelines. At Sharda Hospital, collection of biomedical waste in bins of different colors is practiced as per the specified norms. Following the MoU, the waste is picked up from collection centres of University and is being disposed of by M/s Synergy Waste Management Pvt. Ltd. The agency is authorized for final treatment of biomedical waste having facilities such as Incineration: 300Kg/hr, Shredder: 300Kg/hr, and ETP: 200Kg/hr.

E-waste management

E-waste is generated by the computer laboratories. The collected e-waste from diverse sources is segregated into various categories such as components, modules, metals, glass and plastics. It is disposed through empanelled vendors, following the State Pollution Control Board guidelines.

Waste recycling system

University has waste recycling facilities on the campus. Compost plant recycles the solid waste and liquid waste is recycled by STP and ETP plants in the campus.

Hazardous chemicals and radio-active waste management

Hazardous waste chemical materials such as oil of DG sets, paints, etc. are stored in containers, preventing their mixing with municipal solid waste. Due care in handling of corrosive substances is taken to avoid toxic products. University has designated an isolated place for hazardous waste storage where incompatible waste is segregated to prevent reaction. Disposal is carried out strictly in accordance with the laid-down norms. Radioactive refuse is handled with extra-care, following the prescribed norms.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards

5. Beyond the campus environmental promotion activities**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Sharda University has on its roll nearly 12000 students, drawn from 85+ countries over the years and 34 Indian States and Union Territories. Approximately 14% of the total students are from different countries ensuring a vibrant multi-cultural setting on the campus. Such a diverse populace, belonging to different nationalities, religions, colours, ethnicity, language, gender, disability and socio-economic background, makes it imperative for the University to provide for an inclusive environment for quality teaching

learning.

The administrative structure is alive to its responsibilities towards dealing any student specific issues with a high degree of sensitivity. The hostel and security administration have been well-oriented and trained in coping with the demands from such diverse group of students. In academic programmes also, the University has built-in the concept of unity in diversity of the mankind.

The Core Values of the University which embrace diverse community have impelled the University administration to create inclusive environment on the campus, wherein tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities are ingrained. The Department of Dean Students' Welfare organizes events for promoting integration and harmony across the students coming from diverse socio-cultural backgrounds. Celebrations of Holi, Eid, and Christmas are held with gusto, so are national festivals - Republic Day and Independence Day. The University also encourages celebration of international events such as 'Africa Day', 'Nepal Day' so as to develop a better understanding and knowledge amongst students coming from diverse geographical regions, cultures and languages.

The annual events such as CHORUS - Mega Cultural Fest, provide a platform to showcase their talent, not only to the University students but also to the students from participating institutions. In fact, the campus truly reflects the vibrancy of a multi-cultural environment wherein students live in harmony and peace. Further, the celebrations like International Yoga Day, Earth Day, World Health Day, Children's Day and Literacy Day help students to have better bonding amongst themselves as also with the society. Expert lectures on topic such as 'Mahatma Gandhi and Modern Youth', 'Gandhian Thoughts and Social Reforms', 'Human Rights' also seek to help students develop a holistic world-view.

The University organizes programmes through workshops, seminars, posters, film shows, debates, skits, etc. to create awareness regarding practices that infuse social harmony, cultural integration, and spirit of tolerance. The University has a zero tolerance policy towards ragging, another social stigma and it is totally banned on and off the campus. Social connect with rural/urban population residing around the University is also encouraged and the cultural, socio-economic and linguistic values of locals are respected.

The University has laid down a well-structured policy framework for field-oriented and survey-based Community Connect programme where the students are not only imparted hands-on experience of real-world situation, but are also helped to learn about the uniqueness of diversities obtaining in Indian society.

Thus, the University has made a conscious effort for ensuring an inclusive environment on the campus. Students enjoy campus life and carry with them sweet memories after graduation.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

The University, conscious of its responsibilities towards building the overall personality of its students and employees, has sought to inculcate constitutional values, duties and responsibilities, including the Fundamental Duties. To emphasize on rich cultural legacy and the ideals propounded during years of freedom struggle, the University follows a holistic and broad-based approach. It celebrates national festivals like Republic Day, Independence Day and Gandhi Jayanti; as also conducts events, lectures by eminent persons, workshops and seminars on values, constitutional obligations for grooming students to be responsible citizens. The University organizes seminars / webinars on thematic issues like 'the Relevance of Gandhian Values' and the 'Meanings of Gandhi's Swaraj to sensitize students and employees about rich cultural heritage of the country'.

The University organizes number of events on constitutional obligations- values, rights, duties, and responsibilities. Some of the events organized include a national symposium on Freedom of Speech and Expression, seminar on 'Role of Judiciary in upholding Constitutionalism'; 'Mock Parliament' on 'Balancing Right to Life and Right to Livelihood in COVID-19' where Gen. V.K. Singh was the Chief Guest. CJI, Justice N.V. Ramana and Hon'ble Law Minister recently visited the campus and spoke on the occasion of 'Legal Services Day'. Other significant events were Workshop on Human Rights, and a webinar on 'Access to Justice' chaired by former CJI, Justice Deepak Mishra. The Dental School organized webinar on the duties and responsibilities of citizens, as also how the citizens can contribute in the strengthening of health care system.

The University recognizes the fact that responsible citizens give back to the community for building it stronger, inclusive and sustainable. As such programmes on Energy Conservation Drive, Climate Change, Pollution, and Corruption are conducted by students and faculty, besides spreading social awareness in nearby villages, and the NGOs like Goonj, Prayas that fosters meaningful community engagement.

The need for inculcating respect towards women, particularly their empowerment is also emphasized. Apart from field visits to the National Commission for Women, webinars have been conducted on 'Online Measures to Curb Domestic Violence' and 'Entrepreneurial Education for Women's Empowerment'. On the occasion of National Girl Child Day, the Dental School organized a rally '*Beti Bachao, Beti Padhao*' in nearby villages and shared information regarding safe hygiene during menstruation, followed by another event, namely, '*Swachh Bharat, Swasth Bharat Abhiyan*' at Talra village.

Online quizzes/discussions are conducted to sensitize students and employees of the University towards their constitutional obligations, as also to make them understand the fundamental duties that are broadly defined as the moral obligations of all citizen to help promote a spirit of patriotism and to uphold the unity of India. Event to create awareness about the 'preamble' to the Constitution and the Fundamental Rights, campaign through *Suno Sharda* and social media. Awareness programmes on 'National Voters Day' are organized in collaboration with district administration. These initiatives provide experiential learning, educational opportunities directed towards inculcating values, knowledge and requisite perspective necessary for being responsible citizens.

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

Conscious of the fact that celebrations of National Days and festivals bring people together and create a sense of belonging to a community and nation, the University celebrates National Days, as also birth/death anniversaries of national personalities to mark the emergence of India as a modern nation state. Likewise, the University considers that celebrations of International days are occasions to educate the student on issues of larger concern, as also to celebrate and reinforce achievements of humanity. Since, the University hosts international students from 85+ countries over the years, it makes special efforts to ensure that international festivals and culture are celebrated providing for an inclusive campus. Thus all important national and international events are celebrated with a zeal and zest, befitting the dynamism of the generation next.

The Independence Day celebrations on 15th August, with its a flag hoisting ceremony, instills a sense of pride in the *tricolor* and help the students recall the great freedom movement. The Republic Day celebration finds the faculty members, management, staff, and students taking a pledge to serve the nation. The Day is also marked by cultural events which provide the students and children a perfect platform to exhibit the vivid and diverse culture of the nation. The Cultural Society organizes “*Ek Deep Shaheedon Ke Naam*” to commemorate the great sacrifices rendered by the national freedom fighters on a day prior to Republic Day and Independence Day.

The birth anniversary of Mahatma Gandhi is organized as Gandhi Jayanti in each year with events like *Swachh Bharat Abhiyaan*, visit to nearby villages, old age home, etc. National Youth Day is celebrated on 12th January on the birthday of Swami Vivekananda. The University organizes discussions/discourse on the teaching of Swami Ji, besides holding cultural and sports events. The University also organizes birth

anniversaries of Netaji Subhash Chandra Bose, Sardar Vallabhbhai Patel, Baba Saheb Bhim Rao Ambedkar, Shri Lal Bahadur Shastri, and Shri Atal Bihari Vajpayee. On 5th September, it celebrates Teacher's Day in memory of late Dr. S. Radhakrishnan.

Diversity Club and Schools of the University celebrate and organizes events on festivals such as Lohri, Basant Panchmi, Holi, Janmashtmi, Diwali, Eid, and Christmas on the campus wherein students and employees participate enthusiastically.

The University organizes special events on Children's day, Polio day, Diabetes day, AIDS day, Malaria Day and Girls Child Day. Similarly, functions are organized at School level to highlight the significance of World Environment Day, World Food Day, International Yoga Day, World's Cancer Day, World Oral Health Day, World Tuberculosis Day and World Blood Donor Day.

The University also celebrates National Days of countries such as Nigeria, Afghanistan, Nepal, Bhutan, Burkina Faso, and Guinea where international students showcase their rich cultural heritage – folk dance, music, cuisine and culture. For example, the 'Global Village' set up by international students sometime back showcased their talents for international cuisine. The University takes special care to secure an invigorating environment for the heterogeneous international community.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice – I Community Engagement

Objectives of the practice:

Community Engagement Programme of the University seeks to:

- make students socially responsible citizens who understand ever changing economic, social, and environmental challenges faced by the local community;
- provide opportunity to the students for contributing towards the society through sustainable community-oriented projects;
- offer viable solutions to the community in substantive way so that they are perceptibly better off, post-interaction with students and faculty;
- achieve holistic development of students through active involvement in community based surveys,

- projects, training and services;
- enable students and faculty to publish academic papers out of the projects related to community engagement.

The Context

The strategic location of the University connects it to Delhi-NCR cities. Further, the University is situated amidst small townships and villages due to which the location is classified as peri-urban, offering abundant opportunities to address different challenges of the local community.

Given the vision of the University *‘to serve the society by being a global University of higher learning, in pursuit of academic excellence, innovation and nurturing entrepreneurship’*, the University needs to provide a strong focus on nurturing students to make them socially responsible citizens, imbibing essential values and skills for serving the community.

In pursuance of the UGC National Curriculum Framework and Guidelines of 2019 which lays emphasis on ‘Fostering Social Responsibility and Community Engagement in Higher Education Institutions’ (also emphasized in NEP 2020), the University has devised a participative model, fostering social responsibility and community engagement with the stakeholders, particularly the students, faculty and nearby communities.

The Practice

Community Engagement Programme requires a delivery structure and process with requisite capacity building of faculty as well as the students. A Community Engagement Cell (CEC) at the University level has been established with a faculty in-charge, along with Department Level Coordinators dedicated to strengthen the efforts of the CEC.

An ambitious programme like Community Engagement inevitably takes time to stabilize and experiential learning to build it as a culture in the University. The University has institutionalized the practice as a compulsory credit based community connect course across all the Schools except council-based health related Schools. Never-the-less, the health oriented Schools of the University have a strong community focus through their specific health outreach and awareness programmes. To achieve the best possible outcomes of the compulsory community connect practice, a systematic structure has been developed which is as follows:

- The Community Connect Course is offered in almost all undergraduate and post-graduate programmes. The students of a Department for the course are divided in two segments for quality supervision of the projects and better management of logistics. One segment of students takes the Community Connect in odd semester while the another one takes it in even semester.
- Much before the semester starts, Departments assign faculty coordinator(s) for the Community Connect programme. Department also prepares calendar of visits of students to the chosen Community. Faculty members requiring training/orientation are imparted the same before the semester starts, so that they are fully prepared to guide their students.
- Students of a class-segment are divided into teams. Each team comprises 2 to 4 students.

- In the initial one or two visits, all students are provided opportunity to thoroughly study of a Community, covering maximum number of aspects of life and society. Each team subsequently identifies a focused area to be undertaken for in-depth investigation.
- The project progress is reviewed twice during the execution stage before the final Rubric-Based evaluation. The schedule for the reviews is given in the calendar.
- The gathered data and information are compiled, and the detailed analysis carried out. After analysis student writes the report on the survey within acceptable level of plagiarism.
- Each team finally converts the survey report in the form of Paper/Article/Patent/Case Study/News Report/Formulated Services/ Projects ideas/ Product ideas etc.
- An annual Report on Community Connect is prepared both at Department and the University level.

Evidence of Success

A quick assessment of projects undertaken on ideas like app development, environmental pollution, climate change, sanitization, health and hygiene, and awareness COVID-19 protocol reveals gainful impact.

Impact on Students and Faculty:

- Sensitization to the social, health and environmental challenges.
- Making acquainted with the micro-economics of local populace.
- Developing ideas of Apps for security, gate pass, education, food donation, missing people, etc.
- Inculcating a sense of connectivity and service to community.
- Skill building in conducting surveys and data collection.
- Academic accomplishments like publication of papers and project ideas.
- Acquiring competency to relate theoretical knowledge with real life issues.

Impact on Communities:

- Adding value to the day-to-day life in domain like agricultural practices, organic farming, mushroom cultivation, preparation of bio-fertilizer, etc. Furthermore, legal aid, lifestyle issues, education access, health communication, substance abuse, etc. have facilitated the changes towards quality life.
- Capacity building in areas like basic skills of artisans, life-skills in areas of design, sewing, video making, entrepreneurship, English language, and legal knowledge.
- Devising problem specific solutions. For example, the Family Dispute Resolution Clinic in collaboration with local police provided solution to the problems in hand. Similar impact is seen of special drives such as *blood donation*, *Saksharta Mission*, *Swachh Bharat Abhiyaan*.

Problems Encountered and Resources Required

Problems Encountered:

- There are challenges of structuring appropriate projects which can be completed during non-

instructional days with demonstrable community engagement outcomes.

- Sometimes stakeholders' equity becomes difficult to maintain. The institutionalization of programme needs financial and human resource in partnership with local community.
- There are also challenges in being able to convert the learning in an academically structured report by the students given their nascent research and documentation skills.

Resources Required:

The Community Engagement programme requires intellectual resources in the form of ideas, innovations and research and analysis capability to structure the community projects. Being outreach engagement in local community certain finances and logistic support such as transport requirements are always there. Active support of the thought leaders and public functionaries working in the catchment area is also necessary for the solution to problems encountered during the practice.

Notes (Optional)

The practice of Community Engagement Programme has successfully been conducted by the University for five semesters, starting in second semester of 2018-19 till the end of academic year 2020-21). Due to COVID-19 pandemic protocol, the practice was undertaken online mode during the last, the most recent two semesters.

Best Practice – II Sharda University Green Practices: Environmentally responsible and Resource-efficient

Objectives of the practice:

The University has adopted a conscious policy to introduce and evolve green practices to:

- minimize soil, air, water and noise pollution through eco-friendly practices of natural resource conservation and to reduce human carbon footprints;
- promote adoption and evolution of practices for environmental protection and direct social development for ensuring conditions for quality human life and health, apart from conservation of biological diversity and natural resources;
- integrate credit-based courses/programmes, training, etc. in environmental sciences so that the University, as an agent of social change, could impact local and global environment; and
- ensure environment friendly infrastructure development, resource management and green buildings.

The Context

The University is a microcosm inhabited by about 16000 persons engaged in many diverse activities over an area of about 63 acres. As an institution of higher learning and social change, one of the missions of the University is to ensure holistic development of students as future responsible citizens, and in this context it has been imperative for the University to adopt and evolve green practices, often going beyond the class rooms, in the broader community – across the diverse spectrum of disciplines. There is a conviction that benefits of green practices go beyond 'feeling good' about helping environment.

During the process of development and conduct of courses on environment it was experienced that 'learning by doing' would be the best approach to enable the students to reinforce the knowledge acquired. In this backdrop, the University has initiated the promotion of green practices in all its possible academic and non-academic operations.

The Practice

The University has a focused approach for sustainable green practices on the campus, geared towards implementing environmentally conscious activities, having spin-off short and long term financial benefits.

The University admissions, administration, finance, attendance, examinations are fully digitized, reducing the use of paper. The University 'Waste Management Policy' provides for segregation of solid waste into biodegradable waste (wet waste); non-biodegradable waste (dry waste) and hazardous waste. The wet waste is converted as compost, the dry waste is segregated into the recyclable and non-recyclables for disposal. The food and wet waste is processed/ decomposed by an on-campus Compost Plant. Rainwater harvesting system of the University ensures reduction, recycle and reuse of water. There is a 400KLD capacity STP and 30KLD ETP for treating effluents; the recycled water is used for horticulture and flushing system, and the sludge for manure. Biomedical waste is disposed-off in accordance with the statutory norms. Due process is also followed in handling hazardous chemicals and radioactive waste management. The e-waste management involves e-waste segregation and disposal through empaneled vendors following government guidelines.

For energy conservation, energy efficient appliances are used to reduce radiation, heat and expenditures. A solar power plant has been set up. Sensor-based switches have automated the on/off of lights, increasing the optimum use of energy. Reduce, recycle and reuse policy is implemented in case of water. For irrigation, sprinkler and drip irrigation system is used, wherever feasible.

University has procured automated water spray vehicle to control the dust in the campus. Battery operated vehicles have been introduced to move around the campus. The campus has been declared 'No-Noise Zone'.

Used paper is reused. Massive plantation has resulted in more than 4000 plants succeeding. Students through Students' club, NSS and Eco-Task Force actively engage in green practices and thereby safeguarding the environment. Landscaping and attractive greenery also serve the purpose of reduced pollution. Complete ban on smoking and burning any material on the campus has been imposed.

The University has embedded three-credit course on green practices in curricula and its relevance for conservation of natural resources and environment. Community Connect course also contributes in spreading awareness on issues such as pollution and the measures to contain the same by the community. The University has an undergraduate programme in environmental sciences and a Centre of Excellence on Solar Cells and Renewable Energy which is working on super capacitors for using energy resources more effectively.

Evidence of Success

The energy audit carried out by the University recently has brought out substantial savings on expenditure due to various energy saving practices adopted. The Solar PV energy, solar geyser system and replacement of tube lights (4200) with LEDs, etc. have led to annual electricity saving of more than 14.54 lakhs

KWh/per year. The efforts of the University have been duly recognized by U.P. Government as 1st ranked institution in energy conservation. The large scale plantation has perceptibly brought down temperature on the campus. Similarly, rain water harvesting measures and conservation of water, structured waste management, etc., have contributed to the overall improvement in the maintenance and up keep of the University at a lower operational cost. Digitization of processes involved in admission, attendance, administration and examination, etc., has facilitated handling of work in a comparatively much faster and accurate manner, besides resulting in savings on account of purchase of papers, etc.

Increasing participation of students in environmental protection practices is a positive sign for a clean and green future. It is expected that the future generation will benefit from improved air and water quality, fewer landfills and more renewable energy resources, leaving a much smaller carbon footprint.

Problems Encountered and Resources Required

Green practices essentially are not practiced at individual levels but at the institutional level, whereas if the efforts in this regard are to succeed it is incumbent on all the stakeholders to contribute their mite, be it diligent use of dustbins placed all over the campus or in optimal use of power and water resources which are not inexhaustible. There is still a bias in favor of fossil fuel, as against solar and clean electricity operated vehicles. Even the energy generation through solar panels, for commercial use, is not without its share of challenges. Sometimes, implementation of the recent technologies to save conventional resources is not perceived as cost-effective and efficiently reliable. While technological challenges can be met with innovation and up-gradation of technologies, the decision makers need to be more pro-active for saving the Mother Earth. The success herein lies in increased participation by students and other stakeholders.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Diversity and Inclusiveness

In pursuance of its Vision and Mission, the University seeks to be a truly global University of higher learning, where national and international students from diverse socio-cultural and ethnic background live in total harmony with an outlook that is inclusive and traverses beyond boundaries, promoting the global communities as brand ambassadors of our University.

Right from its inception, the University has followed a conscious policy of seamlessly integrating a wide spectrum of students from the different cultures across the country and globe. This kind of diversity

amongst students on the campus has inevitably thrown up new challenges involving promotion of equality and brotherhood amongst students without any prejudice to their gender, socio-economic, and cultural-racial background. The task is more daunting in view of the fact that a sizeable section of the students is a first generation learner and many of whom suffer challenges of their own kind. Further, the inclusive environment that the University seeks to build on the campus aims to mitigate against any pre-conceived notion of local vs. global. A multi-cultural inclusive environment has been created where there is tolerance of each other's perspective, more so harmony despite regional, cultural, linguistic, socio-economic and other divides.

Given the gender diversity obtaining on the campus, with female and male ratio of 42:58, the University follows an inclusive policy that is specifically geared against discrimination or harassment of women, but also that of building up a culture that celebrates womanhood. The University has zero tolerance policy in this regard and the administration deals with the complaints, if any, swiftly. It also undertakes numerous gender sensitization programmes such as 'Nukkad Nataks' and theme-based skits. The girl students are encouraged to participate in NCC in a big way, and they have won several rewards and recognitions. Periodically, the University organizes programmes such as State Government *Mission Shakti Abhiyaan* where some of legal aspects like POCSO Act, Domestic Violence, Gender Equality for women, etc. are dealt with.

Another aspect that propelled the University's vision is the advent of globalization where the work environment is increasingly becoming multi-cultural, with human resources from diverse background, performing in the cross-cultural environment. The University set up an International Relation Division (IRD) in its formative years itself which works relentlessly to elevate University's global engagement, develop strong and sustainable partnership with academic institutions, industry, consultants, students and alumni. The IRD has established regional offices/ authorized counselling centers in Nepal, Tanzania, Nigeria, Bhutan, etc. to facilitate students and make the admission process smooth. University has signed MoUs with many universities/institutions across the world. For international exposure and understanding, the University provides for short duration 'Studies Abroad' programmes such as Erasmus+ European Union Student Mobility Programme, Mevlana Turkish Ministry of Higher Education Student and Faculty Mobility programme, Summer Educational Trips, and Credit Transfer Programmes. On the other hand, the international students are admitted to diverse short duration courses in the University such as Semester Student Exchange, Training Programmes, Yoga Retreat Programme, and Cultural Heritage Programme.

Diversity of ethnicity, in terms of food habits, dress, faith & worship, and other elements of lifestyle are major cultural issues which require sensitive handling. The University lays special emphasis on the inclusion of foreign students in the mainstream of campus life in order to give them a feeling of "home away from home". International students participate in Indian festival events and share the memories/ethos of their own cultures. The University also celebrates National Days/Independence Days of countries such as Nigeria, Afghanistan, Nepal, Bhutan, Burkina Faso, and Guinea where the students showcase their rich cultural heritage – folk dance, music, cuisine and culture. The University takes special care to secure an invigorating environment for this heterogeneous community.

The University hosts a large number of students from the North Eastern Region and the J&K, enriching the cultural panorama that the University offers to any discerning visitor. In fact, the efforts of the University to host students from such regions contribute towards bringing these states to the national mainstream. During the North-East Cultural Meets, eye riveting cultural events, blending dance, music, creativity and art are organized by the students from the States like Arunachal Pradesh, Assam, Manipur, Mizoram and Nagaland, which help build a unified national ethos.

One major constraint in the management of diversity comes from the varied nature of the educational competencies of students coming from different countries, which is sought to be handled through a 'best-fit' curriculum. To cope with the slow learners, the University takes extra care where such students are mentored on regular basis by faculty/allocated peer mentors and, if necessary, extra classes are conducted. Orientation programmes are also conducted to help students familiarize with the campus facilities and the teaching learning processes. Another challenge to successfully manage the diversity comes in the form of a varying level of understanding of English language, which is sought to be addressed to by providing short duration courses in functional English and other soft-skills development programmes by 'Sharda Skills' as well as the faculty members.

There is a full-fledged Diversity Club, which serves to sensitize student population from various social backgrounds and cultures to develop creative leadership, raise their awareness of the diversity issues across the spectrum. The Club also organizes programs customized to the socio-cultural needs of foreign students and recently celebrated 'International Mother Language Day' where the students showcased their respective cultures in the form of dance, music, poetry in their mother tongue along with the translation in English, clearly bringing out unity in diversity. There are facilitation cells to handle the issues relating to international and national students. University is continuously addressing to diversity, inclusiveness and engagement to make the campus truly a vibrant one, with students living in harmony and peace.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Sharda University has established an incubation facility – Sharda Launchpad Federation – which has successfully incubated 27 start-ups. To foster competencies amongst students in innovation, creativity and entrepreneurship, the university has collaborated with NSDC, National Productivity Council, Indian Industry Association (IIA) and various Sectoral Skill Councils such as Telecom Skill Council and Media & Entertainment Skills Council. The University has also set up Institution's Innovation Council (ICC) for nurturing innovators for start-up incubation. The keenness of the University is to provide an eco-system to encourage innovation and entrepreneurship that has been recognized by the ARIIA-2020 and 2021 in 'Excellent' band. The University has also been awarded the QS-E-LEAD (E-Learning Excellence for Academic Digitization) certificate amongst top 12 universities in India in 2020 for excellent online teaching-learning during the COVID-19 pandemic.

The School of Medical Sciences and Research regularly conducts awareness programmes for society and the local community. World ORS Day on the theme recognizing danger signs of dehydration & home-based management of Diarrhoea, Organ Donation Day on the theme Organ donation and its medico-legal aspects, 'Remember me' on World Rabies Day, World Deaf Day, World Heart Day on the theme "How to keep your heart healthy", World Osteoporosis Day, and World Obesity Day are a few of such events.

The University takes legitimate pride in its 1200+ bedded multi-specialty Sharda Hospital, which offers complete healthcare infrastructure with extensive clinical training to its budding doctors. The Hospital is equipped with modern facilities and sophisticated medical equipment with 125 bedded ICUs with critical care specialists, Emergency Medicine Department, and 12 state-of-the-art modular OTs.

During the pandemic, one RT-PCR lab was set-up for testing COVID-19. This lab conducted more than 65000 RT-PCR tests. The hospital offered up to 720 beds to cater to the masses, including 40 ICUs for patients needing critical care during pandemic. An oxygen tank of 21KL capacity was installed during the second wave of pandemic and recently a PSA Oxygen Plant with a capacity of 1000L/minute has been installed. In addition, the Hospital continued to run Urban and Rural Health Centres that provide free treatment and medicines to the needy patients. The University is one of the leading Indian universities with focus on comprehensive healthcare.

Concluding Remarks :

Established with the avowed objects of dissemination of knowledge and skill, by providing teaching, research, extension facilities, as well as innovations in restructuring of courses, methods of teaching, training and learning, the Sharda University Greater Noida commenced its journey in the year 2009. In a short span of time, the University has emerged as one of the premier multi-disciplinary universities in the country, with comprehensive initiatives across the disciplines. The ethnic, racial, cultural and socio-economic diversity obtaining on the campus, on account of the presence of students from over 85+ countries and 34 Indian States/UTs, makes it a truly global centre of higher learning in India.

The University has made steady and impressive growth during the last five years which is reflected in the number of students on roll, its physical infra-structure, academic programs, hi-tech laboratories, quality research & publication, ICT enabled teaching learning, ERP based administration and governance . The evaluation system has been made more transparent and credible with increasing automation and feedback mechanism. High-end research is sought to be carried out by a reputed Professors and researchers through establishment of four inter-disciplinary Centres of Excellence. The medical college with an attached teaching hospital not only provides extensive clinical training to students but also provides critical medical care to the needy at affordable cost. The University is one of the leading Indian universities with focus on comprehensive health care.

Another dimension that comes to fore is that the University has developed a dynamic, vibrating and challenging environment for teaching, non-teaching members and the students' community. The education is sought to be transformative and outcome-based, with emphasis on global outlook and inclusive education in tune with the national ethos.

Conscious of its social responsibilities, the University has sought to act as a catalyst for overall development of nearby areas. The credit-based Community Connect programme seeks to help students to become a good citizen with empathy towards weaker sections of the society. Social outreach and extension activities carried out by the students also enhance their inter-personal skills and problem-solving abilities. In fact, the whole vision of the University is driven by its keenness to build students, alive to its social milieu, and a highly skilled, industry-ready professional who is not only relevant to the job market but is also a global citizen wedded to life-long learning.