



# **SELF STUDY REPORT**

**FOR**

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

**UNIVERSITY OF PETROLEUM AND ENERGY STUDIES**

ENERGY ACRES, P.O. BIDHOLI, VIA PREM NAGAR, DEHRADUN  
248007

[www.upes.ac.in](http://www.upes.ac.in)

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

University of Petroleum and Energy Studies (UPES) was established in the year 2003 through UPES Act (2003) of the State Legislature of Uttarakhand and listed under Section 2(f) of UGC Act. The university has a sprawling 40-acre campus in the lush and verdant environs of Dehradun. With an ambitious vision and unique approach, UPES has emerged as an innovative institution offering industry-focused, specialized undergraduate and postgraduate courses in the field of Engineering, Management, Law, Health Sciences, Design and Computer Sciences.

With an expansion of UPES charter under the 'University of Petroleum and Energy Studies (Amendment) Act, 2018, UPES can extend education and conduct research in areas like Humanities, Social Science, Natural Science, Engineering Technology, Medical, Dental & Health Science, Law Studies and Formal Science.

The university focuses on the multifaceted all-round growth and development of students, which is reflected in its superior track record of 90%+ placements year after year, given its industry-oriented programs and emphasis on holistic development.

### Key Highlights

**Industry-Academia Collaboration-** Big corporate giants such as Shell, Cairn Energy, IBM, Xebia, BSE, Larsen & Toubro (L&T) etc. have been strongly associated with UPES's academic programs in various capacities: co-designing, co-developing, and co delivering these programs.

**MOU with Coursera-** The University has signed an MoU with Coursera under which its students, Alumni & Faculty will have access to world class content from top universities.

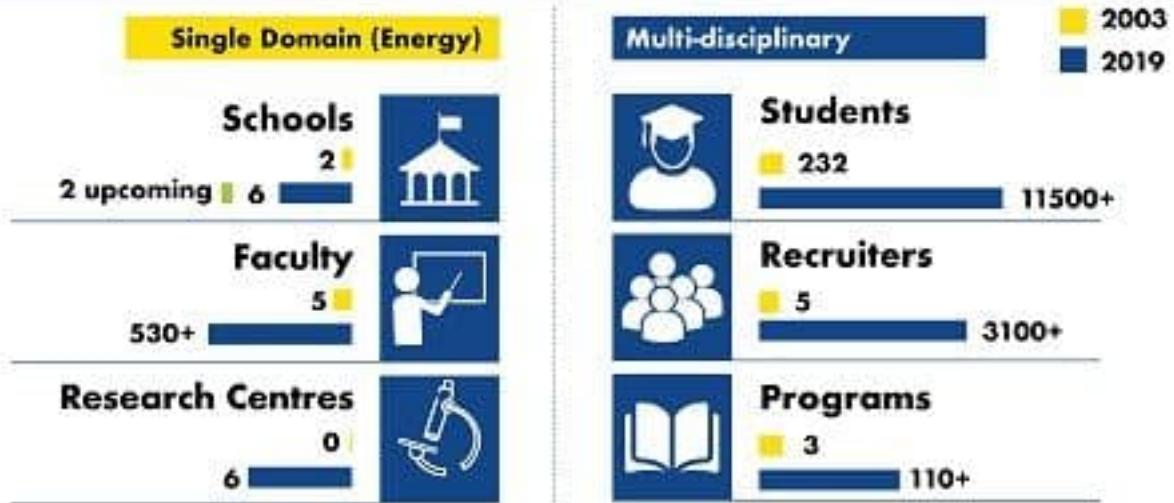
**People First-** UPES is the first University in India to achieve a coveted certification of 'Great Place to Work' by the Great Place to Work® Institute.

**Scholarship for Girl students-** Additionally from 2020, grant of 25% scholarship for the complete program duration to all female students enrolled at UPES.

**Research-** UPES researchers have received research projects from national and international agencies such as Ministry of Natural and Renewable Energies, DST, ICCSR, Global Challenge Research Funding, United Nations, SERB and UCOST.

**International Collaborations-** Through a range of national and international collaborations with various institutions from France, UK, South Korea, USA, Germany, Japan, South Africa, Taiwan, Netherlands, China and African nations we have successfully opened up new academic & research collaborations.

## OUR JOURNEY



### Accreditation & Rankings



### University Achievements

**1800+**  
publications

**6900+**  
citations

**80+**  
patents  
published

**34 H**  
index

- IBM & UPES 10 years as academic partners
- Advance Learning with Coursera

\* Accredited Program: B. Tech. Automotive Design Engineering | B. Tech. Chemical Engineering (Specialization: Refining & Petrochemicals)  
 \*\* First Indian university to be awarded QS 5 star rating for Employability and Infrastructure; QS 4 star rating for Teaching and Learning

### Vision

To be an Institution of Global standing for developing professionally competent talent contributing to nation building.

### Mission

- Develop industry-focused professionals with an international outlook.
- Foster effective outcome-based education system to continually improve teaching-learning and research.
- Inculcate integrative thought process among students to instill lifelong learning.
- Create global knowledge eco-system through training, research & development and consultancy.
- Practice and promote high standards of professional ethics and develop harmonious relationship with environment and society.

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

### Institutional Strength

1. Innovative institution offering industry-focused domain specific courses like Cloud Computing, Artificial Intelligence, Robotics, Mechatronics, Big data analytics, Machine design, Internet of things, Cyber security and Forensics, Avionics, Geoinformatics, Automotive design, Interaction design, Petroleum, Graphic and Gaming.
2. Strong Industry School Advisory Board- The Industry Advisory Board is an external consultative group of industry leaders link the School's strategic objectives with the interests of external constituents.
3. Strong Industry, Academia collaboration- The synergistic relationship between the corporate like Oracle, L&T, Tata Motors, Xebia, IBM, Microsoft etc. UPES creates collaborative strategies of- Co-Design, Co-Develop, Co-Deliver, Co-Certify.
4. Coursera courses available for students, faculty and Alumni- The online international learning platform Coursera allows students, faculty and alumni to better prepare for the dynamic job landscape and equip themselves with the skills required to thrive in the knowledge economy. Students choose from over 3,600+ courses from 190 of the world's most renowned Universities and Industry.
5. Sprawling beautiful campus awarded as Green Campus- "GRIHA" award.
6. Transparent admission policy with students from 32 states and Union Territory across country.
7. 100% faculty and students using the Institutional LMS- Blackboard.
8. Strong focus on People Development and Policies (Principles of Engagement)- Only Indian University to be certified as Great Place to Work.
9. Computerized and transparent evaluation process- publication of results within 15 days (present academic year).
10. Strong Faculty Internship Program in Industry- Every year over 100 faculty.
11. Strong initiatives to increase employability through various interventions such as Training / Assessment / Aptitude / Soft Skills / Guest Lectures / Industry and Alumni Interaction) - leading to the placement of 90% eligible students.
12. Support & incentives for research, faculty exchange, professional development programs.
13. Strong e- resources, including databases and e-journals in library- 1.90 Lacs printed textbooks, 2.10 Lacs e-books, 50000 e-journals and e-proceedings and 170 Journal.
14. Robust grievance redressal mechanism and student support system, leading to improvement in Net Promoter Score.
15. Environmental initiatives like use of renewable energy, rainwater harvesting, no smoking zone, waste management system.
16. Strong CSR initiatives for nearby villages, girls, environment, sustainability etc.
17. Indisciplinary and market relevant programs

### Institutional Weakness



1. Less presence of International Faculty on campus.
2. Fewer enrolment of International students in programs.
3. Less number of PhD scholars.
4. Research, Patents and Publications per faculty.
5. Number of Ph.D.'s awarded per faculty.
6. International exposure for Student in sports related activities.

### **Institutional Opportunity**

1. Leveraging government policies related to innovation, incubation and skill development programs.
2. Increase in Consultancy, Trainings & MDP's in domain specific areas.
3. Leveraging Alumni contribution and association with the University.
4. Global alliances and International partnerships-Increasing the International MOU's to leverage collaborative research, projects and student mobility fostering global competencies in Students.
5. Development of e-content on platforms like e-pathshala, NMEICT, NPTEL, Swayam, MOOC's to extend the intellectual capital to the outside world.
6. Enrolments in Distance education programs.
7. Showcasing intellectual capital (faculty members) for brand building.
8. Building peer perception.
9. Opportunity in Executive Education Programs is specialized areas of Higher Education/Energy/Infrastructure/Oil & Gas etc.

### **Institutional Challenge**

1. Perception of being known as a 'Petroleum University' is a major challenge being faced, moving forward with the expansion of UPES charter under the 'University of Petroleum and Energy Studies (Amendment) Act, 2018 i.e. to extend its education and conduct research in areas like Humanities, Social Science, Natural Science, Engineering Technology, Medical, Dental & Health Science, Law Studies and Formal Science.
2. Locational disadvantage- Not having a fully residential campus due to unavailability of space in extension of the existing campus.
3. Dehradun being a Tier II city- Attraction and retention of high potential talent is difficult.
4. Tapping funds from external agencies for Institutional development.
5. Conversion of ideas into startups.
6. Keeping pace with changing regulatory environment.
7. Overall decline in the appeal of engineering education.
8. National & International competition in Higher Education.
9. Difficulty to attract research grants from non-government agencies.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

UPES has been committed to educating and training students by providing an innovative curriculum focused on the demand of industry and the Nation. The University aligns its curriculum in meeting various national, local

& international initiatives. Emphasis is directed at making students increasingly employable by acquire special skills in new technologies, scientific advances and in emerging areas in a multidisciplinary environment.

UPES has a robust 'three tier' system for designing and developing curricula for all of its programs. Inputs from academic council and board of studies is broadened with the inclusion of (DCC). departmental consultative committee. DCC at the bottom of 3 tier process provides adequate representation for all the stakeholders - faculty, specific industry experts, students and alumni. At DCC, feedback obtained from faculty, students, and alumni is discussed for recommending appropriate changes in the curricula to the BoS.

Courses and programmes in UPES have been designed to comply with the principles of Outcomes Based Teaching and Learning by articulating course outcomes and mapping them with existing program outcomes and program specific outcomes which in turn provide a focus for the development of teaching and learning strategies and assessment tasks.

UPES has introduced CBCS system that ensures horizontal mobility and interdisciplinary options to students. Curricula at UPES is enriched on a continual basis with dynamic offering of value added courses throughout any program.

The Feedback Questionnaire administered for each course helpful in collecting student feedback in an organized manner to consider changes in the courses offered, teaching strategies and assessment tasks. The quality of course and programme delivery remains in check with this and other feedback obtained from Alumni, Employers including NPS.

### **Statistical Highlights**

- Over 90 % of courses revised in the last 5 years and over 52 % new courses introduced in the syllabus.
- 585 value added courses imparting transferable and life skills.
- Over 3,600 + courses on coursera available for students, faculty and Alumni.
- 90.66 % of students going for projects/field visit in Industry.

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

Student enrollment process at UPES is transparent and encourages participation among all eligible students from all geographical regions of the country with varied socioeconomic, cultural and educational backgrounds. As UPES is a co-educational campus, it boosts a healthy gender outlook among young male and female students.

Students across the schools, are assessed as slow & advance learners through an internal process unique to the University. The process is based on the four pillars of student's progression, 'Identification of Current Competence', 'Allocation of Mentor', 'Preparation of improvement Plan by the Mentor' and 'Monitoring of Progress and Reporting'. As students get admitted into various domain specific and other programs; efforts are made to conduct bridge courses to introduce all students to the essentials of the program of their choice and ensure that all of them have a fair chance at succeeding in their programs

UPES has adopted a time-tested and well researched teaching-learning methodologies. The courses are structured on the 'Blooms Taxonomy' (Revised), mapped with Program Outcomes and Program Specific

Outcomes with the appropriate assessment tools and teaching tools picked by faculty, in addition to commonly used teaching tools.

UPES has been consistently attracting best talent, ensuring a judicious mix of young and experienced teachers. The faculty development ecosystem at UPES incentivizes individual excellence among faculty body so that collective institutional excellence is achieved.

Evaluation system at UPES uses a mix of continuous and summative evaluation tools while the system itself is completely automated with SAP enabled IT system.

### **Statistical Highlights**

- 87.27 % of students in UPES are from other states and countries in last five years.
- 1: 26.5 is the demand ratio across all the programs
- 1:24 is Student faculty ratio in AY 2018-19.
- 100% of the faculty members use ICT & E- learning resources etc.
- Approx. 50 % full time teachers are with Ph.D as their highest qualifications.
- Average of 25 days for the declaration of results.
- 95.25 pass percentage of students in the AY 2018-19.

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

UPES has strong ecosystem to support innovations & Research. To foster a research culture that provides solutions through innovative applied research to society and intellectually stimulating environment for the research faculty; UPES has developed a commensurate research policy. Further, to promote research itself, many initiatives was adopted as follows:

- Expansion of research databases through subscription of SCOPUS, ScienceDirect, Web of Science, Emerald Insight, EBSCO,IEEE etc.
- Provision of seed grant for undertaking interdisciplinary and innovative research projects.
- Student support for research through a scheme 'RISE' (Research and innovation for Students of Engineering)' & SODH to test the feasibility of their innovations.
- Talks, lectures from eminent researchers, conference, seminars etc.
- Establishment of Resource Centre CAER (Centre for Alternate Energy Research), CMI (Center for Machine Intelligence) and Center for Sustainable Management.
- Financial support for attending national and international conferences etc.
- Rewards & Recognition policy & Research Advisory Committee

The UPES Centre for Innovation and Entrepreneurship (UCIE) was created to develop an entrepreneurial mindset among UPES faculty members and students. Faculty at UPES have published a number of patents and high quality research articles in SCI, ABDC and such other journals of repute. In addition, faculty has been involved in providing research based consulting to industry and government. Through its management development center, UPES provides training and management development programs to industry as well as government.

UPES has established a number of collaborative arrangements and involved in many community enrichment programs through a number of extension activities.

## Statistical Highlights

- UPES faculty members have produced over 1000 publications with an H index of 34. Over 95% of these publications are international publications.
- 116 JRF's, SRF's Post-doctoral fellows, Research Associates & other Research fellows in last five years.
- 23 Governments funded Research projects with a total average grant of 723.01 Lakhs.
- 220 workshops /seminars conducted on IPR & Industry, Academia Innovative Practices during last five years.
- 63 numbers of patents published in last five years.
- Over 350 extension activities organized in neighborhood communities by UPS- CSR team.

## Infrastructure and Learning Resources

UPES has excellent facilities for teaching-learning, sports, fitness and recreations including a well equipped and modern library. The University provides ICT, LMS & Wi-Fi enabled classrooms, Auditoriums & seminar halls with the latest software and hardware to meet the requirements of different disciplines and divisions.

Other facilities include amphitheaters, faculty lounge, food courts, computing equipment, Geological Rock Museum, Central Instrumentation Centre, a fire ground for HSE training, and an oil-rig facility, Hostel facility & ATM facility inside the campus. The university takes pride in state-of-art nanotechnology, robotics, flight simulator, and propulsion labs, among others.

The UPES library system consists of multiple libraries and reaches out to the wider academic community with subscription to many high quality research databases like Scopus, ScienceDirect, Web of Science & IEEE.

A fully integrated IT-ERP system that has the SIS system along with other business modules provides for a centralized data control of the University in areas of Administration, planning & monitoring, finance, admissions etc.

UPES, being an ISO 9001 (QMS), 14001 (EMS) & 18001 (OHAS) certified, has established systems and procedures for maintaining and utilizing physical, academic and support facility's laboratory, library, sports complex, computers, classrooms etc.

## Statistical Highlights

- Well-equipped ICT, LMS & Wi-Fi enabled 196 numbers of classrooms, 134 laboratories, 23 Seminar halls and 2 workshops.
- 20.3% of the budget is allocated for infrastructure augmentation over last five years.
- The library has 44 titles (48 Nos) rare books published before 1960, 29 Special reports and 695 special collections along with a subscription/participation to the e- shodhganga, e-shodhsindhu, e-books, databases & e-journals.
- 253.42 Lakhs of annual expenditure on purchase of books & Journals over last five years.
- E content is developed by UPES faculty members on ILMS- Blackboard & SWAYAM platform.
- 1.7 GBPS of bandwidth of internet connection at the University with a facility of e content development.

## Student Support and Progression

UPES offers a vibrant, intellectually stimulating and culturally exhilarating environment with numerous opportunities for holistic development of students. The university has well established student support system for financial assistance, career progressions, alumni engagement and participation in extracurricular facilities. University awards student scholarships & freeship annually to meritorious students. In addition to scholarships, UPES also provides avenues for its students to enhance their capabilities through many capability development schemes including guidance for competitive examinations.

- Personality Enhancement Programs
- Placement Selection & Improvement program
- EDGE- Enhanced Development Growth and Enrichment
- Employability Boot Camps

The Department of Student Engagement & Experience ensures the development of the all-round personality of students and also enable them to take their rightful place as future corporate leaders. Numerous activities including cultural and sports are organized to inculcate character qualities, bringing in desired attitudinal changes and behavior skills. The department also facilitates in providing ample opportunity for students to participate in inter-varsity and national sports events.

Students are encouraged to participate in various administrative bodies. Students are represented on Departmental Consultative Committees, the Internal Quality Assurance Cell (IQAC), Career Services, and other student bodies.

To support & to cater the needs of International students, Department of International Affairs (DIA) has been set up to deal with the admissions & guidance of international scholars. UPES has an Anti - Ragging committee, the Internal Complaints Committee for prevention of sexual harassment against women and the Student Grievance Redressal Committee in accordance with UGC regulations.

## Statistical Highlights-

- On an average 7.13 % of students benefitted by scholarships and freeships provided by UPES over the last 5 years with a total disbursement of Rs 177.14 Crore.
- 69.42 % students attended guidance for competitive examinations & career counselling sessions.
- An average of 68% students have been placed and 70% of students have qualified in state, national and international level examinations
- UPES students have won 29 awards/medals for outstanding performance in sports/cultural activities at national and international levels.
- 231 sports and cultural activities organized.

## Governance, Leadership and Management

The University complies with the governance and management structure suggested in the University of Petroleum and Energy Studies (Amendment) Act, 2018 which clearly define the roles and responsibilities of the Chancellor, the Vice Chancellor, the Registrar, Deans of Schools, the Finance Officer, and the Controller of Examinations. The other authorities in the form of decision making bodies are the Board of Governors, the Board of Management, and the Academic Council with clearly defined terms of reference and membership. The

university organization structure helps in sustaining institutional capacity and education effectiveness through the involvement of stakeholders in Committee/ Boards at various levels. UPES practices a decentralized and participative approach in all its academic and administrative procedures, linking the School's strategic objectives and activities with the interests of external constituents and industry groups.

Fostering inclusivity and transparency, faculty is involved in various statutory bodies and committees, including Admissions, Examination, Research Committee, IQAC which meet regularly to steer the academic, research and administrative system of the University. As a part of eGovernance, University has implemented ERP-SAP in the areas of administration, finance, Student admission & Support & Examinations.

Service rules, employee welfare schemes, promotion systems are well defined in the UPES policy document- Principles of Engagement. UPES recognizes, rewards and gives incentives to all academic and administrative staff for their achievements. The university has a mechanism for internal and external audits. The main source of funds for the University is the fee collections from students, revenues from training and consultancy and interest earned on funds invested in banks for the mobilization of funds.

Internal Quality Assurance Cell (IQAC) at university level that plans, guides and monitors Quality Assurance (QA) in various academic programs / activities in accordance with the Vision and Mission of the University.

### Statistical Highlights

- 29 % of faculty members provided with financial support to attend conferences/workshops/ in last five years.
- 131 number of trainings programs organized over last five years.
- 105 number of quality Initiatives taken in last five years.

### Institutional Values and Best Practices

UPES plays proactive role in sensitizing staff and faculty on issues relating to gender equity by means of organizing various activities & programs like Shakti (Women Leadership & Empowerment Program), Urja, etc. & Gender Sensitization and Emotional wellbeing workshops for students.

In addition to these programs, the institution provides facilities like counselling and common room, transport facility when women employees stay back to work and crèche to ensure safety and security for women employees.

Within the UPES campuses, there is a waste management process that is sustainable and eco-friendly. UPES follows green practices in every best possible way to conserve energy, reduce fuel consumption, to save paper, and to conserve the environment. UPES is GRIHA awarded (4 star) university through the National rating system for green buildings in India.

The campus as a whole is disabled friendly with all the physical facilities including ramps, lifts, restrooms and other facilities such as braille software, scribes for exams etc.

To promote national fervor, UPES regularly organizes national festivals and birth/death anniversaries of great national personalities. In the last five years, more than 70 such kind of activities was organized to increase consciousness about national identities and symbols amongst students and faculty members specially on the



aspects of fundamental duties and rights of Indian citizens and other constitutional obligations.

For promotion of Human values & ethics, including UPES core values of trust, respect, passion, inclusivity, & innovation, Over 300 of such activities including workshops, Seminars, lectures & other student led activities were organized in last five years.

### **Statistical Highlights**

- 94 gender equity promotion programs organized by the institution during the last five years
- 16.64 percent power requirement of the UPES is met by the renewable energy sources (Solar power) in the AY 2018–2019
- 52.87 percentage of the annual lighting power requirement met through LED bulbs.
- The average expenditure on green initiatives and waste management excluding salary component 613.01 lakhs in last five years.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF PETROLEUM AND ENERGY STUDIES
Address	Energy Acres, P.O. Bidholi, via Prem Nagar, Dehradun
City	Dehradun
State	Uttarakhand
Pin	248007
Website	<a href="http://www.upes.ac.in">www.upes.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Deependra Kumar Jha	0135-2770135	8860463338	-	vc@upes.ac.in
Registrar	Veena Dutta	0135-2776053	7665494955	-	vdutta@ddn.upes.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	04-06-2004
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	04-06-2004	<a href="#">View Document</a>
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Energy Acres, P.O. Bidholi, via Prem Nagar, Dehradun	Semi-urban	40.15	104519	UG, PG, Ph.D.		

## 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
SRA program	Document	
PCI	<a href="#">101474_4013_6_1577091169.pdf</a>	
DEB-UGC	<a href="#">101474_4013_21_1577091188.pdf</a>	
BCI	<a href="#">101474_4013_8_1577771237.pdf</a>	
BCI	<a href="#">101474_4013_8_1577771237.pdf</a>	
BCI	<a href="#">101474_4013_8_1577771237.pdf</a>	
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BCI	<a href="#">101474_4013_8_1577771237.pdf</a>	

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	77				153				462			
Recruited	58	8	0	66	63	13	0	76	281	132	0	413
Yet to Recruit	11				77				49			
On Contract	7	3	0	10	15	5	0	20	33	25	0	58

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				274
Recruited	181	88	0	269
Yet to Recruit				5
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				90
Recruited	64	11	0	75
Yet to Recruit				15
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.	46	7	0	53	12	0	113	53	0	284
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	12	1	0	10	1	0	167	79	0	270

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.	3	2	0	13	5	0	0	1	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	4	1	0	0	2	0	33	24	0	64

#### Distinguished Academicians Appointed As



	Male	Female	Others	Total
Emeritus Professor	3	2	0	5
Adjunct Professor	2	0	0	2
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	Energy Management	LNG Chair Professor	Petronet LNG

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	10	0	0	0	10
	Female	8	0	0	0	8
	Others	0	0	0	0	0
UG	Male	1055	6742	11	8	7816
	Female	449	2303	2	4	2758
	Others	0	0	0	0	0
PG	Male	117	616	1	1	735
	Female	52	194	1	0	247
	Others	0	0	0	0	0

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

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

### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
2.72	B			<a href="#">NAAC Report_2009.pdf</a>
Cycle 1	Reassessment			
2.79	B			<a href="#">NAAC Peer Team Report-Final_Sept2013.pdf</a>
	Accreditation			

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Aerospace Engineering	<a href="#">View Document</a>
Allied Health Sciences	<a href="#">View Document</a>
Applied Sciences	<a href="#">View Document</a>
Cce Distance	<a href="#">View Document</a>
Chemical Engineering	<a href="#">View Document</a>
Civil And Health Safety Engineering	<a href="#">View Document</a>
Computer Science And Engineering	<a href="#">View Document</a>
Design	<a href="#">View Document</a>
Economics And International Business	<a href="#">View Document</a>
Electrical And Electronics Engineering	<a href="#">View Document</a>
Energy Management	<a href="#">View Document</a>
General Management	<a href="#">View Document</a>
Law	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>
Petroleum Engineering And Earth Sciences	<a href="#">View Document</a>
Pharmaceutical Sciences	<a href="#">View Document</a>
Transportation Management	<a href="#">View Document</a>

### 3. Extended Profile

#### 3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
117	106	102	95	83
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

Number of departments offering academic programmes

Response: 14

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12453	11818	10752	9073	7393
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2018-19	2017-18	2016-17	2015-16	2014-15
3028	2688	2108	1742	1547
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2018-19	2017-18	2016-17	2015-16	2014-15
12322	11736	10624	8943	7269
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	43	38	51	86

## 3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
2628	2217	1885	1667	1368
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
513	481	472	381	345
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
622	530	560	401	351
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.4 Institution

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

2018-19	2017-18	2016-17	2015-16	2014-15
111526	115843	115296	92412	84332
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
607	629	634	585	478
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Total number of classrooms and seminar halls**

**Response: 219**

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

**Response: 4670**

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

2018-19	2017-18	2016-17	2015-16	2014-15
22184.64	20787.52	18072.68	14833.24	12268.56



## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

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

**Response:**

From its very inception, UPES has been committed to educating and training students by providing an innovative curriculum focused on the demand of industry and the Nation. The University aligns its curriculum in meeting various National initiatives such as **Start-up India, Make in India, Smart Cities, Digital India, Swajal Scheme, National Health Mission and more**. Emphasis is directed at making students increasingly employable by honing in special skills in new technologies, scientific advances and in emerging areas in a multidisciplinary environment.

**Local Needs**

Uttarakhand is an earthquake-prone region and requires special attention in addressing its concern by creating resources and capacity to meet the challenges. University accordingly has introduced “Health Safety Engineering with specialization in Disaster Management”. This region has challenges to protect the forest, wildlife and water resources. This has been well taken care of by launching enabling programs and courses.

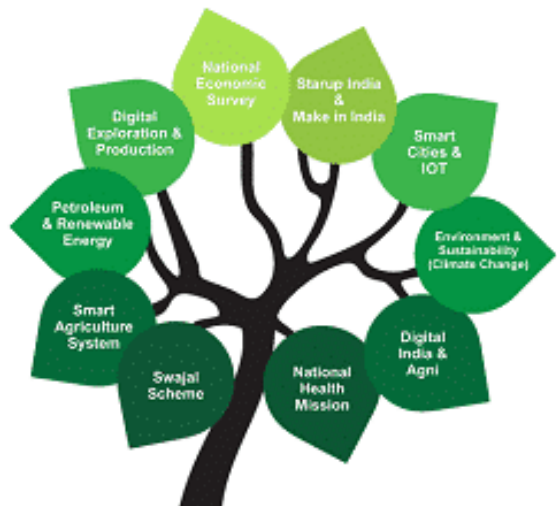
**National Needs**

National challenges are in the field of creating jobs in the emerging fields of technology, science, health science, management, liberal arts and social sciences. The University has provided various programs and courses to address the above needs. Significant importance is given to vocational courses, skill-building and entrepreneurship.

**Global Needs**

To make India globally competitive and students capable of becoming global leaders and managers, the University has addressed the major issues of global warming, global peace, World economy, scientific and technological advances by introducing programs in the related fields of development.

The mapping of local, regional, national and global needs to some of the programmes is explained as under (complete mapping is in Annexure-1):



Name of the program/Course	Local needs	Regional/ National needs	Global needs
B.Tech (Fire & Safety Engg)	✓	✓	✓
M.Tech (HSE with specialization in Disaster Management)	✓	✓	
M.B.A. (International Business)			✓
M.Tech (Renewable Energy Engineering)	✓	✓	✓
B.Tech Applied Petroleum Engineering with Upstream		✓	✓
B.Tech Computer Science with Cyber Security & Forensics		✓	
B.Tech CS with Oil & Gas Informatics		✓	✓
B.A. LLB with Energy Law	✓	✓	
MBA(Urban Infrastructure & Smart City)	✓	✓	
B.Tech Aerospace Engineering with Avionics		✓	✓
M.Tech Computer Science with specialization in Artificial Intelligence & Artificial Neural Network		✓	✓
MBA Power Management	✓	✓	
MBA Oil & Gas Management		✓	✓
MBA Energy Trading			✓
MBA Aviation Management		✓	✓
M.Tech Computer Science with specialization in Artificial Intelligence & Artificial Neural Network		✓	✓

**Curriculum Relevance to Local / National / Regional Development Needs**

### Planning for the Curriculum

The University plans and structures its curriculum based on Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), taking into account inputs on the above mentioned local, regional, national and global needs. It also seeks and includes the feedback and input from industry stakeholders, the advice from national and international academics, researchers and social bodies and visionaries to meet the vision and mission of the university, its schools, departments and programs.

The curriculum is further benchmarked with the curriculum of institutions of national and international eminence and repute.

The review and revision of the curriculum is undertaken periodically based on the attainment of POs, PSOs and PEOs and inputs from various research bodies/researchers and academics of National and International repute.

Mapping of PEOs and PSOs of some of the academic programs with Local, National and Global needs are given in Annexure-2.

\*OBE was adopted in complete sense across the university from academic year 2018-19.

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

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

**Response:** 84.17

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

Response: 101

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

Response: 120

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

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

Response: 96.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
5278	4284	3846	3578	2998

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>

## 1.2 Academic Flexibility

#### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 41.34

##### 1.2.1.1 How many new courses are introduced within the last five years

Response: 1971

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

Response: 4927

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

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

Response: 92.37

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

Response: 109

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

### 1.3 Curriculum Enrichment

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

**Response:**

UPES has been at the forefront, imparting knowledge and skills relevant to the current times. It integrates cross-cutting issues relevant to **gender, environment and sustainability, human values and professional ethics into the design, development and delivery of its curricula (Annexure-1)**, and a glimpse of courses are tabulated below. The curriculum is further benchmarked with the curriculum of institutions of national and international eminence and repute.

Gender Equality	Environment Studies & Sustainability	Human Values & Professional Ethics
<ul style="list-style-type: none"> <li>• Right to Equality</li> <li>• Offence against &amp; Related to Women</li> <li>• Women &amp; Employment</li> <li>• Constitutional Law - I (Gender Justice)</li> <li>• Drafting of Criminal Instruments (Gender Justice)</li> <li>• Family Law (Protection of Women)</li> <li>• Gender Empowerment (Program &amp; techniques of Women Empowerment)</li> <li>• Law of Crimes (Offence against to Women)</li> </ul>	<ul style="list-style-type: none"> <li>• Natural Resource &amp; Management</li> <li>• Biodiversity &amp; its Conservation</li> <li>• Environmental Pollution</li> <li>• Political Science (Environmental Issues - Nuclear proliferation)</li> <li>• Constitutional Law I (Environmental Rights)</li> <li>• Mining Law Relating to Coal (Health Safety &amp; Environmental issues related with Sustainable development)</li> </ul>	<ul style="list-style-type: none"> <li>• Value Analysis Ethics in the Practice of an Occupation</li> <li>• Human Rights, Responsibilities &amp; Human Development (Dignity, Liberty, Equality, Justice, Unity in Diversity &amp; Ethics)</li> <li>• Building Bye Laws &amp; Professional Ethics (Terms used in building bylaws - Consequences)</li> <li>• Business Ethics &amp; Corporate Governance (Legal attributes of the corporation &amp; the criminal law &amp; government)</li> </ul>

### Gender Sensitization

UPES offers a **4-credit course on 'Gender Empowerment'** to the students of B.A. (Public Policy). Topics related to crosscutting gender issues are taught across various batches and years in the curriculum of General English, Psychology, Constitutional Law, Law of Crimes, Drafting of Criminal Instruments, International Relations & Organizations etc. (**Annexure-1**). Similar issues of justice and equality are dealt with in Seminars on the law relating to women & children, criminology and criminal justice administration.

### Environment & Sustainability

The university offers standalone programmes that address multi-dimensional issues concerning **environmental sustainability** in the areas of engineering, management and law. The list of standalone programs on the environment and sustainability offered by the University includes M.Tech. (Renewable Energy Engineering), M.Tech.(Health, Safety and Environment Engineering) and M.Tech(HSE with specialization in Disaster Management), M.B.A.(Oil and Gas Management), B.A.(Hons.) Energy Economics. Various environmental concerns are addressed in different courses such as Political Science, Constitutional Law, Philosophy, Economics of Power Sector, Mining Law Relating to Coal, Seminar on Infrastructure Law etc. (**Annexure-1**) **contributing to the Nation's current focus on the environment and sustainability.**

As mandated by UGC, UPES offers courses on 'Environmental Studies' and 'Environment & Sustainability' (**Annexure-2**). An annual event organized by the Department of Health, Safety & Environment include **ATMOSFAIR (Annexure-3)**, World Environment day, active participation of students in the National scheme "Swachh Bharat Abhiyan" etc.

### Human Values & Professional Ethics

The course 'Human Values & Professional Ethics' is taught in all engineering programs with an objective of holistic development of students' personality following UGC guidelines. The importance of human



values is taught over various semesters through various courses like Human Rights, Responsibilities and Human Development, Business Ethics and Corporate Governance etc. As part of their syllabus. In addition, the University also enhances its students' human values through its co-curricular activities, particularly Personality Enhancement Program (PEP) and Placement Selection Improvement (PSI) program that involve 30 contact hours. These programs build skills such as communication, presentation, group discussions, facing interviews, negotiations and stress management. This also has a positive impact on the confidence of the students and inculcate professional mannerism and ethics into their behavior.

The University conducts programs, seminars, guest lectures and workshops against Gender discrimination and women's safety. Activities that were carried out for skill development and environment sustainability under Women technological park (WTP) includes Women health & hygiene awareness (for rural women beneficiaries of DST funded WTP Project and for housekeeping staff of UPES), ICT skills to Rural Women beneficiaries of DST funded WTP Project etc. (**Annexure-4**) contributing to Nation's mission towards women empowerment and development schemes.

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

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

**Response:** 585

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

**Response:** 78

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

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

**Response:** 86.14

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



2018-19	2017-18	2016-17	2015-16	2014-15
1030	1923	982	308	132

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

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

**Response:** 94.39

#### 1.3.4.1 Number of students undertaking field projects or internships

**Response:** 11755

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

## 1.4 Feedback System

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

**A. Any 4 of above**

**B. Any 3 of above**

**C. Any 2 of above**

**D. Any 1 of above**

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

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

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

**C. Feedback collected and analysed**

**D. Feedback collected**

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

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

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 87.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
10702	10293	9492	7969	6482

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 557:21

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

2018-19	2017-18	2016-17	2015-16	2014-15
4050	4195	4225	3900	3185

#### File Description

#### Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 80.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
571	568	501	468	294

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

## 2.2 Catering to Student Diversity

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

#### Response:

Students across the schools, are assessed through an internal process unique to the University. The process is based on the four pillars of student's progression, '**Identification of Current Competence**', '**Allocation of Mentor**', '**Preparation of improvement Plan by the Mentor**' and '**Monitoring of Progress and Reporting**'.

It outlines assessment of a students' learning levels in 2 distinct stages:

**Stage-1: Know Your Student (KYS) - Immediately after admission of the student** department analyses the major strengths and weaknesses of the student by:

- a) **Analysis of 10+2 scores as the students enter the different programs**
- b) Assess student's learning levels through its **aptitude-based tests**.
- c) Bridge courses are conducted e.g. Mathematics and physics.

**School of Engineering** conducts a **bridge course** before commencement of the academic session. School of Business also conducts a short and **intensive bridge course of 6 days (Annexure-1)**. The School also **conducts a 2-week induction program called M-Cube (Monsoon Management Magic)** for the students about business and society, aspects of culture, and local community. **(Annexure-2)**

**School of Law-** To prepare the new students for an understanding of legal studies, a course on '**legal methods and legal reasoning**'.

d) Soft skills training programs like **Personality Enhancement Program** (conducted by external agency Dale Carnegie) **(Annexure-3)**

e) The department nominates Mentor to the student who also prepares a plan of student's induction.

**(Annexure-4)**

f) A full time **clinical psychologist** appointed by the University to support and counsel the students. **(Annexure-5)**

**Stage-2: Bridging Competency Gaps**

a) The assessment plan for students comprises of two evaluation schemes: continuous evaluation and summative evaluation. The slow learners are first identified by the course teacher through pre midterm test and counselled. **(Annexure-6)**

**b) Differential Support for slow learners**

- Information on attendance and academic performance of students to parents. **(Annexure-7)**
- Learning material and video lectures uploaded on Learning Management System (Blackboard)
- Failed students appear in a supplementary test.

**School of Computer Science and Engineering-** One of the initiatives ‘Nayi Disha – A Reformative Learning Program for Academically Deficient Students’ successful in last two academic sessions. **(Annexure-8)**

**c) Differential Support for advanced learners**

- Students are encouraged to participate in professional bodies, group discussions, technical quizzes, semester exchange program, foreign internship, and write academic papers.
- Fast learners meet is conducted to seek feedback on curriculum and be part of the Departmental Consultative Committee.
- Research initiative for students of engineering (RISE) support to students for their projects and scholarships to bright students. **(Annexure-9)**
- A basket of electives is offered to students in emerging areas, add on courses in emerging domains like Artificial Intelligence, and Design thinking.
- ‘Blackboard’ LMS which provides following advantages: Ask the instructor, Class café, career service department (EDGE), students undergo various trainings on aptitude, discussion, mock interviews. **(Annexure-10)**

**Employability boot camp by Career Services-**It encompasses training interventions like Aptitude Training, Domain Refresher, and Workshops on Resume writing, Portfolio management and a three-day certification workshop **Executive Excellence Program** to build on the skills of group discussion and personal interview in collaboration with **Times Professional Learnings**.

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

**2.2.2 Student - Full time teacher ratio****Response:** 267:11

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

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.01**2.2.3.1 Number of differently abled students on rolls****Response:** 1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>

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

UPES has adopted a time-tested and well researched teaching-learning methodologies. The courses are structured on the 'Blooms Taxonomy' (Revised), mapped with Program Outcomes and Program Specific Outcomes with the appropriate assessment tools and teaching tools picked by faculty, in addition to commonly used teaching tools. **(Annexure -1)**

1) **Experiential Learning:** A few of the widely practiced learning tools are; internships, industry trips, exchange programs, working on projects, career development activities, incubation and entrepreneurial engagement, creativity and leadership activities.

In School of Engineering, **laboratory-sessions, hands-on training** on recent software are provided to students through **Professional Software Training (PST)**, minor and major projects, seminars, and viva. Students are encouraged to undergo online certification courses through National Programs on Technology Enhanced Learning (NPTEL) and Massive Open Online Courses (MOOCs). **Research Initiative for Students of Engineering (RISE)**, is a platform that supports students financially for promoting their innovative ideas.

In the School of Business, the case-study method is adopted for teaching management. Simulation such as **Ceteris Paribus, FlexSim** exercises give students an opportunity for “**learning by doing**”.

In the School of Law syllabus is structured and delivered using a comparative-legal-system approach. **Trial Advocacy, Moot Court, Client Counselling, language lab and Negotiation/Mediation/Arbitration Workshops** are credit-based courses used for learning and assessment of students.

School of Design offers an experiential model of learning wherein students work on labs and workshops on clay, plastic, wood, fashion, Mac, Cintiq, CAD, virtual reality, video labs. **(Annexure-2)**

**2) Participative learning:** The activities adopted by faculty develop an applied approach in the students.

a) Integration of **Flipped Sessions, computational tools in laboratory**– In addition to practical illustrations, faculty also lays an emphasis on analysis of data using computational tools accessible to students.

b) Integration of **active-learning classroom**- Faculty has developed a **repository of physical as well as simulation-based demonstrations** in a variety of courses in engineering.

c) Integration of **self-designed ICT tools**- Faculty has developed a **repository of the computational tools** in courses of engineering and computer science and also facilitate ICT tools and training material, NMEICT, IIT Bombay.

d) **Storytelling in Engineering**- The strategy of ‘**storytelling**’ to deliver crucial and intricate concepts, followed by inquiry and discussions.

e) **Industry in Classroom**- UPES offers programs in Computer science and Engineering under **academia-industry alliance with IT giants like IBM, Xebia and Oracle** which aims at developing an industry ready platform for students at undergrad level.

f) **Hybrid-Blended Learning**- 100% of the students and faculty use Blackboard as Learning Management System tool for teaching & learning.

g) **Projects and Field Practical**- Around 90% students enrolled under various programs in UPES goes for a field visit and on industry.

i) **Innovative assignments**- Faculty has prepared a software tool for teaching and learning in numerical courses of engineering departments that sends an individual assignment to students.

j) **Design Thinking**- UPES has a course on design thinking, which helps students to think out of the box, integrate design–driven innovation. Students have developed smoke detector and fire alarm system for visually challenged & hearing impaired. **(Annexure-3)**

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

**2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.****Response:** 100

## 2.3.2.1 Number of teachers using ICT

Response: 513

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and stress related issues****Response:** 267:11

## 2.3.3.1 Number of mentors

Response: 513

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 90.16

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph.D. during the last five years****Response:** 49.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
256	245	235	186	169



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

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

**Response:** 11.23

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

Response: 5761.2

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

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

**Response:** 31.48

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

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

**Response:** 79.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
456	425	414	341	303

<b>File Description</b>	<b>Document</b>
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:** 25.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	25	28	27	29

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

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

**Response:** 0.52

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	43	38	51	86

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

**2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years****Response:** 3.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	3

**File Description****Document**

Any additional information

[View Document](#)**2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system****Response:**

UPES has a well-established evaluation system with different types of assessments spread through the duration of each semester. The processes related to the conduct of examinations, declaration of results and award of degrees are controlled by the Students Records and Evaluation Department of the University. (Annexure-1: Examination and Allied Provisions, Regulations, 2018).

We continuously improved the examination processes through various reforms implemented after deliberations in Academic Council meetings as well as from various guidelines received from UGC.

**Creation of Online Student Portal**– where they can access all notifications, download grade cards, pay online, upload documents, re-register for progression, Re-evaluation form/ process, Bonafide/ Migration-Certificate/ Percentage-Conversion-Certificates, Degree Collection/Verification, Date Sheets/ Result Declaration/Grade Cards Download and access Help Desk.

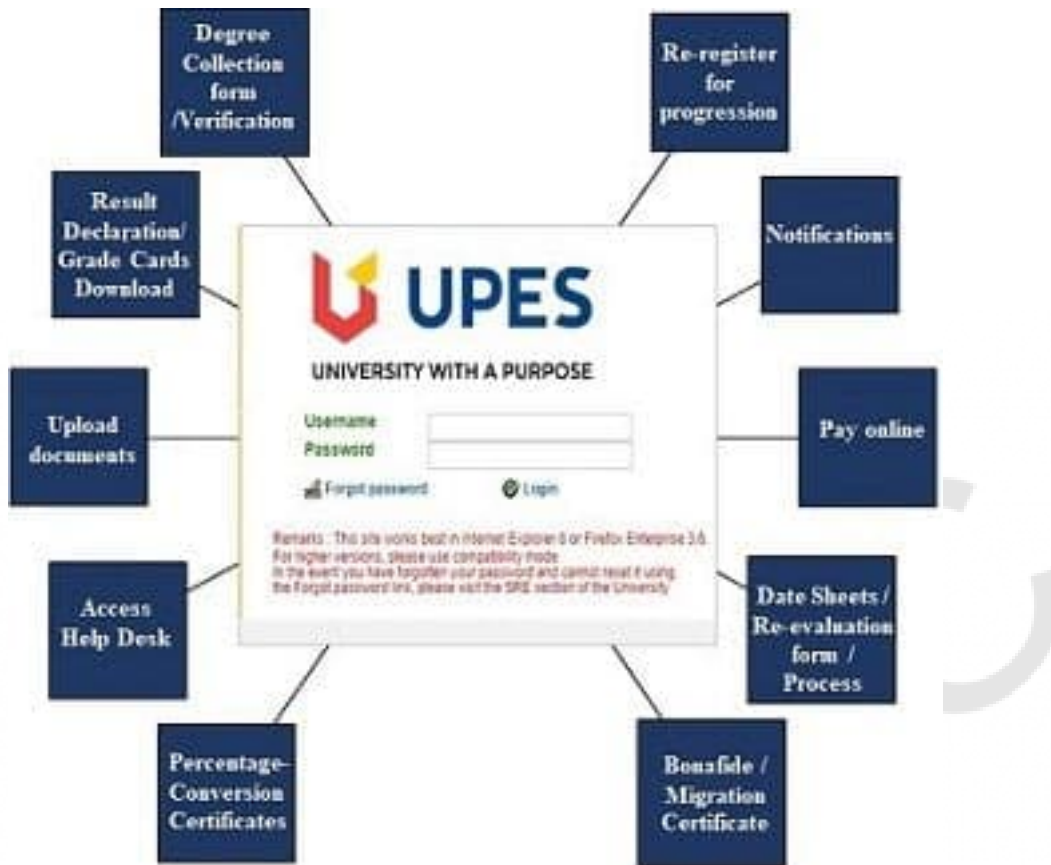


Fig.1 - Online Student Portal

Automation of Question Paper receiving process- ensuring utmost confidentiality of the process using SAP tools.

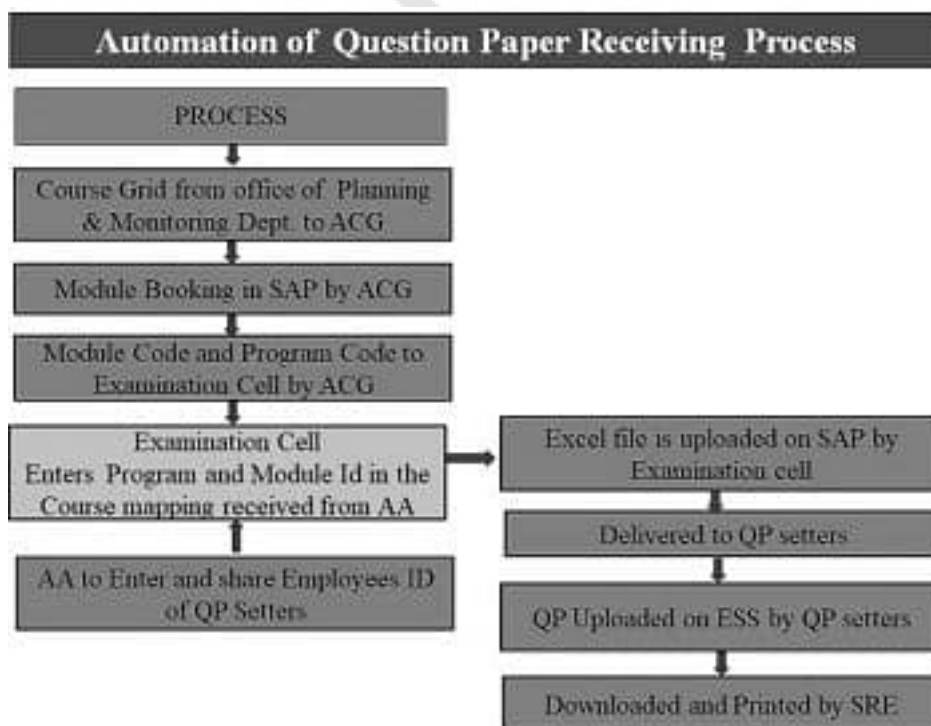


Fig.2 – Online QP receiving on SAP

**Open Book/Books Examination-** Questions can emphasize more on problem solving, application of knowledge and higher order thinking rather than simple recall of facts.

**10 point Grading System in accordance to UGC guidelines been implemented.**

Grade	Grade Abbreviation	10-Pt
O	Outstanding	10.0
A+	Excellent	9.0
A	Very Good	8.0
B+	Good	7.0
B	Above Average	6.0
C+	Average	5.0
C	Pass	4.0
F	Fail	0
Ab(Absent)	Fail	0

Fig. 4 - Point Grade Scale

**Evaluation Process Transparency-** Students get to see evaluated answer scripts.

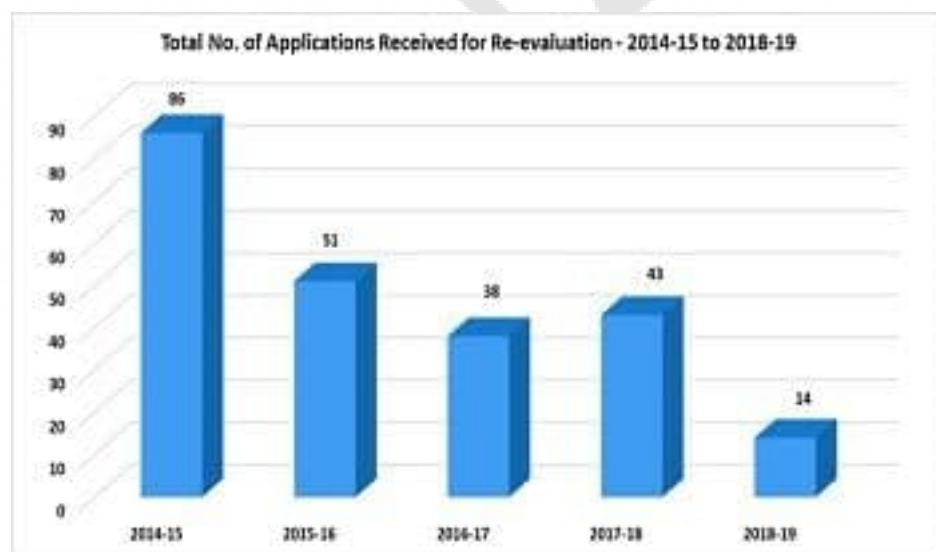


Fig.5 – Applications received for Re-evaluation 2014-19

**Shifting Lab Examination to Continuous Evaluation Mode for practical courses.**

**Amendment in Progression Policy and Passing Criteria-**

- Progression from Semester I to IV will be automatic irrespective of SGPA secured for PG Students.
- **UG students:** minimum credits earned on yearly basis. (Cumulative credits to be earned : 50%- in 1st Year, 60%-upto IInd Year, 70%-upto 3rd Year and 80%-upto 4th Year).
- **UG students:** scoring <35 marks in individual course either in end semester examination or as

composite score shall be awarded as 'F'.

- **PG students:** scoring <40 marks in individual course either in end semester examination or as composite score shall be awarded as 'F'. Relative grading system continues with defined threshold for outstanding (O) and minimum (C). Relative grading system is to be adopted for batch size above 30.

Progression to	Minimum credits to be earned
II Year	Earn 50% credit of (Y1)
III Year	Earn 60% credit (cumulative) of (Y1 and Y2)
IV Year	Earn 70% credit (cumulative) of (Y1, Y2 and Y3)
V Year	Earn 80% credit (cumulative) of (Y1, Y2, Y3 and Y4)
VI Year	Earn 80% credit (cumulative) of (Y1, Y2, Y3, Y4 and Y5)

Mid semester examination are conducted at school level.

Smart Degree Certificate with advanced security features ensure quality to the document and registered with National Academic Depository (NAD). Continuous Internal Assessment (CA)

Evaluation comprises both continuous and summative components.

**Undergraduate Programs** evaluation is divided into three components:

1. Continuous assessment (weightage: 30%)
2. Mid semester (weightage: 20%)
3. Summative end semester (weightage: 50%)

### Postgraduate programs

CA weightage: 50% consists of various tools that capture continuous learning and also focus on research and teaching ability of students.

For Internal Assessment at UG and PG level, at least 3 components addressed with Course Outcome are included in the Course Plan.

**These components comprise the following:**

- Quizzes/Test
- Live Projects- Group
- Individual Assignments
- Case Study/Group Discussion
- Role Play
- Class Participation



These components are evaluated throughout the semester from one week after the commencement of the course until the conduct of End Semester Examination. (Annexure 2: Detailed Report of Examination Reforms).

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

### 2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** B. Only student registration, Hall ticket issue & Result Processing

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

**Response:**

At UPES, Outcome Based Education (OBE) has been implemented for all the Programs from 2018-19. In the School of Engineering, School of Computer Science and School of Health Sciences, we have taken Program Outcomes (POs) for all Engineering Programs, Computer Science Programs and Pharmacy Programs as defined by the National Board of Accreditation (NBA).

In the School of Business, we have taken POs as specified by NBA plus added few more POs. For all other Programs, POs have been defined by a Committee of Senior faculty headed by the Dean of the respective School. In addition to these POs which are generic, we have also defined 2-4 Program Specific Outcomes (PSOs) for each Program. While designing the Curriculum of a Program, we have taken into consideration the defined POs and PSOs and ensured that all the POs and PSOs of the Program are addressed by the Courses identified under the Curriculum of the Program. These POs and PSOs are then disseminated among all the students and faculty of the Program/ Department/ School through written communication as well as put on the University Website.

Once the Curriculum is finalized, the Courses (typically 2-3 courses per semester per teacher) are distributed among the faculty members to teach. Each faculty member teaching Course(s), then either takes the COs defined by the previous faculty who taught the Course or modifies the pre-defined COs in consultation with the peer group or defines new COs if it is a new Course. While modifying or framing the COs, the concerned faculty ensures that there is a varying level of complexity as per Bloom's Taxonomy. All the newly defined COs are then put up before a peer group of senior faculty members who in consultation with the concerned faculty member may make some modifications and finalize the COs.

Once the COs of all the Courses are finalized, the same are disseminated among all the concerned students studying those Courses. The teacher then prepares CO-PO/PSO Matrix (also referred to as the Course Articulation Matrix) for each Course, which defines the varying levels of Correlation (slight, moderate or substantial) or no correlation between each CO and POs/PSOs). These Matrices (one for each Course) are then passed on to the Program Coordinator to prepare Program Level Course-PO/PSO matrix to be used during Direct Assessment of POs/PSOs).

The faculty teaching the Course prepares the Course Plan, which includes teaching session plans, pedagogy, evaluation scheme and tools, compulsory and suggested readings, assignments and necessary instructions to be communicated to the students. The approved course plan is shared with the concerned students before the start of the classes through LMS/Blackboard. Further, the Course Outlines pertaining to the Program which contain mapping of POs and COs, and the plan of continuous evaluation, are also made available on the University Website. **(Annexure-1)**

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

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

#### **Response:**

UPES has systems to measure attainment of program outcomes, program specific outcomes, and course outcomes, as per the National Board of Accreditations (NBA) system of outcome attainment. Once the COs are defined and communicated to the students, faculty identifies the continuous evaluation tools that



include Mid Semester Examination, End Semester Examination, Quiz, Test, Assignment, etc. to evaluate Direct Assessment of COs.

Before course commences, faculty defines the target for the Course to be taught. He puts his hands onto the Marks/Grades obtained by the students, if available, of the previous batch, finds out what percentage of students got Marks/Grades more than the average marks and accordingly fixes the target for that Course. In case, of a new Course, the teacher conducts a test after 1-2 weeks, gets the marks and uses the same process to fix up the target.

For optimum assessment of COs, all questions in the question papers are mapped with the defined COs. Till the End Semester Examination Scripts are evaluated by faculty, the Direct Assessment of COs is completed and then the final direct attainment of the Course (0, 1, 2 or 3) is computed. If the attainment level is 3, the faculty recommends to increase the target. If the attainment level is 1 or 2, the faculty recommends the actions to be taken. And if the attainment level is 0, reduction in target is recommended.

At Course completion, the Course Exit Survey is done for the Indirect Assessment of each COs. Both the Assessments (Direct and Indirect) are then added together (Generally 80% weightage to Direct and 20% weightage to Indirect) to compute the final Course Attainment. The computation of the Direct Course Attainment is done through a calculation sheet developed by the University, and then passed to the Program Coordinator. **(Annexure-1)**

The Program Coordinator uses the Program Level Course-PO/PSO matrix to identify the Courses linked to the particular PO/PSO and the Level of Correlation, and sums up the attainment of each Course to obtain the final Direct Attainment of each PO/PSO. The Indirect Assessment of POs is done through the Program Exit Survey, Survey of Employers and Survey of Alumni **(Annexure-2)**. Both Direct and Indirect attainments are then added together (80% weightage to Direct Attainment and 20% weightage to Indirect Attainment). Again, if the PO Attainment is low, the Actions to be taken are recommended. **(Annexure-3)**

Two programs of School of Business, MBA (Oil and Gas Management) and MBA (Logistics and Supply Chain Management) received accreditation from the International Accreditation Council for Business Education (IACBE) that is focused on outcome-based education.

Programs in School of Law are regulated by the statutory body **Bar Council of India (BCI)**. The school has adopted the outcome based education as a best practice. Capacity building of faculty members in law on calculating attainment levels in law programs are in progress and would be implemented from the year 2020-2021.

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

### 2.6.3 Average pass percentage of Students

**Response:** 95.25

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

Response: 3028

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

Response: 3179

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.24

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

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

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

**Response:** 41.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.32	1.19	5.20	00.0	00.0

File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

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

**Response:** 13

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

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

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers.	<a href="#">View Document</a>

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

**Response:** 162

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	06	03	06	02

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

### 3.1.5 University has the following facilities

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

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

**Response:** Any four facilities exist

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

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

**Response:** 64.29

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

Response: 0

File Description	Document
List of departments and award details	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

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

**Response:** 56.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
56.3	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

### 3.2.2 Grants for research projects sponsored by the government sources during the last five years

**Response:** 723.01

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

2018-19	2017-18	2016-17	2015-16	2014-15
172.76	95.68	257.49	74.28	122.8

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

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

**Response:** 0.26

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

Response: 23

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

Response: 438

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Link for funding agency website	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

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

**Response:**

UPES has a strong ecosystem to support Innovations. The R&D Cell and UPES Council for Innovation and Entrepreneurship (UCIE) extends support for Sponsored Research Projects from Government & Corporate Organizations, Consultancy Projects, Research Collaboration with Indian and International institutions, UGC funded projects, Patents, know-how and technology transfer and setting up of startups.

**1. Central Instrumentation Centre-** In addition to providing access to world's leading citation databases and subscription to high quality peer reviewed journals. UPES has a central Instrumentation Centre (CIC), which has state-of-the-art experimentation facility.

**2. SEED-** UPES encourages all the faculty members to test the feasibility of their research ideas without fear of failure. SEED funding is an in-house financial support that is available for consumables, mini equipment, travel grant, fees for characterization, software purchase and other operational expenses.

**3. SODH-** Under SODH support for students, UPES has started Research and Innovation for Science and Engineering (RISE), Research and Innovation for Students of Computer Science (RISCS), Research and Innovation for Students of Business (RISB) and Research and Innovation for Students of Law (RISL).

SODH support for students at UPES was started with the prime objective of inculcating a culture of innovation driven entrepreneurship through student projects and encourage students to be innovators and entrepreneurs. The SODH aims at adopting 'students as innovators' approach and has a particular focus on completion of the research cycle for students through supporting research dissemination. This initiative provides the testing ground for students to test their research, develop new technology or design products that would lead to technology or product development, research papers, patents and/or startups that can be taken up by the UPES Centre for Innovation and Incubation to help the student become an entrepreneur.

**4. UPES Council for Innovation and Entrepreneurship (UCIE)-** The outcome of the above platforms serves as the input for the incubation. In order to familiarize the student community about the innovation & entrepreneurship, a 2-credit program of Venture Ideation is compulsory for undergraduate programs. To promote startup ecosystem members of faculty have been mentoring the startups at the pre-incorporation stage. Evangelization to the student community is done through discussions, mentoring, and participation in events like Startup Weekend, TEDxUPES and Business Plan competitions.

At present about 100 startup ideas reached the pre-incorporation stage from interactions with students going over a large number. All these startups are governed by the guidelines and policies of UCIE (Annexure-I UCIE Incubation Policy). Some of the campus companies are now incorporated as legal entities (Annexure-II Incorporation Certificate).

Dwellerin, a student housing company (Annexure-III Dwellerin Network Private Limited), is an example of having received an angel funding. Another Private limited company Umbeo tech (Annexure-IV Umbeo Tech Private Limited) from the road safety sector showcased its product to the Prime Minister during Invest Uttarakhand meet.

UCIE has been incorporated as a section 8 company under the Companies Act 2013 and has been recognized by Govt of Uttarakhand as a State incubator. (Annexure-V UCIE Registration Certificate)

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

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

**Response:** 220

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

2018-19	2017-18	2016-17	2015-16	2014-15
66	61	45	28	20

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

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

**Response:** 104

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

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

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

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

**Response:** 77



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

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

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

## 3.4 Research Publications and Awards

## 3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** Yes

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

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

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 63

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	31	2	1	8

File Description	Document
List of patents and year it was awarded	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.55

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 0

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

Response: 0

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

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

**Response:** 3.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
344	274	269	240	203

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

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

**Response: 2.02**

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

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

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

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

**Response: 3.14**

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

**Response: 25.5**

### 3.5 Consultancy

**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual**

**Response: Yes**

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

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

**Response: 352.93**

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

2018-19	2017-18	2016-17	2015-16	2014-15
61.92	0.00	0.00	1.09	0.20

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>

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

**Response:** 378.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
130.18	0.00	0.00	0.00	0.00

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of account indicating the revenue generated through training	<a href="#">View Document</a>

## 3.6 Extension Activities

### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

Since its very inception, UPES has been aware, sensitive & active in its responsibilities towards the society in general and the neighboring community in particular. The intervention area initially chosen by the UPES-CSR volunteer team focused on assisting & supporting the Uttarakhand Government towards improving the standards of hygiene in 07 public primary schools located in its rural vicinity. This initiative being carried out regularly and sustains until date. The scope of this intervention was subsequently enlarged to improve the standards of education in these schools through active participation of the University students.

Students visit the schools regularly to supplement the efforts of teachers, particularly in the subjects of 'English', 'Mathematics' & 'IT'.

UPES has also been contributing in the field of education for the society at large through its Project 'ABHILASHA' wherein a month-long residential 'free of cost' coaching camp in the UPES campus is organized for the meritorious but underprivileged secondary school students from remote hilly areas of Uttarakhand. The project aims at coaching the selected students in *Physics, Chemistry & Mathematics* besides a 'self-development' module to enable them to compete in the various Engineering Entrance Examinations.

The second intervention chosen by UPES-CSR Volunteering Team aims at the economic empowerment of the rural women of the neighboring village community through their vocational training. The women folk are being trained in three chosen areas, which include '*Cultivation of Medicinal & Aromatic Plants*', '*Waste-Paper Recycled Products*' & '*ICT assisted Art & Craft*'. Training centers for these three verticals have been set up in the campus that conduct the trainings in batches. **Over 200 women folk have undergone the training so far.**

The recent activities added by the UPES-CSR Team include the national missions of '*Swacch Bharat Abhiyan*' & '*Digital India Mission*'. Student volunteers are now driving both the activities in the neighboring community.

Over the years, various Student Co-curricular Activity Clubs have evolved in the student community. These clubs have not only began to volunteer in social engagements / activities conducted by the University but have also initiated many activities on their own such as '*Visits to Old Age Homes*', '*Organizing Fun & Inspirational Activities in Orphanages*' and '*Promoting National Sentiments*' to name a few. Since 2014, student participation in social welfare activities organized & conducted by UPES has witnessed a rapid growth.

UPES students involved in contributing to social causes enumerated herein above have undergone a positive transformation, which is evident and visible in their improved academic performance. This engagement has also helped them disengage from the '*For Granted*' attitude they carried and has made them appreciate the opulence endowed upon them. This in turn has enhanced their gratitude towards their parents while also boosting their *empathy* factor. While dispensing their respective duties they have also learnt the skill of '*co-working with their peers*' for '*selfless objectives*'.

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

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

**Response:** 96

3.6.2.1 Total number of awards and recognition received for extension activities from Government

/recognised bodies year-wise during the last five years

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

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

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

**Response:** 368

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	23	18	14	13

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

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

**Response:** 90.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
1943	2630	2152	2041	1847

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

### 3.7 Collaboration

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

**Response:** 95.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
100	126	115	60	78

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

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

**Response:** 2093

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

2018-19	2017-18	2016-17	2015-16	2014-15
695	571	494	308	25

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

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

**Response:** 95

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

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

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



## 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:

UPES has adequate facilities for teaching-learning, viz. classrooms, library, seminar halls, auditoriums, amphitheatres, faculty lounge, food courts, computing equipment, and laboratories (including Language lab). All facilities ensure inside and outside classroom teaching and learning in a safe and inspiring environment.

The University provides a total of well-equipped ICT, LMS & Wi-Fi enabled 196 numbers of classrooms, 134 laboratories and 2 workshops with the latest software and hardware to meet the requirements of different disciplines and divisions. Amongst its various laboratories, it is noteworthy to mention the following:

- BOSCH Lab, pioneers in thermal-power-plant and chemical-refinery simulators, along with a Geological Rock Museum, a fire ground for HSE training, and an oil-rig facility. The university takes pride in state-of-art nanotechnology, robotics, flight simulator, and propulsion labs, among others.
- Centralized Instrumentation facility- UPES has all the high-end instruments under one roof for smooth and seamless characterization-analysis for researchers. This facility is available for use by all researchers, students and faculty. It has sophisticated instruments like X-Ray Diffraction (Bruker), Inductively Coupled Plasma-Optical Emission Spectroscopy (ICP-OES, Analytic Jena), High Pressure Liquid Chromatography (HPLC, Shimadzu), Gas Chromatography Mass Spectroscopy (GC-MS, Perkin Elmer).

Other facilities available are:

- Classrooms: 196
- Laboratories: 134
- Seminar Halls: 23
- Amphitheatre: 03
- Moot Courts: 02
- Reading/Common Room: 03
- Library: 04
- Auditorium
- BOSCH Lab
- NABL Accredited Lab
- State-of-art Nanotechnology Lab
- Robotics Lab
- Flight Simulator Lab & Propulsion labs
- Thermal-power-plant and chemical-refinery labs
- Fire Ground for HSE Training
- Oil-rig facility

- Rock Museum
- Design Studios
- E-learning Studio (Media Centre)
- Workshops
- Computer Centers
- Incubation Center
- Research labs
- Well-equipped Infirmary
- Indoor & Outdoor sports facilities
- Hostel facility for Girls and Boys
- Management Development Center for MDP's and FDP's
- ATM facility inside the campus

### Library Learning Resources:

The UPES library system consists of multiple libraries and reaches out to the wider academic community. It has advanced its electronic access with subscription to many high quality electronic databases made available to faculty, students and research scholars. The UPES IT oversees the design and maintenance of the ICT infrastructure at the University. The automation system of the library is properly maintained through AMC. The library is equipped with central AC system, 1.7 GBPS bandwidth Internet connection with Wi-Fi enabled network system. The digital library is equipped with 95 desktop and IT Department provides necessary support for the smooth running of the systems.

### IT Computing Equipment:

A fully integrated ERP system that has the SIS system along with other business modules provides for a centralized data control. The integrated SIS of the ERP provides for a robust timetable and attendance system, enabling real time visibility of the attendance. This enables the university in effectively managing the course deliveries in a timely and efficient manner.

The complete campus is Wi-Fi enabled including the hostels, providing the students with a 24X7 access to internet and network enabled pedagogical resources like the LMS and other publicly available resources like Shiksha etc.

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

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

#### Response:

UPES has adequate facilities for indoor and outdoor sports; including facilities for all other cultural

activities.

Facilities for sports, fitness and recreations are taken care by Student Engagement and Experience department at UPES. A dedicated team of ground staff using high-tech horticultural and maintenance equipment takes care of all indoor and outdoor sports facilities. Both fitness centers have modern gym equipment. The maintenance of fitness centers done by professionals under the supervision of dedicated and qualified trainer and senior sports officer.

- The campus has a multipurpose, 90x110 meter sports ground, which is covered with a selection-one carpet grass. The ground is used for all major games, such as cricket, football, and handball. It is equipped with all modern facilities, such as moving goal posts for football and handball, moveable posts for basketball, clay wicket covered with mats for cricket, adjustable poles for volleyball, and a changing room equipped with RO for drinking water.
- In addition to the above, a 6x6-football field, along with one court each for basketball and volleyball is available. For cricketers, two fully equipped cricket practice pitches are developed and covered with proper mesh. An indoor room for table tennis and outdoor badminton courts are also available, with one badminton court dedicated for women on the premises of the campus women's hostel. Indoor facility, which will house indoor sports facilities such as – Snooker table and Table Tennis.
- There are also volleyball and basketball courts. There is an indoor room for table tennis and separately for badminton. Movable goalposts and adjustable poles help optimize the sports ground and enable students to take part in most of the outdoor games.
- There are two modern Gymnasium for the students.

A snapshot of sports, games (indoor/outdoor), gymnasium, yoga center and other facilities is as below:

Play Field / Courts	Sub - Location	Facility Type Outdoor / Indoor	Size in M2
Main Play Field	Near Pavilion block	Outdoor	920.07
Basketball court	Near MDC Block	Outdoor	600.19
Volleyball court	Near MDC Block	Outdoor	185.87
Badminton court -AB1 A	Near academic block 1	Semi Indoor	92.94
Badminton court -AB1 B	Near academic block 1	Semi Indoor	92.94
Badminton court- HB B	Near hostel block B	Outdoor	92.94
Badminton court - HB C	Near hostel block C	Outdoor	92.94
Badminton court- HB F1	Near hostel block F	Outdoor	92.94
Badminton court- HB F2	Near hostel block F	Outdoor	92.94
Main Play Field	Near Gymnasium	Outdoor	5776.02
Basketball court	Near Gymnasium	Outdoor	600.19
Volleyball court	Near Gymnasium	Outdoor	185.87
Badminton court - A	Near SoL block	Outdoor	92.94
Badminton court - B	Near Hostel Tower	Outdoor	92.94
Basketball court	Near Main Gate	Outdoor	600.19
Volleyball court	Near Main Gate	Outdoor	185.87
Cricket net area	Near Main Gate	Outdoor	743.49
Table Tennis, Badminton & Gym	MAC	Indoor	278.81
Table Tennis, Carom & Chess	Boys Common Room	Indoor	55.76
Table Tennis, Carom & Chess	Girls Common Room	Indoor	66.91
Table Tennis, Carom & Chess	Tower 03 Basement	Indoor	55.76
Table Tennis	Tower 04 & 05	Indoor	27.88
Gym, Table Tennis, Snooker etc.	Mini MAC	Indoor	55.76

Details of participation in sports activities are provided as below:

Details of participation in sports activities are provided as below:					
ACTIVITIES	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ATHLETICS		850	905	925	1165
TREKKING	114				
TABLE TENNIS			142	95	242
HANDBALL	230	170			
VOLLEYBALL	150	320	180	170	210
FOOTBALL	806	904	752	704	848
CRICKET	896	1120	1114	1104	1104
BADMINTON		280	455	440	385
CHESS				110	200
BASKETBALL	180	170	250	210	250
<b>TOTAL</b>	<b>2376</b>	<b>3814</b>	<b>3798</b>	<b>3758</b>	<b>4404</b>

Facilities for Cultural Activities at UPES:

UPES has a Multi Activity Center and open amphitheatres where many cultural activities are organized by and for the students.

Every year parties for new students, Ignite, a Techno-Legal-Managerial Fest, occasional Nukkad Naatak on social issues, Yoga, cultural activities for students and such other activities under various student chapters/clubs/societies across the university are organized.

Besides the above, UPES has its signature cultural event Uurja, which is an annual youth festival that provides a platform for students to display their talent in the areas of dance, theatre, singing, and other performing and creative arts.

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

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

**Response:** 100

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

Response: 219

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

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

**Response:** 20.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
3656.50	4044.75	2950	3250.75	3185.25

File Description	Document
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

The library has started its automation of library function using LibSys ILMS since 2010 and in 2014; it was migrated to more robust widely used open source ILMS “KOHA”. The library operations like acquisition, cataloguing, circulation, serial control services are fully automated since 2014. The software also integrates with Web enabled Online Public Access Catalogue (Web OPAC) which facilitates searching of complete library collection with the results, providing the location of a book in a particular library. Networking and sharing the resources for retrieval, uploading and downloading in any environment becomes possible using Z39.50 protocol. All the resources available in the library are cataloged using MARC21, the International Standard for machine-readable catalogue world over. The database server is Z39.50 compliant to enable the internet users to access the database with ease.

Koha is a web-based ILMS, with a SQL database (MySQL preferred) back end with cataloguing data stored in MARC and accessible via Z39.50 or SRU. The user interface is very configurable and adaptable and the software provides a distributed system of input for bibliographic details of the books and other documentary materials like periodicals consisting current issues and bound volumes, thesis and dissertations. The software has all core modules like acquisition, cataloguing, circulations, serials and reporting. It is Unicode supported and thus facilitates bibliographic entries in many Indic languages like Hindi, Urdu, Punjabi, Bengali etc. In 2017, the automation system has been further strengthened by introducing RFID ((Radio Frequency Identification) system with self-issue/return KIOSK.

1. Acquisition system
2. Cataloguing system
3. Circulation system (Issue, Return and Renewals)
4. Serials Control system
5. OPAC (Online Public Access Catalogue).



Year of Automation	Name of the ILMS software	Nature of Automation (fully or partially)	Version
2010-2014	LibSys	Fully	3.2
2014-2017	KOHA ILMS	Fully	3.14.4
2017-2019	KOHA ILMS	Fully	18.11.11
2019-2020	KOHA ILMS	Fully	19.05.05
2014-2017	DSpace Software: Institutional	Partially	3.2
2017-2019	DSpace Software: Institutional	Partially	5.6
2018-2019	Dolphin SuperNova	Fully	17.05
	Magnifier & Screen Reader for Physically Challenged		

The library has developed an institutional digital repository DSpace software for archiving Thesis, dissertations and faculty publications. The repository is known as “Yamunotri: A reservoir of UPES Knowledge”. The portal is available for access within the campus network.

Patron traffic counter monitoring system has been installed at the entrance for monitoring the record of the physical footfall of library patrons.

In 2017, UPES Library has implemented Google- like single window search facility for entire collection both print and electronic using Web-scale discovery services from anywhere anytime. This saves the time of the users, as they need not go to various links.

The library actively participates in all kinds of initiative taken by INFLIBNET like plagiarism checking, uploading of awards thesis in ShodhGanga, Union Catalogue of Indian Universities, Indian Research Network Information System (IRINS - <http://upes.irins.org/>), and subscription of e-resources through e-shodhsindhu consortia wherever it is allowed.

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

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

##### Response:

The library provides varied, authoritative and up-to-date resources that support its mission and the needs of its users. Always focuses on accessing the materials in digital formats together with the other collection. The library makes all efforts to acquire useful books, including rare books, reports, thesis, other knowledge resources to enrich its collection. The special collection in the library provides for research interests and subject specializations of students and faculties.

The library has 44 titles (48 Nos) rare books published before 1960, and now they are OUT-of-PRINT and not available in the market. The library also has access to the World e-book Library and which provides access to rare books. The World e-book Library launched by World Library Foundation has the world's largest collection of rare books. The library has no manuscript, 29 special reports and 695 special collection, and updated library collection aligning with the various courses offered by the library.

Type of Documents	Quantity
Rare Books	48
Books (Printed)	196269
E-Books	224781
Special Collection	724
Thesis	433
Dissertations	3190
E-Journals	17982
E-Proceedings	31237
E-Standards	4093
Non-Book Materials (CDs/DVDs)	215
Bound Volumes of Journals	2801

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

#### 4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above



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

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

**Response:** 253.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
465.75	376.14	154.29	227.45	43.47

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

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

**Response:** Yes

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

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

**Response:** 27.12

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

Response: 3517

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

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

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** Any 2 of the above

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

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

Aligning to the country's "Digital India" mission, UPES prides itself as a high-tech campus that utilizes best in class technology in every realm. UPES has an Office of Information Technology (OIT). The role of this office is to create an environment that integrates technology into the fabric of the University to create value and operational efficiencies for departments and to empower students, faculty, and staff with relevant IT information, tools, and services.

There has been a continuous upgrade in the entire IT landscape during the last five years, as summarized below:

**Desktop and Laptop:** Total no - 5739 working systems in the Campus

**Wi-Fi:** 802.11ac 100% coverage for 40 Acres of UPES campus - 460 access points; 100% coverage in covered areas.

**Networking Equipment:** Total Network equipment 925 including Routers, L3 Switch, STP for OFC links, L2 managed switch for edge connectivity.

**Classroom Infrastructure:** Classrooms are equipped with Projectors, AV systems and are Wi-Fi enabled. There are smart classrooms catering to e-supported, hybrid and blended learning.

**Network Management:** Open Source automated systems for monitoring & management of the network, services and Quality of Service.

**Surveillance:** CCTV coverage of indoor and outdoor areas of UPES campus - 205 cameras

**Storage:** Total storage capacity of 1.3 Peta Byte including 22TB all flash SAN.

**Network Topology:** Ring topology for OFC and Wi-Fi Star topology on the OFC ring ensuring fault tolerance and high availability. Point to Point fiber optic between campuses backed up by P2P Microwave for redundancy.

**Power Backup:** 100% dedicated tiered power conditioned backup with dedicated generators in both campus with air conditioning and UPS backup for data centers, network switches and labs. There is an active-active UPS backup for the data center.

**Process and Policies:** End User Policy; Asset Management Policy; Backup Management Policy; BER Policy; Purchase Process; Network Management Policy; IT Policy; Helpdesk process; Security Policy; CSAT and perception.

IT Facility	Nature of Updation	Older	2014	2015	2016	2017	2018	2019
Desktop and Laptop Count	Increase in the number of dedicated computer labs & Student strength	141	3557	3780	4354	5003	5334	5739
Network Security	Layered security model with logical network segregation through VLAN's.	Smoothwall and PF Sense F/w			Cisco Amp, Umbrella and Nessus and PF Sense F/w		SOPHOS F/w	
	Regular VAPT done with formal CAPA closure							
Academic Infrastructure	RFID Mifare 4K smartcard based Attendance recording System							
	Timetable Management System							
	Turnitin is being used for Antiplagiarism							
	LMS (Moodle)				LMS (Blackboard)			
Student Information System (SAP)	SAP Implementation and upgrade.			Upgrade to EHP6		Migration to HANA DB		
	SAP implemented in 2007							
Library Automation Systems		Libsys	Koha, DSpace			RFID based Library books issuing Kiosk with RFID enabled sensors installed at the entry/exit of the Library		
Internet Bandwidth Upgrade		1.15 Gbps				1.3 Gbps		1.7 Gbps

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

#### 4.3.2 Student - Computer ratio

**Response: 8:3**

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

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line) ?1 GBPS

**500 MBPS - 1 GBPS**

**50 MBPS-250 MBPS**

**250 MBPS-500 MBPS**

**Response: ?1 GBPS**

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

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

**Response:** Yes

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

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 53.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
495.89	349.93	319.34	378.02	306.24

<b>File Description</b>	<b>Document</b>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

**Response:**

UPES is an ISO 9001 (QMS), 14001 (EMS) & 18001 (OHAS) certified, has established systems and procedures for maintaining and utilizing physical, academic and support facility's laboratory, library, sports

complex, computers, classrooms etc.

**Maintenance of Physical Facilities:** The Technical Services department along with the team of Civil engineers, Electrical engineers, Plumbers, Electricians, Carpenters and pump house operators maintains the Infrastructural facilities round the year. Senior Director, Administration as the approving authority does the strategic planning for all the maintenance related jobs within the campus.

There are Standard Operating Procedures for maintaining and utilizing physical, academic and support facilities. Major maintenance of the classrooms, library is done twice a year, summer and winter breaks. Repairs are done regularly based on the MIS.

The maintenance activities covered in the yearly PPM (Planned Preventive Maintenance) Schedule including DG Sets, ESS, Pump Hoses, Solar Water Heating Plants, Solar Power Plants, STP etc. All requests for physical changes, alterations, renovations, new construction, repair, and maintenance of campus buildings, infrastructure and grounds reach to the Technical department as per SOP.

**Annual Maintenance of Equipments:** Maintenance of the major equipments like HVAC, DG Sets, Lifts, STP, UPS, Servers etc. are covered under AMC (Annual Maintenance Contract) to ensure the trouble free operations of the facility.

**Legal Compliances:** Technical Department also ensures the application of due diligence and compliance with all applicable Acts/regulations/codes applicable to the University like CGWA, UPCL, Safety Act, environmental compliance and the university standards by UGC.

The University provides uninterrupted power supply and has the facility of industrial generators in the campus. With 1350 KVA of Sanctioned Load and 2500 KVA of Backup Power from emergency DG Sets.

The University has a Solar Power Plant (100 kW) Solar Water Heating Systems (61500 LPD) in the campus. The Maintenance and utilization is being covered in the PPM.

**STP Soft Water Plants:** The preventive maintenance is undertaken based on SOP's. UPES has a water treatment plant of 600 KLD, wastewater treatment plant (550 KLD). **UPES Operates on "Zero Water Discharge Policy".**

**Rain Water Harvesting pits (RWHP):** UPES have 06 number of Rain Water Harvesting pits along with the dedicated bore wells metering on the water charging system. Supported by the "Online Piezometer" for water table monitoring system.

**GRIHA ISO:** The maintenance and upkeep of its infrastructure have enabled UPES to be awarded the GRIHA award in 2015 for green campus. The University is ISO certified – ISO 9001:2008 ISO 14001:2004 OHSAS 18001:2007.

**SOP For maintaining and utilizing Library services:** The library is equipped with central AC system. The library has sufficient number of CCTV cameras for monitoring the student safety. Each floor has emergency gate, water facilities and other amenities. The digital library is equipped with 95 desktop and IT Department provides necessary support for the smooth running of the systems. Central library is equipped with sufficient numbers of fire extinguishers and smoke detector system. The Library is equipped with UPS power supply system for interrupting power inside the library.

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

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 0.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
37	117	70	9	6

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 7.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
980	792	700	644	554

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

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



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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

**Response:** 3 or more of the above

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

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

**Response:** 69.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
9302	8300	7079	5891	5172

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

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

#### Response:

As a leading academic destination in India, University hosts students from different countries for credit exchange/semester exchange, degree programs. An exclusive office by the name of the Department of International Affairs (DIA) at UPES has been set up to deal with the admissions & guidance of international scholars. It gives visibility to international initiatives – including, study overseas, international co-ops, and university partnerships, promoting international research collaboration; facilitates understanding of the impact of globalization and preparing students to be global citizens.

The Department of International Affairs (DIA) facilitates the full procedure by taking into account the demands of international students, from application to graduation. The Department is highly organized to handheld international students from the day of arrival in India to the day of departure after successful completion of the course of study. Some of the functions and responsibilities of DIA are as follows:

Follow up for the selected International student's travel itinerary and Indian visa.

- Arrange pick-up at Dehradun Airport for the International Student.
- Welcome the student at the International Affairs office and get them settled at the campus hostel.
- Assists in arranging Paying Guest accommodation, if hostel accommodation is not available or not preferred.
- Arrange a campus tour to the students for the essential know-how at the campus.
- Set out their documentation done upon arrival at UPES and get them shown at the FRRO Office through the security office at UPES.
- Organizes special classes for local language/communications, understanding and accomplishments.
- Help students in opening a bank account, apply for a mobile number, money transfer, payment of fee and registration.
- Briefs students on various rules, regulation and code of conduct as well as assist during hospitalization.
- Arrange their meetings with their several departments or mentors.
- Get them registered at the university through SRE.
- Provide meet and greet service for international scholars, health and welfare provision, conflict solving, advising services, and so on.
- Organizes Reception and Orientation Program for international students
- Guides with appropriate data and helps in assuring safety, protection, discipline and well-being of the international students.
- Ensures speedy resolution of problems/complaints/grievances with the support of the Student Facilitation Centre.
- Organizes & celebrates cultural activities (e.g.: Uurja-Youth Festival), conducts cross cultural programs, an international lecture series and liaisons with respective embassies to ensure that International students participate in important embassy functions.
- Organize Welcome dinner/Farewell dinner for the students.
- Read student testimonials (student feedback) written or digital (through videos) on completion of the internship/exchange.
- Develop an Internship Completion Certificate upon successful completion of the project for

International students.

As the universe becomes a global village, UPES recognizes the importance of integrated learning and invites esteemed faculty from across the world for seminars to give the students the opportunity to interact and learn from eminent global citizens.

The University has linkage with over 100 institutions across the Globe to provide global academic and Industry experience to the scholars.

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

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

**Response:** Yes

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

## 5.2 Student Progression

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

**Response:** 71.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
2223	1807	1467	1258	1130

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

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

**Response:** 2.87

5.2.2.1 Number of outgoing students progressing to higher education

Response: 0

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

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

**Response:** 70.28

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

2018-19	2017-18	2016-17	2015-16	2014-15
82	87	47	13	6

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

2018-19	2017-18	2016-17	2015-16	2014-15
102	109	71	20	10

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

### 5.3 Student Participation and Activities

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

**Response:** 29

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	2	3

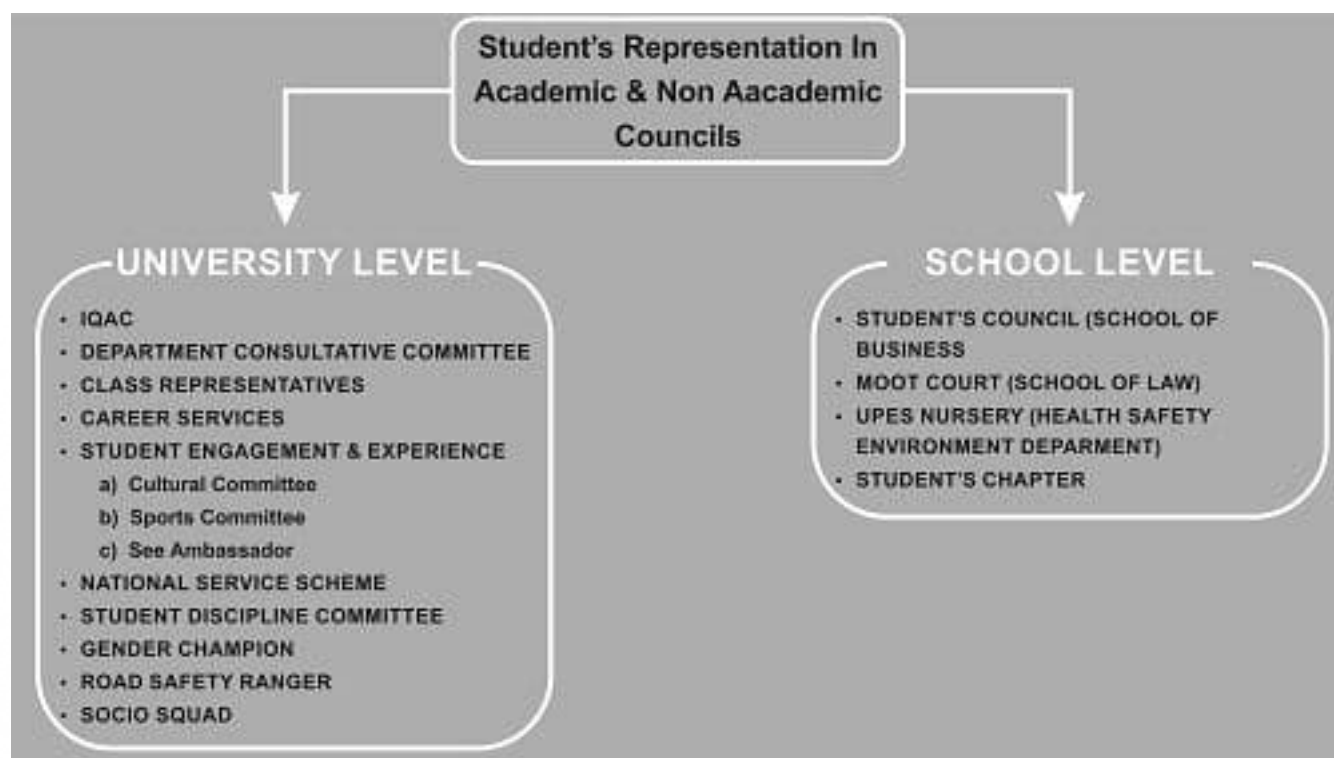
File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

**Response:**

Students are encouraged to participate in various academic and administrative functions of participative management.

The student's committees exist at University/ Department/ School level.



### UNIVERSITY LEVEL

**IQAC:** Selective students are part of IQAC. They actively participate in decision making contributing towards quality initiatives at the University.

**Departmental Consultative Committee:** Students are part of the Departmental Consultative Committee contributing towards curriculum revisions, providing feedback on the course content and the pedagogical tools. They actively participate in the formulation of PEO's, PO's and CO's.

**Career Services:** Student Placement Representatives (SPRs) work along with the Career Services Department to help plan, communicate, and disseminate information about employers during recruitment drives.

**Class Representatives:** Class Representatives act as an Interface between faculty, HOD's, Deans, Course Coordinators and rest of the class.

**SEE Ambassadors:** The committee consists of volunteer students who drive various cultural/ sports events/activities of the University.

**National Service Scheme (NSS):** The National Service Scheme is intended to provide an opportunity for students to engage in constructive social action, programs, develop cooperative team spirit and gain skills in democratic leadership quality.

**Student Discipline Committee:** The Student Discipline Committee works under the supervision of the Proctorial Board and alerts them regarding issues like ragging, substance abuse, road traffic accidents, eve teasing, racial/ caste discrimination, and gender harassment.

**Gender Champions:** Gender Champions at UPES are responsible student leaders who facilitate an

enabling environment where all genders are treated with dignity and respect.

**Road Safety Rangers:** Road Safety Rangers at UPES sensitize students on Road traffic safety by organizing various activities and events, like screening of documentaries, films of accident survivors, and distribution of handbooks, organizing road shows to create awareness on road safety, with the help of local police.

**Socio Squad:** Socio Squad is a group of super active, tech-savvy enthusiasts who work closely with the communications department to promote successful student stories highlighting their achievements specially on social media.

**Library Committee:** It is comprised of students along with other stakeholders and assist in bringing the students' perspective.

### SCHOOL LEVEL

**Moot Court Committee (SoL):** Moot Court Society (MCS) of School of Law, UPES is a student led committee under the guidance of faculty co-coordinators which coordinates all inter an intra national and international Moot court activities, enhancing their advocacy skills.

**UPES Nursery (Poly-house):** Nursery in the campus has Ornamental plants, potted flowering, foliage and medicinal plants. A Nursery maintenance committee comprising of students, conducts cleaning, plantation, watering and other maintenance. Poly-house is established for developing the seedlings of medicinal and aromatic plants. The species like Tulsi, Camomile, Alovera, Lemon grass, etc. are grown in for research purposes. Demonstration units are also installed for the farmers, cultivating these species.

**25 Students Chapters:** Around 25 Student Chapters exists and are driven by students. Each of these chapters provides unique opportunities for networking, mentoring and bonding over common interests of students. More details are given Annexure attached.

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

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

**Response:** 46.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
49	41	31	23	21

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

UPES has a strong presence in the industry through its strong network of alumni, which provides many platforms and opportunities to the existing students. Alumni are the brand ambassadors who help in bridging the gap between Academics and Corporate.

The areas where alumni are contributing towards the developments of the University and students are:

1. Respective schools / departments for Guest lectures / talks invite alumni where they share their learning experiences with existing students.
2. Some of them have been contributing in the classroom as Visiting and Permanent Faculty/ staff.
3. Alumni are part of important forums like IQAC, feedback mechanism etc. and contribute towards enriching the curriculum and making sure that it is aligned with the Industry needs.
4. They are also invited on forums like the Board of Governors and Academic Council as guests to share their thoughts on the formulation of vision, mission of University/ Schools and Departments.
5. Alumni also visit as evaluators for research prototypes/projects by existing students.
6. Alumni are supporters for events like Urja, which is the annual cultural fest. They sponsor and actively participate in the various events/ competitions.
7. Sharing of lateral job postings with fellow Alumni in their respective organizations.
8. Alumni also participate in various CSR Activities like Abhilasha, Project Vikalp, Annual blood donation, etc.
9. Alumni visit the campus as representatives of the company during recruitments and motivating existing students
10. Alumni are also engaged in various students driven activities like clubs, chapters as a Jury Member, felicitator and mentors.
11. Enrolment in various programs by positive word of mouth.
12. Our existing students have better job prospects because their seniors are creating a perfect legacy in the corporate world with their knowledge and values.

The office of Alumni Relations at UPES proudly supports nearly +13,000 alumni that live and work around the world. Alumni relations office is overseen by a full time resource at the campus handling all alumni relationships. They operate under the guidelines of the UEPS Alumni Association.

The office is aptly part of career services and corporate relations department and organizes a wide range of



social, academic and celebratory events. Formal Alumni Meets are such opportunities, which enable Alumni to reunite with their friends and faculty members, revitalize their memories, and share experiences of their past and present life. At the same time, it also enables us to have constant updates of our Alumni and to have structured engagements with our Alumni of mutual interests and profits.

As UPES alumnus, the alumni receive many assistances like placement for five years after graduation, access to Coursera programs, and support by E-Cell. The office along with the training department also supports the alumni in their careers, by providing support including mentoring & career guidance to create placements and internship opportunities.

More details are available on our alumni website <https://alumni.upes.ac.in>

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

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

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

**Response:** ? 100 Lakhs

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

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

**Response:** 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	10	8	9	8

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

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Vision:**

To be an Institution of Global standing for developing professionally competent talent contributing to nation building.

**Mission:**

- Develop industry-focused professionals with an international outlook.
- Foster effective outcome-based education system to continually improve teaching-learning and research.
- Inculcate integrative thought process among students to instill lifelong learning.
- Create global knowledge eco-system through training, research & development and consultancy.
- Practice and promote high standards of professional ethics and develop harmonious relationship with environment and society.

UPES has relentlessly followed a path of excellence. What works for UPES in its journey of achieving excellence is its philosophy of keeping the student and the faculty at the heart of everything it does. The values of TRUST, INCLUSIVITY, INNOVATION, RESPECT and PASSION guide us on this journey, defining the “How” of “What” we want to achieve.

**Governance:**

Statutory and non-statutory bodies and committees, which include various stakeholders, contribute to the attainment of the Vision and Mission of the University. The Board of Governors is the apex body of the University, which provides guidelines for strategic growth.

**Board of Governors** formulates the strategic vision and roadmap for the University and helps to create the strategic plan. For instance in 2018, aligning with the vision and mission of the University, BOG decided to venture into new areas of education. The BOG approached the State Government and sought the permission for the charter expansion. The University is now able to offer courses in various sectors such as Natural Sciences, Medical, Dental & Health Sciences and Formal Sciences.

Based on the above, the BOG provided the guidance to establish three new Schools Viz. School of Health Sciences (2019), School of Modern Media and School of Smart Agriculture (2020).

**Board of Management** is the apex executive body, comprising of senior academicians and executives. It is empowered to lay down policies, guidelines and allocate budget to operationalize the strategic plan as approved by BOG.

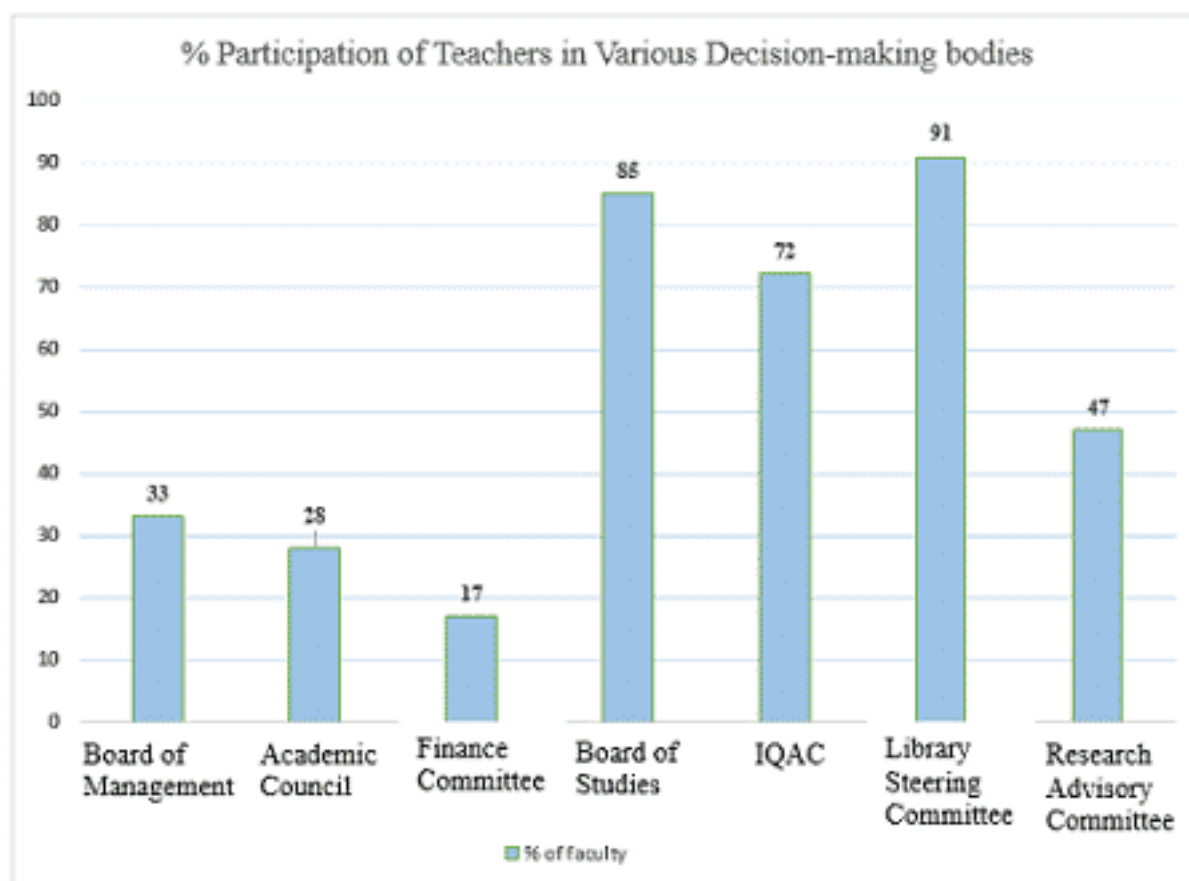
**Academic Council** at the University critically examines all academic issues such as review/approval of curriculum, introducing new programs, new courses, course schemes, dropping redundant programs and courses, as recommended by the Board of Studies and Departmental Consultative Committee with due recommendations and input by the IQAC.

**Finance Committee** is the principal financial body of the University. Its responsibilities include considerations and comments on the annual accounts & financial estimates prepared by the Finance Officer.

 <b>TRUST   INCLUSIVITY   INNOVATION   RESPECT   PASSION</b> To be an Institution of Global standing for developing professionally competent talent contributing to nation building					
UNIVERSITY STRATEGIC PLAN 2018-2022					
Ranking & Accreditation	Academic Excellence	Faculty Recruitment & Retention	Research & Consultancy	Students Outcome	Outreach & Inclusivity
Institute of Excellence by 2023 • NAAC - A+ by 2019-20 General Mode University Manual - A+ by 2020-21 Dual Mode University Manual • NRF #1 Target 2019 - Top 175 University - Top 100 Engineering - Top 75 Business #1 Target 2020 - Top 150 University - Top 100 Engineering - Top 50 Business #1 Target 2021 - Top 125 University - Top 75 Engineering - Top 40 Business • QS Rating - 4 Star rating by 2020 - 5-Star rating by 2022 • NSA accreditation- all eligible programs by 2022 • UGC 12(B) by 2021 • International accreditations - All eligible programs by 2023	• Charter Expansion- Nanoscience, Health Sciences, Agriculture, Media, Liberal Arts • Introductory of Mult. Disciplinary programs • Merit/Research and Aptitude skill-based courses • Pedagogical Innovation, Use of Technology- Hybrid Learning • Centre for Continuing Education- target 2000 to 3000 working professionals • Industry School Advisory Board • Top level Academic and International Collaboration for schools • Strengthening OER philosophy • Internal Quality Assurance Framework	• Faculty Career survey • Strengthening Principles of Employment • Women on Leadership roles • Internal job postings and promotion • Industry Immersion for Faculty • Development initiatives for High Potential employees • Great Place to work certification • Student Faculty Ratio- 1:18 • Hiring International Faculty- 10 faculty to be recruited by December 2021 • Hiring Research Faculty- 25 Faculty to be recruited by December 2023 • Ratio ratio as per the statutory requirement	• Multi Disciplinary Research • Strong Research Advisory Committee • Research on National Priorities, having large social impact • Publications - 2 publications per faculty in Scopus/ISI index by 2020 and 5 per faculty by 2021 • Incentives and awards for Faculty • Strengthening Central Intellectual Centre • IPR - (50 level) to be reviewed by 2020 • UG PG students as Research Assistants across all schools • Patents 200 Patents to be published by 2021 • High Value consulting projects • Establishing Research Centres • To develop International collaborations for research and consultancy • Startups - 100 by 2019 - 200 by 2021	• Median Salary 9 Lacs by 2021 • Increase in transition of PhD enrolments into award of degree • Support to students for higher studies – through EDGE • International exposure, student and faculty mobility • Maximize student satisfaction, positive net promoter score • 100% connect with Alumni by 2021	• 5% students to be International 750 full time students, 250 exchange students incoming and outgoing • Raise gender ratio from 75:25 to 90:10 • 25% scholarship to girl students by 2020 • Strengthening CSR - Adopting nearby villages - Scholarship for girls - Women Leadership Program from Classroom to Boardroom

### Participation of teachers in decision-making bodies

UPES thrives on the values of inclusivity, which is evident through involvement of teachers in decision making at various levels. The Deans and nominated teachers are part of various bodies and committees such as Board of Management, Academic Council, Board of Studies and Departmental Consultative Committee etc. In addition, there are a number of other important governing committees, which include, but not limited to Research Advisory Committee, IQAC which meet regularly to steer the academic, research and administrative system of the University.



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

### 6.1.2 The institution practices decentralization and participative management

#### Response:

UPES practices a decentralized and participative approach in all its academic and administrative procedures. Fostering inclusivity and transparency, faculty is involved in various statutory bodies and committees, and a collaborative decision making process is functional, with their inputs forming a strong basis for implementation and continual improvement.

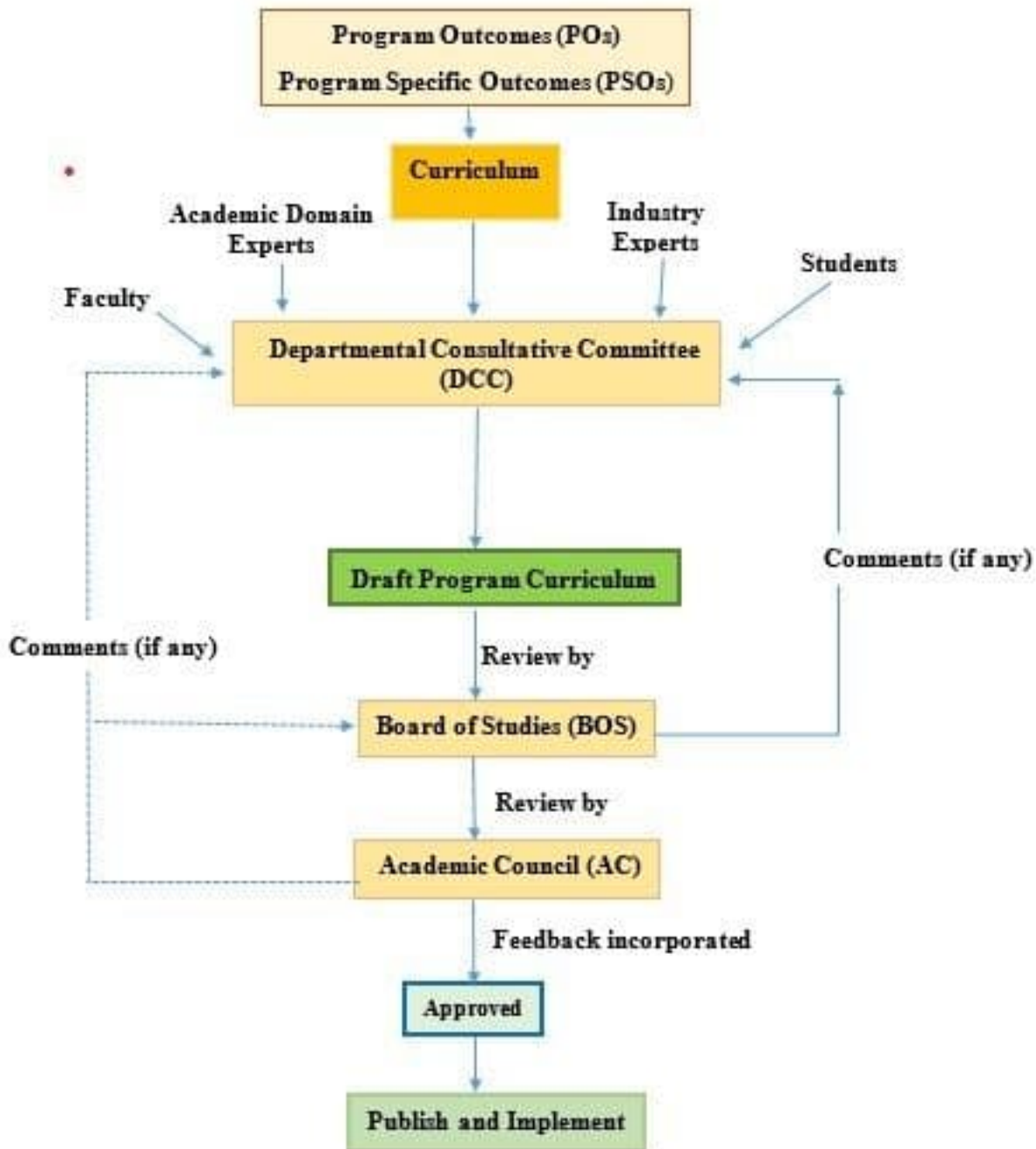
#### Case in focus: Curriculum Development

UPES has a well-defined process for design and revision of curriculum that involves participation of all stakeholders (students, faculty, industry, alumni and parents) and eminent academicians, researchers, subject experts from other institutions of national, international repute and eminence. With industry aligned domain specific programs on offer, inputs of industry experts are very crucial to build contemporary and state-of-art curriculum, to produce well-rounded industry-ready professionals.

The process initiates with the formation of a **Departmental Consultative Committee (DCC)** (Minutes enclosed in link).

- DCC meets once in every academic year. Exhaustive deliberations on existing curriculum, impetus feedback from all stakeholders, and proposal to introduce new course (s) in the existing program curricula, incorporating input from industry, academic domain experts, as per recent trends, are undertaken.
- Thorough review by DCC includes adherence to respective regulatory authority (UGC, AICTE) model curriculum, alignment with Program Outcomes (POs) and Program Specific Outcomes (PSOs) and benchmarking with best institutions.
- The presentation and consensus in DCC concludes with development of a draft document of proposed program curriculum.
- The minutes of this meeting are the basis for further deliberations in the **Board of Studies (BOS)** meeting, where the proposed curriculum, is presented, for review (Minutes enclosed in link). The idea is to consolidate and create an operational plan where the entire School is abreast of the changes and functions as a unit. All the Heads of Departments of a School are part of the BOS, chaired by the Head of the School.
- BOS ensures that the proposed curriculum aligns with the School's Mission and Vision.
- After validation, the Program Curriculum is forwarded to the **Academic Council (AC)** for further review. In case of any discrepancy, the document is sent back to the DCC with comments/suggestions and recommendations.
- AC ensures that the proposed Program Curriculum aligns with the University Mission and Vision, and accordingly accords suggestions/ approval.
- If approved, the Program Curriculum is published, and implemented in the upcoming session. If not approved due to any inconsistency, the draft is sent back to the BOS and to DCC with comments/suggestions and recommendations.
- AC also has authority to commend new program launch, major revision and revision in academic policies.
- School Deans, through Heads of Department and the faculty members, implement the recommendations of AC.

Process of designing Program Curriculum is illustrated in figure below:



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

## 6.2 Strategy Development and Deployment

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

Response:



University in its endeavour, to meet Vision and Mission, continually engages in perspective planning on short-term and long-term basis, determining targets and goals, to deliver on the above. A five year strategic plan is prepared, after conducting a SWOC analysis. Strategy as approved by Board of Governors for year 2018-2022 is as below:

 <b>TRUST   INCLUSIVITY   INNOVATION   RESPECT   PASSION</b> To be an Institution of Global standing for developing professionally competent talent contributing to nation building					
UNIVERSITY STRATEGIC PLAN 2018-2022					
Ranking & Accreditation	Academic Excellence	Faculty Recruitment & Retention	Research & Consultancy	Students Outcome	Outreach & Inclusivity
Institute of Excellence by 2023 • NAAC - A+ by 2019-20 General Mode University Manual - A+ by 2020-21 Dual Mode University Manual • NRF #1 Target 2019 - Top 175 University - Top 100 Engineering - Top 75 Business #2 Target 2020 - Top 150 University - Top 100 Engineering - Top 50 Business #3 Target 2021 - Top 125 University - Top 70 Engineering - Top 40 Business • QS Rating - 4 Star rating by 2020 - 5 Star rating by 2022 • NSA accreditation- all eligible programs by 2022 • UGC 12(B) by 2021 • International accreditations - All eligible programs by 2022	• Charter Expansion- Humanities, Health Sciences, Agriculture, Media, Liberal Arts • Introduction of Multi-Disciplinary programs • Market/Job/and Academic skill-based courses • Pedagogical Innovation, Use of Technology- Hybrid Learning • Centre for Continuing Education- target 2020 to 5000 working professionals • Industry School Advisory Board • Top level Academic and International Collaboration for schools • Strengthening OER philosophy • Internal Quality Assurance Framework	• Faculty Census survey • Strengthening Principles of Employment • Women on Leadership roles • Internal job postings and promotion • Industry Immersion for Faculty • Development initiatives for High Potential employees • Great Place to work certification • Student Faculty Ratio- 1:18 • Hiring International Faculty- 38 Faculty to be recruited by December 2021 • Hiring Research Faculty- 25 Faculty to be recruited by December 2021 • Cadre ratio as per the statutory requirement	• Multi-Disciplinary Research • Strong Research Advisory Committee • Research on National Priorities, having large social impact • Publications - 2 publications per faculty in Scopus/ISI Index by 2020 and 3 per faculty by 2021 • Incentives and awards for Faculty • Strengthening Central Innovation Centre (CIC) - 150 fees to be recruited by 2022 • UG PG students as Research Assistants across all schools • Patents 200 Patents to be published by 2021 • High Value consulting projects • Establishing Research Centres • To develop International collaborations for research and consultancy • Startups - 100 by 2019 - 200 by 2021	• Median Salary 9 Lacs by 2021 • Increase in transition of PhD enrolments into award of degree • Support to students for higher studies – through EDGE • International exposure, student and faculty mobility • Maximize student satisfaction, positive net promoter score • 100% connect with Alumni by 2021	• 5% students to be International 150 full time students, 250 exchange students incoming and outgoing • Raise gender ratio from 75:25 to 80:40 • 25% scholarship for girls students by 2020 • Strengthening CSR - Adopting nearby villages - Scholarship for girls - Women Leadership Program from Classroom to Boardroom

### Case in focus- Successful implementation of Research strategy

Aligned to the overall strategy of the University, Research and Development office has taken various initiatives to encourage participation in research activities from both faculty and students. In order to equip the researchers R&D department conducted workshops viz a viz Research Paper Writing, Patent Filing, Research Proposal Writing and Research Collaboration. Dedicated research groups are in place to bring together researchers with common research interests. Researchers are provided SEED research funds to test their ideas and write projects for external grants. Performing researchers are adequately incentivized for their contributions. Support is also available to enable faculty attend national and international conferences/workshop/seminars.

State-of-the-art Central Instrument Centre (CIC) enables the researchers to perform cutting edge research. In order to encourage students to become innovators and entrepreneur UPES provides student support under SODH. The SODH initiative aims at adopting ‘students as innovators’ approach and has a particular focus on completion of the research cycle for students through supporting research dissemination. This initiative provides the testing ground for student to test their research, develop new technology or design products that would lead to technology or product development, research papers, patents and/or startups that can be taken up by the UPES Centre for Innovation and Incubation to help the student become an entrepreneur.

Other steps undertaken to create and strengthen the research ecosystem over last few years were:

1. Organizing lectures of eminent scholars of national and international stature to interact with the faculty and students and motivate them to identify and research on relevant current issues.



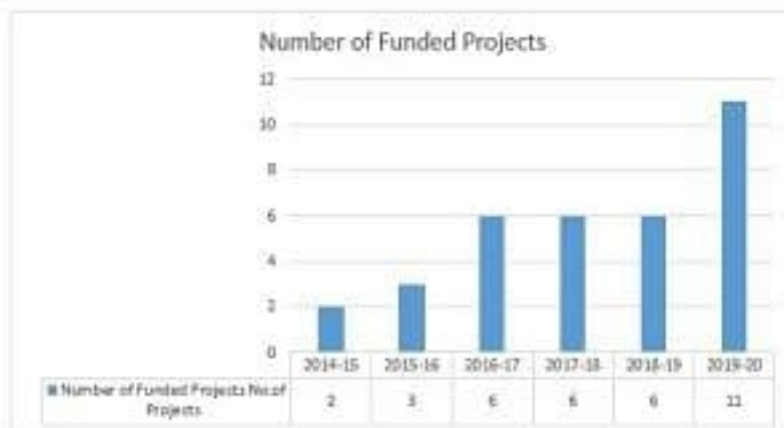
2. Launching a customized program ‘*Learning with Leaders*’ focused interaction of faculty with renowned researcher to understand the thrust areas and develop research proposals for external funding.
3. Expanding the spectrum of database through subscription of SCOPUS, Science Direct, Web of Science, Emerald Insight and EBSCO to provide support to faculty for literature search.
4. Joint research projects with International academic collaboration
5. Dedicated research centers established in aligned areas towards gaining excellence and global recognition in focused research areas. CAER (*Centre for Alternate Energy Research*), CMI (*Center for Machine Intelligence*) and CSM (*Center for Sustainable Management*) launched with all round support from UPES.
6. Rewards and Incentives for faculty to encourage quality research outcomes
7. Financial support to faculty and students for developing new patents and technology

Establishment of Strong Research Advisory Committee to guide and mentor

All above initiatives implemented for last 3 years resulted in driving the research output. The same has been depicted by graphs below.

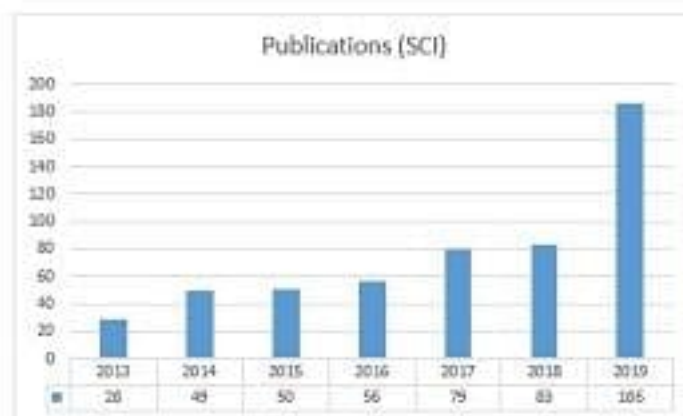
Number of Funded Projects

Year	No. of Projects
2014-15	2
2015-16	3
2016-17	6
2017-18	6
2018-19	6
2019-20	11

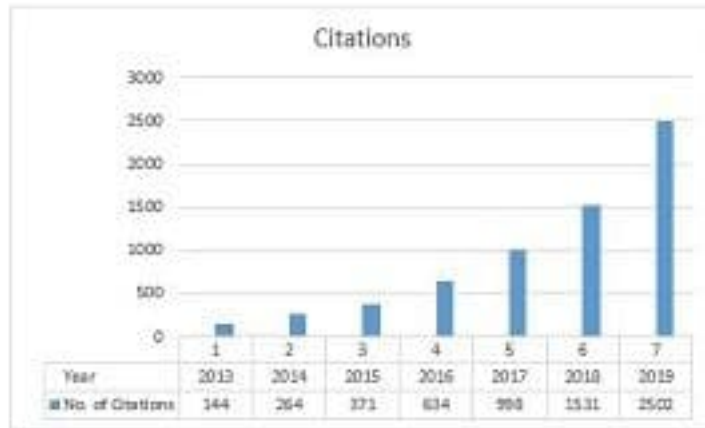


Publications (SCI)

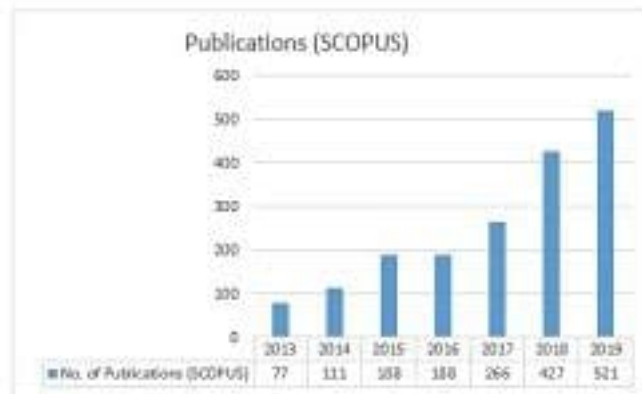
Year	No. of Publications
2013	28
2014	49
2015	50
2016	56
2017	79
2018	83
2019	186



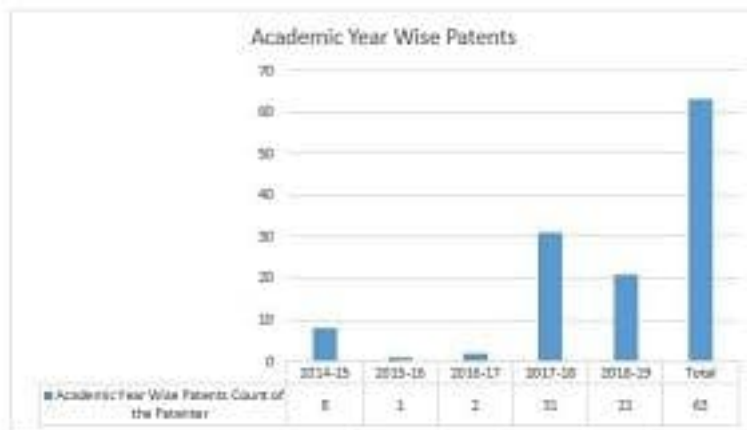
Citation	
Year	No. of Citations
2013	144
2014	264
2015	371
2016	634
2017	998
2018	1531
2019	2502



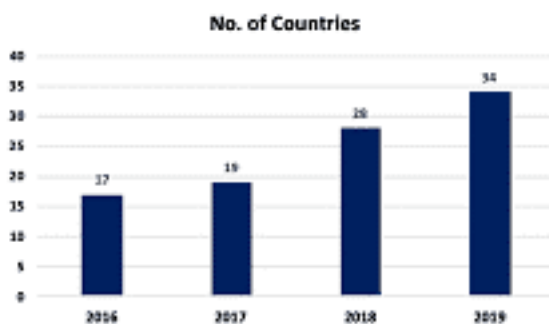
Publications (SCOPUS)	
Year	No. of Publications [SCOPUS]
2013	77
2014	111
2015	188
2016	188
2017	266
2018	427
2019	521



Academic Year Wise Patents	
Row Labels	Count of the Patenter
2014-15	8
2015-16	1
2016-17	2
2017-18	31
2018-19	21
Total	63



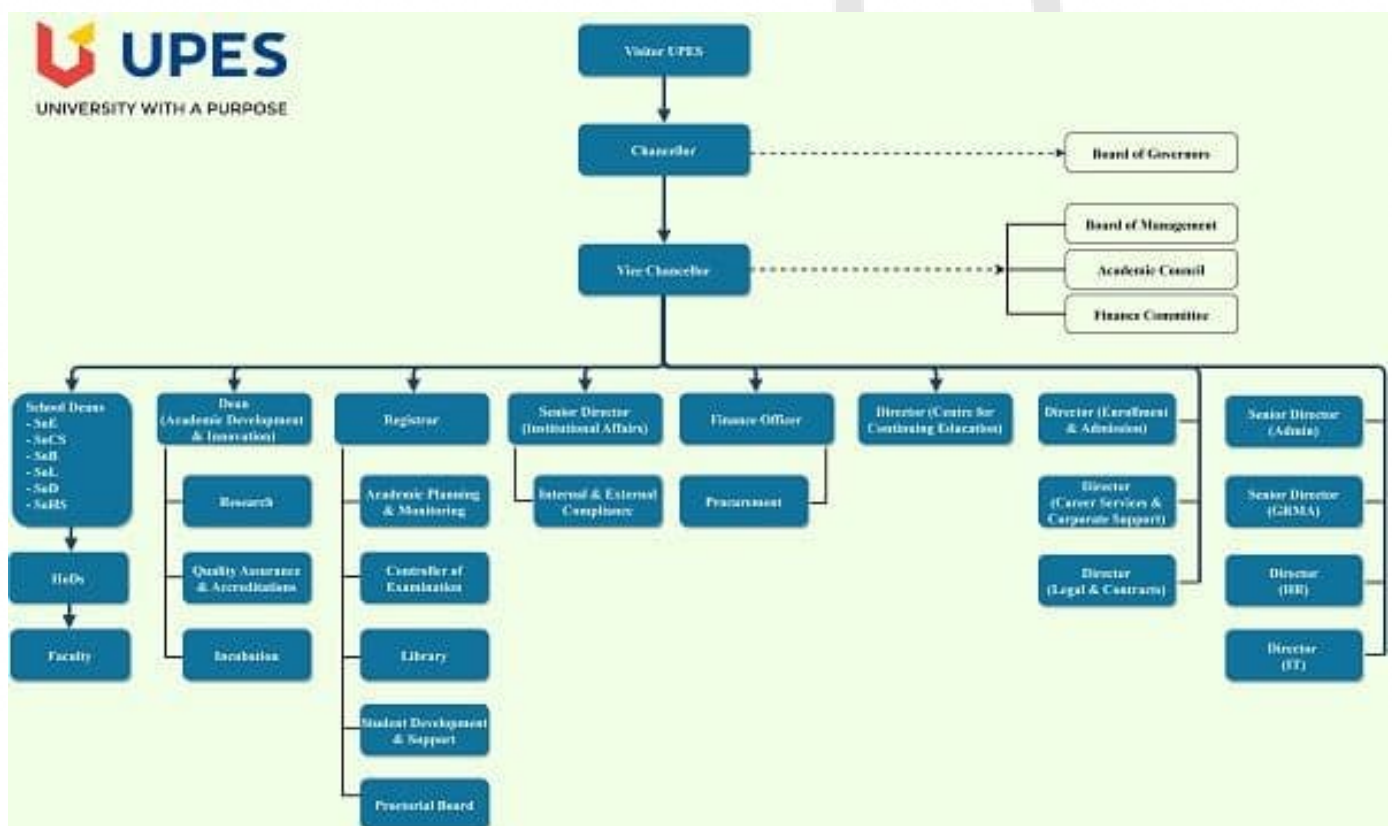
### Research Articles published with international collaboration



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

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

Response:



UPES has a well-defined organizational structure for effective decision making process with appropriate delegation of authority at various levels. The structure has been formulated as mandated by the UPES Act, 2003.

The **Officers of the University** are the Visitor, the Chancellor, the Vice-Chancellor, the Deans of Schools, the Registrar, the Finance Officer and such other officers declared by the Statutes.

**Governing bodies of the University:**

**Board of Governors** is the apex regulatory policy making body of the University. Main role of BOG is to lay down policies to be pursued by the University and to review decisions of the other officers/ bodies and

suggest modification if they are not in conformity with the provisions of the Act, or the Statutes or the Rules.

The **Board of Management** is the principal executive body entrusted with function to prepare annual accounts and financial estimates through Finance committee, to appoint Professors, Associate Professors, Assistant Professors and Lecturers as may be necessary and fix their emoluments and define duties.

The **Academic Council** is the principal academic body of the University responsible for coordinating and exercising general supervision over the academic policies of the University, that include prescribing the admission and examination procedure for the students, sanctioning the number of academic programs and their intakes, approval of curricula and syllabi for the courses in various departments. The Sub Committee of the Academic Council is the **Board of Studies** at School level.

**Finance Committee** is the principal financial body of the University and its responsibilities include consideration and comments on the annual accounts and financial estimates of the University prepared by the Finance Officer. The Sub Committee of the Finance Committee is the **Fee Committee**, which prescribes the fees to be charged, for various programs.

**IQAC** has its primary goal to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the Institution and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

**Research Advisory Committee** has its primary objective to give advice on research related matters such as, publications, patents, funded projects an internal research funding.

**Examination Committee** ensures adherence to the examination regulations and allied provisions of the University. Its Sub Committee is Examination Grievance Redressal Committee.

**Library Steering Committee's** main objective is to formulate general library policies & regulations, and to prepare and review budget for the development of the Library.

#### **Recruitment, Service rules, Policies and Procedures (enclosed in additional information)**

A transparent process on all the policies concerning Recruitment, Service Rules, Performance Management, Promotion, and other Welfare HR Policies are in place since the inception of the University.

#### **Grievance Redressal Mechanism (enclosed in additional information)**

UPES has a very strong Grievance Redressal mechanism for employees in accordance with UGC guidelines. A Grievance Redressal committee is constituted in order to addresses the grievances. In addition to the above bodies/ committees UPES also has other committees for the better functioning and governance of the University.

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

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

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** All 5 of the above

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

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

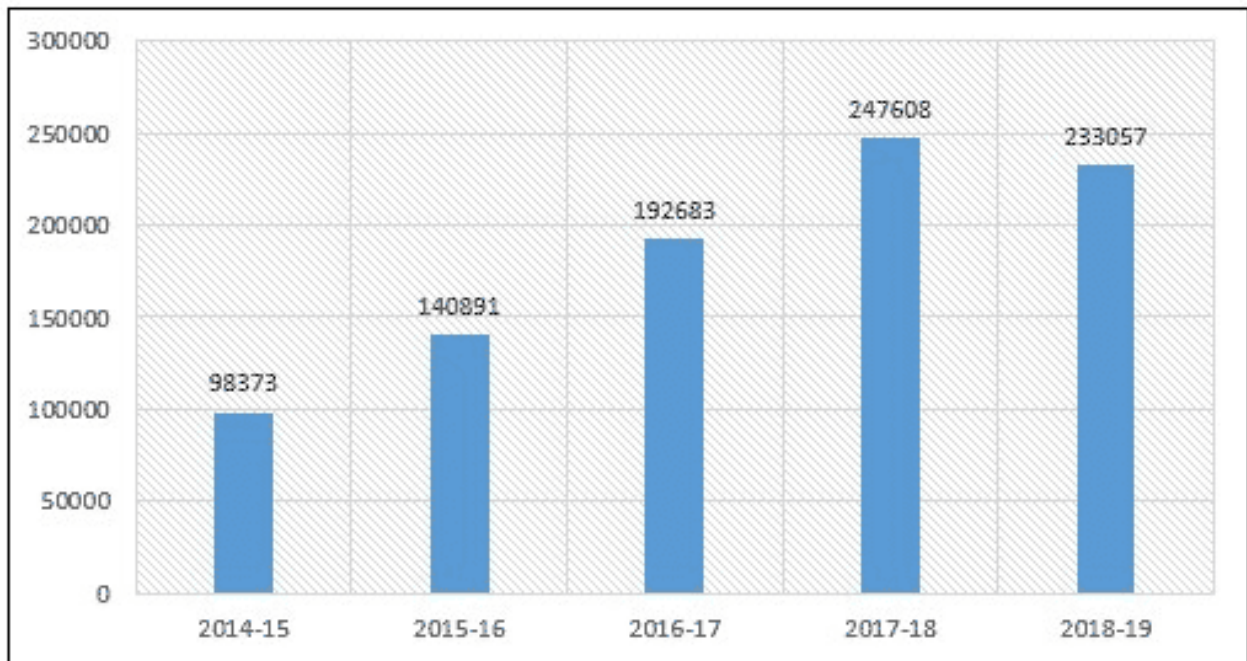
**Response:**

The meetings of various bodies /cells/committees are held as per UGC regulations and all activities are conducted at the University based on the decision taken in them. To guide formulation of library policies and regulations and ensure smooth functioning of the UPES Library, a full-fledged Library Steering Committee (LSC) appointed by the Vice Chancellor, is fully functional at the University.

It strives to generate and execute innovative ideas centered on making the library experience of the users more engaging, advises the Library in various policy matters and facilitates communication between the

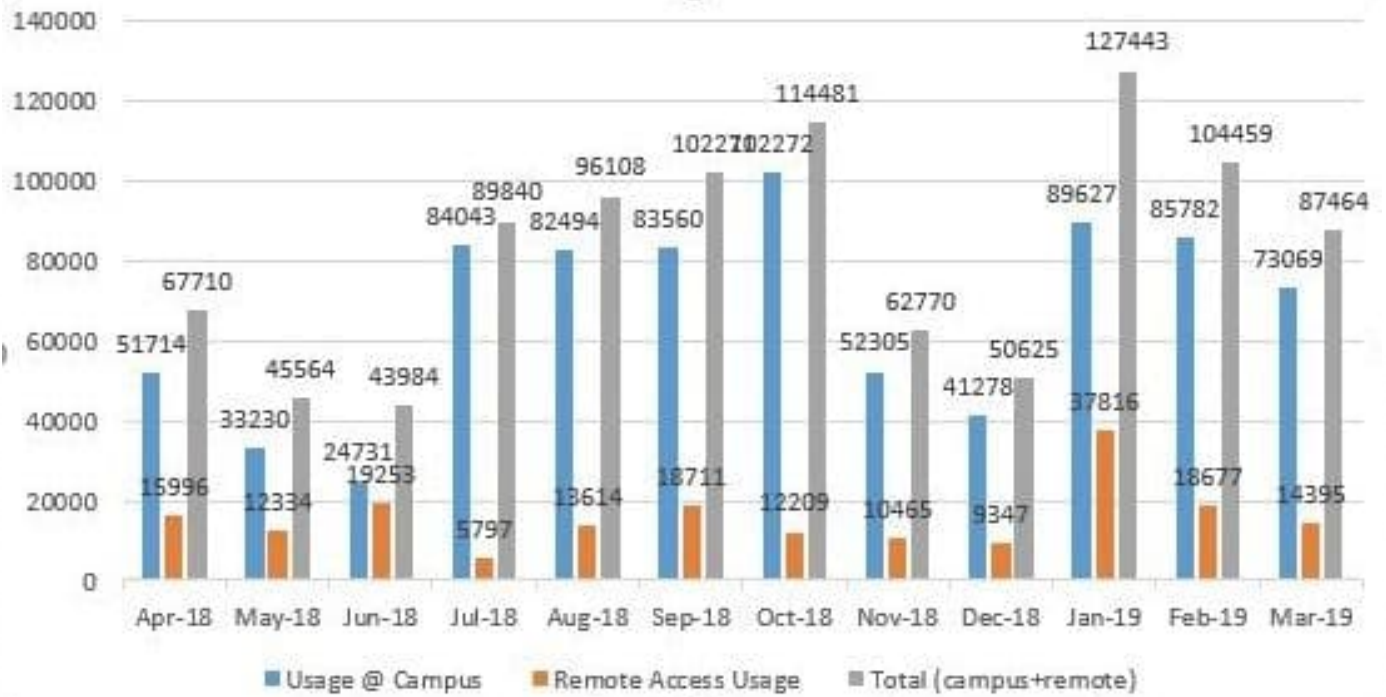
Library and the community it serves. The Committee holds its meetings once every academic session, that is, two in each academic year. Student representatives are mandatory members of the Committee and are invited, to present their points, concerns and perspectives on various issues brought for discussion in the meetings.

LSC has been instrumental in guiding growth of the Library with best of resources, and recommendation of several well-timed initiatives, including automation through Web OPAC to facilitate search in collection, RFID self-check-in and check-out kiosk, patron traffic counter, remote access to e-resources, need-based trainings, enablement of digital library services, and procurement of kindle e-readers. Proof of success is the progressive trends observed in the library usage.

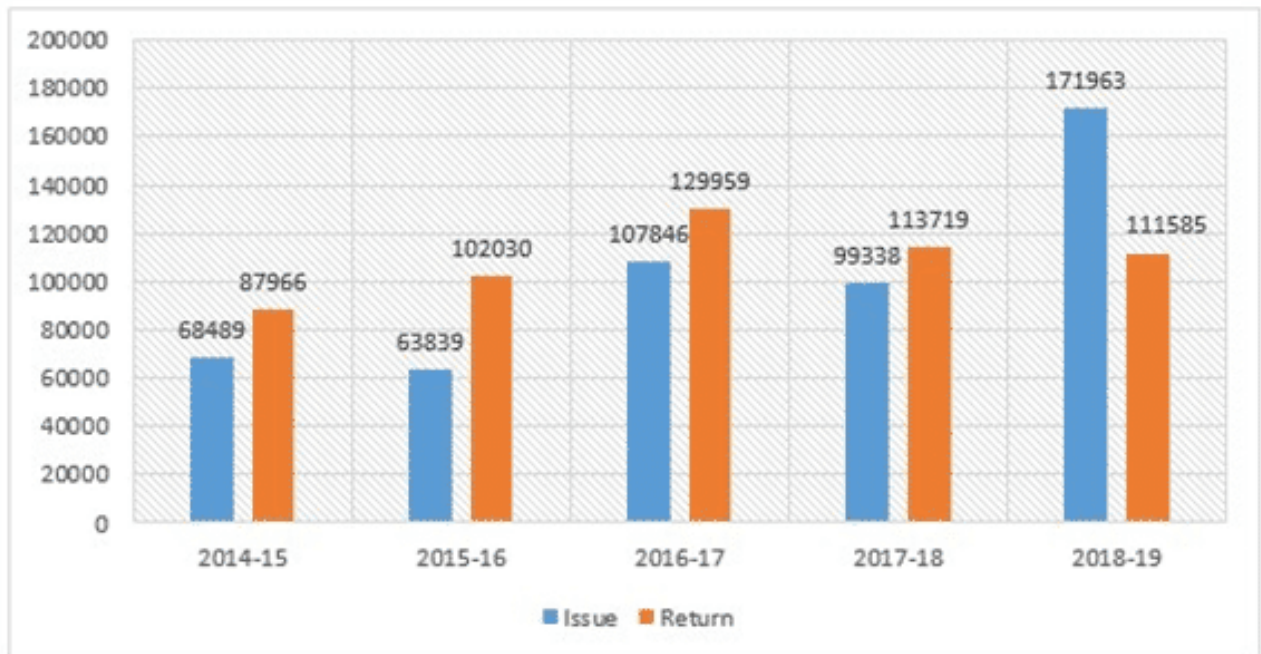


**PHYSICAL FOOTFALL TREND**





**E-RESOURCE ACCESS TREND**



**BOOKS/ISSUE RETURN TREND**

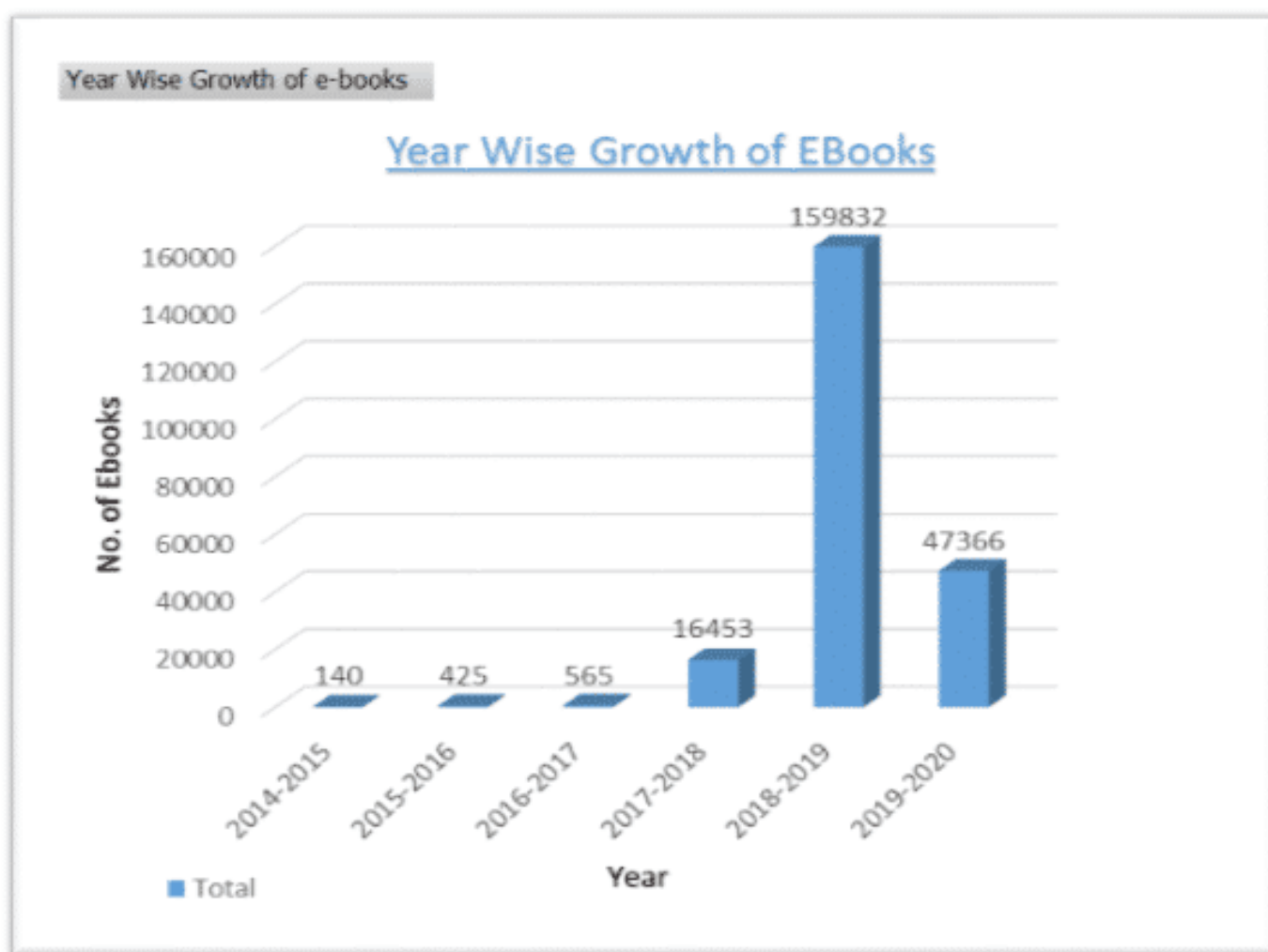
**Case in focus: Procurement of e-books**

LSC in its deliberation dated 21 April, 2014, noted growing interest of the student and faculty community towards e-books, due to their inherent advantages of being portable, lightweight, purely digital, instantly accessible anywhere, and everywhere and downloadable over internet. As advised by LSC, a demonstration of e-books collection by leading publication houses was held (on 3rd May, 2014). Quotations were received from shortlisted ones, viz., Pearson, Tata McGraw Hill, EBSCO, Springer and Wiley online. The Librarian apprised the committee, about price and subscription mode/pick-choose model. The committee suggested selecting the titles in consultation with respective HODs/Deans and subject-wise list of e-books were finalized.

In LSC Meeting held on 13th February, 2015, the committee recommended the Library to allocate a corpus budget for procurement of e-books. As a regular practice, explicit budget allocation for the same has continued and in LSC meeting held on 29th April, 2016, unanimous decision was made, that, the Library shall stop issuing printed course books to the students, if same was available in e-book format, commencing from academic session July, 2016. This is beneficial as there is no need to procure multiple copies of course books, allowing for saving resources to procure the necessary printed titles. Also leading to increased lending capacity of the students, both in terms of number of course books and the lend time. The students can access e-books in authenticated laptops for over one year or more and through remote access as well.

In a continual endeavor towards enriched student experience, UPES Library has consistently expanded its e-book collection, progressively including each of the Schools it serves. Effectiveness of LSC demonstrated in it delivering useful recommendation and implementation of the resolution.





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

### 6.3 Faculty Empowerment Strategies

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

##### Response:

##### Welfare measures for Teaching and Non-teaching staff at UPES

- UPES Group Health Policy-covering medical facilities for employees, their immediate and extended family
- Maternity, Paternity & Adoption Benefits: Leave provided as per the Maternity Benefits Act 1961 and Medical Insurance cover

- Child Support Post Maternity Leave: Crèche (*'Kilkari'*) facility at campus
- Unlimited Sick Leaves
- PL (Privileged Leave) and PL Encashment
- Bereavement/Relocation/Sabbatical/Study Leaves
- Relocation reimbursement
- Emergency Loan Facility (Advance available of one-month gross salary)
- Compensatory leave: in case employees work on off day/holiday
- Flexi working hours, work from home, short leave.
- Fully functional Internal Complaints Committee (ICC), in accordance with Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and UGC Guidelines
- Concessional fee for wards of employees (75% discount in fee)
- Sponsorship (fee, travel grant) to attend conferences in India and abroad
- Fee concession for faculty doing their PhD from UPES
- Regular Employee Development Programs for faculty/staff, leadership development programs for employees at different levels (*'Unnati'*, *'Pragati'*, *'Shikar'*, *'Udaan'*), specially crafted for women *'Shakti'*.
- Skill development courses, adaptive skills trainings for non-teaching staff
- Industry Internship program for faculty- *'Abhigyaat'*
- Internal Job Posting (new jobs at UPES offered first to employees) and fast Career Progression recognizing efforts of deserving employees (*'Protsahan'*)
- Induction program (*'Aarambh'*) for new joinees to interact with the leadership team and discover UPES
- Employee health and well-being (*'Navrachana'* program, *'Main Hoon Na'* (24 hour confidential help line to consult on any mental wellbeing related issues))
- Regular employee interaction with Town hall meetings (*'Manthan'*, *'Batton Batton Mein'*)
- Reward & Recognition Policy (Annual Awards for Excellence, conferred at grand felicitation ceremony in Town hall meetings *'Manthan'*)
- Incentives to teachers who receive state, national & International recognitions award)
- Dedicated Service Award Policy (awarding long service of 5, 10, 15 years)
- Birthday/Wedding Gift Policy
- Diwali Gift coupons
- UPES regularly celebrates, Annual Family Picnic (*'Utsav'*), International Women's Day and Teacher's Day (*'Gurudakshina'*)
- On campus free medical facilities- Doctors and Infirmary in campus
- 24\*7 Ambulance well-equipped with Basic Life Support facilities (inclusive Cardiac Monitor, Defibrillator) available, one in each campus.
- Periodic yoga sessions
- Psychological counseling
- Awards and Incentives for publications and sponsored projects
- 2% of the sponsored project grant as incentive to the investigator and extra incentive for grant more than 50 lakhs
- Gratuity
- Employee Provident Fund
- Subsidized rates for faculty and staff at Lounge/canteens
- Child Allowance
- Financial assistance for membership of professional bodies, procurement of books, computer peripherals, patent fee reimbursement
- Empowering teachers with personal computation facility (Laptops)

- Leave Travelling Concession
- Recreational and sports facilities, Sports ground, Gym
- UPS power back-up (100%)
- Wi-Fi facility
- Dedicated cabins & workstations for faculty/staff wherein they can perform their duties effectively
- Cafeterias
- ATM facility
- Shopping complex in campus
- Pick and drop facility provided during odd hour

Year-wise beneficiaries of various welfare measures

	2014-15	2015-16	2016-17	2017-18	2018-19
Maternity Leave	4	2	5	6	13
Paternity Leave	5	9	16	19	21
Employee Loan/Advances	36	45	40	46	49
Dedicated Service Award	34	32	92	71	91
Wedding Gift 'Shagun'	6	8	15	13	12
Birthday Coupon	572	668	742	816	819
Diwali Coupon	615	639	780	800	762
Health Insurance Availed	589	627	648	702	738

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

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

Response: 28.93

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

2018-19	2017-18	2016-17	2015-16	2014-15
131	94	86	71	66

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 26.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	35	28	22	24

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 65.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	417	297	256	152

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

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

**Response:**

UPES strongly driven by its 'People First' approach, believes and holds 'People' as its, most important assets. The '*Great Place to Work*' award conferred to UPES, in 2019, is a testimony to the same. A well-articulated and robust Annual Performance Appraisal System is in place, to ensure a high standard of performance that drives the philosophy of meritocracy (i.e., reward for performance).

## Process of Appraisal

### **STEP 1: Finalization of Key Result Areas (KRAs) for teaching and non-teaching staff.**

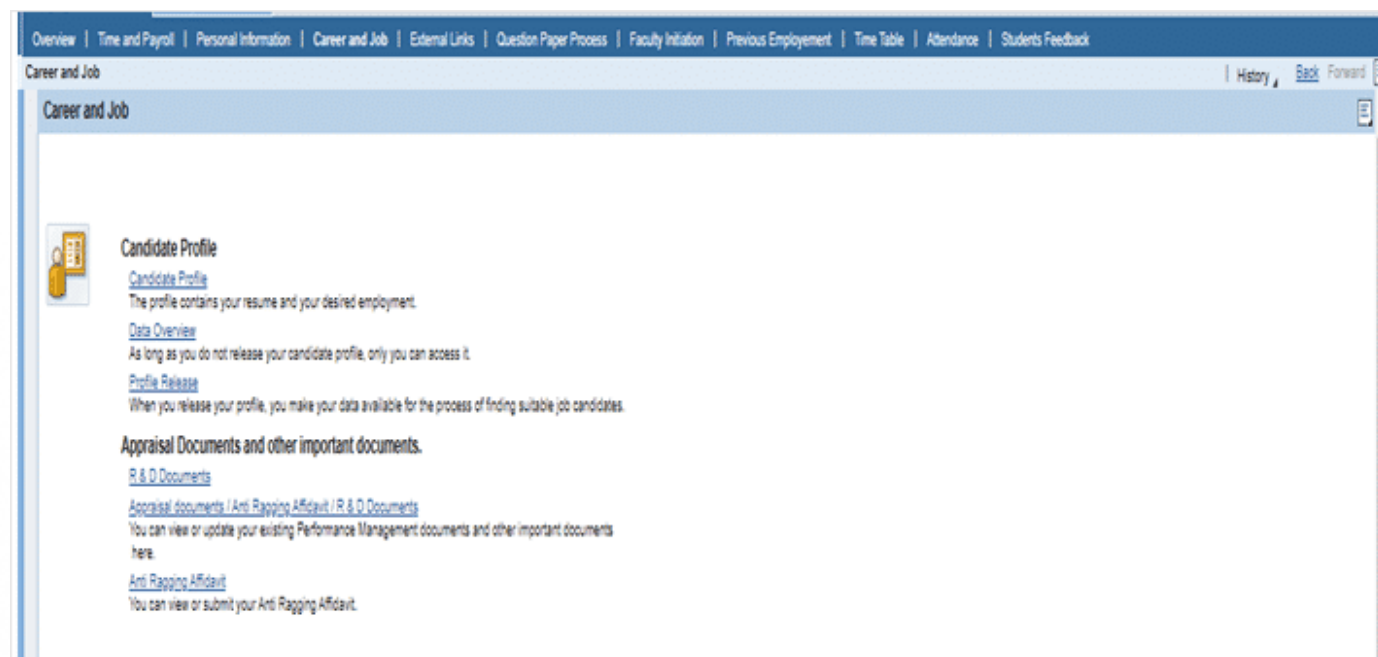
At the beginning of the year, the employee, in consultation with reporting manager, sets the objectives/KRAs. Over the year, the employees can periodically update their accomplishments against the set objectives, and can self-monitor his/her performance. KRAs of the employees percolate down from the level of apex leadership team and are aligned to achievement of common goals of the University. Table below, exemplifies, faculty KRAs. Similar mechanism is followed, for non-faculty KRAs, as well.

NAAC

<b>Weight Matrix(Faculty)for Objectives/KRA for Appraisal 2018-19</b>					
<b>KRA</b>	<b>To be used as objective for 2019</b>	<b>Descriptors</b>	<b>Weightage</b>	<b>Suggestive data inputs</b>	<b>Suggestive Criteria/Rubric to meet 3</b>
<b>KRA 1</b>	<b>Sustenance &amp; Growth (10%)</b>	Net Enrolment	4%		
		Total Enrolment	3%		
		<b>Budget</b>	3%		
<b>KRA 2</b>	<b>Academic Excellence &amp; Student Experience (60%) Internally can be varied</b>	<b>NPS</b>	<b>25% [15%-30%]</b>	Courses taught- OBE adherence (COs achievement), student feedback, documentation upkeep, NPS Ambassadors contribution	NPS raise by 20%; Student feedback >4.5
		<b>Employability</b>	<b>10% range[5%-15%]</b>	Students placed data, contribution as PIC, Placement/Internship contribution through outcome from Abhigyat, improvement in average salary	100% employability; 10% increase in average salary
		<b>Research</b>	<b>20% [15% - 35%]</b>	Publications(Scopus/SCI/ESCI, ABDC), Patents, External Funded Project (Govt/Non.Govt./Industry), SEED outcomes, RISE, SODH outcomes, PhD Guidance,	
		<b>Internationality</b>	<b>5%</b>	Inward & Outward	1% of total enrolment
<b>KRA 3</b>	<b>Accreditation (20%)</b>	<b>NAAC</b>	<b>10%</b>	Data/documentation support, work on course grids/	
		<b>NIRF</b>	<b>5%</b>	Data/documentation support	
		<b>Programatic Accreditation/OBE implementation</b>	<b>5%</b>		
<b>KRA 4</b>	<b>People First (10%)</b>	<b>GPTW Certification</b>	<b>5%</b>	Peer Synergies, team work, tangible/intangible outcomes as team,	03 events per year as team
		<b>Hiring, Motivating and engaging an A class team</b>	<b>5%</b>		
<b>Grand Total</b>			<b>100%</b>		

The process initiates with uploading of appraisal forms by HR in Employee Self Service (ESS) SAP portal, which the employees, can view, fill and save on the portal. The link to form for each employee shall be

located under the CAREER & JOB section, as APPRAISAL DOCUMENT.



Employees start filling their self - appraisal form and submit to manager for approval.

### Step 2: Performance Assessment

The HR team initiates various trainings, role-plays, simulation games, etc., for employees and managers on how to take and give constructive, positive and purposeful feedback.

The form once submitted by the employee, is automatically forwarded to the manager, termed, 'Appraiser', as per the appraisal matrix pre-defined in the SAP workflow, for review and comments. If applicable, the form is routed to matrix manager, as well. Both managers are encouraged to have conversations amongst themselves followed by a joint discussion with the employee, if required.

UPES follows the five-level Grading System - **Exceptional, Highly Effective, Effective, Improvement Requirement, and Unsatisfactory.**

After manager fills in the comments, the form is forwarded, to 'reviewer' for review and comments.

Once, the form is completed by the reviewer, the forms are downloaded by HR. Calibration process gets initiated with School Heads and Functions Heads to align the rating with the overall curve as mentioned in Appraisal Guidelines, after which all ratings are collated, and presented to the committee, chaired by Vice Chancellor, for the final approval.

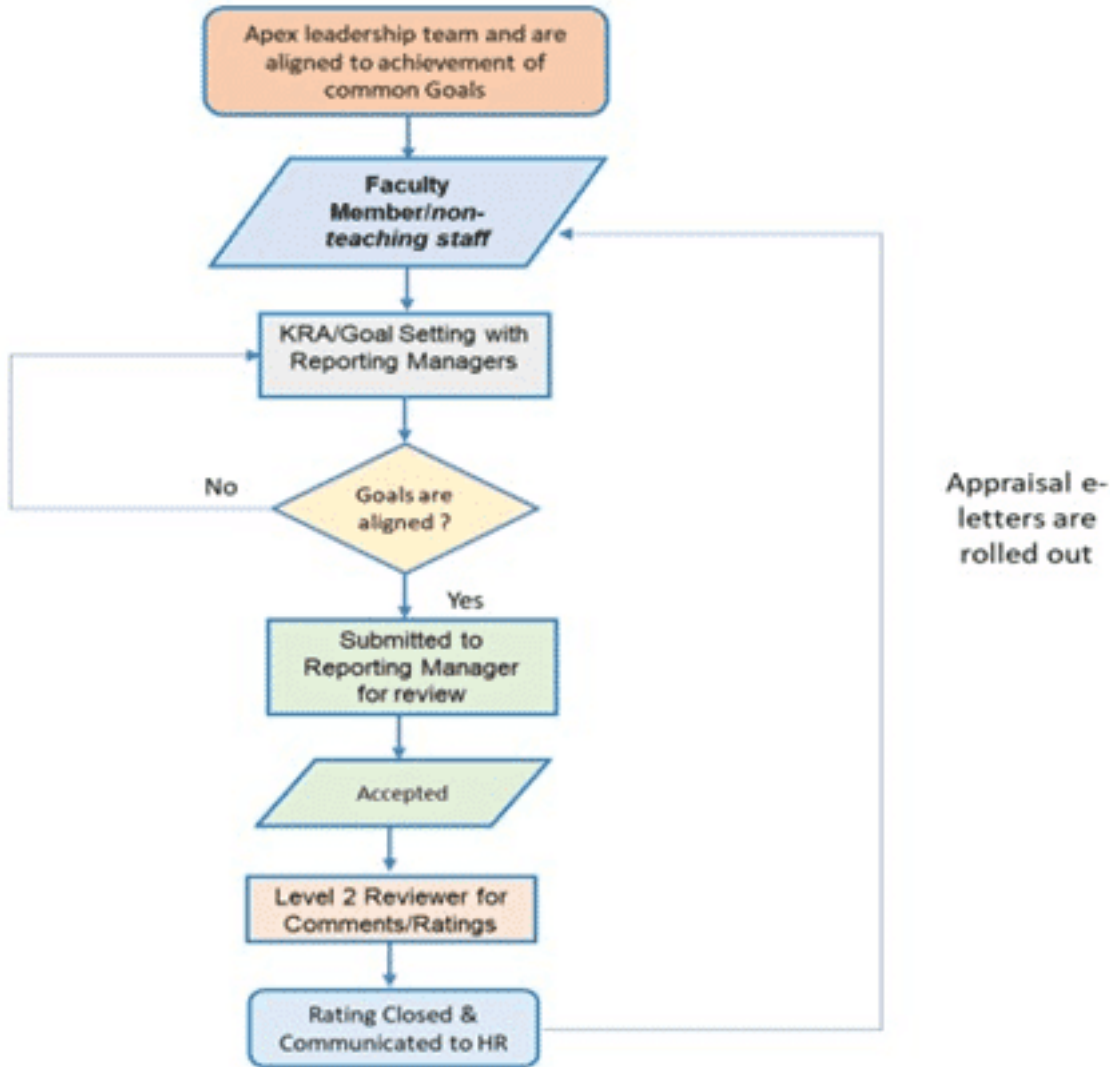
### Step 3: Performance Feedback

The appraisal e-letters are rolled out on official mail id, with the final rating and financial increments. A last date is notified, by which, the employees, can report back to HR for any corrections in their letters.

In case, an employee gets an IR rating he/she is put, on a Performance Improvement Plan (PIP) for a period

for three months.

The appraisal process formally completes with a face-to-face feedback discussion, where the performance and final ratings are discussed between the employee and reporting manager in presence of reviewer and HR representative.



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

## 6.4 Financial Management and Resource Mobilization

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

Response:



University has a mechanism for internal and external audits. The Finance Officer of the University, qualified Chartered Accountant ensures maintenance of annual accounts and balance sheet of the University and audit thereof.

The University's statutory audit as mandated by statute and tax audit under section 12A (b) of Income Tax Act, 1963 are yearly audited by an independent auditor, M/s Raghu Nath Rai & Co, who is a member of the Institute of Chartered Accountant of India. The annual accounts, the balance sheet and the audit report are approved by Board of Governors (BOG) and "BOG" forward the same to the Visitor and the State Government for their consideration along with its observations thereon before 31st December every year.

Further, Internal Audit system is also in place which happens concurrently with almost all financial and non-financial transactions generating detailed quarterly reports for consideration by management. The internal audit is also conducted by reputed organizations namely, E&Y.

UPES undergoes internal & external financial audits every year. While the external audit is mandated under UPES Act 2003, the internal audit is conducted by management to further strengthen the processes & procedures. The audits have resulted in establishment of better financial control mechanisms.

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

**Response:** 1804.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
14.65	12.49	17.43	1747.49	12.30

<b>File Description</b>	<b>Document</b>
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

**Resource Mobilization Policy and Procedures**

UPES is a non-profit, self-financed private University and sponsored by Hydrocarbon Education Research Society. As per Act, UPES is not entitled to any grant in-aid or any other financial assistance from the State Government or any other body or corporation owned or controlled by the State Government.

The Finance Committee is the principal financial body of the University to take care of financial matters and shall, subject to the provisions of this Act, Statutes and Rules, co-ordinate and exercise general supervision over the financial matters of the University.

The main source of funds for University is the fee collections from students, revenues from training and consultancy and interest earned on funds invested in banks. Fee to be charged from students is reviewed periodically for revision. These funds are utilized for the upkeep & maintenance of student services in an optimum manner.

### Sources of Financial Revenue

#### Major Sources:

- Tuition and other Fees

#### Other Sources:

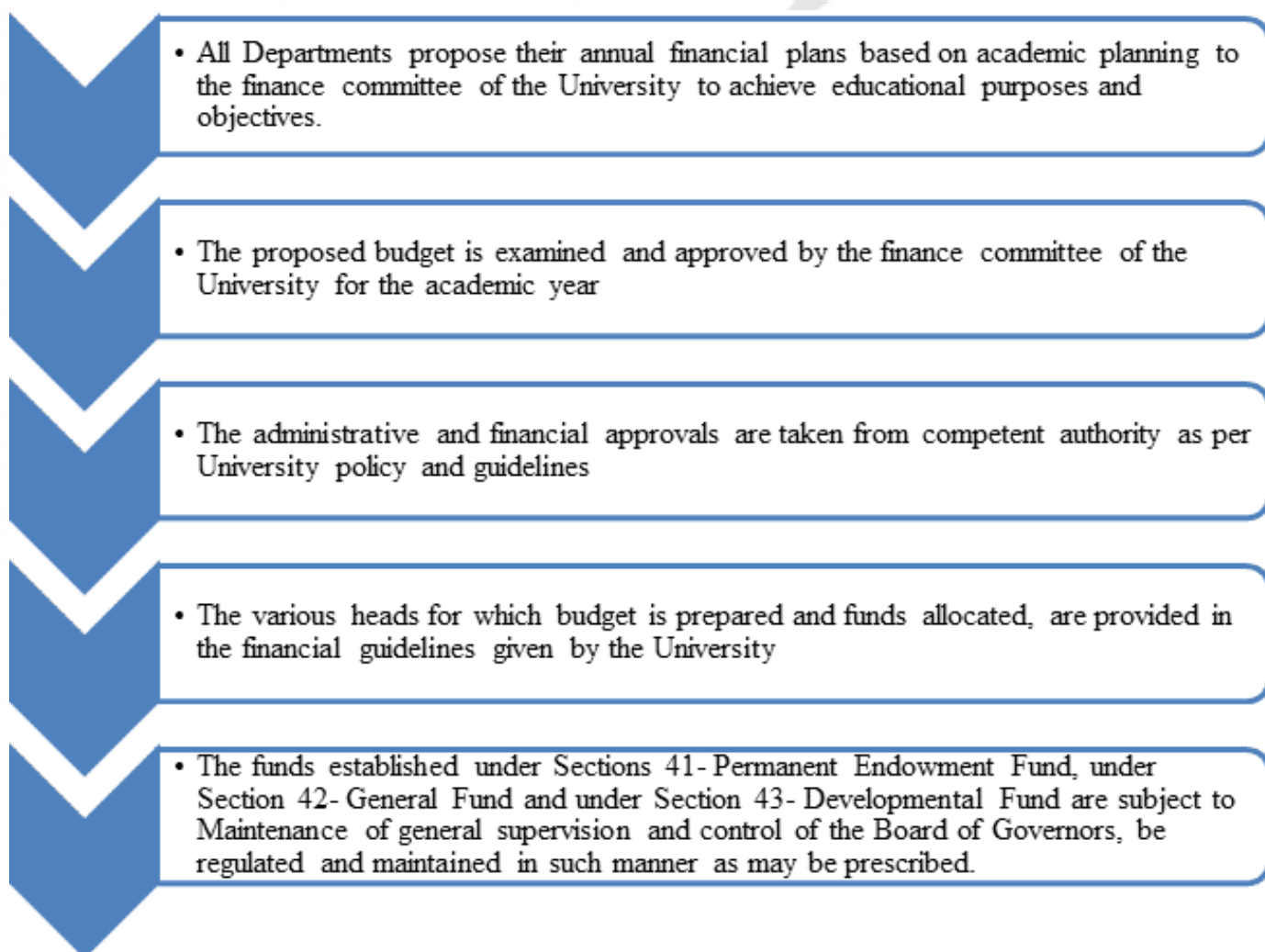
- Training Programs
- Consultancy Projects
- Management Development Programs and Faculty Development Programs for peer Institutions
- Sponsorships for various events and conferences
- Interest on Saving Bank
- Interest on Fixed Deposit

### Optimum Utilization of Resources

- Student Activities- Scholarships & Awards, Physical Development, Financial Support (participation in technical/ Non-technical events), Medical Facility 24/7
- Academic Activities- Laboratory consumables, Software License Fee Workshop, Seminar, Conference, Guest Lecture Membership, Others
- Research Activities – Setting up instrumentation centers, Laboratories, Databases, funding research projects, training programs, research awards and incentives.
- Library- Library Books, Journals, E-resources, others
- Quality Initiative- Student, Faculty and Staff, Institutional, Green Initiative, Digitization, NAAC and NBA preparation
- Corporate Social Responsibility (CSR) Activities – Adopting nearby villages and Govt. primary schools, supporting government initiatives like '*Unnat Bharat Abhiyaan*'
- Employee Activities- Various welfare schemes, Financial support to faculty and staff members (attending workshop, Seminar, Conference, Paper Presentation/publication)
- Statutory payments- Salaries, Provident Fund, Profession Tax, Gratuity, Insurance, Electricity, Water, Taxes etc.
- Infrastructure Development- Laboratory Equipment's, new Buildings, Student recreation and sports facilities, Computers, UPS, LCD Projector, CCTV Cameras, Furniture, Vehicle, Others
- Purchase of Capex Items

- Administrative Activities- Housekeeping, Security, Gardening, Building Maintenance, General Maintenance
- Activities in sync with Govt. of India and UN SDGs
- Renewal Energy initiative (all hostel buildings with solar water heaters and having 100 KW solar PV plant, Bio-Gas plant with kitchen waste feed)
- Waste water treatment plant (STP)
- **Energy Efficiency Measures:** Awareness programs in Technical Colleges and Universities, Conducted Energy Audits in Govt. Buildings, Commercial and Industrial Installations
- Under '*Swatchch Bharat Abhiyan*' organized various cleanliness drives, Swatchchta Pakhwadas etc.

### Procedure to prepare Annual Estimates of Income and Expenditure



## 6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

## quality assurance strategies and processes

### Response:

UPES has an Internal Quality Assurance Cell (IQAC) at University level that plans, guides and monitors Quality Assurance (QA) in various academic programs / activities in accordance with the Vision and Mission defined by the University. Some of the initiatives that IQAC has suggested in various areas across the University at all levels:

- Academic delivery in terms of teaching- learning process.
- Examinations and evaluation procedures
- Initiatives for enhancing Research quality
- International exposure through student and faculty exchange.
- Student feedback
- National and International Accreditation & Ranking

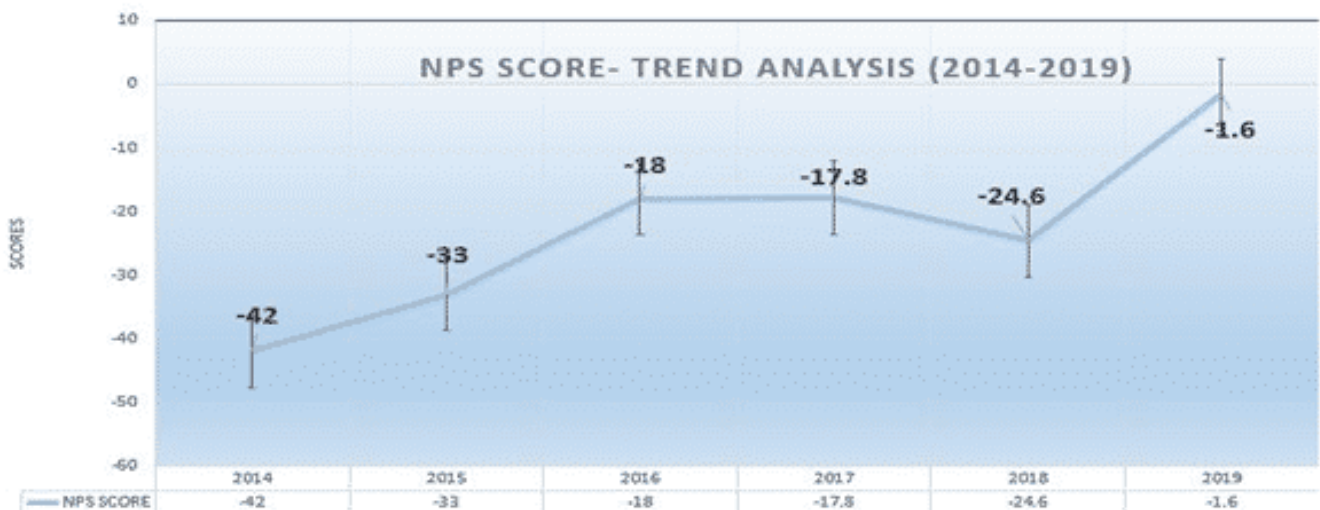
### Case 1: Student Satisfaction Survey through Net Promoter Score (NPS)

IQAC, in its meeting held on 22nd September, 2014, decided to carry out a comprehensive student satisfaction survey through a popular instrument known as Net Promoter Score (NPS).

An NPS survey has been designed with the focus on understanding, measuring, and responding to student feedback in the strategic plans and refining the processes.

The scoring of the survey is based on a scale of 1 to 10. Student responses on the scale, are categorized as Promotor, Neutral, or Detractor, as per the following range of scores: 9-10: Promoters, 7-8: Neutral, 0-6: Detractors.

### NPS - TREND ANALYSIS (2014-2019)



Since the first NPS survey conducted in 2014-15, many steps have been taken through IQAC, on the academic and non-academic fronts to enhance overall student experience based on survey results.

## Academic Front

- *Transparency in evaluation:* Achieved through making evaluated answer books available for students to check if the evaluation is fair. Same exercise followed for class tests, mid-semester examinations, end semester examinations and supplementary examinations.
- *Research Initiative for Students of Engineering (RISE):* aims to enhance students' hands-on engineering experience with annual financial support of 20–25 lacs to convert their innovative ideas into prototypes.
- *IT-enablement:* Adopting smart learning methods. Blackboard, as a Learning Management System, progressively implemented.
- Mid-semester review meetings comprising of students, Dean, and the Faculty.

## Non-academic Front

- Felicitation of achiever students – conferring 'Star Badges' under various categories.
- *Multi-Activity Center (MAC):* Spread over 20,000 sq. ft., providing creative space for students.
- Change in structure of 'Student Development Department' office, to 'Student Engagement and Experience (SEE)', driving cultural, sports, and counseling activities.

Establishment of Single Window Student Helpdesk

### Case 2: Research Initiative for Students of Engineering (RISE)

Recognizing the significance of research

- in intellectual growth of students,
- inculcating research competencies,
- explore current tools and technologies

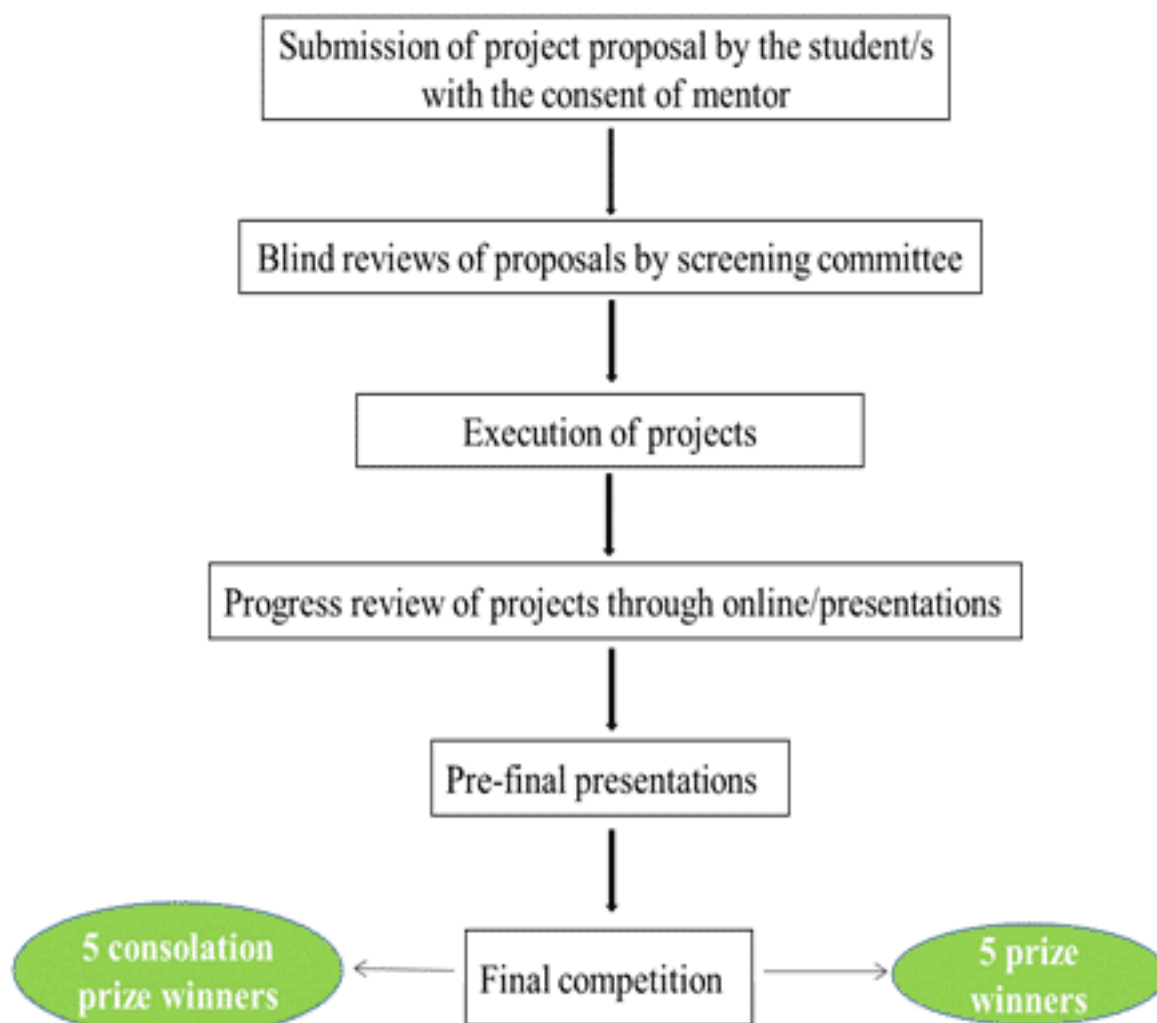
IQAC in 2015, directed launch of a unique scheme, RISE, for the student community.

RISE aims at inculcating a culture of innovation driven entrepreneurship through student projects to encourage students to be innovators and entrepreneurs. This initiative provides the testing ground for students to test their research ideas, develop new technology or design products that would lead to technology or product development, research papers, patents and/or startups.

Shaping as a very successful initiative, RISE has resulted in several high-value outcomes:

- **14 patents,**
- **22 research publications**
- **10 awards at various platforms**
- One **Gandhian Young Technological Innovation (GYTI) Award** at President's House, New Delhi (March'2018).

Process flow for funding under RISE:



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

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

#### Response:

#### Example 1: Implementation of Outcome-Based Education (OBE)

As recommended in IQAC meeting held on 28th June, 2018, UPES has undertaken to align its teaching-learning processes to OBE. In School of Engineering, School of Computer Science and School of Health Sciences, we have taken Program Outcomes (POs) for all Engineering Programs, Computer Science Programs and Pharmacy Programs as defined by National Board of Accreditation (NBA). In School of Business, we have taken POs as specified by NBA and added few more, per the Program. For all other Programs, POs, have been defined by a Committee of senior faculty headed by the Dean of the respective

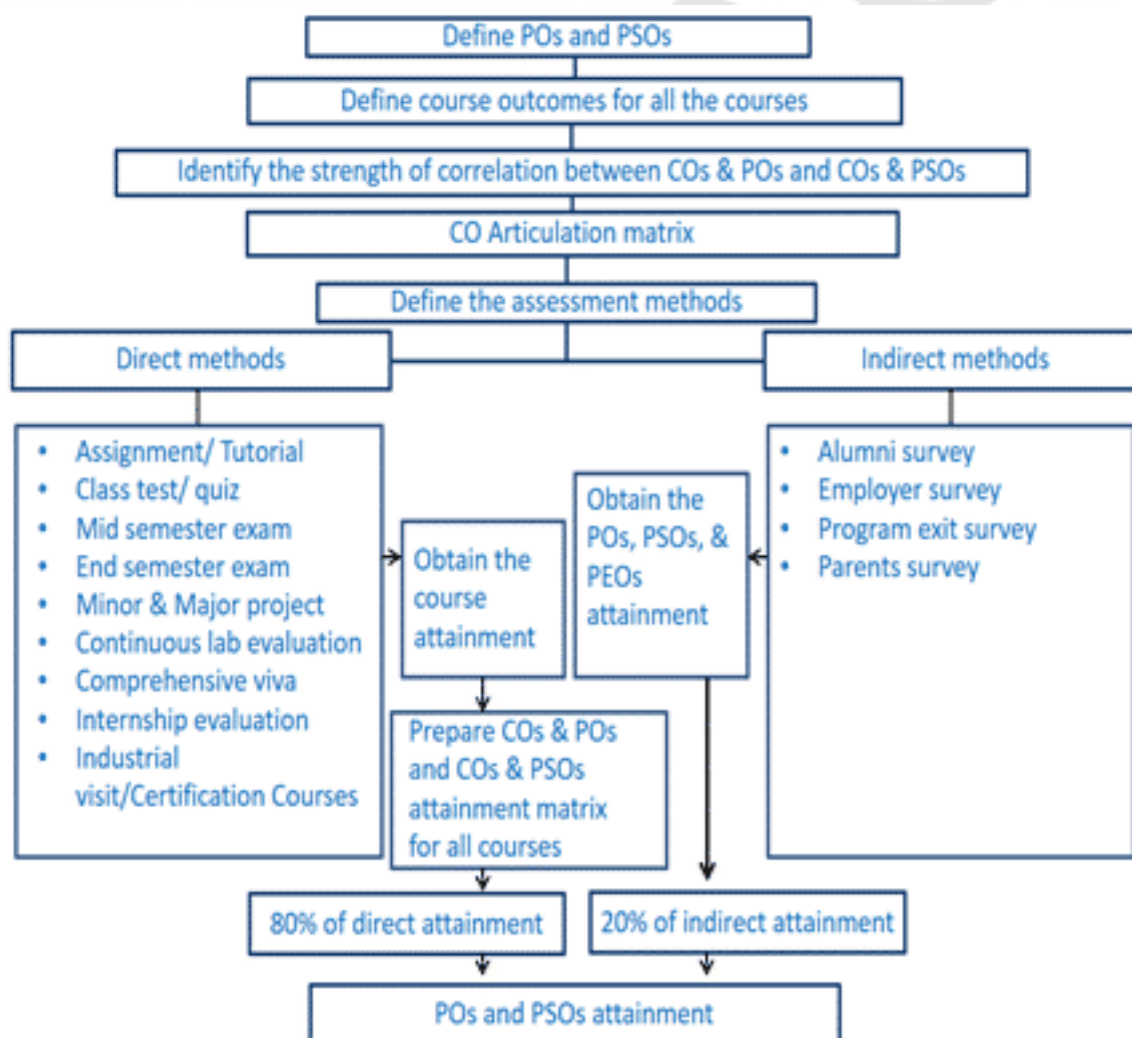


School. In addition to these POs, which are generic, we have also defined 2-4 Program Specific Outcomes (PSOs) for each Program. While designing the Curriculum of a Program, we have taken into consideration that the defined POs and PSOs of the Program, are addressed by the Courses identified under the Curriculum of the Program.

Once the Curriculum is finalized, the Courses are allotted to the faculty members to teach. A group of faculty members of the department (senior and young), deliberate on preparing Course Outcomes (COs) for each course, i.e., theory, lab, project, etc. While modifying or framing the COs, the concerned faculty ensures that there is a varying level of complexity as per Bloom's Taxonomy.

UPES regularly holds 'OBE Workshops', to educate and train the faculty on various aspects of OBE implementation, i.e., formulation of POs, PSOs, PEOs and COs for their respective Programs/Courses, CO, PO Attainment, etc. To ensure effective OBE implementation, Academic Planning and Monitoring Committee (APMC) conducts periodic audit and review the progress of course.

### Flow Chart for processes carried out for the attainment of COs, POs-PSOs



### Initiatives to “Actualize” OBE

- Involvement of all the stakeholders in the preparation of Curriculum, Vision, Mission, POs, PSOs

and PEOs.

- Pedagogical initiatives to enhance quality of teaching-learning process, through real world problems, collaborative learning approach, implementation of LMS-Blackboard, Coursera and NPTEL video lectures etc.
- All academic activities viz. major and minor project, seminar, internship, comprehensive viva, etc, mapped with COs.
- Developed tool (Excel Spread Sheet) for computation of Attainment of Course Outcome, which captures data from different assessments, i.e., Assignment, Quiz, Test, Mid Semester Exam, End Semester Exam, etc. Mid and End Semester Examination Question Paper templates, map each question with corresponding COs.
- Developed Rubrics for the evaluation of Labs/Projects/Seminar/Comprehensive Viva voce/Internship etc.
- Introduced new courses viz. Human Values and Ethics, Venture Ideation, Professional Ethics, English Communication, Environmental Studies and Social Internship to address POs.
- Building Working models and Prototypes by students to enhance comprehensive understanding and working skills.
- To develop skills required for usage of modern tools, established Centre of Excellence and upgraded lab equipment/software. Organize Professional Software Training (PST) and Certification programs for the students.
- Guest lectures from industry experts.
- Encouraging fast learners to enroll for additional certification courses (Coursera), engaging in R&D activities (Publication/Patents), and assisting slow learners (remedial classes/mentoring).
- Faculty Development Program (FDP)/‘Abhigyat’.

### **Example 2: Implementation of Blended and Online Teaching Learning Pedagogy**

The University understands that the learning needs of the millennial students are different, and they prefer digital ways and means to learn and assimilate, appreciate highly connected and collaborative environments, are content seekers and information hungry, mostly visual learners and prefer on-demand training. To cater to these needs, it is necessary to self-disrupt the way, traditional teaching and learning are carried-out, at the University, and introduce hybrid, blended and online pedagogical elements into academic delivery. As per the recommendations of IQAC meeting of 30 November 2014, the University introduced Blended and Online Learning model, in 2015, and since then, has continually strengthened it over the years.

The key objective is providing 24x7 access of learning content to the students, whenever, wherever and in the manner, they learn best. UPES offers a unique state-of-the-art, cutting edge, digital student experience, ensuring a differentiated experience focused on student engagement and success, to drive meaningful outcomes to support student achievement and career advancement.

Outcomes targeted through the model are:

- Providing students with essential digital skills in preparation for entering the global workforce
- Effectively serving increased student enrolments
- Supporting the Institution’s internationality strategy
- Efficiently managing capitalized infrastructure investments and achieving excellence at scale
- Enabling the institution’s commitment to provide a high-quality, differentiated experience for students



- Ensuring a seamless classroom-to-mobile experience to support 24x7 “On-demand” learning

To serve as the backbone for the entire initiative, a state-of-the-art mobile enabled digital learning & collaboration platform (‘Blackboard’), has been implemented which replaced the University’s legacy systems. Recognizing the relevance of video in today’s education needs, complementary, integrated platforms for video lecture capture, simulcast, auto content-indexing, and video analytics have been introduced.

Several computing labs that used to be traditionally held, in physical spaces were virtualized on the cloud – giving students access on their own device 24x7.

Interactive digital textbooks containing embedded animations, built-in interactive simulators and auto-generated and auto-graded learning questions were introduced to students. Faculty champions were identified and introduced to online and blended delivery. The early adopters were trained in detail in a formal certification process. Once certified, these faculty became champions in their own departments and encouraged other faculty to start imbibing this methodology into their delivery. Faculty were also trained in tools for content creation like Articulate Storyline, Raptivity etc. and were encouraged to experiment with these tools in creating rich engaging content.

Data indicating the usage and implementation of HBO at UPES, are presented below: Details of students enrolled in Blended and Online Learning Model, session-wise (Fig.1), courses conducted in HBO session-wise (Fig.2).

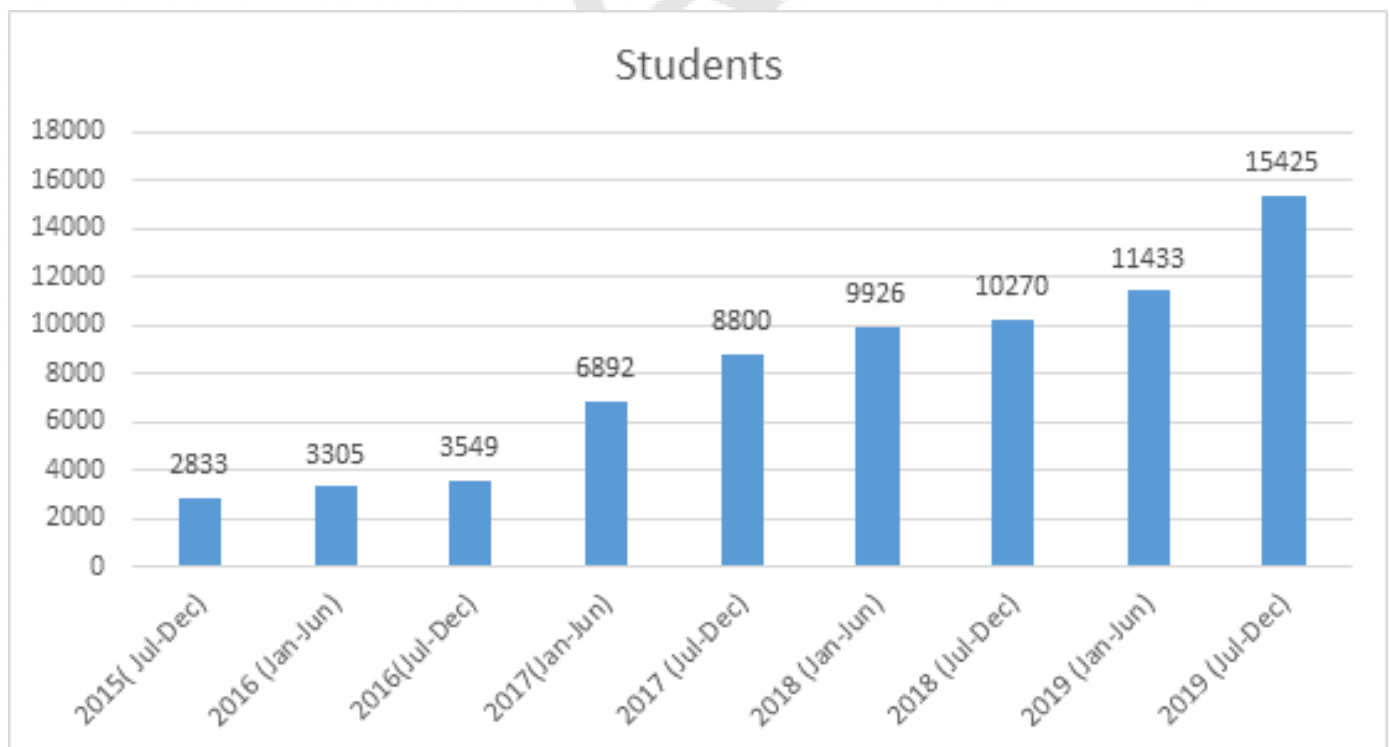


Fig. 1. Students enrolled in HBO

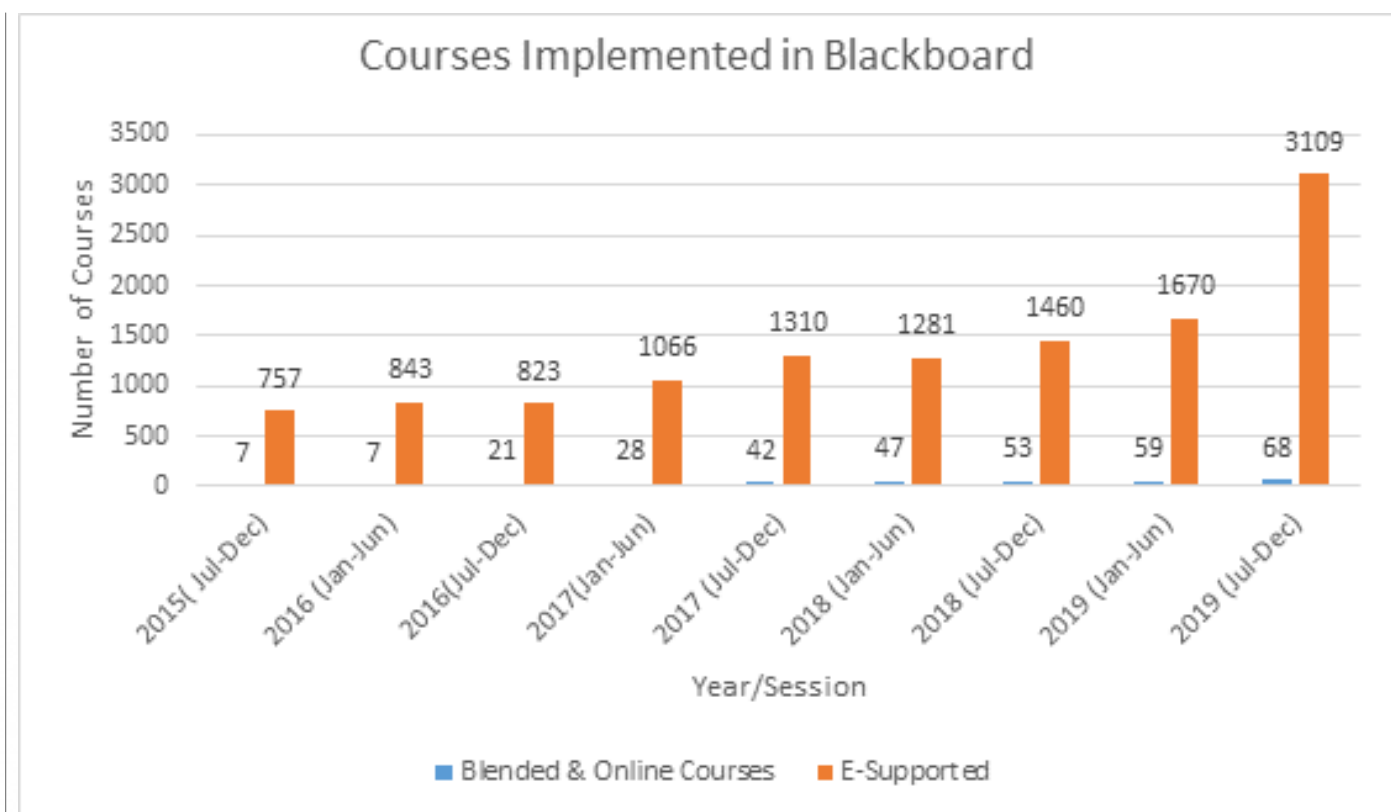


Fig. 2. Course Implemented

**HBO New initiatives:**

**E- Library:** Faculty and students now have access to world e-book Library. About 45 lacs e-books are accessible in campus.

**Access to Harvard Business Publishing:** Almost all the faculty and students at School of Business (SOB), have access to Harvard cases published by HBP.

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

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

**Response: 21**

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	28	16	14	19

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

#### 6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Annual reports of University	<a href="#">View Document</a>

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

**Response:**

UPES has adopted various effective measures of Quality Improvement post NAAC Accreditation (since AY 2013-14) as follows.

#### QUALITY ACCREDITATIONS, RANKINGS & CERTIFICATIONS

- NBA Accreditation for two Engineering Programs.

- QS Five Star Rating in Employability and Infrastructure and 4 Star for teaching & learning.
- School of Business ranked 56 in AY 2018-19 in NIRF Rankings.
- ISO 9001:2015, 14000 (Environment Management System), and Occupational Health and Safety Management System.

## ACADEMIC INFRASTRUCTURE

- The university has adopted CBCS & AICTE Model curriculum Structure for all programs.
- Substantiate number of value added courses were introduced every year after accreditation in 2013 for example NPTEL.
- The curriculum has been revisited from traditional mode to Outcome Based Teaching & Learning across all the programs at the University.
- Collaboration with big giants IBM, Xebia, Philips Carbon Black, CISCO, MCX, and BSE for “Co-Design, Co-Deliver, and Co-Certify” its various programs.

## RESEARCH

- Substantial increase in Ph.D Enrollments, Research Publications & Projects.
- There are 19 Registered Start Ups from 92 Pre incorporated Entities. <https://research.upes.ac.in/ucie/>
- Formulation of Research Promotion Policy/Recognition and reward policy to motivate faculty members to conduct Research. <https://research.upes.ac.in/research-promotion/>
- Provision of Seed Money to faculty members <https://research.upes.ac.in/policies/>
- Student Support for Research- RISE- It is a Research Initiative for Students of Engineering (RISE), launched in August 2015 with an objective to encourage research activities amongst all the undergraduate and postgraduate students of Engineering, Design and Planning. <https://rise.upes.ac.in/>
- Setting up of Central Instrumentation Centre.
- Ph.D admissions and intake is as per UGC Guidelines. <https://www.upes.ac.in/schools/doctoral-courses>

## STUDENT SUPPORT AND CAREER COUNSELLING

- Capability Capacity enhancement Scheme “EDGE” & “BOOT CAMPS” to increase employability through various interventions such as Training / Assessment / Aptitude / Soft Skills / Guest Lectures / Industry and Alumni Interaction).
- <https://www.upes.ac.in/capability-enhancement-and-development-schemes>.

## ALUMNI RELATIONS

- Establishment of department of Alumni Relations to strengthen the alumni relations and has the Alumni Association registered under society UK06008042018000104 dated 24.04.2018.
- More than 20 Alumni Chapters/meetings across different cities have been acquitted in last five years.

## EXAMINATION AND EVALUATION

- Automation of Examination & Evaluation System using ERP Solution.

- 10 Grade Point evaluation System as per UGC Guidelines.

## **LIBRARY**

- The Library holds a collection of 1.90 Lakhs+ printed textbooks, and 2.10 Lakhs+ e-books relevant to the course of study and for research needs. Full text of over 50000+ e-journals and e-proceedings and 170 print journals+ are available in the fields of Science & Technology, Engineering, Management, Law and other allied countries to match the research demands of all kinds of users. <https://library.ddn.upes.ac.in:8443/upeslib/default.html>

## **HUMAN RESOURCES**

- Robust employee engagement policies.
- Various Employee Motivation Schemes, Leadership & Professional development Training Programs (Shakti, Unnati, Pragti, Abhigyat etc.).

## **INFRASTRUCTURE**

- A new hostel facility for the girl students on the campus in the year 2016.
- Well-equipped gym in Multi Activity Centre with all modern equipment's within the campus.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 94

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	13	9	3

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

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

- a) Safety and Security
- b) Counselling
- c) Common Room

**Response:**

Core Value of UPES is 'Respect'. At UPES, architectural design of buildings, surveillance and accessibility to all places ensures safe work-environment.

**Safety and Security:** UPES is committed to provide a safe working environment for students and employees, irrespective of their gender:

- Presence of male/female security personnel to encourage safe and ragging free environment.
- Student Disciplinary Committee members, gender champion among students as part of gender representation.
- Female faculty members accompanying girl students on industrial visits.
- Anti-ragging helpline to prevent and address incidences of ragging.
- CCTV cameras at various locations on campus.
- Arrangement of safe travel and stay in case of travelling out-station.
- Provision of cab for the employees, in case of working beyond 7:30pm; cabs being equipped with panic button facility to contact police stations, in case of emergency.

- Existence of Internal Complaints Committee (ICC), enabling employees and students to work/study without fear of prejudice, gender bias and any form of Sexual Harassment. As per Prevention, Prohibition and Redressal Act, 2013, an Internal Complaint Committee are active at UPES to ensure its compliance and execution to undertake time-bound Redressal of complaints received under this policy. POSH trainings are organized to sensitize UPES fraternity on this sensitive issue.

**Counselling:** Various initiatives are taken at UPES, which support employees to overcome their concerns and help them grow.

- **People Development Programmes:** Grooming and developing people makes UPES ‘People First’ organization. Few such initiatives are SHAKTI, PRAGATI, UNNATI, focusing specifically for women through SHAKTI and both for males and female employees through PRAGATI and UNNATI. These programs provide learning platforms to the employees for upgrading them with respect to various personality traits, also help them to realize their real potential and utilize it productively aligned with goals of the organization. A key feature of these programmes is personal mentorship. These mentorship sessions are extremely helpful for learners to go through various walks of life successfully, both in their professional as well as personal space.
- **Main Hoon Na:** Main Hoon Na is an employee assistance program for employees and their family members to address emotional and mental stresses. To make it user friendly and more impactful, a 24/7, 365 days helpline (telecall, email, face to face and chats) is established, wherein problems can be discussed and resolved with counsellor with 100% confidentiality.
- **Personal Counselling:** UPES is one of the few universities that understand the student's need for friend, guide, role model and mentor. A full time psychological counsellor is available at UPES offering empathetic hands to lift students out of pit of ambiguities, disappointments, confusion, and depression. Counsellor adopts a holistic approach including all domains of student’s life while providing group and one to one counselling. Difficulties in academics and learning are dealt with through faculty mentors. ‘Department of Student Engagement and Experience’ is there, which works closely with students to ensure a wide range of activities for engaging them throughout the year.

**Common Room:** Common room is there at UPES to provide separate space to the girl students, making them comfortable.

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

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

**Response:** 16.64

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

**Response:** 756366

7.1.3.2 Total annual power requirement (in KWH)	
Response: 4545754	
File Description	Document
Details of power requirement of the university met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>7.1.4 Percentage of annual lighting power requirements met through LED bulbs</b>	
<b>Response:</b> 52.87	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 150519	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 284709	
File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<p><b>7.1.5 Waste Management steps including:</b></p> <ul style="list-style-type: none"> <li>• <b>Solid waste management</b></li> <li>• <b>Liquid waste management</b></li> <li>• <b>E-waste management</b></li> </ul> <p><b>Response:</b></p> <p>Waste management is a necessary step for the protection of environment. UPES acts proactively for managing various kinds of wastes generated on regular basis. System includes the measures taken for managing solid, liquid and e-waste as well to the best of level. It starts with each individual from the point of generation to the point of disposal.</p> <p><b>Solid Waste Management</b></p> <p>Solid waste is being generated in pantries, kitchens of food courts and hostels and academic activities. The waste is segregated and stored in separate bins. More than 150 dustbins are placed at more than 30 locations for the collection of this waste. All waste collected in bins is transferred to garbage disposal points located at four sides of the campus. All solid waste is then disposed off with a registered vendor on</p>
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daily basis. The Administration Department is accountable for the process of disposal.

### Liquid Waste Disposal

Liquid waste is being generated from washrooms and kitchens. All liquid waste is transferred to the sewage treatment plant through the appropriate channels and oil and grease chambers. Raw sewage coming from the entire campus enters the sewage treatment plant through bar screens. After this, sewage is processed to the equalization/ collection tank. UPES has the capacity to process 250 KL/Day of liquid waste at campus. Out of total quantity, around 20% is converted to compost, which is dried on drying beds and the solid mass, thus obtained, is used as fertilizer at campus. Rest 80% treated water is used for horticulture, gardening and road cleaning inside the campus.

### e-Waste Management

e-waste generated at the UPES campus largely comprises of discarded laptops, batteries, chargers, etc. The waste is being collected, stored, and disposed off by the IT Department to the registered vendor. Vendors are identified through purchase department on requirement basis.

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

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

#### Response:

Rain water harvesting is an important measure for water conservation, especially in today's time, when world is struggling with water crisis. UPES is active in all the required measures for maintaining a holistic balance and ecosystem working in the direction of environmental protection.

At UPES campus, rainwater harvesting is undertaken using nearly 13 rainwater harvesting pits connected with collection chambers via silting chambers with a grid of rainwater drainage chambers. The terraces of all buildings are connected with down pipes leading to drain chambers and to rainwater harvesting chambers. Periodic cleaning of the chambers is undertaken as a pre-monsoon activity.

Approximately 20,000 sq.m. of grass fields are formed for better rainwater recharging. The runoff perforated-drains across the campus in two tiers, assist in rainwater harvesting and feed three rainwater-harvesting pits. Around 12,000 sq.m. of plantation area along the boundary wall also serves as a rainwater recharging belt.

All the recyclable water is utilized for horticulture and recharging wells. This is done on a daily basis through the pipeline grid spread across the whole campus. Interlocking grass, concrete pavers are used as a norm for outdoor lounges to enhance rainwater recharging and harvesting. The drain layouts and outdoor

lounches are arranged per the land's natural contours, which adds to the slowing down of runoff and better rainwater percolation for rainwater recharging.

**Table 1: Details of UPES Rain Water Harvesting Pits**

<b>Pit No.</b>	<b>Location</b>	<b>Size and length</b>
1	Main Gate Right Side	6" Bore/ 100 Feet
2	Energy House Back Side	6" Bore/ 200 Feet
3	AB 1 Front Side	5" Bore/ 100 Feet
4	Food Court 01	5" Bore/ 100 Feet
5	Behind IT Block	5" Bore/ 100 Feet
6	Next To AB 06	5" Bore/ 100 Feet
7	Near Pump House 01	5" Bore/ 100 Feet
8	In Front of R&D Block	5" Bore/ 100 Feet
9	Next To MDC	5" Bore/ 100 Feet
10	Next To MDC Annex	5" Bore/ 100 Feet
11	Above Pavilion	6" Bore/ 200 Feet
12	Below Pavilion	6" Bore/ 200 Feet
13	Behind R&D Block	5" Bore/ 100 Feet

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

#### 7.1.7 Green Practices

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

**Response:****Green Practices**

UPES follows green practices in every best possible way to conserve energy, reduce fuel consumption, to save paper, and to conserve the environment. UPES is GRIHA awarded (4 star) university through National rating system for green buildings in India.

**Students, Staff using Bicycles**

Few students and faculty members use bicycles for travelling. The students of Mechanical Engineering have designed and fabricated a low cost and low maintenance electric bicycle. The product is an innovative solution to the persisting problem and is equipped with following features:

- Electronic lock mechanism
- Horn with LED light
- Mobile charging holder
- Zero emission
- Speed selection mode with maximum speed 30-35 km/hr
- Loading weight 120 kg

**Students, Staff using Public Transport**

Public transport and pooling system is encouraged and adopted by students and faculty members for travelling. This supports in managing the traffic as well as helps in reducing the pollution level to an extent. E-carts are used inside the campus for the movement of dignitaries.

**Pedestrian Friendly Roads**

The entire campus has pedestrian walkways such that green cover remains undisturbed. The students, faculty, and staff are naturally encouraged to use walkways. The pedestrian roads are maintained as zero automobile roads.

**Plastic Free Campus**

The university makes a conscious effort in implementing a plastic-free campus. Glass bottles and reusable utensils are used. Biodegradable disposable cutlery is used at all refreshment points and food courts, if required. Plastic bags are prohibited within the campus, even with the use of stationery material.

**Paperless Office**

All the activities at UPES campus promote to reduce the usage and consumption of paper. The entire university is Wi-Fi enabled. Students and faculty members are connected on various platforms for various day-to-day functions. Most of the activities, such as any type of communication, time tables' display to the students and faculty members, attendance, etc. are operated online, reducing the use of paper. Question papers uploading, and result declaration is also done online through SAP. Majority of administrative work, too, is done online.

**Green Landscaping with Trees and Plants**

UPES campus is naturally landscaped, located in the foothills of the Himalayas with adequate green cover. Landscape design to optimize the green cover versus the buildings was ingrained in the original plans. All transportation modes terminate at the university gate for the students; for the faculty, designated parking places are allotted. This helps to mediate the air quality levels on campus, and maintains peace and serenity around the campus.

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

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

**Response:** 3.53

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

2018-19	2017-18	2016-17	2015-16	2014-15
711.45	746.21	545.10	579.21	483.10

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

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

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

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

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

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

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 25

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

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

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

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

**Response:** 24

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	4	4	5	4

File Description	Document
Report of the event	<a href="#">View Document</a>

**7.1.12**  
**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response: Yes**

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

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

**Response: 316**

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	4	3	2	2

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**



**Response:**

India, known as the cradle of festivals and culture, celebrates a number of occasions every year with full dedication and enthusiasm. Virtually celebrating each day, there are various occasions celebrated in India than anywhere else in the world. Each occasion pertains to certain background, few signify the pride for the Nation, while few the greatness and sacrifice of great personalities of the country. These occasions are common to all institutions/organizations of India.

**National Festivals**

Towards the responsibility of celebrating country-ship, UPES organizes National Festivals. Independence day and Republic day are celebrated with a feeling and a sense of patriotism. Followed by flag hoisting, activities are organized for the students in order to enrich them with a sense of team building. Flag hoisting, motivational address, quizzes, competitions are the major events organized during these celebrations. Glorious past of our great Indian Republic is described to the students, encouraging the youngsters to contribute in the further growth and development of the country. Students are also sensitized about few important topics, such as importance of Road Safety; and the celebration is closed with the National Anthem.

**Birth/ Death Anniversaries of Great Indian Personalities**

Birth & Death Anniversaries of great Indian Personalities are celebrated with full zeal and gusto as a tribute to the Nation. Events involve active participation of faculty members and students. During the celebrations, the importance of the days are briefed to the students with an objective to regularly motivate them towards contributing for the country in one way or the other. Long term vision is to make them aware, responsive and ready for a better India, overcoming the boundaries of religion and caste. Various activities are organized on these occasions to percolate thoughts of Indian leaders into young minds. Dr. Ambedkar Jayanti (14th April), Teachers' day (5th September), and Gandhi Jayanti (2nd October) are a few important dates, on which special assembly is organized. As an initiative and ownership, student teams come forward to organize these events.

Students organized road safety campaigns to make people aware of the traffic rules and safety. Patriotic songs and enthusiastic speeches/ small skits on the issues of social concerns were few important activities which could help in inculcating a sensitivity in the audience for the areas. Special expert lectures on the glorious history of India were arranged on these occasions for faculty/ staff and students, which covered a wide range of incidences including the constitution of Indian National Congress by A. O. Humes in 1885, Partition of Bengal in 1905, Emergence of LAL-PAL-BAL and Inclusion of Indian in British Military during First World War, Jallianwalla Massacre in 1919, and many more.

These occasions bring out real spirit of India when everyone gathers together to honour sacrifice of great personalities from bottom of their hearts. Schools, colleges and other institutions also take initiative and participate actively invoking love for Nation in young hearts and minds. These events help us remember once again the patriotic heroes who act as an inspiration to all.

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

**Response:**

To ensure transparency, governance and accountability, vision, mission and key focus areas are clearly defined and communicated at University and departmental levels.

**FINANCIAL TRANSPARENCY**

- Financial matters are decided in Finance Committee.
- Fee structure available on website.
- While purchasing equipment/accessories, etc., purchase office gets three quotations and presents to purchase committee.
- Closed bids system for procurement processed via Registrar's office.
- Preparation of Institutional Budget by inputs from respective departments.
- Final budget available/visible to each department with access to expenditure done on monthly basis.
- Utilization certificate promptly sent to pertinent funding agencies.
- Quarterly Internal Audit.
- Statement of income and expenditure presented before the governing body for approval.
- Withdrawal and refund policy as per UGC norms.
- Scholarship policy available on website.
- <https://www.upes.ac.in/scholarships>

**ACADEMIC TRANSPARENCY**

- University website hosts information about syllabus, POs, COs and regulations pertaining to academic matters.
- Past years question papers available on University library website.
- Softcopy of student's bulletin uploaded.
- Students can see their answer sheets after evaluation.
- System for re-evaluation/re-totaling in place.
- Access of captured attendance by RFID system to all stake holders.
- Communication about academic performance of students to parents.
- Deans conduct open houses with selected group of students to take feedback on academic aspects.
- Action taken report on students' feedback (NPS survey, and teaching quality) available transparently on website, and shared with students.
- Defined examination scheme disclosing the continuous evaluation components and end-term examination structure, weightage, etc. is shared with students through course plans.
- <https://www.upes.ac.in/student#stuDownSection>

**ADMINISTRATIVE TRANSPARENCY**

- HR gives open call through 'Prothsan' for promotion and internal job postings.
- Centralized and comprehensive recruitment system including the external expert in the panel.
- Well-defined grievance handling mechanism to address problems/ issues of students and employees.
- Policies and committees related to ICC and Anti-ragging are available in public domain.
- Open door policy, skip level meetings, regular department meetings.

- Sharing of strategy of senior leadership with all employees: Town hall format: MANTHAN
- A comprehensive appraisal system for the performance evaluation of all employees inclusive of their feedback from students, research publications, other administrative functions.
- Collective decision-making encouraged through forums like Management Council meetings, IQAC meetings, Department Consultative Committees, Board of Studies, Board of Management, etc.
- Selection process for students and faculty members in various committees and chapters is through well-defined process.
- Self-nomination for various FDPs is available.
- Sharing of important decision and changes with all employees.
- <https://www.upes.ac.in/upes-employees#facultySection>

### **ADMISSION TRANSPARENCY**

- Fully automated admission system, transparent pre-admission counselling sessions, campus tours organized for parents, Virtual Tour (VR) for students.
- Scholarship policies are transparently implemented.
- Admission is only merit based.
- Contact details of all important office bearers are shared.
- <https://www.upes.ac.in/>

### **INFORMATION TECHNOLOGY**

- IT usage policy available on intranet and website.
- Issues related to IT are addressed through GLPI portal.
- Information related to maintenance of IT services is properly communicated to users.

## **7.2 Best Practices**

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

#### **Response:**

#### **Practice-1**

#### **1. Title of the Practice**

**Peoples' First Initiatives: People at Core**

#### **2. Objectives of the Practice**

UPES believes that its people are its most important assets. To nurture, develop and ensure the success of its people, UPES believes in having a well-articulated and meaningful approach and systems, that facilitate smooth working for employees and also help create conducive environment at UPES. Platforms are provided to the employees for hearing their voices, their overall development and contributing to their overall success.

The objective of these initiatives, programmes, policies and platforms is to provide a healthy and productive environment to the people associated with the organization. And, the outcome is a team of well-motivated persons, who put forward their best in their actions and work, which helps the organization to go an extra mile, making it a 'Great Pace to Work'.



First University to  
achieve this  
coveted certification



### 3. The Context

The context for this initiative is:

- Employees- Faculty and staff are the most important assets in any education institution.
- Retention of employees within the organization.
- Development of high potential leaders.
- Gender equity by increasing women in leadership role.
- To build upon competencies and talent.
- Encouraging and enhancing research capabilities of faculty members.
- Enhancing intellect of faculty members by industrial trainings.
- Exposing the faculty members to latest tools/ pedagogies for teaching and learning.
- Providing a comfortable zone to the women employees to maintain their work-life balance.
- Ensuring transparent communication.
- Physical and mental health of the employees.
- Focus on overall development and grooming of the employees.

These are few key areas, which are important for the development of people by providing them a comfortable zone to work in, along with developing themselves. This creates a sense of ownership in the people associated with, resulting in the overall growth of organization. Based upon the interactions through various platforms, the areas of development have been recognized and accordingly, appropriate programmes have been designed to help the employees to recognize their potential and utilize it fully in a productive manner.

### 4. The Practice



Few of the important initiatives taken by UPES to provide an employee friendly culture are described below:

**Flexible Working Hours:** UPES observes five working days in a week with 8 hours office a day. UPES provides its employees with the flexibility to manage their individual daily work schedules between 8:30am to 10:00am in the morning and between 4:00pm to 7:30pm, based on their work and personal requirements, provided they complete 40 Hours in a week.

**Leave Policy:** Employees are eligible for the following types of leaves as per the leave matrix below:

SNo.	Leave type	Entitlement
1	Privilege Leave (PL)	30 days
2	Casual Leave (CL)	10 days
3	Sick Leave (SL)	Unlimited
4	Maternity Leave	a. Maximum of 26 weeks up to 2 children
		b. Maximum up to 12 weeks for more than 2 children
5	Paternity Leave	15 days
6	Adoption Leave	90 days

Along with this, employees are also facilitated with study leaves and duty leaves, as and when applicable and required.

**Kilkari: The Creche:** UPES has provided a day care to the employees, where their children can grow in a safe and healthy environment. The crèche is equipped with CCTV cameras with live access to the parents. Other necessary accessories including the care takers are also available in it.

**Navrachna:** Navrachna is a program for the over wellbeing of employees – mental, emotional and physical. 2 initiatives have been launched under this banner: Biggest Loser Wins and Main Hoon Na. Biggest Loser Wins focuses on physical fitness, on the other hand, Main Hoon Na aims at providing personal counselling to the employees to address their emotional and mental stresses.

**Corporate Corpus:** UPES has created a corpus that is intended to monetarily support our employees in case of emergency. The money so paid is not recovered in any form or format from the employee. However, the employee is required to submit documentary evidence for the emergency.

**Loan & Advance Policy:** The Loan and advance policy at UPES is made to provide financial assistance to employees who have immediate need for funds during any exigency. These exigencies could be marriage, child education, death, house accommodation, house renovation or medical emergency.

**Safe environment for Women – Prevention of Sexual Harassment:** As per Prevention, Prohibition and Redressal Act, 2013, Internal Complaint Committee is active at UPES to ensure its compliance and execution to undertake time-bound redressal of complaints received under this policy.

**Fee Concession for wards of Employees:** The fee concession is given for an amount equivalent to 75% of the Semester Fee (inclusive of Tuition and Academics Services Fee) of the programme for the first year.

**People Development Programmes:** UPES has different training programmes for the development and grooming of its employees. Programmes are reflected in the following figure, and each program has a specific group of attendees.





**Intellect Enhancement:** Faculty members are provided an opportunity to learn by industry exposure through a unique program ‘Abhigyat’, wherein they go for an intern in the industry of their area of interest and learn the latest developments in the field. PGCAP is a professional development program for relatively new faculty members for providing them exposure to the holistic philosophy of teaching, and also about the new tools for enhancing the impact of teaching-learning process.

**Research Enhancement:** Opportunities are available to encourage research orientation in faculty members. SEED funding is made available to the faculty members to shape their research ideas. Workshops are organized for research paper writing, patent filing, research proposal writing and research collaboration for students and faculty members. In order to encourage students to become innovators and entrepreneur UPES provides student support under SODH. A Central Instrumentation Centre (CIC) is existing with state-of art equipment to facilitate research activities.

## 5. Evidence of Success

UPES is the first Indian University to be certified as ‘**Great Place to Work**’. The success of every initiatives and training program is widely observed in the change in the behaviour, attitude and performance of people, which helps everyone to grow together. The policies and initiatives have provided a very comfortable environment to the employees with a family-like feeling and belongingness to them. They have been moulded towards positive leadership with a changeover in their thoughts and beliefs. As an outcome of development trainings, number of women in leadership has increased, people have been promoted to various portfolios they aspired to and they deserved to.

Few of the acknowledgements of employees can be revisited as under, appreciating and thanking the organization for the support received by them in need:

### Testimonials

*“My mother had a relapse of ovarian cancer and she was asked to go through a surgery. I reached out to HR for help under this policy and was loaned out this money in less than an hour. I felt so blessed at that time as my husband was not around and I just did not know how to arrange this amount. Thank you UPES. The help then meant so much to me and my family and my mother always sends her blessings to UPES”*



- An employee at UPES

*“ I needed to send some money to my family in Kerala as we had lost a significant amount of our furniture and our house. I requested for loan and was given the same. I was very new and had just joined UPES. Was not sure, if this loan would be given. But an exception was made, and I was able to help my family. I was asked to take leave and be with my family too. My colleagues and boss came forward to help me in this tough time. Can't thank UPES enough”*

- An employee at UPES

**Female fraternity at UPES encouraged towards Leadership Roles**

**DISBURDUN, SEPT 28 (HTNS)**

**A**fter launching several initiatives in the recent past to maximize and realize the true potential of its existing employees the HR department at UPES under the leadership of the Director, Monika Jain launched yet another initiative called "Shakti" focused at fostering and nurturing women working in UPES towards Leadership roles. This initiative has been launched to enable, empower and equip the volunteering women employees working in the University.

Sharing gender demography of the organization Anur Dhand, Senior Director-Public Affairs informed that female employees constitute a little over 25% of the total employees but only 2% out of them are in leadership roles currently. This endeavor has been undertaken to tap into this sizeable quantity of available and talented human resource he said. Speaking at the launch of "Shakti", Bharat Mehta, President of the University said that he firmly believes that "Women are the real architects of our society" and need concerted and focused encouragement to realize their untapped potential. Dr Deependra Jha, Vice Chancellor giving an overview of this initiative shared that this would be a three-month training based on a 3-E module, which would include 'Environment' having 'Supportive, unbiased and inspiring as the key elements.

The second being 'Enabling' with potential, aspirations and involvement in decision making as the focus area. The third E he said would be 'Emancipate' which would focus on thoughts, beliefs, actions and choices. he said. Sharing details of this initiative Monika Jain disclosed that this would be three month long training with intermittent interventions by professional trainers during which the shortlisted women volunteers would begin on this journey by first evaluating themselves on a globally established matrix which would include identification of existing limitations followed by learning practices required to improve upon them. Some of the topics which these volunteers will get exposed to would include "Friends & Enemies of Growth"; "Understanding High Performance Teams"; "Need of Women Leaders"; "Comprehending the Bigger Picture"; "Non Violent Communication"; "Situational Leadership"; "Executive Presence" and "Building your own brand". The current batch shortlisted for "Shakti" comprises of 30 motivated young women from teaching and non-teaching departments in UPES.



*It was a brilliant exposure and beautifully designed course. I want that every woman should get a chance to such an exposure and should know how to bring their true self out. "SHAKTI" boosted my confidence and self-awareness. A Big thanks to the team of SHAKTI organizers.*

*-Faculty at School of Business and a delegate*

## 6. Problems Encountered and Resources Required

Resources required to implement this practice are as follows:

1. Resource persons as trainers for various development programmes.
2. Industrial collaborations for exposure to faculty members.
3. Proper set-up and support staff for the crèche.
4. Adequate instruments and equipment in the laboratories to support research activities.
5. A conducive environment for culture change.
6. Separate funds for accelerating the initiatives.

Important challenges faced while planning and executing the practice include:

1. An open mind and willingness to change and learn.
2. Receiving grants for research and lab establishment.
3. Sustaining the satisfying services for the crèche as a facility.
4. Getting good people as trainers.
5. Time management for faculty members for trainings while associated with other academic responsibilities.
6. Financial resources as a private institution.
7. Providing sufficient platforms to the people who have been developed through these programmes.
8. Maintaining a healthy and positive surrounding and atmosphere for the people who have not been selected for these programmes.

## **Practice-2**

### **1. Title of the Practice**

Digital Teaching and Learning: HBO (Hybrid, Blended and Online) Education and the Millennial Students

### **2. Objectives of the Practice**

There is an increasing recognition that hybrid, blended, and online (HBO) access of various subjects for the students is an important part of modern educational requirements. In the university of the future, most courses will be hybrid or online and delivered to optimize the learning experience. The key objective is providing students 24-hour, 7-days-a-week access, so they may learn whenever, wherever, and in the manner they deem best.

UPES believes in offering a unique, state-of-the-art, cutting-edge digital student experience that ensures the best learning outcomes for the students. This distinct digital experience, focused on student engagement and success, drives meaningful employability outcomes to support student achievement and career advancement.

### **3. The Context**

The millennial student's learning needs are very different. To cater to these needs, it was necessary to self-disrupt traditional ways of teaching and learning and to introduce more hybrid and blended pedagogical elements into academic design and delivery. The fundamental challenge was change management: teachers who, in some cases, had never been exposed to these methods, had to learn them and integrate them with their own teaching methodologies.

At the same time, making the entire exercise self-sustaining was key, and to do this, a conscious cultural shift was introduced. Faculty were enabled to create engaging content in a gamified environment using digital credentials. Their lectures were recorded and made available to students 24 hours a day, 7 days a week on any device. Online features like "Ask the Instructor" and "Class Café" were introduced; specialized courses on effective learning-management-system use, for both faculty and students, were developed, and all student communications were sent electronically.

### **4. The Practice**

To serve as the backbone for the entire initiative, a state-of-the-art, mobile-enabled digital learning and collaboration platform was conceived and implemented and replaced the university's legacy systems. Recognizing the relevance of video for today's educational needs, complementary, integrated platforms for video lecture-capture, simulcast, auto-content-indexing, and video analytics were introduced.

Several computing labs that used to be traditionally held in physical spaces were virtualized on the cloud—giving students access on their own device 24 hours a day, 7 days a week. Interactive digital textbooks containing embedded animation, built-in interactive simulators, and auto-generated and auto-graded learning questions were introduced to students. Innovative faculty members were identified as champions and were introduced to the nuances of online and blended delivery. These early adopters were trained in detail in a formal certification process. Once certified, they became champions in their own departments and encouraged other faculty members to start imbibing this methodology into their instructional delivery. These faculty members were supported by the university and put through the same training as champions on a sustained basis. Simultaneously, they were also trained in tools for content creation, like Articulate Storyline, Raptivity, etc., and were encouraged to experiment with these tools in creating rich, engaging content. Created content was then put into the learning management system as part of e-supported, blended, or hybrid courses. Faculty one-on-one sessions, where faculty could come and clarify their doubts/get hands on training on specific tools, were also held on a regular basis. This built the momentum for spreading the initiative across colleges within the university.

Constraints and limitations encountered included cost—a judicious balance of price and performance was worked out to make the whole initiative sustainable while providing a great student experience. Everything could not be outsourced or bought, and considerations like IP, appropriateness for use, etc., all had to be kept in mind. Another limitation is that while each platform provided its own analytics, to get a complete view of how a student is doing, ideally an integrated business intelligence (BI) was required that could pull data from multiple sources and present it in a single place. This is currently under implementation.

## **5. Evidence of Success**

Self-disrupting traditional higher education by integrating contemporary digital solutions into the teaching and learning process is evident from statistics (Figures 1-4) on adoption and propagation of HBO across the university's schools.

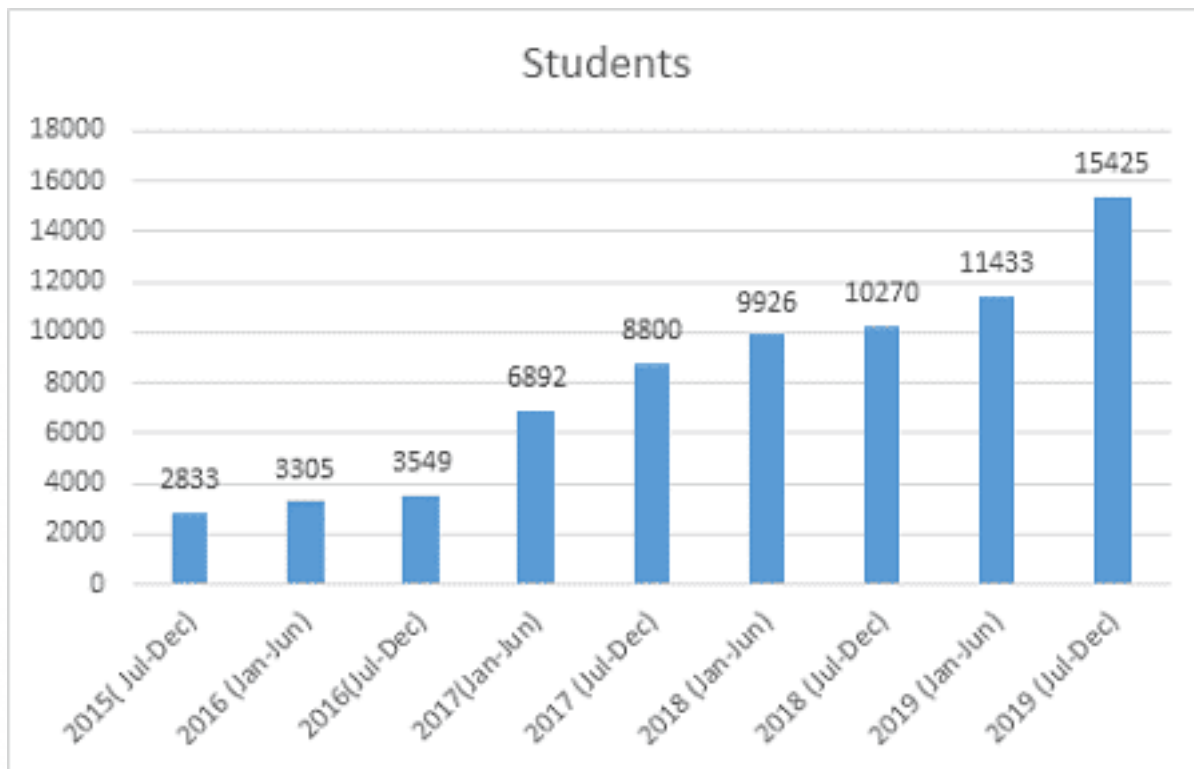


Figure 1. Student enrolments in the Blackboard learning management system from 2015-2019

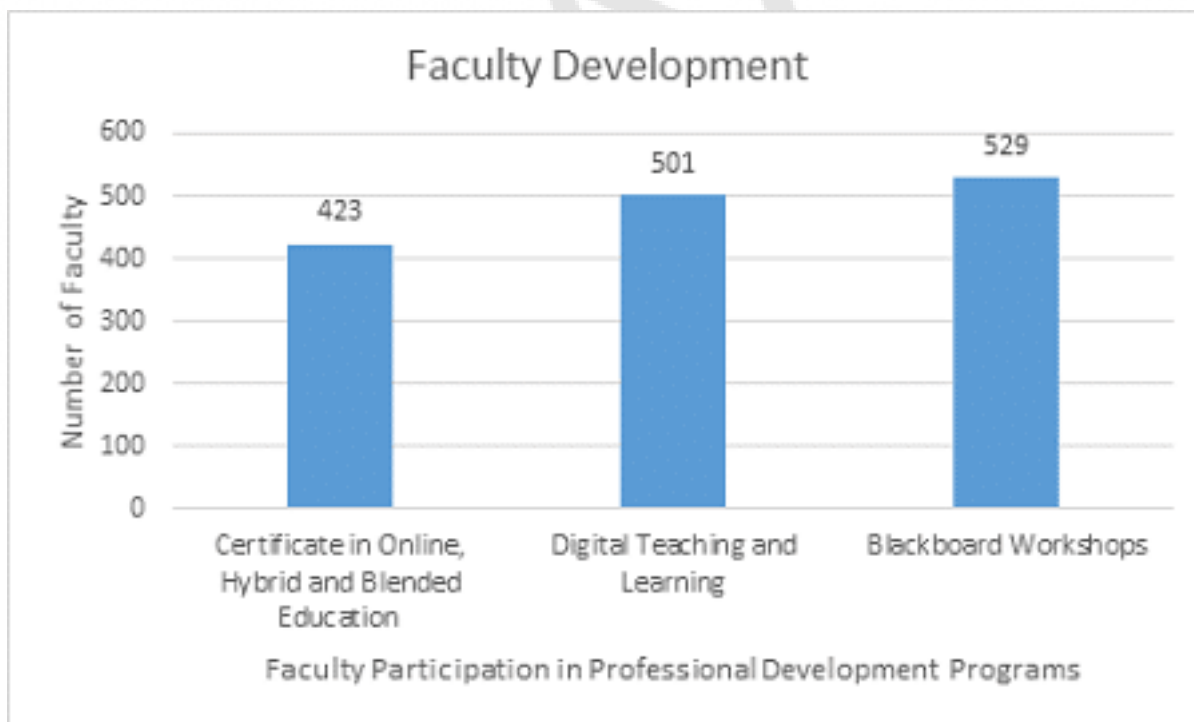


Figure 2. Number of faculty trained to incorporate hybrid, blended, and online resources

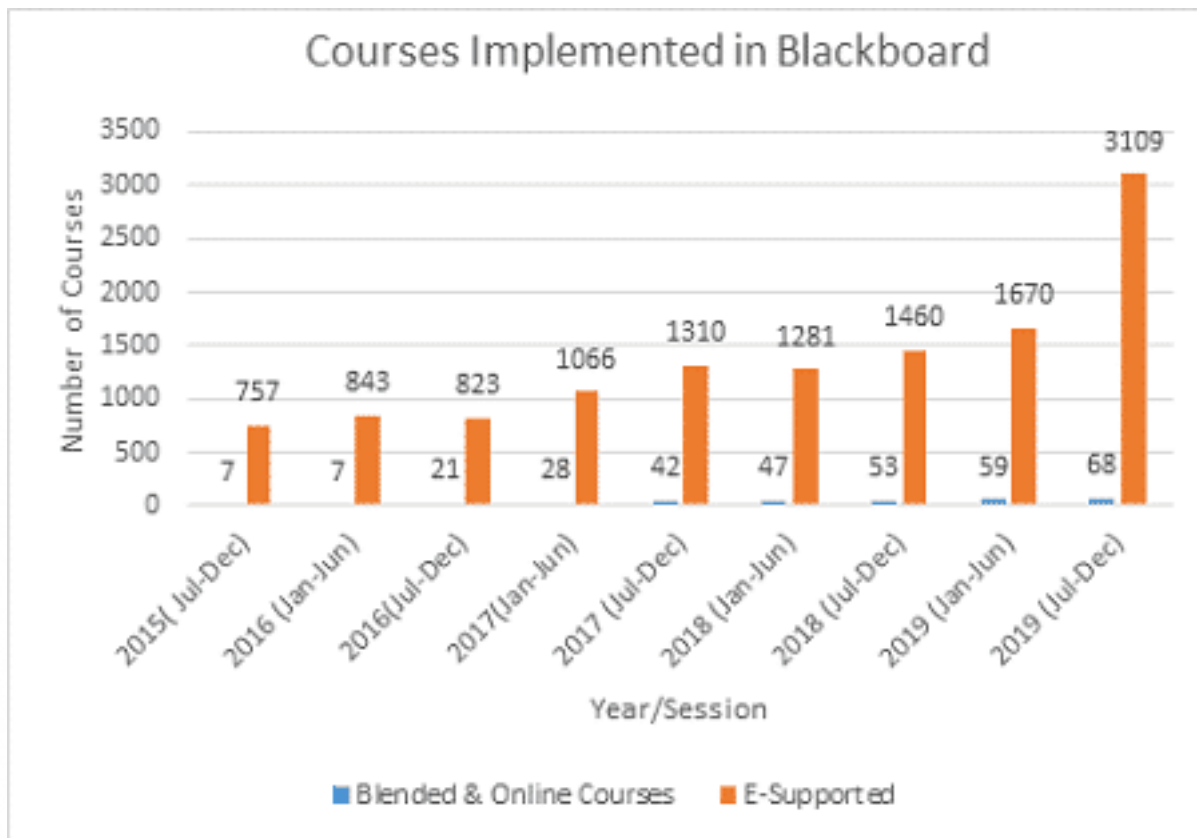


Figure 3. Number of courses implemented in the Blackboard learning management system from 2015-2019

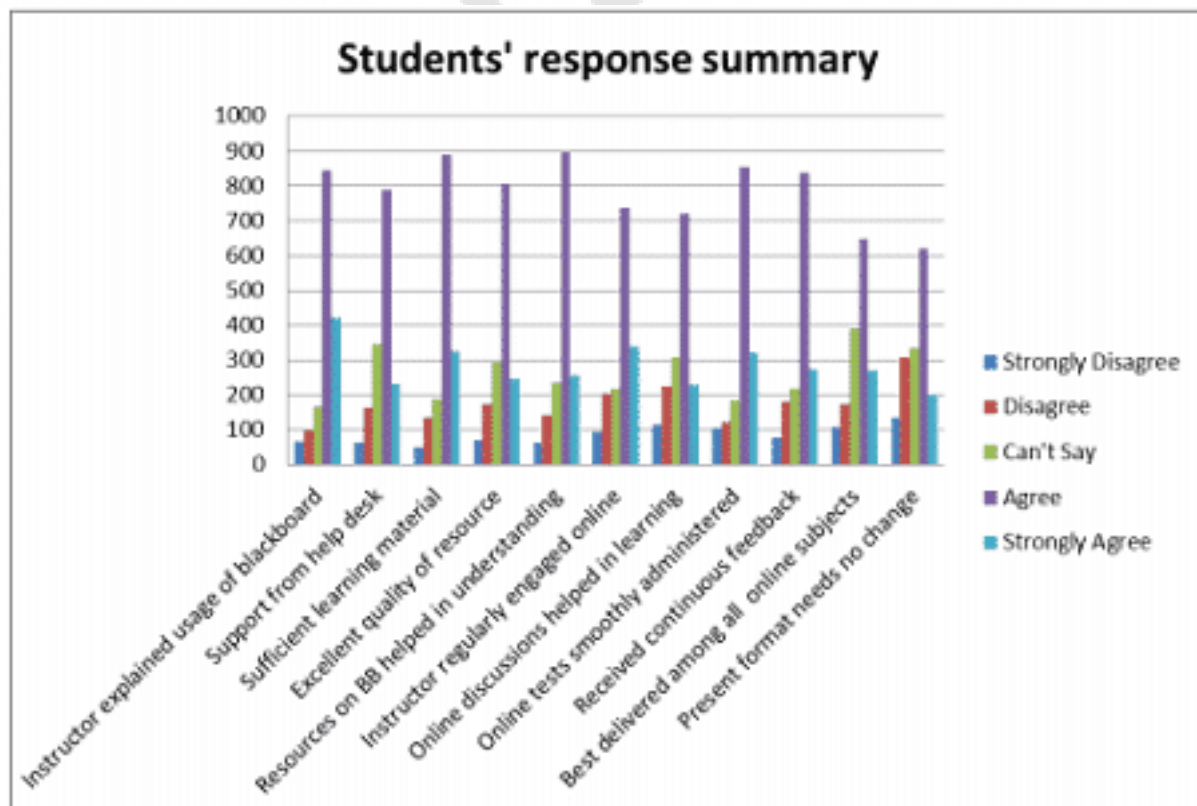


Figure 4. Students' response to UPES' hybrid, online, and blended learning practices

Other, equally important outcomes include the following:

- Providing students with employable digital skills in preparation for entering the global workforce.
- Effectively serving increased student enrolments.
- Supporting the university’s internationality strategy.
- Efficiently managing capitalized infrastructure investments, reducing expenses, and achieving excellence at scale.
- Enabling the university’s commitment to provide a high-quality, differentiated experience for students.
- Ensuring a seamless classroom-to-mobile experience to support 24-hour, 7-days-a-week, on-demand learning.

## 6. Problems Encountered and Resources Required

Resources required to implement this practice were as follows:

1. An open mind and willingness to change
2. Requisite software and platforms (including open source)
3. Adequate training and enabling of internal faculty
4. A conducive environment for culture change
5. Appropriate instructional design and content (media) resources
6. Appropriate endpoint devices with adequate bandwidth/connectivity

While most challenges pertaining to organizational change have been outlined in the context (3) response above, there were a few technical problems that had to be overcome as well. These included the following:

1. Bandwidth provisioning and traffic shaping (load balancing and prioritization).
2. Integration between different systems. To solve this, it is important to choose systems that are based on open standards and are easily integrable through published APIs and open standards like LTI.
3. Appropriate monitoring of usage and use of analytics to support and enhance learning outcomes. Academics’ participation is integral and essential for this.

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

## 7.3 Institutional Distinctiveness

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

#### Response:

UPES is visionary about industry experts and educationists for identifying the “demand–supply” gap of skilled professionals existing in the specified domains.



## Industry Advisory Council

UPES has created “School Industry Advisory Council” for each school to provide industry insight and inputs for strategic growth & development. Purpose of advisory council is to:

- Do realistic assessment of industry demands and advise to develop students with identified skills required to meet professional requirements for Industry.
- Provide networking platform for industry and UPES.
- Encourage development of governance framework that enables sustainable growth.
- Improve school branding.
- Enhance new ideas and initiatives.
- Provide “Wise counsel on various issues raised” by School.
- Identifying challenges and advisory strategies leading to growth of UPES.
- Provide critical link between educators, students, industry and government and provide strategic advice to take school to the next level.

## Organization of Industry Advisory Council

Advisory council consists of School Head / Dean (Chairman), Associate / Assistant Dean / Faculty member, Head Career Services, and External Members from industry. Council holds advisory board meeting once a semester. Inputs and action plan laid out through these meetings is adapted and followed. Strategic plan of School based on industry, market research and alumni are deliberated in board meeting. Suggestions are then incorporated through Departmental Consultative Committee (DCC) to the Board of Studies (BOS) and passed in the Academic Council for implementation.

## Industry in Curriculum Development

Curricula of all programmes are designed in Board of Studies (BoS). They are responsible for recommending changes in curricula of existing academic programs and recommending curriculum for new programs. Constitution of BoS includes Dean of the School, subject matter expert from academia, industry expert, alumni and students. Proposal finalized in BoS is put forward in **Academic Council, which** is the Principal Academic Body of University, and is mainly responsible to coordinate and exercise general provision over the academic policies of the University. Vice Chancellor of University is the Chairperson and Registrar is Member Secretary of the Council. Academic Council needs to meet at least twice in a year. Academic Council consist of:

- Deans of Faculty
- Two Professors, selected in basis of seniority
- Five Distinguished Academicians, nominated by Vice Chancellor
- Twelve Management Professionals from Industry, nominated by Chancellor
- One Member from Centres of Excellence, nominated by the Vice Chancellor

## Industry Association

Industry majors, such as Shell, Cairn Energy, IBM, Xebia, BSE, Larsen & Toubro (L&T), and the Chartered Institute for Management Accountants (CIMA), have been strongly associated with UPES’s academic programs in various capacities: co-designing, co-developing, and co-delivering these programs; providing internship and placement opportunities for students; and offering exposure to industry specific-



technologies, guest lecturers, research projects and collaborative events, contests, and other activities. These industry-academia partnerships have been contributing in significant ways to producing well-rounded professionals for working in dynamic industry settings. Some of the other such knowledge-exchange partnerships across the various departments and colleges of the university are as follows:

- Phillips Carbon Black Limited (PCBIL) for the Chemical Engineering Program
- L&T for the Civil Engineering Program
- “Centre of Excellence” for “Training and Research in Automation Technology” in association with Bosch
- CIMA for the BBA and AIS programs
- Autodesk for the B.Des and M.Des programs

Another significant collaboration is of School of Management Studies with National Institution for Transforming India (NITI) Aayog, Government of India, for designing, developing, and conducting consultative policy dialogue and business research to promote and enable high-level, energy-efficiency policy formulation in India. UPES has signed an MoU with Aerotech Support Services, further strengthening its ongoing research activities.

### **Abhigyat**

UPES makes ‘Abhigyat’ as a platform available for faculty members for industry internship in the areas of their interest. The internship duration ranges from a week to a month or longer based on the need. During the internship, practical exposure with day-to-day working of the industry on a specific project enhances the faculty’s knowledge in the area while bridging theory with current practical insights. Total 317 faculty members have been benefitted by the industrial trainings through Abhihyat.

### **Success stories**

Industrial association has been a wonderful linkage for developing world class professionals. Benefitted by the exposure to industries/ industrial experts, the students of UPES have made notable achievements, also marked by winning national and international competitions and various contests of global ranking. Few of the major ones can be glanced below:

- Mayank Garg (School of Law) founded JRTC intern, recognised by Startup India. He received the Prarambh award by Cyril Amarchand Mangaldas, and has also garnered recognition and appreciation from former ministers, eminent lawyers and multiple media platforms.
- Bhagya Chandani (School of Engineering) has been one of the sixty-four students across twenty-four countries to represent India at the International Petroleum Technology Conference, Beijing 2019. A super-achiever, Bhagya is a frequent attendee of sessions with industry executives, young professionals, and sponsors.
- Sharmishtha Chatterjee (School of Design) is made part of the UN Chapter of Design, World Design Organization and has been a delegate at the same in Hyderabad. She has previously been the contingent leader for UPES at IIT-B and Campus Ambassador at Mood Indigo, IIT-Bombay.
- Vaibhav Mishra (School of Engineering), Vice President UPES, SEG Student Chapter has been awarded the SEG/Chevron Student Leadership Symposium travel grant to San Antonio, Texas, USA and a sponsored pass to SEG Annual Meeting.
- Ujjawal Gupta (School of Computer Science) recently became a Google Crowdsourcing influencer at a special event held from November 5 to 7, 2019.

- UPES-Team “Tesseract” beats IIT Delhi and BITS Goa emerging as the first national winner of aerospace giant Lockheed Martin’s Design Challenge.
- Team Astral takes the No.1 position at worldwide competition, CanSat, organized by NASA
- Student from B.Tech. (Electronics Engineering) earns internship at CERN (European Organization for Nuclear Research), Geneva, Switzerland.
- Two student teams selected for Mars Analogue Simulation in Poland.
- Two students selected for summer internship at Tata Steel through Tata Steel’s annual innovation challenge.
- Students win Drone Design & Flying Competition with Rs. 50,000 cash prize.
- UPES Mining student wins prestigious Mitacs Scholarship to spend summer working on industry project in Canada.

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

## 5. CONCLUSION

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### **Additional Information :**

<https://iqac.upes.ac.in/additional.html>

### **Concluding Remarks :**

UPES takes pride in offering its students a world-class academic infrastructure, multimedia-enabled classrooms, modern research labs, sports grounds, food courts, hostels and facilities for curricular and extra-curricular activities. Its commitment to providing students a multifaceted all-round growth and development reflects in its superior track record of 90% placements year after year; indeed, it leverages its strategic partnerships with industry to co-design, co-develop, co-deliver, co-certify various programs to create employable, bright and future-ready professionals. Given its industry-oriented programs and emphasis on holistic development, UPES graduates naturally become the preferred choice for employers. Thus, the university develops and hones future leaders for diverse high-growth sectors in India and globally.

The University is committed to the highest levels of excellence and quality in all systems and processes, academic and non-academic. The University's quality aspect extends to ensuring and enhancing the quality of students through an enriched curriculum by providing knowledge, wisdom, and character to the students. UPES is committed to become an Institution of Global standing, multidisciplinary having courses cutting across the disciplines, for developing professionally competent talent contributing to nation building and aspires to engage in overall development of students through theoretical, experiential learning experiences, providing opportunities for research, innovation, and entrepreneurship.

All information and data in the SSR prepared for re-accreditation (2nd Cycle) is true and was collectively prepared based on input from all the stakeholders of University including faculty members & staff through IQAC. A critical analysis of its strength, weakness & challenges faced is stated clearly in SSR.

The process of data & documentary evidence collection had given a true insight to our internal processes and systems, giving us an opportunity for continuous improvements in the future which will benefit students, alumni, faculty, staff, academia, industries, society and the nation as a whole.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years            Answer before DVV Verification : 2037            Answer after DVV Verification: 1971</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years            Answer before DVV Verification : 4927            Answer after DVV Verification: 4927</p> <p>Remark : Revised as clarified by HEI</p>																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years            Answer before DVV Verification : 585            Answer after DVV Verification: 78</p> <p>Remark : Revised excluding duplicate courses and IAS coaching, NPTEL etc are not considered as these are not value-added courses.</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>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            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>10770</td> <td>10677</td> <td>9054</td> <td>8947</td> <td>5254</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1030</td> <td>1923</td> <td>982</td> <td>308</td> <td>132</td> </tr> </tbody> </table> <p>Remark : So many students enrolled for value-added courses is not possible. Considered 50 students per value-added course in a year and added the numbers as per the value-added courses taken in metric 1.3.2</p>	2018-19	2017-18	2016-17	2015-16	2014-15	10770	10677	9054	8947	5254	2018-19	2017-18	2016-17	2015-16	2014-15	1030	1923	982	308	132
2018-19	2017-18	2016-17	2015-16	2014-15																	
10770	10677	9054	8947	5254																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1030	1923	982	308	132																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level</p>																				

from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
48	38	20	14	18

Answer After DVV Verification :

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

Remark : Metric opted out by HEI

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	25	28	27	29

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
29	25	28	27	29

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
90.08	57.21	37.94	10.2	10.4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.32	1.19	5.20	0.00	0.00

Remark : Revised based on the copies of documents copy of seed money provided for teacher excluding irrelevant purchase for labs and administration purposes etc.

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

five years

3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	6	4	1	1

Answer After DVV Verification :

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

Remark : Metric opted out by HEI

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
24	36	40	32	30

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
05	06	03	06	02

Remark : Revised as per the proofs attached.

3.1.5 University has the following facilities

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

Answer before DVV Verification : Any four facilities exist

Answer After DVV Verification: Any four facilities exist

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

3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other

similar recognition by government agency  
 Answer before DVV Verification : 9  
 Answer after DVV Verification: 0

Remark : Metric opted out by HEI

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
66	61	45	28	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
66	61	45	28	20

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	28	36	17	10

Answer After DVV Verification :

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

Remark : Metric opted out by HEI

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	18	31	13	0



Answer After DVV Verification :

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

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

3.4.4.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 130

Answer after DVV Verification: 0

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

Answer before DVV Verification : 51

Answer after DVV Verification: 0

Remark : No proper Ph.D awards not teachers recognised guides letter provided

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
363	177	134	144	67

Answer After DVV Verification :

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

Remark : Neither E-copy of the Cover page, content page and first page of the publications, Web-link of research papers provided

3.5.2 Revenue generated from consultancy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
147.32	56.84	91.34	29.22	28.21

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
61.92	0.00	0.00	1.09	0.20

Remark : Revised as attached for the year 2018-19

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
130.18	49.36	74.33	53.80	70.89

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
130.18	0.00	0.00	0.00	0.00

Remark : Revised as per statement of accounts provided

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	31	18	14	13

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
96	94	68	50	60

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
30	23	18	14	13

Remark : Considered the programs organized by the UPES-CSR and UPES-NSS teams only.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9082	10557	10449	8648	7087

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1943	2630	2152	2041	1847

Remark : Revised according to the programs considered in metric 3.6.3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	16	18	17	16

Answer After DVV Verification :

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

Remark : Excluded the same MoUs counted in more than one year.

4.2.3 Does the institution have the following

	<ol style="list-style-type: none"> <li>1. e-journals</li> <li>2. e-ShodhSindhu</li> <li>3. Shodhganga Membership</li> <li>4. e-books</li> <li>5. Databases</li> </ol> <p>Answer before DVV Verification : Any 4 of the above Answer After DVV Verification: Any 4 of the above</p>																				
4.2.5	<p>Availability of remote access to e-resources of the library</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12862.96</td> <td>10048.75</td> <td>9777.79</td> <td>8213.31</td> <td>6080.99</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>495.89</td> <td>349.93</td> <td>319.34</td> <td>378.02</td> <td>306.24</td> </tr> </tbody> </table> <p>Remark : Considered only Physical and academic Repairs and Maintenance and not expenses</p>	2018-19	2017-18	2016-17	2015-16	2014-15	12862.96	10048.75	9777.79	8213.31	6080.99	2018-19	2017-18	2016-17	2015-16	2014-15	495.89	349.93	319.34	378.02	306.24
2018-19	2017-18	2016-17	2015-16	2014-15																	
12862.96	10048.75	9777.79	8213.31	6080.99																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
495.89	349.93	319.34	378.02	306.24																	
5.1.3	<p>Number of capability enhancement and development schemes –</p> <ol style="list-style-type: none"> <li>1. Guidance for competitive examinations</li> <li>2. Career Counselling</li> <li>3. Soft skill development</li> <li>4. Remedial coaching</li> <li>5. Language lab</li> <li>6. Bridge courses</li> <li>7. Yoga and Meditation</li> <li>8. Personal Counselling</li> </ol> <p>Answer before DVV Verification : 7 or more of the above Answer After DVV Verification: 3 or less of the above</p>																				
5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 87 Answer after DVV Verification: 0</p>																				

Remark : Metric opted out by HEI

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	1	2	1	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	2	3

Remark : Considered only national or international achievements.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
66	56	43	33	33

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
49	41	31	23	21

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
170	109	147	116	94

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
131	94	86	71	66

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	37	31	24	24

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	35	28	22	24

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
349	417	297	256	152

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	417	297	256	152

Remark : As per the supporting certificates, self issued certificates are not considered. Unable to verify for other years as there are not certificates attached. HEI to exclude self certification and provide the right numbers

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

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise

during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	26	18	16	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	13	9	3

Remark : Revised excluding repetition of similar programs and that do not seem to be actual copies, Mere printouts and general reports

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
711.46	746.21	545.10	579.21	483.10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
711.45	746.21	545.10	579.21	483.10

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
107	80	56	41	32

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	4	3	2	2



**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>118</td> <td>106</td> <td>102</td> <td>95</td> <td>83</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>106</td> <td>102</td> <td>95</td> <td>83</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	118	106	102	95	83	2018-19	2017-18	2016-17	2015-16	2014-15	117	106	102	95	83
2018-19	2017-18	2016-17	2015-16	2014-15																	
118	106	102	95	83																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
117	106	102	95	83																	
2.1	<p>Number of courses in all programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5812</td> <td>4443</td> <td>3893</td> <td>3631</td> <td>3046</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2628</td> <td>2217</td> <td>1885</td> <td>1667</td> <td>1368</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	5812	4443	3893	3631	3046	2018-19	2017-18	2016-17	2015-16	2014-15	2628	2217	1885	1667	1368
2018-19	2017-18	2016-17	2015-16	2014-15																	
5812	4443	3893	3631	3046																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2628	2217	1885	1667	1368																	