



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(IASE)**

INSTITUTE OF ADVANCED STUDIES IN EDUCATION (DEEMED TO BE
UNIVERSITY), GANDHI VIDYA MANDIR
331403

www.iaseuniversity.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institute of Advanced Studies in Education (Deemed to be University) established in 2002, doing pioneer work in the field of education, social welfare, and community development since its inception. Started with a handful of students, the institution has marked its place in Rajasthan offering Under-Graduate, Post-Graduate, Certificate, and Ph.D. courses in a wide spectrum of disciplines to prepare enlightened citizens with a strong value-base. The institution has its campus in 100 acres situated amidst rural settings with advanced technology, and living standards. The institution has a distinct educational ideology developed for the holistic development of the students. The institution provides top-notch quality education, residential arrangements, well-managed classrooms, 24X7 internet connectivity, separate hostels for boys and girls, medical support, agricultural training, organic food, pure dairy products, Yoga training, Sarvdharma Prathana, and a healthy environment, etc.

The Deemed to be University believes that the teaching-learning process is not confined within the four walls of the classroom, education is meant for developing an integrated and harmonious personality, in the context of synthesis of human values and scientific-rational thinking. To achieve this, the institution has evolved its highly ground-breaking and effective educational ideology, Holistic Education comprising of physical, practical, aesthetic, moral, and intellectual aspects. The importance of holistic and skill-based education can be traced back from its days of initiation, the Gandhi Vidya Mandir (parent institution) comprises 4 schools, an Ayurved College, Krishi Vigyan Kendra, Dairy (Gaushala), Organic Farm, Buniyadi Defense Academy, etc., which provides the students “hands-on – learning”. All the institutions of the parent organizations are intertwined and work together to provide a holistic educational atmosphere to the students.

After decades of dedication, the University feels proud that the students of the IASE (Deemed to be University) are well-known for possessing humanitarian values and exemplary leadership qualities due to the training, education, and environment they get during their campus life. The far-reaching and innovative mindset of our students brought radical transformation in their families, community, and locale. The aim of holistic education seems to be achieved after hard work for decades.

Vision

The vision of the institution from its day of inception was very clear and precise is that to impart holistic education dipped in human values and to train the students in skill – what we are calling today – “vocal for local”. The architects of the institution believed that an educational program should be distinct from the type of education prevalent nowadays which emphasized walled classroom and book learning to utter neglect of all other aspects of education necessary for holistic development of an individual.

The institution is well-known for upholding the ethos of nationalism and Indian culture. From the very first day, the IASE has had a clear perspective about its educational efforts and has possessed a flamboyant picture of the structure and pattern of the educational programs to be adopted.

The institution had an encroaching and extensive Vision which is not possible to turn down into few words. The Vision statement of the institution written in words is:

1. To create future citizens with value-based education adding to their academic and overall personality growth. Inspired by the Gandhian ideals our values are focused on Ahinsa, Sarvodaya, and Sarva-Dharma Sadbhav.
2. Rural development
3. Rural democratic awareness
4. Community education (affordable higher education for rural youth of this region)
5. To develop skill- based vocational programme in the University.

Mission

1. To give special emphasis on the synthesis of India's spiritual and cultural heritage with the modern scientific outlook and inculcate essential humanitarian values among students.
2. To provide education and training in such branches of learning as it may deem fit.
3. To provide research and other facilities for the advancement and dissemination of knowledge.
4. To undertake extra mural studies,
5. extension programmes and field outreach activities to contribute to the development of society.
6. To proliferate higher education in the fields of Teacher Education, Social Sciences, Humanities, Sciences i.e. General Science, Engineering, Agriculture, Technology and other professional subjects within India through the regular mode among the population of the region including a rural, tribal and weaker section of the society.
7. To undertake in-service training programmes and other self-financing, job-oriented & vocational courses for exploring employability among the youth.
8. To do and carry out all other acts and things as may be necessary or desirable to fulfill the objects of the University.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

IASE (Deemed to be University) is an educational institution with difference which provides exclusive ambiance, astonishing teaching-learning process, hands-on-training, skill augmentation, and most importantly development of logical-rational thinking along with keeping human values in mind. The institution has healthy competitive environment in all the spheres including from education to sports to field work.

Some of the identified strengths of the institutions are:

- The biggest strength of the institution is its highly innovative and effective educational structure and ideology, holistic education embracing of skill-based, physical, aesthetic, intellectual (rational) and value-based development through which it is developing an integrated and harmonious personality of the students.
- The institution is widely known for its social welfare work in which the students and faculty members eagerly participates which helps in building the sense of humanism in them and connect them with the real picture of the society which is hardly available in the texts of the book.
- The institution has a robust infrastructure with advanced nature-friendly technologies which include rain water harvesting, no plastic zone, One Student-One Tree program, vermicomposting, unlimited Wi-Fi access, mostly paperless communication, etc.

- The academic structure of the institution is very prescribed, structured as well as flexible. Every year the changes in the syllabus were made under minute consideration of Board of Studies (BoS) on the basis of the student, alumni, teacher and stakeholder's feedback.
- The teachers are connected emotionally to the students through "Aapna Pariwar" mentoring system where the teacher-student shares their joy, problems and lunch to craft a bond of love among them.
- The institution has marked performance in research; the faculty members are encouraged to publish articles, chapter in book and book.
- The institution believes in holistic education and provides space to interact with faculty of Ayurveda College, scientists of Krishi Vigyan Kendra, trainers at Gaushala, 4 lab schools available for B.Ed. students, several MoUs with industries, Vermicompost project for organic farming, and incubation center for hands-on-training which develops the skill and leadership quality among students.
- The institution shows evidence of utmost transparency in academic, administrative, and financial operations.

Institutional Weakness

Every institution of its enormity and existence is bound to have some weaknesses. Some facts relating to the Deemed to be University which by large are its strength but also have some negative implications are mentioned below:

- The campus of 100 acres serves as strength but its location in the remote desert area in Rajasthan with harsh climatic temperature sub-zero in winter and high as 50°C in summer reflects as a weakness.
- In this time of ubiquitous digital connectivity, the students are unable to access the modern technologies and fast internet outside the campus – specifically at their home which somehow limits their digital exposure and learning.
- What glitters is not gold – this statement is true but hard to accept by the young minds – our students. The location of the institution has neither barrier for the unique educational ideology adopted by the institution nor for the extraordinary exemplary teaching-learning environment. But the fast and ultra-modern life of the cities attracts the young mind and diverts them. It is hard for the institution, on the first hand, to make the students understand the importance of serene and simple living in a remote area like this. Sometimes the potential staff and excellent students do not join the institution just because of its locality.
- The institution has to think a lot before implementing any policies, programs, courses, or modification in the curriculum, expansion, etc. as at first the institution has to build up suitable infrastructure, social environment, and locale capacity. This makes the entire process capital intensive and time-consuming.
- As the institution does not get any financial assistance from the government or any other agencies, the recurring expenditure and maintenance cost is too expensive for maintaining the size and magnitude of the campus.
- The revenue generation is less and, it is hard to invest more in the up-gradation of teacher community, projects, quality research and development, patents, and consultancy.

Institutional Opportunity

Bringing the young generation to education and nurturing them for the future leadership roles, the institution feels it has colossal opportunities ahead:

- The institution is growing in popularity by leaps and bounds as the nation recognizes the merit of rural education and the rankings and ratings of the University continue to improve by its hard developmental efforts.
- The institution has a technologically advanced and vast infrastructure which invites various skill-based programs for the students. In this lieu, the Certificate Courses are introduced in the arena of Geoinformatics, Drone, LiDar, Plant Nursery Management, Yoga, Vermicomposting, and many more.
- The institution has predefined missions which are aligned to the needs and expectations of the societal needs.
- The institution has introduced six months skill internship aligned to societal needs in the undergraduate course.
- The institution has a sports complex, obstacle ground at par with running track and physical instructors and it serves as a boon for the students. The self-defense training for the students and staff is about to start from the next academic year.
- The institution has its smart classrooms and media room in each faculty which will provide a venture into e-learning.
- The institution has drawn go-getting plans to enforce renewable energy for subsequent developments, rain water harvesting plans, organic fertilizer production, etc.
- The institution also plans to utilize the effluent of the forthcoming city for horticulture and other activities.
- The institution has already initiated organic farming as part of its green initiative and from the academic year 2020-21, it has proposed Certificate Course in Plant Nursery Management to serve the doppelganger objectives of community service and to provide quality food to the residential students, faculties, and staff.
- The institution has an innovative and effective holistic education model and it has the potential to present before the entire nation a fresh perspective of ensured holistic development.
- The societal need of the locality is vast which provides opportunities for interdisciplinary research and better scope for incubation programs and innovations.
- Ample amount of unused space is available for the green campus initiatives.

Institutional Challenge

The institution has faced seemingly insurmountable challenges but somehow every time it manages to overcome them all.

Here are few challenges which the institution has to face without any choice:

- The institution is facing financial hardship due to no grant from the government and other allied agencies. It makes the developmental process of the institution measured and sometimes just due to financial crunch the institution has to step back in research, teaching tools, etc.
- The major challenge in front of the institution is providing top-notch quality modern and technologically advanced education at a modest cost. As the institution is aware of the fact that the rural population is unable to pay huge bucks for higher education. To keep the younger generation in the race of quality higher education, the institution is facing challenges economically.
- The institution is a hub of Indian culture and tradition and sometimes criticized as a backward educational institution.

- The harsh climatic conditions of Churu, hottest summer and coldest winter, are a challenge both for the students and staff.
- Some of the programs/initiatives of the institution do not turn out very fruitful because of the social and geographical conditions.
- Due to the scarcity of drinking water, every year the feedback of the stakeholders flooded with the remark to provide apt drinking water to the students. This is also a major challenge for the institution, and it is working hard to come up with a solution to this problem. However to overcome these challenges rainwater harvesting structures are built in the campus and the water is supplied for the purpose of drinking.
- The students are mainly from the rural areas and side by side they work in their farms or shops which poses a challenge in front of the faculty members while introducing extra classes, remedial classes, summer and winter internships, etc.
- The girl students are bound to return home before a specified time given by their parents which hinders their quality development activities through extra-curricular activities, participation in sports and cultural activities, inter-intra level competitions, field trips, etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since its inception, the institute has focused on an innovative curriculum through a unique ideology of holistic education comprising of physical, practical, skill-based, moral, aesthetic, and intellectual aspects of education which aims to create multidimensional and integrated personalities. The curriculum is designed with a set of core, vocational, and skill-based courses that not only develop the necessary skills to achieve a rewarding career but also nurture the personality to be a logically sound and enlightened human being with a strong value base and sound character.

The institution provides free-hand to the faculty members for updating existing curriculum and introducing new ones as per the feedback of the stakeholders and the global, national, and local needs. The institution introduces timely skill-based Diploma and Certificate courses to train the students and refine their skills into a source of income as a skilled workforce or entrepreneurs.

The idea of academic flexibility in the term of elective courses was adopted both in undergraduate and postgraduate courses. The curriculum was framed in such a way that the students can learn outside the four walls of the classroom through hands-on training. The postgraduate courses have an interdisciplinary approach and implemented through CBCS in which the eye-catching part is skill-based courses in each paper. To make the learning process flexible the open-source courses such as SWAYAM, MOOCs, IIRS, etc are introduced as a part of the curriculum. To keep pace with the fast-paced industrial environment, linkages and collaborations are also done with the industries, educational institutions, NGOs, etc. to train the students in the allied field of their interest.

The teaching-learning process in this Deemed to be University set an example for others where the ethos and environment for teaching and learning are liberal, smooth, and familial. The counseling cell is entitled “Aapna Pariwar” is a composition where the teachers and students share their emotions, affection, problems, and solutions – in short everything – just like a family.

Teaching-learning and Evaluation

The teaching-learning and transparent evaluation process has always been impeccable at the institution for the last two decades. No wonder that the institution is well-known for its fair and transparent admission and evaluation process in the state.

To make the teaching-learning process transparent the academic calendar is prepared and uploaded on the website for the easy access of the stakeholders. The timetable and annual lesson plan are submitted to the dean at the initiation of the academic year along with the supporting teaching materials. After the 15 days of the induction program, the regular classes are initiated without any delay with an average of 180-250 teaching days as per norms of the regulatory bodies.

The standards of the teaching-learning process are kept high and the students are provided with the list of suggested reading materials, library resources, and content for all the courses. Curriculum design is decentralized and participatory.

All the faculties have well-ventilated classrooms, white/green boards, projectors, laboratories, ICT-enabled auditoriums, smartboards, etc. for the interactive learning environment. Participative, interactive, and hands-on learning is encouraged through projects, dissertations, group discussions, presentations, and group work. Each teacher prepares and provides the students with the hands-out stating the detailed lecture-wise plan, subtopics, and assessment sheet.

At the end of the annual assessment, student feedback is collected on curriculum, teaching, and learning, the overall ambiance of the campus, and the report are communicated to each faculty member and staff for refining the entire process minutely.

The evaluation and assessment process of the institution is a fine blend of formative and summative assessment. Performance of the students is monitored through continuous internal assessment, projects, class participation, and attendance, sessional work, etc, and end-year/semester examination. This helps in the application of remedial measures for slow learners.

The examination process of the institution is transparent and professional for decades. No discrepancies have ever been recorded in the examination process. The results are declared on time without any fail. The overall rating of the institution is sky-scraping as per the feedback of the stakeholders and alumni.

Research, Innovations and Extension

There can be no better example of a holistic education and development approach than the practically implemented and effective approach adopted by the institution in 2002. The institution is a cradle of innovation in educational ideology, research, skill developmental activities, green initiatives, energy conservation, etc.

In spite of its geographical limitations, the institution has always promoted research and innovation activities in the form of projects, writing articles in national and international journals; book publication, incubation projects, science club, language lab, ICT labs, etc. The mechanism such as “Pradhyapak Samman”, promotion, increment, etc, are granted and academic leaves are given to the faculty members to encourage their academic development and research work. The institution has a “Plagiarism Policy” which reflects the precision of the research activities undertaken under the banner of the institution.

In 2019, 10 projects are granted to the faculty members, which are ongoing. Every year postgraduate students are motivated to do small-scale research work in the form of dissertations which reflects the locale issues which are taken under consideration for further large-scale research projects. In the academic year 2019-20, the institution has organized 5 national conferences, 4 national and 3 international webinars, 1 FDPs, and 4 workshops.

In 2013 IQAC was established with the mission to improve the quality of the teaching-learning, administrative process, and research work. Under the flagship of the IQAC, the students are enrolled in open-source courses such as SWAYAM/MOOCs and IIRS. In the last few years, the motivation and dedication of the faculties towards research have dynamically increased which resulted in the publication of hundreds of articles in national and international journals, and 5 books were published as well in a year. Research and innovation evolved with seamless integration to the ethos, ideology, and environment of the institution. Keeping its societal focus as a priority the institution has identified sustainable energy, organic farming, plantation, growing of medicinal plants, water restoration, health, holistic education, skill development, educational psychology, and philosophy, etc as a thrust area of research and innovation. Thus the institution is true research and innovation-driven educational institution dedicated to its commitment towards society.

Infrastructure and Learning Resources

The Deemed to be University is a unique university in a rural area of its type which is situated in the midst of the rural Rajasthan setting and had spread over a remarkable area of 100 acres. The institution is proud of its high-standing and advanced infrastructure. The institutional structure includes ICT enabled auditoriums, smart classroom, media development room, sports complex, lab schools, central library, ventilated classrooms, staff room, male and female hostel, staff quarters, support services such as a central mess, cafeteria, ATM, bank, post office, hospital, dairy, organic farm, etc.

The entire campus has Wi-Fi facilities with 1GBPS and uninterrupted power backup in the auditoriums and conference rooms. The institution has three faculties and an administrative block well furnished and equipped with modern teaching tools.

The institute has one central library and 3 departmental libraries within the campus. The central library is automated and supported by SOUL 2.0 software. The library is equipped with over 4 lakhs+ books, 6,000+ e-journals, 1, 64,000+ e-books, 130+ Shodhganga resources and other e-databases, inflibnet, and OPAC connectivity.

The institution has enormous space for physical activities such as the green ground of Ram Manch, the dreary track of Sports Complex, Badminton and Basket Ball court, Rajiv Gandhi Stadium, swimming pool, and gymnasium to work out hard. The Yoga Training is imparted by the Chancellor himself in the early morning to the students (hostel only) and faculties.

The cultural programs at Rangshala, Prashal, in the Education faculty, Conference Halls in FHSS and FET, and Ram Manch and Rajiv Gandhi Stadium are eye-catching and heart-stopping for all. The auditoriums are ICT enabled with perfect audio-visual settings for high-class performances and events. The Spic Macay events are also conducted at frequent intervals to make the students aware of the diversified culture and arts of Indian states.

Student Support and Progression

The institution was founded for eradicating illiteracy from Rajasthan. The institution founded on the Gandhian principles appreciates and practices the values of humanism, cooperation, love, and brotherhood. The students and their families are treated as family members of the institution. The warm reunion and parent-teacher meeting is a pleasing sight that soothes the heart.

The entire ethos and environment of the campus are so pleasing and familial that students rather find themselves alone and depressed. The counseling session through “Aapna Pariwar” is dipped in affection and care along with academic counseling. The emotional bond between students and teachers is the set example for the hustle-bustle life at other campuses.

One of the biggest strengths of the institution is its preserved familial environment where the students feel like a second home. The institution rarely reports any case of depression or distress syndrome among students.

The campus has its placement cell and counseling cell through which the students get high-quality career guidance and support. The institution has an Ayurvedic medical college (belongs to the parental institution, Gandhi Vidya Mandir) which treats the students free of cost. The ambulance facility is available 24X7. The wardens of the hostels (male and female separately) stay within the hostel and are available whenever needed. The food from Central Mess, milk from Gaushala, Organic vegetables from the organic farm is readily available to the students. The institution focuses on the holistic development of the students not by words but by actions.

The institution believes that finance shouldn't be the barrier to getting an education. The institution provides scholarships to the meritorious students and the faculty members and their wards get a 50% fee to waive off, the students from economically weaker sections of the society also get scholarships under special consideration.

Governance, Leadership and Management

The institution has a defined mission and vision made out of the eternal love and dedication of the founder towards societal development and betterment. The vision and mission of the institution are embedded in the ethos and practice of the campus so much that each member of the institution feels aligned to it and works for attaining it.

The institution has clearly defined organizational hierarchy and structure to support the decision-making processes that are clear and consistent with its purpose and supports effective decision-making. The structure of the institution tends itself to sustaining institutional capacity and effectiveness. The institution has various bodies and committees at multiple levels for the effective functioning of the institution. Regular meetings are organized for smooth functioning and transparency. The Annual Progress Reports are uploaded on the website for easy access.

The institution practices decentralized and participative management by words and spirit in all its activities, initiatives, planning, and decision making which is well reflected in its functioning. Some of the core functions of the institution such as admission, appraisal process, IQAC functioning are fine examples of participative management.

Since 2002, IASE (Deemed to be University) had emerged as a distinguished and value-based institution in

Rajasthan. During the last five years (after 2015), on the recommendations of the NAAC committee, the University has strengthened its standing as the leading educational institute by making substantial improvements in e-resources, quality of programs, curriculum, research, and transparency.

Institutional Values and Best Practices

The institution established in 2002 and is doing pioneering work in fields of education, social welfare, community development, research, and allied fields. The institution from its day of inception believes that education is meant not only for producing human labor for industries but the prime objective of imparting education is to develop an integral and harmonious personality with logical-rational thinking for all walks of life with a strong value base. To achieve this, the institution comes up with a unique educational ideology 'holistic education which is a perfect and balanced blend of physical, skill-based, aesthetic, moral, and intellectual aspects.

The foundation of the institution was on Gandhian principles and is founded to motivate the rural people to take active participation in rural construction and development under the aegis of education. The institution is always been very sensitive to environmental issues and had taken several initiatives to protect and conserve the environment starting from plantation, waste management to organic farming. As a result, the institution is self water reliant, have rainwater harvesting tanks, vermicomposting plant, organic farms, organic dairy farm, "One Student, One Tree" campaign, energy-efficient and plastic-free campus, green fields, parks and most notably "Shramdan Udyan" built and restored by students. The environmental protection and preservation are deeply seated in the ethos of the campus which provides a soothing and harmonious environment for the faculty, staff, and students. The green and academic audit is been conducted in collaboration with Krishi Vigyan Kendra and the Global Harmony Association without any consultation charges.

The institution has introduced several certificates and diploma courses to make the education process more skill-based and comprehensive emphasizing specifically on current societal issues and local/national needs. The students of the institution are not only notably marked by their profession but also known for their humble, kind, and humanitarian nature.

The charms of the institution are groomed in the unique and comprehensive education, well known for their humanitarian values and leadership qualities which have brought radical transformation in their families, workplace, and surroundings.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	INSTITUTE OF ADVANCED STUDIES IN EDUCATION (IASE)
Address	Institute of Advanced Studies in Education (Deemed to be University), Gandhi Vidya Mandir
City	Sardarshahr
State	Rajasthan
Pin	331403
Website	www.iaseuniversity.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dinesh Kumar	01564-220025	6377915011	-	vc@iaseuniversity.org.in
IQAC / CIQA coordinator	Manisha Verma	-	9828438888	-	vermamanisha708@gmail.com

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-06-2002
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
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	Institute of Advanced Studies in Education (Deemed to be University), Gandhi Vidya Mandir	Urban	100	150000	B.A., B.A. (Additional), M.A., Ph.D., B.Ed., M.Ed., B.A.-B.Ed., B.Sc.-B.Ed., M.A. Education		

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						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>108525_5639_1_1603884272.pdf</td> </tr> <tr> <td>NCTE</td> <td>108525_5639_4_1613043220.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	108525_5639_1_1603884272.pdf	NCTE	108525_5639_4_1613043220.pdf	
SRA program	Document						
AICTE	108525_5639_1_1603884272.pdf						
NCTE	108525_5639_4_1613043220.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	7				12				102			
Recruited	0	2	0	2	3	1	0	4	26	21	0	47
Yet to Recruit	5				8				55			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				100
Recruited	90	10	0	100
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				2
Recruited	2	0	0	2
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	3	1	0	14	9	0	29
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	11	12	0	23

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	IASE Deemed to be University	Religious Harmony	IASE Deemed to be University
2	IASE Deemed to be University	Social Harmony	IASE Deemed to be University
3	IASE Deemed to be University	Science and Technology Harmony	IASE Deemed to be University
4	IASE Deemed to be University	Political Harmony	IASE Deemed to be University
5	IASE Deemed to be University	Philosophy Harmony	IASE Deemed to be University
6	IASE Deemed to be University	Media Harmony	IASE Deemed to be University

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
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	6	0	0	16
	Female	25	0	0	0	25
	Others	0	0	0	0	0
PG	Male	33	0	0	0	33
	Female	125	0	0	0	125
	Others	0	0	0	0	0
UG	Male	422	0	0	0	422
	Female	385	0	0	0	385
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	113	0	0	0	113
Female	80	0	0	0	80
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	2.50	Consolidated NPTR 2015 compressed.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Education	View Document
Department Of Geography	View Document
Department Of Hindi	View Document
Department Of History	View Document
Department Of Sanskrit	View Document
Department Of Sociology	View Document
Faculty Of Engineering And Technology	View Document
Ug Studies In Humanities And Social Sciences	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
33	24	17	10	10
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 6

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1086	894	696	1400	923
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
400	346	274	370	65
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**

2019-20	2018-19	2017-18	2016-17	2015-16
1086	894	696	1400	923
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	56	51	49	15

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
521	415	398	361	259
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
53	52	54	46	38
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
101	101	81	84	84
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**

2019-20	2018-19	2017-18	2016-17	2015-16
884	734	819	485	737
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**

2019-20	2018-19	2017-18	2016-17	2015-16
411	394	360	315	327
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 84****4.4****Total number of computers in the campus for academic purpose****Response: 165**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
15320712.03	54735481.98	49460516.18	73597494.88	89520763.17

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:

Institute of Advanced Studies in Education (Deemed to be University) (hereafter IASE (Deemed to be University)) has a well-defined process to design the new set of programs and modify the existing one. For proper functioning of the process, the zenith body is the Academic Council well sustained by concerned faculties, the Departmental Council, and Board of Studies (hereafter BoS), of the subject concerned (both for UG and PG courses). The undertaking of the Departmental Council is to evaluate the relevance of existing curricula as per the local/national/regional/global needs to make or modify the syllabus. The entire procedure involves the experts from academia (through BoS) and taking the feedback of the students, stakeholders, parents, and alumni. Inputs are also taken from the internal and external Academic Audit Report (AAA), which are carried out to find the fallacies in the existing academia (curricula) and to ensure the incessant evaluation. Responding to the needs identified, the University has introduced the Choice Based Credit System (CBCS) in postgraduate programs that enable greater academic flexibility and augments employability skills to persuade the personal and professional aspirations of the students.

The courses are designed to incorporate the subject matter relevant to Gender Sensitivity, Professional Ethics, Human Values, and Environmental Awareness for the holistic development of the students. The university has planned internships, projects, dissertations, and fieldwork in the syllabus to make sure that students are well-exposed to the requirement of the local, regional, and national levels.

The university has developed an outcome-based syllabus in all the courses/programs. The program educational objective (PEOs), program-specific outcomes (POs), and specified learning outcomes (LOs) are defined, mapped, and incorporated in the updated curriculum in alliance with IASE's vision, mission, and learning necessities of the students. The updated curriculum is displayed on the website for effortless accessibility to stakeholders, teachers, parents, and students. The learning outcomes are designed to cover the approved syllabus and selected aptitudes are embedded in the assessment prototype to meet the demands of internal and external examination criteria.

The entire syllabus is dipped in an interdisciplinary approach to boost the critical and comprehensive understanding of scientific temper, technological innovations, societal and environment-related issues at local, national, and global levels. The courses and outcomes are designed to develop a sense of responsibility towards the nation, maintain social cohesion, promote universal human values, and practice ethical values.

All the courses are arranged to maintain the curriculum's hierarchy but complete in it. The arrangement of the courses is organized in such a manner that it acts as a bridge between the preceded and proceeded curriculum. The curriculum is presented to the students in a way that motivates them to think rationally and logically.

File Description	Document
Link for Additional information	View Document

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

Response: 60.61

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

Response: 20

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

Response: 33

File Description	Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	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: 8.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
58	32	27	26	20

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	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: 2.69	
1.2.1.1 How many new courses were introduced within the last five years.	
Response: 58	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.	
Response: 2159	
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: 18.18	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 6	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	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:
<p>IASE (Deemed to be University) is a distinct institution from its inception. The institution is marked by its simplicity and altruistic services for humankind and the environment. The foundation stone of the institution is laid with the ideology of the founder "Kuch Na Chaho Kaam Ajao" and "Koi Aur Nahi, Koi Gair Nahi". Human values are inculcated to provide value-based education which is the fundamental aspect of the deemed to be university. It is the perception of the institution that human values are not developed just by exhausting lung and tongue power or teaching curricula but in actual terms, the human values can only be inculcated through partaking in practical experiences, behavior, and involvement in the</p>

community. By keeping this in mind, the institute tries its best to inculcate human values in every aspect of campus life starting from Morning Prayer to teacher-student interaction through “Aapna Pariwar”.

The campus has a harmonious environment where students and teachers of diverse backgrounds from nationwide teach and learn amicably by promoting the key universal human values – love, care, empathy, brotherhood, and truthiness. The national and regional festivals of all religions are celebrated with full vehemence and enthusiasm which promotes and represents unity in diversity. Every Tuesday, “Sarv Dharm Prarthana” endorses the emotion of brotherhood, national integrity, and respect for all the religions on campus. The institution is the live example of the aphorism “Vasudhaiv Kutumbakam”.

The curricula of the disciplinary programs are immersed in values and ethics. The institution gives emphasis to value education through several unique courses such as “Chetna Vikas Moolya Siksha”, “Educational Aspects of Geeta” and “Gandhian Thoughts on Education”. Ethics in research is part of the curriculum as well.

The institution is well aware of the rising gender issues and its key responsibility in gender sensitization and equity. To sensitize and inculcate the sense of gender equity among students the curriculum is framed and all the possible efforts are made to make girl students more capable and self-dependent.

The students are encouraged to participate actively in co-curricular activities. Special lectures are also delivered in CCA classes on this issue. The qualified teachers are available to train the students in instrumental music, vocal music, and drama. Music and drama are part of the curriculum, as optional subjects. All the students are motivated to participate in Shramdan, Sports, Literary and Cultural activities. Mental and physical health is maintained in campus life through smooth coordination between curricula and co-curricular activities.

The students’ commitment to environmental care is visible with the lush green on the campus. Students have devoted their “Zero period” to building and maintaining the “Shramdan Udhyan” of the faculty of education. “One Student, One Plant” program was initiated in the academic year (2019-20) and linked with the award of degree. In order to improve the soil quality, a vermicompost unit was established on the campus. A skill course entitled “Vermiculture” for the same was introduced in the academic session (2019-20).

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: 0

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

Response: 97.24

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

Response: 1056

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Link for 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: A. All 4 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
URL for feedback report	View 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: 1.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
768	763	708	628	690

File Description

Document

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

[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: 106.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
490	415	373	249	405

File Description

Document

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

[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 institute has been eager to introduce innovative ideas in education since the early days of its inception.

Several groundbreaking ideas in education and research have evolved over the period of time and holistic value-based education is being successfully imparted. The holistic developmental education includes physical, practical, intellectual, spiritual, and moral development of students that advocates a fine assortment of these qualities in an individual.

At IASE (Deemed to be University), learning is not restricted just to the four walls of the classroom or reduced to the curriculum. We believe that ‘slow learner’ and ‘advanced learner’, need a different pedagogy to evaluate the exclusivity.

At the initiation of the course, every year, an induction program for the students is organized to acquaint students with institutional values and ideology, rules and regulations, teaching methodology, curriculum designed, etc. It enables the institution to understand the necessities of the students. The teachers and students get an opportunity to build a resilient bond with each other which helps in building an expedient learning atmosphere through. “Aapna Pariwar”. The counseling cell deals with the holistic development of the students including their academic, psychological, and cognitive aspects.

The academic performance of the students is monitored through unbiased, equally proportionate incessant (internal) at regular intervals and term-end assessment which facilitate effective execution of remedial measures. The marks are allocated for attendance, co-curricular activities, community welfare work, etc. for the active participation of the students.

The institution puts a strong emphasis on internal assessment spaced out from regular classroom interaction which helps the teachers in identifying the needs of the students with different potential. Equal attention is paid to each student for their academic upliftment. The learners are assigned with exigent assignments, projects, and outreach programs to polish their skills. Special programs are organized to motivate the learners by providing them with enhanced opportunities to make them competent to climb the ladder of achievement more rapidly. Special care is taken to see that the better-performing students are motivated to keep their performances better while shortcomings are resolved by the teachers as and when necessary.

Students are provided with additional online courses through the SWAYAM portal. The institution believes that courses should be of students' choice and the idea implemented through elective courses i.e. SWAYAM course for each PG class as it is part of the curriculum. Workshops, seminars, and conferences are arranged to update their knowledge and to open up the new vistas. Students have the opportunity to work with the constituents/ branches of the parent institution such as Krishi Vigyan Kendra (ICAR), Engineering Workshop, Ayurvedic Medical College, Skill Centre, Gaushala, Science Club, Innovation Center, etc.

The institution aims to provide the students with an excellent education with a special emphasis on "learning by doing" and holistic development. The institution revises the curriculum as per program/courses, national needs, and other additional activities to keep it flexible and interesting for the students.

File Description	Document
Paste link for additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 20:1

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 deemed to be university is trying at its best to follow innovative practices in teaching and learning. It has evolved and successfully implemented, to some extent, a holistic educational ideology that consists of physical, applied, skill-based, artistic, logical, and moral aspects of education that promotes an optimum amalgam of these aspects towards the versatile development of students. The curricula are designed to promote the development of a sensible and harmonious personality of the students while keeping the learning process flexible and interesting with special emphasis on applied knowledge.

The institution has the distinction of offering to try out learner-centric curricular programs. The teaching methods are made student-centric by applying self-exploration, problem-based, case-based, concept mapping, project-based, inquiry-based, community-focused, skill-based learning, etc., which actively involve students as an agency that builds on past knowledge and experiences. The entire curriculum is designed with the sets of units that develop the obligatory skills to achieve a good career along with essential life-enhancing skills which nurture and strengthen the value system among the students.

The institution has adopted CBCS in all the postgraduate curriculum and additionally, the online course materials are provided to the students from the globally recognized portals. Interaction sessions and debates are organized to provide analytical details to the students in and out of the curriculum. The learning-teaching methods embraced by the institution include lectures by experts, interactive learning, ICT- based learning, workshops, seminars, role play, case study, etc.

Project-based learning, practicum, field works, and workshops for improving the practical skills of the students are part of most of the curriculum. The experience-based interactions and internships are carried out to provide ample opportunity to the students which makes the learning process interactive and stimulating for the students.

Field trips, surveys, practicum, and community interactive sessions are organized for the students to bridge the gap between reality and theoretical understanding. Inter and intra-departmental collaborative activities are promoted by sharing knowledge and thoughts to cultivate positive leadership qualities and inculcate the essence of teamwork among students. Minor projects are allocated to the teachers in collaboration with students to empower the critical and logical thinking of the students.

Nowadays, one of the biggest challenges for educators is capturing the learner's attention and conveying

the subtle ideas effectively to create long-lasting effects on the learners' minds. To tackle the current era challenges, the institution has departed from the pedagogies of the past and become an intrepid advocate of innovative strategy implementer in the classroom which has a mission of fostering a learning environment. This develops the exploration of skills and critical thinking of the students.

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

Response:

IASE (Deemed to be University) encourages the intensive use of Information and Communication Technologies (hereafter ICT/s) enabled devices including building e-learning resources to ensure effective teaching and learning process. The ICT policy is updated from time to time and is available for the teachers, students, and stakeholders for systematic utilization of the ICT facilities available on the campus. Teachers of the University are trained through workshops to create e-content and to use ICTs for teaching through LCD projectors, Smart Boards, Video Conferencing, Google quiz, SWAYAM, video lectures, etc. The campus is entirely having unlimited Wi-Fi for students and teachers under the NMEICT project since 2003. There are 12 ICT-enabled classrooms on the campus and teachers use them to deliver lectures both for offline and online classes. ICT enabled auditoriums; seminar halls are used and maintained for top-notch quality learning-teaching process. Online tests and e-assignments are conducted which make students responsive about the ICT-enabled learning.

More than 75% of teachers have been using ICT techniques for the last five years for teaching, delivering lectures, conducting tests, submission of assignments, etc., to meet the learning demands of the contemporary techno-savvy students. Special lectures and technical talks are arranged by inviting experts through online means which save time and widen the availability of a remarkable sources of knowledge.

To promote research work and enhanced learning all the faculties have been provided with more than 25 computers with internet. URKUND software is used to check the plagiarism and intensity of the content. Outreach programs of IIRS (Indian Institute of Remote Sensing), Dehradun is programmed to enhance the opportunity of learning, going beyond the traditional classroom approach, anytime anywhere.

Not only e-content development, but the students and faculty members are also attaining expertise in using the desktop, laptop, projector, digital cameras, printer, photocopier, tablets, external HDD, e-tabs, smartphones, i-pads, scanners, microphones, smart board, interactive board, flash discs, e-writing pad, etc.

IASE (Deemed to be University) believes that the teaching-learning process is an art and to keep pace with the changing process of digitalization, we need to change our educational policies and processes frequently.

“Education did not stop due to COVID-19 or Lockdown” in IASE (Deemed to be University) is the slogan at the campus. The entire classroom and related activities moved online due to the hard work and dedication of teachers. Not even for a day, the teaching-learning process stopped at this Deemed to be University. The students were trained to use the virtual learning tools and now they are at ease to use any sort of virtual learning tools/software. For the students, who have poor internet connectivity at their home, teachers record the lessons and send them to their What's app, so that they can also get benefitted. The

research department of the institution is looking into the standards of e-learning and e-content. The research departments along with senior teachers are brainstorming in the areas of improvement and the methods to overcome the challenges.

File Description	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: 20:1

2.3.3.1 Number of mentors

Response: 53

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	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: 54.13

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

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: 51.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	28	25	24	19

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: 7.94

2.4.3.1 Total experience of full-time teachers

Response: 421

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	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: 32.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	2	2	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	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: 42.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	49	46	45	41

File Description

Document

List of Programmes and date of last semester and date of declaration of results

[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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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 institution over the decades has developed a well-planned process to conduct the examinations, declaration of results, and award of degrees which are partially automated. The institution ensures that the entire examination (internal and end-term) is conducted strictly as per the academic schedule and results are declared within the specified time as per the Bye-Laws of the Deemed to be University.

Over the period of time, various reforms have been undertaken to make examination management and system much more efficient, smooth, and transparent.

Semi-Automated Examination System: The examination system is in process of complete automation. The initiation is started with online student registration and result handling including grading-based evaluation, the next step is planned to do online hall ticket issue. The online admission process is started and the university is about to start the online entrance examination for the required courses. The efficiency and the transparency of the semi-automated examination system are reflected through the “zero grievances” record for the last five years. The internal and end-term examination results are declared within 45 days of the end of the examination. The students can easily access their result status on the website immediately after the declaration of the result. The re-evaluation, re-checking, and complaint filing are available on the website portal.

Assessment of Student Performance: The performance of the students is monitored through well-informed, proportionate (20:80 or 30:70), impartial and continuous assessment at systematic pre-determined intervals which supports faculties to implement precise remedial measures. The unremitting assessment process comprises short written tests, multiple choice-based questions, internship, field-work, community-based work, classroom attendance, extra-curricular activities, project work, etc.

The assessment process and results are disclosed and discussed with the students and stakeholders (parent, mentor) to come out with precise strategies to improve the outcomes/results of the students. The faculty members and mentors are updated with the latest information regarding assessment criteria and the evaluation process.

Confidential Question Paper Setting and Evaluation Process: About 50% of the question papers are set by the external examiners. The Departmental Council proposes a paper-wise list of the external examiners, out of the list the Vice-Chancellor picks out the names in the consultation of the Dean of the faculty. The papers are printed with utmost secrecy under the leadership of the Registrar.

Robust Administration: The examination system is headed by the Controller of Examination supported by an Assistant Registrar, a team of assistants, and computer operators. The Centre Superintendent remains the in-charge in the faculty to conduct the examination in a free and fair manner, supported by a team of invigilators and supporting staff.

Calculated Impact: The calculated impact of automation reforms are as follows:

- Malpractice cases are reduced due to an efficient examination management system
- Zero grievances are recorded in the last five years
- The university is able to publish results within the stipulated time of less than 45 days
- Automation has helped in the maintenance of records, preservation, and verification of mark sheet records.
- Has increased overall efficiency of examination procedures and process

File Description	Document
Link for additional information	View Document

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

Response: Only result processing

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

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:

IASE (Deemed to be University) earnestly put in efforts to contribute to the nation-building and culture of India. The entire architecture of the institution reflects the bouquet of Gandhian philosophy, nationalism, and Rajasthani culture. The institution aims at a harmonious, holistic, and balanced development of learner's personality through creativity, developing scientific temper, and enhancement of rationality by keeping balance intact in regard to education – physical, intellectual, moral, practical, and aesthetic.

The curriculum is designed with a set of foundational, skill-based, and core courses that cultivates necessary skills and competencies to accomplish a recompensing career and nurtures the future enlightened citizens with strong values and enhanced character.

The holistic education offered in the premises of the institution is a catchphrase and has continually been outcome-based where each part of the educational system is set around outcomes that are evaluated at the end of the educational experience.

The Programme Educational Outcomes/Objectives (PEOs), Programme Specific Outcomes (POs), and Learning Outcomes (LOs) of all the courses are defined, articulated, and mapped in alignment with the institution's vision, mission, future goals, and learning requirements of the learners.

The framework and implementation of the "Outcome-Based Education" (OE) was done after deliberations in several academic meets called together in the department. External members are invited to share their expertise, the Programme outcome mapping is done by the program coordinator as well. The departments hold brainstorming sessions for strategy planning and designing of the program outcomes. A consistent and demanding review process is followed before placing the syllabus with outcomes before BoS and Academic Council and Departmental Council. Once the program outcomes are validated internally, it is presented before the Board of Studies (BoS). The suggestions from the external experts are obtained by the respective BoS and the recommendations are incorporated. Once the resolutions are passed in the BoS, the syllabus is presented before the Academic Council and finally uploaded to the website for the access of the stakeholders.

The printed copy of each course is kept in the departmental libraries and the central library for the reference of faculty members and students. New recruiters are briefed about the PEOs, POs, and LOs after the allocation of the respective course/papers. At the commencement of each academic year, the students are made aware of the PEOs, POs and LOs through the Programme Coordinator/Incharge/Head of the Department in the induction program.

The program outcomes offered by the institution cater to the multifaceted interests and skills of the students, building the human resources inevitable for the development of the society and the nation.

File Description	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:

The holistic model of education adopted by the institution is its strength. Teachers not only use chalk and talk as a way of teaching or facilitating students but they go beyond the old methodology and implement innovative teaching through group discussion, presentations, case study, field study, experimental learning, laboratory work, role plays, plays, simulations, demonstration, excursions/field trips, small projects, games, community-based learning, quiz, debate, team teaching, micro-teaching, seminars, workshops, problem-solving, etc. through the implementation of the ground-breaking teaching activities, etc. Students develop a logical approach to learning. The implementation of the holistic model of teaching reflects the shift from passive to active modes of learning, where students act as an agency.

The frequent assessments are undertaken in various ways (directly and indirectly) to improve the quality of the teaching-learning process and to promote the curricular reforms based on the needs of the students. Attainment of learning and course outcomes are measured through internal continuous assessment (20/30%) and year/semester-end examination (80/70%). The representation of the course attainment is designed at three levels:

- High (70% and above)
- Moderate (50% to less than 70%)
- Low (less than 50%)

The assessment of the learning objectives is not only based on curriculum knowledge but also includes integrated knowledge, community-based activities, environmental preservation and protection activities, co-curricular activities, skills, and values which indicates the holistic amalgamation of knowledge among students.

The methods to measure the learning outcomes are pre-designed and incorporated in the curriculum/syllabus. The direct method of assessment includes:

- Periodical class assessments

- Continuous and comprehensive internal assessment and end-term examinations

Additionally, presentations, group discussions, experiments, practical, case study, field study, survey, small projects, participation in community-based activities, seminars, workshops, debates, games, quiz, viva-voce, etc., are suitably planned and implemented by keeping the objectives of course in mind to assess the qualitative performance and logical capability of the learners.

The indirect methods include feedback and surveys from the stakeholders and students to reflect on the learning of the students. The model question papers are evaluated department-wise in the BoS meeting and valuable inputs are taken under consideration for improving the teaching-learning process of the respective course.

Counseling cells are 24X7 available for students for resolving their problems and by supporting them to attain the mapped goals which include program outcomes as well. The grievance redressal cell is active and has mechanisms to sort the complaints effectively so that students can bring back their attention to studies that lead to academic achievement. Periodic parent meets with teachers, mentors, and administrators are organized to check the holistic development of the students.

The outcome of the Institute of Advanced Studies in Education (Deemed to be University) can be best adjudged by the eminent alumni through past decades. The graduates of the institution are well-known for their academic and leadership qualities which have brought about a far-reaching transformation in the family, organizations, and society. Every year discernible rate of students' progression to higher studies, achievement in competitive examinations, and illustrious placement are recorded.

File Description	Document
Paste link for Additional Information	View Document

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

Response: 99

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

Response: 396

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

Response: 400

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The journey of the institute over the last decade has witnessed many innovations. IASE (Deemed to be University) has embraced many innovative ideas in the field of research, skill development, teaching-learning, and empowerment of the students as well as faculties. The institution in the true sense is turning out to be a good center of innovation.

The Incubation center at the institute is at the operational level and is responsible for nurturing innovative ideas by handholding the students through exposure to the investor community. Five projects are ongoing under the Incubation Centre.

The research infrastructure in the university includes separate research sections in Central and Departmental Libraries with proper seating and reading facilities for scholars, Wi-Fi, the latest information-laden library, a plagiarism tool, data analysis tools, international research abstracts, etc.

The faculty members are encouraged to do research activities by way of honoring them at various programs, specifically in “Pradhyapak Samman Samaroh” annually. Ten research grants are allocated to the faculty in the academic session 2019-20. The priority was given to the multidisciplinary research projects which have shown certain outcomes.

To harvest solar energy to operate machines, Energy technology Park was developed under Innovation Cell where two working models were developed

1. Solar Operated Crop Harvester
2. Solar Operated Laundry Machine.

The solar-operated crop harvester was displayed at the BRICS Trade Fair in 2016.

Other notable activities :

1. Use of harvested rainwater for freshwater pearl and ornamental fish culture
2. Himalayan Mushroom (Kida Jadi), *Cordiceps millitaris*, is also cultivated in the lab, and work on its standard protocol is in progress
3. Work on soil quality improvement and green campus is in progress through the vermicompost unit.

The faculties, research scholars, and students are always motivated and encouraged to participate and present papers to share their innovative research ideas at conferences, seminars, workshops, training sessions, etc. The faculty members are granted 15 days of academic leave for attending the same.

Presently Prof. Lal Utreja, Rtd. Senior scientist of NASA is holding the chair of Director of IGH. Under 7 chairs, Religious, Social, Science and Technology, Political, Philosophy and Media Harmony headed by eminent scholars and professors, 39 projects are already completed and 3 books and 29 research project reports were published. The IGH has collaborated with the Russian Global Harmony Association.

The institution has organized 5 national conferences, 4 national and 3 international webinars, 1 FDP, 4 workshops during this session in collaboration with MHRD, Pandit Deen Dayal Upadhyay, Central University of Haryana, NIGMT, and other reputed central and private institutes. The institution while mapping the topic always keeps in mind that it should be related to contemporary issues and outcome-based.

The IQAC is established to act as a catalyst for a concoction of quality culture in the institution by developing innovative strategies to eliminate the present deficiencies and to enhance the overall quality operations of the institution. The IQAC is functioning for cognizant, reliable, and catalytic planned actions to improve the academic and administrative performance of the institution.

File Description	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: 6.06

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).

2019-20	2018-19	2017-18	2016-17	2015-16
22.65	7.65	0	0	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	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: 14.81

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.

2019-20	2018-19	2017-18	2016-17	2015-16
0	9	8	9	10

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	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: 3

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.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	1	1

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

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

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: 0

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.

File Description	Document
Institutional data in prescribed format	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: 0

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).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 47.99

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	9.45	17.91	10.13	10.5

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.72

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

Response: 35

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

Response: 243

File Description	Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	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:

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File Description	Document
Upload any additional information	View Document
Paste link for 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: 53**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.**

2019-20	2018-19	2017-18	2016-17	2015-16
11	7	16	11	8

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: 5****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.**

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	1	0	0

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: B. 3 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: C. 2 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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 3.74

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

Response: 101

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

Response: 27

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 4.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
139	25	21	14	22

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 0.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	7	2	6	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Response: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	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:

File Description	Document
Bibliometrics of the publications during the last five years	View Document

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

Response:

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

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:

Consultancy Services:

1.1. Consultancy services may be offered to Govt. Department and other National and International agencies in niche areas of expertise available in the institute.

1.2. The service offered shall be preferably gratis and along the lines of vision and mission of the parental society, GVM, the finding can be taken in certain cores.

1.3. Consultancy services offered may cover a variety of activities such as establishing institutions, curriculum designing, institutional management, human value, rural development, agriculture, interdisciplinary research, peace and harmony, environment and manpower audits, software development, general troubleshooting, expertise to select groups in specific organizations, vision and strategy statement and so on.

1.4. Testing and evaluation services are to be normally offered in selected specialized areas. In order to meet the needs of certain governmental and related agencies, and special clients.

1.5. Standardization and calibration services may be offered in areas in which facilities are available or can be augmented.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

Since, the inception of the institution, the intrinsic desire of the founders was to do persistent social and community services in the remote areas of the desert district, and thus it became an integral part of the ethos of the institution. The high rate of illiteracy and ignorance towards health and hygiene is a major hindrance to the development of rural people as they fall prey to social evils. The institution has been playing a remarkable role in rural and community development for decades. 25 government schools of Sardarshahr Tehsil have been adopted by the institution and extension activities are taken up for their holistic development. Cleanliness and hygiene initiatives have been voluntarily taken up in the villages in addition to creating awareness among the community about daily hygiene, best food habits, sanitation, women's health hygiene, toilet maintenance and cleanliness, environmental awareness preservation, and protection.

Exhibiting intense sensitivity towards the rural neighborhood the institution in collaboration with KVK has undertaken several programs in the last 5 years to make farmers aware of the latest developments in agriculture and self-sufficiency. Training related to organic farming is being imparted to farmers to make them self-reliant and healthier. The training has been given to the rural women in the field of Kitchen Gardening to reduce their cost of living under a collaborative project with KVK. The institution in collaboration with Ayurved College has been conducted various health awareness programs in the rural area.

Free medical check-ups were undertaken from time to time to cater to the needs of the local and rural people with the help of Shri Bhawar Lal Dugar Ayurved Vishwa Bharti. The institution actively participated in the disaster relief activities such as floods in Uttarakhand (Kedarnath), Barmer (Rajasthan), Kashmir, and Tsunami in Tamil Nadu. One school and temple were also reconstructed at Munshiyari (Uttarakhand). During the COVID-19 pandemic, the institution has done an appreciable job such as sanitization of 30 villages and the entire city by Sodium Hypochlorite in March 2020 of Sardarshahr tehsil. Students, at the individual level, have distributed hand-made masks to the residents, villagers, and the locale people. The staff member and students were also involved in the production and distribution of the immunity booster at a large scale with the collaboration of Ayurveda College. The students and staff members also made their efforts in the sanitization process of 11 quarantine centers of Sardarshahr Tehsil. Three of our hostels were made quarantine centers where more than 5000 persons stayed there from April to November 2020. Free boarding and lodging were provided by the institution along with the immunity booster decoction.

To keep the community clean, the institution has been working under “Swachha Bharat Abhiyan”. Tree plantation and environment conservation are being done to maintain the greenery on the campus. On Earth Day, every year students distribute tree saplings in their community. Through regular community engagements, students and faculties have become aware of these issues and they have done a great deal of work like generating sensitivity towards societal issues.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 2

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.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	1

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	1	1	0	1

File Description

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: 46.55

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.

2019-20	2018-19	2017-18	2016-17	2015-16
379	753	753	0	50

File Description	Document
Report of the event	View 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: 1.8

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.

2019-20	2018-19	2017-18	2016-17	2015-16
5	1	0	0	3

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: 10

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.

2019-20	2018-19	2017-18	2016-17	2015-16
9	1	0	0	0

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

An exclusive educational philosophy coupled with excellent and highly developed teaching-learning infrastructure and campus ethos is imperative to make the Institute of Advanced Studies in Education (Deemed to be University) a leading institution in the sphere of education. The institution is proud to have the best state-of-art infrastructure.

The institution has added and improved its infrastructure several times during the last decade to meet the demands and standards of the contemporary educational institute. The institution has artistic buildings, well-furnished hostels (both for boys and girls), housing for faculty and non-teaching staff, and is supported by services such as central mess, cafeteria, canteen, photocopy center, and other facilities.

The Academic Block and administrative buildings spread over an area of 100 acres have been added to the artistic robust infrastructure. The administrative building stands high at the outskirts of Sardarshahr which is highly appreciated for its elegant design and state of art infrastructure. The University has three faculties, namely, Faculty of Education, Faculty of Engineering and Technologies, and Faculty of Humanities and Social Sciences, operative in a three-storied building which is well-known in Sardarshahr. The latest buildings are well ahead of time with compatible technological infrastructure. The campus features sophisticated laboratories, an advanced technology lab (EDUSAT), engineering labs and workshops, well-furnished computer lab, ET lab, smart classrooms, technology-laden auditoriums, etc.

The classrooms and tutorial rooms are well-furnished, echo-free, properly lighted, ventilated, with internet connectivity, and supported with dust-free chalk and black/green/whiteboards. More than ten classrooms are ICT enabled with projectors and instructional support material. Along with the use of the traditional chalk and talk method, the faculties are making use of ICTs for the teaching-learning process. The ICT policy is developed and implemented for enhancing the teaching-learning and research activities. Seminar and conference rooms are available in all three faculties. The infrastructure also encompasses automated libraries. In addition, there are more than 500 working computers with 1GBPS leased line access and UPS backup. The entire campus has Wi-Fi and a power backup facility.

The institute recognizes the recreational need of the students and employees and provides indoor and outdoor sports facilities. Indoor games such as table tennis, carom, chess, and indoor skating, badminton, etc. are organized on the campus. Outdoor infrastructure like lawn tennis court, volleyball court, basketball courts, cricket stadiums, parks, and the multifaceted gym is part of the campus.

The institution aims at the holistic development of the students. It never ignores the physical and psychological development of the students. A customized training arena is developed which has a 400 meters running track, parallel ropes, chin-up bars, 9" ditch, balance beams, and several other adventurous activities and students are trained by experienced trainers.

The Yogashala and sprawling green bedded lawn are there for practicing yoga for the holistic development

of body and mind. Rangshala is the cultural hub of the institute where the students are trained in instrumental and vocal music and drama by the qualified and trained faculty.

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 (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Response:

Since its inception, the institute envisions the holistic development of the students through academics, moral physical, social, and community welfare tasks. Physical activities have always remained an integral part of campus life and the sports and yoga facilities have incessantly evolved and developed to meet the requirements of the students and employees.

The institution has well-equipped gymnasium facilities separately for males and females in the faculty. The gym is spacious and well-equipped especially to boost the physical power and inner potency of the students. The students practice in the gym under the proper guidance and supervision of physical instructors. Hostels are also provided with Gym facilities.

At present, to sustain various intramural and extramural activities there are adequate facilities available at the campus. Some of the prominent amongst them are:

Ram Manch Auditorium: The Ram Manch has a 21330 square feet plinth area of 25066 square feet covered area with a seating capacity of 5000 peoples. The Ram Manch has a colossal stage along with the proper audio-visual system, and projectors. The stage is best suited for cultural activities. Sarv Dharm Prathana is being organized here since 1950.

Yagyashala: A Yagyashala traditional under the myth of in proving is located in front of Pranav Kutir having 225 square feet covered area. The Yagyashala has an in-build Hawan Kund and a proper fire extinguishing system for emergencies. Weekly havan/Yagya is practiced here by faculty members, students, and supportive staff.

Rajiv Gandhi Kridangan (Stadium): It has a 488899 square feet area bounded by huge walls and proper exit and entry. The ground is used to organize various sports and colossal cultural activities and national festivals such as Independence Day, Republic Day, and International Yoga Day, etc.

Prashal/Auditorium: Four auditoriums are located on the campus each having approx 3000 square feet covered area with seating arrangement for 500 persons. The auditoriums are located in each faculty and main building, well-equipped with an audio-visual system and projectors. The cultural activities and indoor sports activities are organized (faculty-wise) in these prashals.

Rangmanch: The Rangmanch or theatre is located in the Shramdan Udhyan having 580 square feet covered area. Drama classes and practice are conducted here.

Basketball and Badminton Court: Courts are located on the campus with proper lighting systems available for students and staff, especially for the evening live.

Sports Room: Each faculty has one sports room of 770 square feet. The sports rooms are provided with the equipment of indoor and outdoor sports, first-aid kit, weighing machine, seating arrangements, etc.

Yoga Room: Yoga Room is located in Shramdan Udyan having an area of 600 sq. ft. where daily yoga activities are organized under the supervision of a trainer.

Rangmanch facilitates dance and drama training and eminence performances by trained and qualified faculty members. Music is an optional subject at the undergraduate level; apart from that the interested students are taught music (vocal and instrumental) for performing at state and national level competitions. The Ram Manch, Prashal & Rajiv Gandhi Kridangan are used for organizing colossal cultural activities.

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 list of the general campus facilities (physical) is mentioned below:

Administrative Block:

Research Cell		Security Room
Chancellor's Chamber	Conference Halls	Gardening and Horticulture
Vice Chancellor's Chamber	Enrollment and Admission Cell	Lift
Pro VC Chamber	Registrar's Chamber	IT Cell
Guest House	Vice Chancellor Secretariat	Result Cell
Examination Section	Central Store	Lavatories
Accounts Section	Central Mess	Rain Water Harvesting Str
Establishment Section	Cafeteria	Legal Cell
Academic Section	Generator Room	Maintenance Department
Media Cell	Hostels =3 (Separate for Boys and Girls)	Officer's Residential Block
Staff Quarters	Parking Space	Guest House with 25 rooms
Park (Udhyan)	Placement Cell	Fire Hydrant System

Gymnasium	Transportation Department	Ambulance	
IQAC Cell	Visitor's Room	Reading Room	
Centralized Wi-Fi	Reception	Auditorium	

Faculty of Education:

Dean's Chamber	Library	Lavatories	
Dean's Office (2)	Sport's Room	Smart Classrooms	
Room of HoDs	Yoga Room	Store Room	
Girl's Common Room	Multipurpose Hall	Computer Labs	
Boy's Common Room	Meeting Hall	EDUSAT and ET Lab	
Classrooms	Reading Room	Female Staff Room	
Male Staff Room	Photocopier Room	Psychology, Physics, other Labs	

Faculty of Humanities and Social Sciences:

Dean's Chamber	Library & Reading Room	Smart Classr	
Office	Sport's Room	Store Room	
Room of HoDs	Multipurpose Hall	Classrooms	
Girl's Common Room	Computer Lab	Staff Room	
Boy's Common Room	Meeting Hall	Lavatories	
Canteen	Museum Art Galleries		

General Available Facilities for all the Departments:

Ramp	Playground	Skill Training Centre	Gymnasium	
Security Room	Badminton Court	Music Room	Central Library	
Generator Room	Basket Ball Court	RangManch	Shramdan Udhyan	
Wi-Fi	Incubation Centre	Yoga Room	Parking Area	
Generator Room	Security Room	Laboratories (Science)	E-content Development	
Cafeteria	Shramdan Udyan and Gardening Tools	Horticulture and Tree Plantation Facilities		

The main bus stop is half a kilometer away and the railway station is 3 kilometers away from the campus. The availability of bus, auto-rickshaw, private car, hospital, and ATM is within a walking distance within a minute or two.

The university has a well-designed and planned administrative block. It is kept away from the academic block to minimize the disturbances. The classrooms and laboratories are designed as per AICTE, NCTE, and UGC norms. The facilities such as common rooms, sparkling lavatory, waiting room, cafeteria, library, Wi-Fi access facilitate a pleasant teaching-learning environment for the students. Classrooms are well-furnished, clean, and have proper ventilation to make the teaching-learning process a pleasant experience. Smart classrooms are laden with audio-visual teaching aids, LCD projector, audio-video system, multimedia computer, etc. in order to ensure the holistic development of the students.

The students have adequate infrastructure and facilities for indoor and outdoor sports, gardening, horticultural activities, cultural activities, and other desired extra-curricular activities. Two Canteens and one Central Canteen are within the campus to serve the need of the students and staff. The general infrastructure and facilities available at the main building and campus are sufficient to meet the demands of the students and staff. For the comfort and convenience of the staff, the residential quarters are provided which are within walking distance.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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:

The institution, under the flagship of the parent institution, embarked upon its journey with a handful of students way back in 1950 when the concept of education in this retrograde desert was like a dream to come true. At present, the institution is providing quality education at the most affordable cost to thousands of students. To fulfill the objective and mission of providing the students with good quality education, it has an automated central library with good resources.

At present, there are three faculty and two departmental libraries and a central library to meet the wide-ranged needs of students, faculty members, research scholars, and academicians. The central library is fully automated, interconnected with a physical security surveillance system, and is well equipped with a fire alarm system. The central library is using the latest version of SOUL 2.0.

The central library of the institution functions from 10:00 a.m. to 05:00 p.m. throughout the year. The library supports the educational and research program of the deemed to be university. In order to fulfill the goals, the library has developed a rich, invaluable, and comprehensive collection of reference materials and

opulent knowledge-based resources over two decades in the automated form. The published and completed theses are racked for the reference of scholars. All the operations of the library such as acquisition, cataloging, circulation, and controlling have been automated through SOUL 2.0. The issue and return facilities of the book is also done through software, in addition to particulars such as book reservations, reminder, recall, and overdue date. Related intimations are provided from time to time. The automated software helps in the management of serials control of current issues of books, journals, and magazines. It is supported by Unicode hence provides a disseminated system of bibliographic details of the library resources in computer-supported languages such as English and Hindi.

The SOUL 2.0 software is the Open Public Access Catalogue provides the scope of searching books by title, name, subject, publisher, keywords, and publisher, etc. Even the combination search facility is also available. The library provides e-services to its members and aids in developing digital resource collection and specialized services to its users. The library users have access to 6,000+ e-journals, 1, 64,000+ e-books, 130+ Shodhganga resources, and other e-databases. All the e-resources are based on an IP access module that can be accessed anywhere on the campus having LAN connectivity.

To promote the authenticity, reliability, and quality of the research work the library and the research cell uses anti-plagiarism software namely URKUND, to check the plagiarism in the thesis, research papers, dissertations, and reports of the students, research scholars, and faculty members. The automated library facilitates the collection, storage, and disseminating of resources and valuable information database to its users in the institution.

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
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: 1.12

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)

2019-20	2018-19	2017-18	2016-17	2015-16
0.13	1.1	2.30	0.32	1.75

File Description	Document
Institutional data in prescribed format	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 last completed academic year

Response: 13.87

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

Response: 158

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: 84

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response:

Keeping in view the myriad of changes taking place in the educational world and proliferation of ICT in the everyday life of learners/students, the institution has always been at the forefront to upgrade its IT and ICT policy in terms of providing the utmost teaching-learning environment to the students, research scholars, and teachers. The institution never compromises with the requirements of the students and provided them with modern classrooms, high-speed internet, Wi-Fi facilities, upgraded software, modern laboratories, media cell, etc.

Most notably, the institution has provided Wi-Fi facilities not only on the campus but also in hostels and residential complexes. The common computer lab is available in the hostels where the students can browse and complete their e-learning process. The institution has a good student computer ratio which enables each student to explore their creativity and acquaintance with the ICT devices.

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

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

Response: 7:1

File Description	Document
Upload any additional information	View Document

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

Response: A. ?1 GBPS

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: B. 3 of the above

File Description	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: 19.65

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)

2019-20	2018-19	2017-18	2016-17	2015-16
5510312.49	18089182.53	6677465.43	6315959	6398658

File Description	Document
Institutional data in prescribed format	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:**

IASE (Deemed to be University) is enlightening society through holistic education. It has a rich cultural heritage and robust physical infrastructure. It has regularized systems and procedures for maintaining and utilizing physical, academic, and support facilities such as digitalized libraries, sports complex, computers, classrooms, laboratories, etc. The University ensures regular maintenance and upkeep of all the infrastructural facilities within the campus through a grievance redressal system on time. The maintenance and up keeping work is carried out by the in-house trained and expert professional to reduce hazards mostly. Sometimes the assistance task is outsourced as per requirement.

The institution has an adequate number of administrative staff encompassing engineers, technicians of varied fields, office assistants, lab assistants, guards, wardens for hostels, maintenance team, student support team, IT team, etc., who appraise and assist efficient functioning of infrastructural facilities such as campus housing, library, sports complex, stadium, Ram Manch, gymnasium, classrooms, laboratory, and ICT infrastructure.

Besides this, the University has satisfactory managerial staff and supervisors for supervising duties; custodial staff for up-keeping and cleaning; maintenance staff for performing skilled jobs such as plumbing, electrical repairs, power supply, power backup, denting and painting, etc.; secretarial staff for providing clerical and accounting job. Gardeners are allotted for maintaining the green lush and landscape. Store In-charge is functioning to evaluate and assess the requirements of new furniture and equipment.

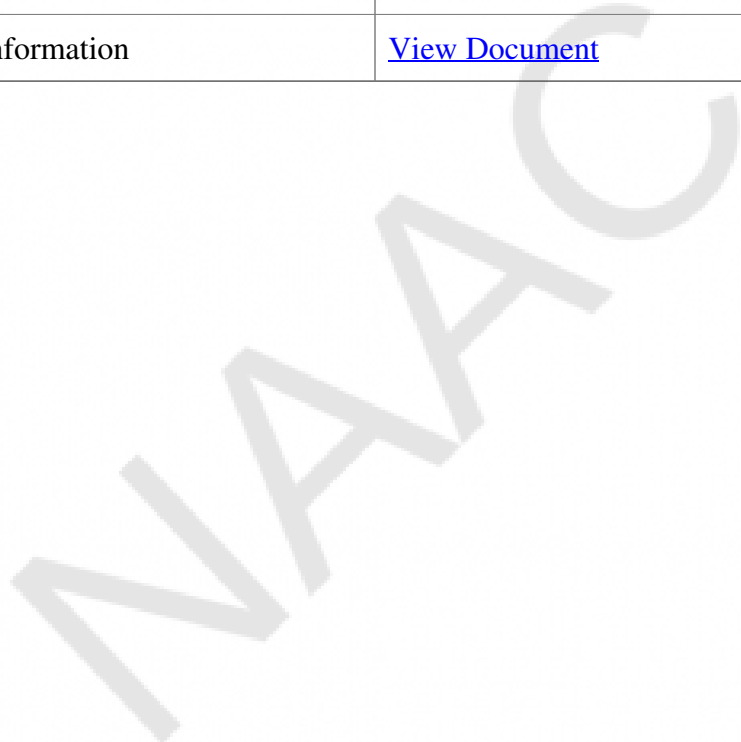
The IT Cell has experienced and dedicated employees who work 24X7 to provide regular and systematic support services relating to computer hardware and software, internet connectivity, hinder less Wi-Fi connectivity within the campus, hostels, and housing.

The faculty and students have access to the main building and academic ones for teaching, learning, and research. The departmental timetable committee and academic section explore the possibilities of the best use of time, space, and infrastructure both in terms of academic and co-curricular activities. The academic calendar is prepared before the initiation of the academic session in which minute details are transcript so that students, faculties and the stakeholders have knowledge of each and every activity. In spite of classroom teaching, faculties encourage students to participate in co-curricular and community engagement activities. The schedule of the classes is arranged in such a manner that the students can participate in sports, cultural, and community-building activities enthusiastically. The physical trainers are available on the campus to train the students in varied sports and the gym trainer is there in the gymnasium to train the students during the hostel hours in the evening. Yoga and Dhyana Kriya activities arranged as per the

convenience of the students and faculties.

Central and faculty/departmental libraries facilitate students and employees to use the resources through the digital platform of SOUL 2.0. The library remains open from 10:00 a.m. to 05:00 p.m. Open Public Access Catalogue provides the scope of searching books by title, name, subject, publisher and keywords, etc. Even the combination search facility is also available. The library provides e-services to its members and aids in developing digital resource collection and specialized services to its users.

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: 0.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	16	8	3	0

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

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

Response: 54.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
1086	380	397	327	449

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[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
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
Link for additional information	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: 13.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	2	4	2	4

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	62	58	11	53

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 5.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	56	7	5	2

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 59.75

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 239

File Description	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: 51

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.

2019-20	2018-19	2017-18	2016-17	2015-16
46	2	3	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response:

The University has placed utmost importance to inculcate leadership, organizational skills, and responsibilities in the students. The Class Representative (CR) system is elementary to student representation as leaders in and outside the campus. It has a composition of 2 students (one male and one female) from each class. The CRs represent each class with regular meetings held to ensure efficiency and efficacy in safeguarding the interests and in putting forward the views of the students to the respective departments/faculties. CRs are represented by the Dean of the faculty. Monthly meetings are held which play a major role in assessing teaching, learning, and support services provided to the students from the institutions. There are minute details worked out starting from drinking water management to university progression recommendations.

CR system provides students with a plethora of opportunities to give them a voice of their own and shed their reticence through an engaging and enriching experience. Each student provides a mentor for personal guidance and counseling on all domains i.e. physical, moral, emotional academic, or intellectual and social through Apna Pariwar. In which his/her right to speak for their welfare and wellbeing of the institution. CRs are appointed for the sole purpose of representation of common issues which need to be addressed within a certain period of time.

CR system hones leadership skills like communication skills, team management skills, time management, resource management, and above all builds confidence in each student. Best practices of each department and University as a whole are put up before the CRs for their valuable suggestions to be implemented in the future guidelines and planning if found suitable. The representatives of CRs are at IQAC, Anti-Discrimination Cell, Anti-Sexual Harassment Cell, Grievance Redressal Cell, etc. for effective management and cohesion with the University.

The CRs take initiatives to keep the campus clean and energy-efficient. Environment preservation and protection work is done by the CRs with the help of other systems.

File Description	Document
Link for additional information	View Document

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

Response: 24.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	33	46	20	1

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	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:

IASE's alumni, since the inception of the institution, has a strong sense of belonging to it, and even though for years together when there was no formal alumnus association existing, the ex-students of the University remained associated with the institutional family by bonding and inspiring the next generation.

An alumni association (registered under societies registration Act 1860) is formed in the name of "Institute of Advanced Studies in Education of Gandhi Vidya Mandir Alumni Association Society, Sardarshahr". The registered office at IASE (Deemed to be University) campus and domain of activities is limited to the area of Sardarshahr, Rajasthan.

The aims of the association are as under:

- To keep all the members of the society under an umbrella where academic and affability relationships grow and encourage. Society is always a step ahead to encourage the members in academic excellence and well-being.
- To encourage the amalgamation of previous students of IASE (D) University and present, other academic and social institutions.
- To persuade students and members in the activities and programs of the institution and to accelerate

- the development. Participation in the welfare activities and facilities organized by the institution.
- To invite and promote innovation and amplification in the field of engineering, industrialization, science, education, arts, handicraft industry, rural development, medical science, and social development. To encourage the latest research work, innovative research ideas, innovative teaching methods, etc.
 - To encourage better performance in the time to come the association gives scholarships, awards, prizes, rewards, and incentive awards to ex and present students of IASE (D) University.
 - To meet the objectives and goals of the association several seminars, conferences, workshops, meetings, etc, are organized.
 - To run the association smoothly the helping hands, scholarships, gifts, and to accept donations from the ex-students. Distribution of funds for development and upliftment of present and ex-students.
 - Linkages and communication with regional, national, and international bodies/institutions.
 - To evolve strategies, planning, and programs for the maintenance and accumulation of requisite funds.
 - To inculcate the human values, humanity, ethics & values, etc. among the members and related persons of the association.
 - Feedback for improving and updating curriculum and suggestions.

Some of the alumni are members of BoS and the Academic Council as well.

Alumni meets are arranged on the campus for a day on the day of “Deekshant Samaroh”. The alumni meet and visit to help in the input of new ideas and critical analysis of facilities available. There is vibrant interaction with students and faculties. The stopover of the alumni is not restricted to the one-day alumni meet as they feel the University is their second home.

<https://iasesrdr.iaseuniversityonline.org/alumni/>

File Description	Document
Link for additional information	View Document

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

Response: E. <5 Lakhs

File Description	Document
Link for 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 University has a unique history in the orb of education. The educational enlightenment has started in 1950 by the parent organization, when there was a meager literacy rate and awareness for education and health, the founder Shri Kanhaiya Lal Dugar (the founder of the parent institution Gandhi Vidya Mandir) decided to teach and train the populace. The foundation of the institution is on eternal love and dedication to social welfare. The fountainhead of all the thinking and the motivating force, to date, is based on love, social welfare, and justice for all. The initiator sets the foundation stone with the oath to cultivate it as a family for all, irrespective of caste, gender, social status and support them as their own children. The founder believed that education should not be the motto for professional development and economic gain but it should be imparted in such a way that it helps in edifying a balanced and harmonious personality, in a word holistically developed personality. By keeping this in mind, all the reforms, planning, and policymaking are centralized to an ideology of “holistic development” which includes physical, mental, spiritual, emotional, social, and ethical, and skill-based education.

As a result of decades of dedicated work, today IASE (Deemed to be University) offers education in various disciplines and inculcates the human values and ideals of Indian culture, Gandhian ideologies, and ethics of social justice among students so that they come out as enlightened and responsible citizens.

The deemed to be university was set with the primary mission of eradicating illiteracy by facilitating equal access to education. The institution was started for spreading awareness about the importance of education, healthy living, safety measures, and hygiene. The deemed to be university from 2002 takes all the challenges as an emerging opportunity to gratify the mission and to uphold the vision of the institution.

The golden era of the institution is subsisted and will be. To maintain the heritage of golden distinctiveness the University introduced new programs and courses, it turned up into an excellent research hub, innovative and ancient Indian rituals teaching center, and priority is always given to nationalization of education based on Gandhian principles. The institution is growing exponentially and highly conscious about the prime objective of the institution “holistic education dipped in values”. The academic and other activities are time-tested and proved fit for overall academic enhancement, character building, and value inculcation which make IASE (Deemed to be University) a better place for education and identity building. The top hierarchy has always had an insightful understanding and proximity of the essence of the University’s educational ideology and has been visionary enough to adapt its form to the contemporary demands with changing times.

File Description	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:

IASE (Deemed to be University) practices decentralized and participative management in the papers and fortitude in all its activities, initiatives, and planning and decision making reflected as under:

HIGHLIGHTS

1. There are three faculties and 11 departments headed by Deans and Head of Department respectively. They, besides monitoring general institutional policies and standards are assigned with total responsibility pertaining to the demeanor of regular classes, continuous internal assessment, student progression report, counseling, research, workshops, extension lectures, updated library facilities, annual teaching plan, timetable of the day today, curricular & co-curricular activities staff/student leave, and routine accounting in entirely decentralized approach.

2. The institution believes strongly that education cannot find its true meaning without the edifying context and inculcation of essential human values and ideas which reflect the heritage of Indian tradition and objectives of nationalization. With active participative management, the institution has a rich tradition of celebrating cultural and religious festivals with the involvement of all.

3. The institution has a properly managed hierarchical system that acts as per Bye-Laws. The Planning and Monitoring Board, Board of Management, Academic Council, Finance Committees, and all the other committees work hand in hand with the Departmental Council (DC). The agendas are taken from the DCs and Deans to put forward in respective committees for discussion and further actions. The decisions of the higher committees are taken with the mutual agreement as per the Bye-Laws of the University. In all these committees Deans/Head are the members.

4. Some of the core functions of the institution such as admission, performance-based appraisal, policy-making, representation in various Councils and committees, etc., are the best examples of participative management and decentralization.

5. The hostel management committee comprises students and a warden who plays important role in maintaining a harmonious environment and cleanliness, formulating policies and rules for the hostlers.

6. For allocation of funds the Heads of the respective departmental council and the office staff discuss the requisites of the next financial year and submit the report to the Finance Committee for evaluation and allocation of finance.

7. The process of designing a curriculum is complex and needs a decentralized management process for the best outcome. The DC conducts deliberations to design the curriculum to improve the structure and content of the syllabus as per local and national needs. The DC meetings are based on the suggestions and feedback of the students, alumni, and stakeholders regarding the existing syllabus, and the modification is made on the basis of feedback. The prepared curriculum is forwarded to the members of the Board of Studies. The recommendations and suggestions of the BoS members for the final syllabus are placed before the Academic Council for approval and implementation.

8. The Heads of Department are empowered to make financial decisions and in organizing seminars,

workshops, counseling sessions, excursions, outreach programs, intra-faculty activities, etc.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The institution has clear objectives and strategies. From its first day has been working to reduce illiteracy and enhance social development and nationalization of education through Gandhian principles and Indian culture and tradition. The holistic framework of the education was carved with the first batch of students which included physical, psychological, intellectual, aesthetic, value, and skill-based education process to enhance the persona of the students holistically.

The institution is practicing the Mission and Vision for decades and now the ethos is completely embedded in the planning and practices of the deemed to be university. Every member of the IASE family is naturally aligned to the Vision and Mission of the University and feels a strong passion to serve as a lighted lamp to take the mission forward.

The University has Action Plan with goals and strategies to meet those goals. To keep the transparency, the Annual Report is uploaded on the University Website so that the existing students, stakeholders, and newcomers come to know about the future goals and objective of the University aligned to its Mission and Vision.

The elaborative speeches are delivered about the future plan and short-term development strategies Chancellor, Vice-Chancellor and Pro-Vice-Chancellor at Ram Manch (auditorium) and interactive sessions with students at frequent intervals are conducted at the beginning and end of an academic year, it is a tradition, to make a presentation of the objectives set and met by the Vice-Chancellor. Even the presentations are given by the representative of each department which put together the transparent review of the objectives achieved.

The University has decided after rigorous brainstorming that each faculty and the department will submit their one, three, and five-year action plan with measurable goals and devised strategies to meet them. At the end of an academic year, a committee evaluates the impact of the strategic actions on the institution and students. The Action Plan set by the departments is met and many of them are on verge of completion.

Currently, The University is working on the future of Higher Education.

The four major areas perceived in the academic year 2019-20 to be accomplished by 2020-22 are:

- 1. Creating an Advanced Technology-Based 24X7 Learning Environment**
- 2. Increasing the Magnitude, Prominence, and Impact of Research, Scholarship, Skill Development, and Creative Work**
- 3. Building a Community at the institution that Values Equity in Diversity**

File Description	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 and service rules, procedures, etc.

Response:

IASE (Deemed to be University) has a clearly defined organizational hierarchy and structure with defined boundaries to support decision-making processes that are transparent and consistent with its functions and supports effective decision making. The organizational structure lends itself to supporting institutional capacity and educational effectiveness. The executive body of the institution is the Board of Management (BoM) which acts as custodian of the University's ethics and ethos. It manages and administers the revenues and properties of the institution and conducts all administrative affairs of the institution as per Bye-Laws. The executive functions are discharged by the authorities, top administrators, Deans, teachers, and ex-Officio members. Finance Committee prepares a budget and formulates policies relating to finances under the consideration of Executives.

The entire academic functions are functional under the control of the Academic Council. The course curriculum is prepared by the relevant BoS which after endorsement from the concerned faculty are placed before the Academic Council (hereafter AC). AC also formulates all other general academics policies and future strategic plans. It promotes research in the institution and acquires reports on such researches timely. It recognizes diplomas and degrees of the institute and determines equivalence with the degree and diploma of the other universities and all the other activities as per Bye-Laws.

The founder of the parent institution was a renowned social activist and held a respectable position in the society, where he set the sky-scraping principles of integrity which transcended to the IASE (Deemed to be University) as well. The echelon and intensity of transparency with which the University is working for decades can be gauged from the publication of Annual Reports on the website for the access of all. The institution has nothing to hide, as it is working transparently and candidly and will do the same.

The function of various bodies and processes such as recruitment cell, admission cell, research cell, service rules, promotion policies, grievance redressal mechanisms, examination cell, etc., are written in detail in Bye-Laws. The University is a law-abiding institution that strictly follows the Bye-Laws and rules of the University Grant Commission (UGC). The institution is well known for its utmost honesty, transparency, and integrity.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	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
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 pay and promotion of the employees of the University are based on innovative and laissez-faire performance, the appraisal system has no airtight compartments, the capable and dedicated staff is always rewarded by going beyond the boundaries and attaining the quality as per UGC norms. The appraisal committee is formed under the supervision of the Vice-Chancellor and Pro-Vice-Chancellor with a vision to:

- Allow the faculty to design their own job profile as per their interest and propensity. The faculties are always motivated to participate in extracurricular activities as per their interest. No strict policies are forcefully applied on staff;
- Rationalize and improve the appraisal/compensation;
- Bring efficacy, dedication, and accountability

The decisive factor to give the appraisal to the teaching staff is based on the parameters such as quality of teaching, research activities, worth of research publication, efficiency in doing departmental and institutional responsibilities, overall performance, and student feedback.

The appraisal system was initiated by the eminent members of the institution. They studied the major institution's appraisal policies and process, and come up with a unique appraisal system where the boundaries and parameters are set but not fixed. The liberal appraisal system invites the outstanding talents of the institution to do something innovative and motivates them to go beyond the set boundaries and develop their skills and aptitude in any field they want.

The process was initiated with a deliberation that the appraisal system should be just and equal for all, but should have a secure place for innovations. With the active involvement of the Internal Quality Assurance Cell (hereafter IQAC), the appraisal system went through gradual improvements and has matured enough

into an innovative, interesting, and flexible quality-based system. The process began with the postulation that we all are ‘Teachers’ and teaching is of utmost and significant responsibility but to sharpen our knowledge and to explore the unexplored areas, a teacher must be hone in carrying out the research work.

The responsibility of a teacher is to inculcate values and to enhance the qualities of students, only by teaching the purpose couldn’t get served. The involvement of teachers in other activities along with their students develops the qualities of both. The institution emphasizes value inculcation through holistic educational programs and the active participation of every member towards maintaining the ethos of the University.

Contd. in attached MS Word File

File Description	Document
Any additional information	View Document
Link for 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: 3.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	3	2	0

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

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: 2.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	1	1	3	2

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Link for 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: 23.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
51	4	4	2	0

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for 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:

Institutional strategies for mobilization of funds and the optimal utilization of resources

The University is entirely self-financing and incurs its expenditures from the income generated and

philanthropic contributions. The finance committee of the University meets at least twice a year and deliberates about the financial position and planning of the University. The financial resource management is supported by the strategic action plan of the University. For the optimal utilization of resources and funds, each and every resource is used optimally. The ICTs and IT resources are used to make the University paperless. No infrastructure is left unused and proper maintenance is done timely to reduce the expenditure on renovation. The unused computers, laptops, inverters, and electrical appliances are kept as per the guidelines.

Human resources are employed wisely. The work assigned to the employees best suits their ability and interest which enables maximum utility and excellent outcome. The University takes appropriate steps to make the financial status of the institution robust. The pertinent strategies are prepared to make a link between the external funding challenges and the continued internal improvements necessary to achieve the objectives of the University.

Priority is always given to the activities and resources which enhance the teaching-learning, research, extension, and outreach activities. Broadly the expenses are required for various purposes such as establishment, administrative, infrastructure, development, maintenance, academic, and miscellaneous.

Optimum utilization of funds is ensured through:-

- Every year the meetings of Finance Committees took place twice a year where the balance between income and expenditure was decided. Proper budgetary provisions are made under each head. Budget is utilized to meet day-to-day operational and administrative expenses and maintenance of fixed assets.
- Enhancement of library facilities needs to augment learning practices and accordingly, requisite funds are utilized every year as per requirement given by librarians.
- Adequate funds are utilized for the development and maintenance of the infrastructure of the University by strategically managing the over expenditure.
- Some funds are allocated for social service activities as part of social responsibilities

The University mobilizes resources from admission fee, registration fee, examination fee, tuition fee, transfer fee, migration fee, donation, alumni, etc. The internal and external audits are also carried out regularly and audit objections are taken care of.

The main aphorism of resource mobilization and optimal utilization of resources is to put the University on a benchmark in tune with quality teaching and holistic development of students.

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: 17.22

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).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	17.22	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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University has internal and external audit mechanisms. The internal audit is carried out by the Auditor periodically within every financial year. The external audit is carried by the authorized Chartered Accountant at the end of the financial year.

File Description	Document
Link for 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:

The University is working decades back to assure the quality of education and life. The institution is renowned for its excellence, transparency, and dedicated social welfare activities throughout Sardarshahr Tehsil. As a Deemed to be University the quality of the institution in every aspect rose enormously.

Ever since the Internal Quality Assurance Cell (IQAC) has been established, the Cell is working towards creating quality consciousness across all the orbs of the University. In the past few years, the University has witnessed a colossal growth in services and enrolment, expansion in infrastructure, exponential growth in research, grade, and visibility. The relentless efforts of top management, staff, faculty, and students competently guided by meticulous and intuitive planning by IQAC especially in the way the institution manages the data and quality initiatives taken in academics, research, and extension activities.

Contd. in the MS Word File Attached.

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 details of Quality assurance initiatives of the institution (Data Template)	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:

During the last five years (after 2015), on the recommendations of the NAAC committee, the institution has strengthened its standing as the leading educational institute by making substantial improvements in e-resources, quality of programs, curriculum, research, and transparency. Some of the major progress is detailed below:

1. Student-Centric Methods: The teaching methods are made student-centric by applying the self-

exploration, problem-based, case-based, project-based, inquiry-based, community-focused, skill-based learning, etc., which actively involved students as an agency builds on past knowledge and experiences.

2. Adoption of CBCS: The institution has adopted CBCS in all the post-graduate curriculum.

3. Skill-Based Education: Project-based learning and workshop for improving the practical skills of the students is part of most of the curriculum. The experience-based interactions and internships are carried out to provide ample opportunity to the students which makes the learning process interactive and stimulating for the students.

4. Introduction of Swayam/MOOCs Courses: The students are encouraged for self-paced learning to enhance and develop interdependent skills in the emerging areas through online courses which are implemented in the elective course curriculum.

5. Modification of Syllabus: The Programme Educational Outcomes/Objectives (PEOs), Programme Outcomes (POs), and Learning Outcomes (LOs) of all the courses are defined, articulated, and mapped in alignment with the institution's vision, mission, future goals, and learning requirements of the learners.

6. Research Initiatives: The faculties are encouraged to do research activities by honoring them in various programs, specifically in "Pradhyapak Samman Samaroh" annually. The research grants are given to the faculty to carry out the projects on contemporary and relevant topics. The privilege is given to the multidisciplinary research projects which have certain outcomes. In the session 2019-20, 10 projects are granted to the faculties, which are ongoing.

7. Introduction of Skill-Based Courses: The institution has started new skill development programs, start-ups, and industrial training programs to nurture the hidden endowment of the students to prepare them for global experiences.

8. ICT-Based Teaching: Interactive and blended teaching has already been started which is not possible only by the conventional methods. Hence radical changes have been made in the pedagogy to transfer the knowledge.

9. Enhancement in Community Building and Partnership: The University encourages the expansion of academic and skill-based learning through community partnerships. The University has modified the curriculum of the under-graduate and post-graduate students in such a way that the students as well as faculty members get involved in the community development process and be able to build connections with the community.

10. Green Initiative "One Tree, One Student": To keep the campus green, the initiative "One Tree, One Student" has started and coupled to the degree of the students. By this initiative, more than 2000 saplings are planted and students and faculties are maintaining them as new intuitive love.

11. Vermicompost and Pearl Culture: Vermicompost production for improving the soil quality for organic farming is initiated in 2019. The skill course "Vermiculture" and training program on Pearl Culture has been started from the academic year 2019-20.

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 institution has guidelines for admission, recruitment, administrative function, and academic administrative activities to protect and uphold the interests of the students, faculty, and staff members without any bias and prejudice to their gender, caste, and creed. True fortitude of education is being practiced in the University i.e. no discrimination against caste, creed, religion, and gender including the third gender. The University provides safety, security, and counseling facilities to both male and female students /staff through its well-defined guidelines.

To make students aware of gender equity the curriculum is also framed in such a way that subjects taught here have various aspects of gender which makes the concept of gender equity more comprehensible among students.

All new faculty members undergo an induction program to understand the needs, apprehensions, and distinctiveness of diversified people including male/female students on the campus. A 24X7 advanced online grievance system facilitates immediate response to queries and solutions to problems faced by any student.

There are separate hostels with caring and responsive wardens with appropriate security arrangements for boys and girls; there is a common room facility for boys and girls on the campus.

The University ensures the participation of students in intra and inter-institutional competitions and sports-cultural activities. They are active members of the cultural and sports committee at the institutional and University level and participate in various state and national level competitions.

Understanding that much more is demanded to be done in bringing equality between men and women, to produce audacious women who will play an extraordinary role in bringing changes in society. The institute imparts quality education to develop leaders and professionals academically and technically competent with strong professional ethics based on gender equity.

The camps of “Chetna Vikas Moolya Siksha” are introduced at least once in the academic year/s for the students which results in no cases of ragging, grievances, anti-national activities, and so forth, gifts us a healthy campus environment.

The institution maintains a healthy environment and takes the necessary initiatives for the growth and development of its students. There are various committees in the institution to maintain peace and harmony among the students. Each faculty has Anti Ragging Committee, Students Grievance Cell, and Anti Sexual Harassment Cell, which are constituted as per norms laid by the UGC. The functions and helpline number of the committees have been displayed on the walls of the campus buildings and hostels and information is given to students under orientation and induction programs.

Awareness programs, expert lectures, health awareness programs, free medical camps, street play, workshops, etc, were organized at frequent intervals to deal with gender-specific problems. International Women's Day is celebrated with great enthusiasm. As one of the premeditated intent, the university fosters an environment of safety, trust, and mutual respect to entrench equality and diversity and ensures that the implementations of the plans are fair and inclusive for all.

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: B. 3 of the above

File Description	Document
Geotagged Photographs	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:

IASE (Deemed to be University) is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that fewer natural resources are consumed.

Solid Waste Management

- The waste is generated by all sorts of routine activities carried out in the University that include paper, plastics, glass, metals, foods, etc. The waste is segregated at each level and source.
- The administrative supervisor on each floor ensures that the waste on each floor is collected at designated time intervals.
- Wet waste collected from all the kitchen of mess, cafeteria, canteen, guest house and decomposed through vermiculture unit.

E-waste Management

- All condemned computers and other electronic gadgets are auctioned to vendors through the University Store Department.
- Printer Cartridges are generally refilled and not disposed of. Wherever refilling is not possible, the cartridge is returned to the manufacturer.
- Computers in satisfactory working condition, but are obsolete for the system, are usually used for teaching-learning purposes of Computer Hardware courses. Similarly, computer parts and peripherals are reused in other systems.
- All damaged or non-functional electronic materials (e-waste) are returned to the science club.
- UPS batteries are exchanged for a nominal cost (buy-back offers) with the vendor of the new batteries.
- Seminars and extension lectures are organized on proper waste disposal.
- Uses of plastic bags are discouraged on the campus.
- The life of the electronic items is extended by proper maintenance and taking care of minor repairs by the lab technicians.

Waste Recycling System

- Printer and photocopier cartridges are generally refilled and not disposed of.
- Computers in satisfactory working conditions, but are obsolete for the system, are usually used for teaching-learning purposes of Computer Hardware courses. Similarly, computer parts and peripherals are reused in other systems.
- The institution has built a solid waste disposal bin at the rear end of the campus. The solid wastes are then collected and then disposed of properly or send to the vendors for recycling, if appropriate.
- Wet waste collected from all the kitchen of mess, cafeteria, canteen, guest house and decomposed through vermiculture unit.

Hazardous Waste Management

- The university generally does not generate any hazardous waste in any manner. However, the university strives to generate minimal waste and tries to reduce the use of plastics whenever possible.
- Waste is segregated as biodegradable and non-biodegradable.
- The use of pesticides and other harmful chemicals in the garden is replaced by pesticides of plant origin as Neem oil.
- To dispose of the acid fumes, chemistry labs are equipped with exhaust fans and fume hoods.
- Mild chemicals are used for cleaning and maintaining the campus.
- Sterilization is performed by autoclaving and then the remaining wastes are properly disposed of,

by standard waste disposal norms.

- Vermicomposting is also in practice for disposing the wet waste from the canteen and also other biodegradable wastes.

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: 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
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy 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: D.1 of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	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:

The institution is committed to creating harmonious learning, working, and living environment and embracing a fully inclusive on-campus community encompassing a wide spectrum of diversity, manifold perspectives, and the liberated exchange of ideas.

To achieve the goal of an Inclusive and Bias-Free environment, the institution has adopted few measures such as:

1. Building and sustaining an exemplary campus environment, reflecting cultural values that lead to measures of instigating and maintaining inclusiveness and equality in the academic and social life of each member.
2. Affirming diversity and freedom from any sort of discrimination in curriculum, pedagogy, and professional development.
3. Creating and sustaining a co-curricular campus environment that attracts, recruits, and retains a diverse group of faculty, students, staff, administrators, service providers, alumni, community partners, etc.
4. Embedding messages of diversity and inclusion throughout the institution through various written and verbal communication, so that the aesthetics of the art, architecture, and nature on the campus communicate sustainability and sensibility.
5. Ensuring that the messages, publications, performances, events, and even personal interaction from the institution reflect a spirit of respect and inclusion.
6. Empowering all with the responsibility and capability to listen, to understand, to speak, to challenge assumptions, to speak with courage and freedom, to ally to the others (diverse groups) and the community sentiments, and to respect and encourage each other.

Some of the major initiatives taken during the last five years which has enhanced the inclusive environment of the institution are:

1. **Initiative I:** The University organizes and supports workshops, guest lectures, extension activities, curricular innovations focused on infusing diversity and inclusion in the classroom and among staff members.
2. **Initiative II:** The University has modified the curriculum of the under-graduate and post-graduate students in such a way that the students as well as faculty members get involved in the community development process and be able to build connections with the community.
3. **Initiative III:** The institution supports the development such as fee-waiving, scholarship, promotional activities, to the students who belong to the underrepresented sections of the society.
4. **Initiative IV:** The University organizes awareness programs, health camps, art, and cultural activities/events in neighboring villages and within the city in an effort to expose prospective underrepresented students and their families to the benefits of the campus.
5. **Initiative V:** The University has taken several minor initiatives to strengthen the climate of the campus favorable for the students, faculty, and staff with various faiths, spiritual and secular identities in connection with the mission focused on nationalism.
6. **Initiative VI:** The institution communicates commitments that have been made to add or alter the existing physical spaces and structure for greater inclusion and accessibility in order to enhance the experience of the differently-abled. The ramp and restrooms are created for the students, faculty, and staff who are differently abled. The institution has built and maintained accessible gender-inclusive restrooms, staff room, and meditation spaces, and is planned to add new infrastructural facilities such as a lactation room in the next renovation project.

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 Constitution lays down certain ideals that form the foundation of the kind of society that we aspire to live in. The society, we live in, is a composition of various communities of people who share certain beliefs, but may not necessarily agree on all issues. To avoid the commotion, the Constitution of India set some ideal principles, rules, and procedures on which there is a consensus. As being a responsible and sensible educational institute that upholds the core values of the constitution from its day of initiation in its Mission and Vision Statement.

The mission of the University is to inculcate core values among students for their holistic development and to be future-ready good citizens. The University has strict guidelines to uphold constitutional values. It is mandatory on the campus to respect the National Flag and National Anthem. The Jayanti(s) of the freedom fighters are celebrated which cherish the noble ideals of the national struggle for freedom. The Anti-Discrimination Cell, Anti-Harassment Cell, Counseling Cell, etc. are shaped and upgraded timely to uphold and protect the sovereignty, unity, and integrity. The Cultural Programs and Social Gatherings are organized by dipping it into national color and flavor and celebrated with great enthusiasm and joy which promotes harmony and spirit of brotherhood. The weekly prayer, Sarv Dharma Prathana, at Ram Manch, fosters the spirit of 'unity in diversity and equal respect for all the religion. The steps taken by the University to promote brotherhood and social justice acts as a linear path to be followed by the staff,

faculty, and students of the University. The Anti-Sexual Harassment Cell and Counseling Cell are formed and actively work to renounce practices derogatory to the dignity of women.

The **‘Vocal for Local’** is taken into minute consideration to value and preserve the rich heritage of the composite culture of India. The measures such as **‘One Student, One Tree’**, **‘No harm to Animals’**, **‘No Captive’** etc are practiced and the sapling of love for all planted in each member of University Pariwar. Strict rules are enforced regarding the safeguard of public property and all the members have to adhere to it. The fine is imposed for the mischief and violence. The University built on the Gandhian Ideologies and Principles and believes in ‘non-violence’ and ‘ultimate cooperation’ in all the circumstances.

The University strives towards excellence in all spheres ranging from personal holistic development to the development of society as a whole. The efforts made by the University with the objective of national development. The University put additional efforts and drives beyond the boundaries to aware the locales about the importance of education and to provide educational, sports, and development opportunities for the children.

The constitutional and human values are incorporated and practiced in the environment of the institution to remind every member of IASE (Deemed to be University) that they should not only be conscious about their rights but also of their duties.

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: B. 3 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

Value education is part and parcel of the Institute of Advanced Studies in Education both in words and practice. The University believes that the holistic development of individuals is not possible in confined walls of classrooms. To plant the seeds of nationalism and tolerance in members of IASE (Deemed to be University), the institution has a rich convention of celebrating cultural and national festivals including the birth/death anniversaries of the great personalities who are a source of inspiration for all. The academic

calendar is full of such events which add vehemence to the life of the members of the University. The institution aimed to provide top-notch quality education along with inculcation of values among the students. The teaching, non-teaching, and administrative staff go beyond their limitations to fulfill the Mission and Vision of the University.

Month-wise break-up of the events is mentioned below:

July

Forest Celebration Week (Van Mahotsav Saptah)

World Population Day (Vishwa Jansankhya Diwas)

Guru Purnima

Bal Gangadhar Tilak Jayanti

August

Goswami Tulsi Das Jayanti

World Youth Day (Vishwa Yuva Diwas)

Independence Day (Swatantrata Diwas)

World Humanitarian Day (Sadbhawana Diwas)

National Sports Day (Rashtriya Khel Diwas)

September

Ganesh Chaturthi

Samwatsari

Teacher's Day (Sikshak Diwas)

World Literacy Day (Vishwa Saksharta Diwas)

Hindi Diwas

Moharram

World Tourism Day (Vishwa Paryatan Diwas)

October

Mahatma Gandhi Jayanti, Lal Bahadur Sastri Jayanti and Sthapana Diwas

Jaiprakash Narayan Jayanti

Dr. A.P.J Kalam Jayanti

World Food Day (Vishwa Khadya Diwas)

Sanyukt Rashtriya Diwas

Sankalp Diwas

November

Sanskrit Diwas

Kalidas Jayanti

Nehru Jayanti

National Literacy Day (Rashtriya Siksha Diwas)

Lala Lajpat Rai Punyatithi

Samvidhan Diwas

December

World AIDS Day (Vishwa AIDS Diwas)

World Unity Day (Vishwa Ekta Diwas)

Dr. Rajendra Prasad Jayanti

Navy Day (Nausena Diwas)

Geeta Jayanti

World Human Rights Day (Vishwa Manav Adhikar Diwas)

January

Swami Vivekanand Jayanti and International Youth Day

Subhash Chandra Bose Jayanti

Republic Day (Gantantra Diwas)

Martyr Day (Shaheed Diwas)

Basant Panchami

February

Swami Shri Shri Ram Sharan Ji Maharaj Jayanti

Maharshi Dayanand Saraswati Jayanti

World Mother Language Day (Vishwa Matri Bhasha Diwas)

Shivaji Jayanti

March

Shri Bhawar Lal Dugar Jayanti

World Consumer Day (Vishwa Upbhokta Diwas)

Shahidi Diwas

April

Ambedkar Jayanti

Baisakhi

June

International Yoga Day (Antarashtriya Yog Diwas)

File Description	Document
Geotagged photographs of some of the events	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:

1. **Mentor-Mentee System (Aapna Parivar)**
2. **Teaching-Learning Process**
3. **Orientation Program for New Students**

1. **Title of the Practice I** – The Mentor-Mentee System (Aapna Parivar)
2. **Objectives of the Practice** – The purpose of the practice is to cultivate a close rapport between the students and the faculty, to provide assistance to students on all academic matters along with personal counseling, and to enhance the potentialities of the students.
3. **The Context** – The main focus of mentorship is to develop the all-around personality of the students and to make them more professionally competent and responsible citizens by the time they leave the brink of the university. Each faculty member functions as a counselor for a group of students, the ratio is about 1:24 (teacher-student), during the entire period of their study in the university. The teachers assist the students to cope with the curriculum, academic stress, participate in co-curricular and extracurricular activities, solve personal issues, as well as groom their skills, and aid in personality development.
4. **The Practice** – In each faculty mentors are allotted to discuss the problems of the students. Students are allowed to go to the faculty during their off-period if they encountered any problem or want to discuss something clandestinely. Every Saturday faculties and students have a meeting on joint lunch, where they share food and thoughts. Faculties also asked about the shortcoming in their teaching methods and applications of various ongoing programs. Students are free to give their opinions, ideas, and voice of thought in every matter. These practices bridge the breach between students and faculty.
5. **Evidence of Success** – This practice has led to a better sense of belonging and purpose for the students as evidenced by the declining trend of absenteeism, and a perceivable proactive involvement in the academic and other activities in the faculty. For the teachers, this has provided feedback and an introspective review of academic transactions.
6. **Problems Encountered and Resources Required** – None

1. Title of the Practice II – Teaching-Learning Process

2. Objectives of the Practice – The purpose of the practice is to ensure the completion of the syllabus according to the academic planning and teaching plan for each department. To encourage teachers to adapt to technological advancements including ICT adoption in classroom teaching on daily basis. To improve the pass percentage and enhance the percentage of marks of passing students at the university level examination.

3. The Context – The syllabus coverage in some cases is being hurried and towards the end of the year where information is being crammed at once. This sluggish coverage initially and hurried coverage later should be avoided giving enough time to the student in comprehending the topics and assimilating the facts. The teachers find it difficult to keep pace with the techno-savvy student learners. It has become essential for some of the teachers to adapt to the latest pedagogic styles and include ICT in classroom teaching. The mismatch between the student and the teacher in the use and comfort of handling varieties of tools available for teaching-learning needs to bridge.

4. The Practice – The academic planner along with the calendar of events is uploaded on the notice board for information to students. The teaching-learning committee of each department along with the heads of different departments monitors the pace of coverage of the syllabus. Informal feedback is obtained from students regarding content delivery by different teachers. The teaching-learning committee members and the HoDs hold frequent informal meetings and cull out the information needed. Frequent assignments, tests, and evaluations are conducted to improve performance in the year-ended examinations. Four classrooms are made ICT ready and many departments have the necessary tools for handling the classroom teaching with the help of ICT. In off-session ICT literate faculties train other teachers in the use of

PowerPoint Presentations, browsing the internet for useful resources, use of Google docs for information sharing, etc.

5. Evidence of Success – Some of the teachers have adopted modern pedagogic styles such as concept mapping, project method, problem-solving, concept attainment, inquiry training model-based teaching, and ICT in their classes. Various teaching model-based lesson plans are made and presented by the teachers and pupil teachers. With timely completion of the syllabus at the appropriate pace, various teaching model-based lesson plans are made and presented by the teachers, which increases the attendance in classes. The improvement in results is widely visible with the pass percentage.

6. Problems encountered and Resources Required – The stipulated demand for ICT resources is increasing and the dearth of funds has been the biggest hindrance that diminishes the spirit of technology adoption by teachers.

1. Title of the Practice III – Induction Programme for New Admissions/Students

2. Objectives of the Practice – We aim to create opportunities and offer experiences that are directly informed by the educational philosophy and practices of the university, and through which students will be able to engage their passions, challenge their beliefs, and continue to grow intellectually, socially, and emotionally.

The objectives of the New Student Induction Program are:

- To introduce students to college services that will support their educational and personal goals (library, information technology, academic and student services departments).
- To facilitate initial academic advisement, course selection, and registration.
- To familiarize students with the campus environment and physical facilities.
- To create an atmosphere that minimizes anxiety promotes positive attitudes, and stimulates excitement for learning.
- To provide a welcoming atmosphere for students and families to meet faculty, staff, and continuing students, as well as other new students.
- The primary goal for new students is that they feel supported by and connected to the humans and resources in the IASE community.

The New Student Induction Program lays the groundwork for continued learning, exploration, and social networking throughout university life.

1. The Context – The transition from school to university/college life is one of the most challenging events in a student's life. When new students enter an institution, they come with diverse thoughts, backgrounds, and preparations. They come into a new unfamiliar environment and most of them have little knowledge of a university/ college. An important task, therefore, is to welcome new students to Higher Education and prepare them for their new role. Currently, precious little is done by our institution during the induction/orientation Programme lasting for a week. Student Induction is designed to help in the whole process.

Students will be introduced to college services that will support their educational and personal goals. Students will understand the purpose of academic advice and course selection. Students will become familiar with the campus environment. Students will feel confident and excited about their decision to attend IASE (Deemed to be University), Sardarshahr. Students will be familiar with faculty, staff, and

other students on campus.

1. **The Practice** – The New Student Induction Program is for 15 days for all the new students. During this time students will come to know about the institutional values, conducts, practices, and other related realms through various activities. Discussion sessions on the elaborative course are meant for students to know their faculty and subject better. The program is dipped into cultural and creative activities to explore the hidden talents in students and to make them cozier in the campus environment. To encourage their physical fitness various sports activities are arranged where they came closer to their new classmates and other senior students. They get the chance to know about the extracurricular activities ongoing on the campus and their benefits for the future. Special efforts are made to introduce committees such as Anti-ragging cell, Teacher Student Committee, Student Grievance Cell, Women Help Desk, Women Safety Helpline, Aapna Pariwar, etc, and their concerned activities in front of them to make them feel secure and protected.
2. **Evidence of Success** – Special bonding between faculty and students is widely encountered. Students feel safe and secure in their second home – campus. A higher attendance rate throughout the year is recorded. A positive attitude and no commotion are evident to date within the campus. This small step creates a harmonious environment on the campus.

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:

Nurturing the Lives of Deserted Underprivileged Rural Peoples with Value as Foundation through Holistic Education

Institute of Advanced Studies in Education (from 2002) has been recognized as an embrace of innovative ideas with a strong value-based foundation. The institution has been in the approach of re-inventing and re-defining itself so that it can set a benchmark for itself in the field of education.

It was a strong belief of the institution since its inception that education is the only way and meant for enhancing an integral and harmonious society. The Mission statement of the institution is to empower the rural peoples through holistic education where the foundation laid on values and Gandhian ideologies. The aim of the University is to provide an environment where the students develop their personality in the context of synthesis of human values, brotherhood, scientific temper, rational attitude, and creativity.

The University believes that only the bookish knowledge is not enough to live a quality life, so the members of the University nurtures the unique qualities of the students and transform them into their skill. In process of intensifying, the University has evolved innovative and effective educational ideology best suited for the students of the contemporary era. The University is a place where the innovation meets the

skill and technicalities which gives birth to holistic education which comprises of Physical, Intellectual, Aesthetic, Skill-Based and Moral aspects.

The importance of holistic and skill-based education can be traced back to its days of initiation, parent institution comprises 4 schools, an Ayurved College, KVK, Gaushala, Organic Farm which provides the students “hands-on – learning”. All the institutions of the parent organization are intertwined and work together to provide a holistic educational atmosphere to the students.

In 1950, when the literacy rate in Rajasthan was too low and people were not aware of the importance of education, at a point in time, the founder lit a lamp of hope in the deserted barren land. The parent institution started with teaching a handful of the students as well as the social welfare activities and awareness campaigns which for decades is continued.

The outcome of the hard work of seven decades is quite visible. The green lush and educated young folk are trophies of the dedication and hard work of the members of the organization. After curtailing and overcoming enormous challenges the deemed to be university has deep roots in holistic and value-based education and social welfare activities nationally.

The founder realized the importance of holistic education in 1950 and had put the right ingredients in the right quantity in the platter of education. For more than a decade the University is producing responsible citizens with humanitarian values. Most of the educational institutions, nowadays, produce top-notch quality machines for the job market but the IASE (Deemed to be University) believes that quality matters more than quantity and focuses entirely on holistic and value-based education.

The institution has adopted the latest technologies and methodologies of education but never gives up the ideology of the founder i.e. value-based education along with holistic development of the students. The University has a pedagogy that goes beyond the conventional ‘classroom-based and ‘chalk and talks’ learning, students of the University participates in physical activities such as sports, Shramdan, social welfare activities, physical training, Yoga, etc.; spiritual activities such as motivational talk, Sarvdharma Prarthana, religious celebration, cultural activities, community development activities, etc.; skill-based learning along with involvement in the community and their locale, etc.

The students, as well as staff, engage in several social welfare and community development activities so that they feel the connection with society. To make the students aware of the realities of life, the University organizes extension activities where they carry out research and field-based project in their locale. The institution provides an environment to the members where they find the best coordination between their ‘head, hand and heart’.

As being an educational institution, the courses are designed to integrate the subject relevant Gender Sensitivity, Professional Ethics, Human Values, and Environmental Awareness for the holistic development of the students. The institution has the internship, projects, dissertation, and fieldwork in the syllabus to make sure that students are well-exposed to the requirement of the local, regional, and national compels. The courses are dipped in an interdisciplinary approach to boost the critical and comprehensive understanding of scientific temper, technological innovations, societal and environment-related issues at local, national, and global parameters. The entire educational framework is designed to develop a sense of responsibility towards the nation to maintain social cohesion, promote universal human values, and practice ethical values.

The foundation of the University is based on the concept of the ethos of dedication to the nation and humankind. IASE (Deemed to be University) has made its campus rich with a varied and vast range of activities that naturally imbibe values into the students and staff, for example, a strong communication bond built through the welfare activities done by students towards the upliftment of family, community, and nation. The institute celebrates various national, international, religious, and cultural festivals to preserve the nationalism and cultural heritage of the country. The institution considers that education has no connotation and purpose without cultural context and it should be the aim of every educational institution to preserve and inculcate the essential values and ideals of the Indian culture and way of life.

The fore founders of the University had the foresight and believed that values are more important than competencies for the development of a rational and holistic personality. The action and everyday life of the University clearly reflect the statement ‘simple-living, high thinking’.

After decades of dedication, the University feels proud that the students are well-known for possessing humanitarian values and exemplary leadership qualities due to the training, education, and environment they get during their campus life. The far-reaching and innovative mindset of our students brought radical transformation in their families, community, and locale. The aim of holistic education seemed to be achieved for decades.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

IASE (Deemed to be University) embraces innovative ideas in the field of research, skill development, teaching-learning, and empowerment of the students as well as faculties. The process and structure of the institution have always in the mode of re-inventing and re-defining.

The institution evolved a holistic education format that incorporates physical, practical, aesthetic, moral, and intellectual aspects into all of its programs to develop a balanced and integrated personality of the teachers and students.

Soon after being notified as a Deemed to be University in 2002, the institution unfastened several innovative emerging areas for students so that they get professional and skill development training to countenance the world outside.

The institution has an exclusive research mission, it has developed a top-notch quality research ecosystem to promote and improve the research skill and innovations among faculties and students. The institution has established an incubation center to nurture promising startups. Five projects are ongoing under the incubation center. The incubation center is in the growing stage and will usher new sets of opportunities by serving as a boon for commercializing innovative ideas.

The IGH was established to create a harmonious human civilization with collective efforts. IGH is consigning and offers a sustainable and suitable environment for self-transformation through research and fieldwork. IGH believes that social transformation would be achieved only through self-transformation created out of the research.

IGH is a successful experiment to foster a collective teaching-learning experience through research-based methods which will prepare the future generations, the young folks, in an educational paradigm. The research in IGH is not only an educational experience but it is dipped in personal experience.

The IGH promotes liberated thinking and factual learning environment so that the teachers and students get exposed to the state-of-the-art knowledge in prevailing practices and consequences of varied field such as agriculture, business, education, medicine, media, technology, and the prevailing political, economic, and social orders which prepare them to devise and develop conducive conditions for excellent demeanor, sustainable development, and fair governance to stay in peace and harmony.

Concluding Remarks :

The Deemed to be University considers that education without values is not more than a dead shell without pearl. The vision of the institution from its day of inception was very clear and precise is that to impart holistic education dipped in human values and to train the students in skill – what we are calling today – “vocal for local”. The architects of the institution believed that an educational institution/program should be distinct from the type of education prevalent nowadays which emphasized walled classroom and book learning to utter neglect of all other aspects of education necessary for holistic development of an individual. The founders of the institutions believed that a University must look at education from the perspective of the locale, the rural

peoples, and should not be a carbon copy of any other university. The Deemed to be University is truly a rural-based university in terms of its programs, skill internships, the ethos of the campus, and more specifically the way it perceives education and its implementation.

The institution has adopted 25 government schools to provide educational facilities to rural children. In these years the institution strengthened the higher education and introduced several undergraduate, postgraduate, certificate, diploma, and doctoral courses in Education, Arts and Humanities, Engineering, and Research. The institution was notified as Deemed to be University in 2002 and it was time to begin striving to prepare the young generation for leadership roles in society.

The institution has opened up new vistas for rural students so that they may get top-notch quality education and hands-on training which aspires them for better positions that until then belonged to them only in theory. The Deemed to be University provides requisite career counseling, preparation for competitive examinations, arrange extra-curricular activities through the Counseling Cell “Aapna Pariwar” throughout the year. The career guidance and counseling cell of the institution provide after course support as well. The students of the institution are well known for their leadership qualities, humanitarian behavior, self-control, and rational thinking.

NAAC