



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GITARATTAN INTERNATIONAL BUSINESS SCHOOL

**PSP 2A AND 2B COMPLEX-II, MADHUBAN CHOWK, ROHINI
110085**

WWW.GITARATTAN.EDU.IN

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- GIBS was established in the year 2004. It is a self-financing ISO 9001:2008 Certified and NAAC Accredited affiliated to Guru Gobind Singh Indraprastha University, Delhi, approved by AICTE, Ministry of HRD, Government of India for Technical Courses and Bar Council of India (BCI) for Law course. The Institute conducts various courses, namely, MBA, MBA-International Business, Integrated BBA LLB (Honors.), Integrated BA LLB (Honors.) and BBA. The institute is strategically located near Rohini East Metro station for easy access. It spans 2700.5 square meters, with a covered area of 11286.77 square meters across eight floors. It's phenomenal growth has been recognized by NAAC with Grade 'A' in 2018 and 1st rank as the top emerging BBA Institutes in India. Rated 'A+' by State fee Regulatory Committee, a fee committee of Govt. of NCT, Delhi and 4 Star ranking in IIC MOE ranking 2021 etc. The college is a wi-fi enabled campus, with one conference hall, 3 seminar halls and one auditorium with the capacity of 220 students. All 37 classrooms are smart classrooms with ICT facilities, over-head mounted projectors, well equipped library. There are five computer labs with 473 computers with high-speed internet (400 MBPS), and multiple application software. It has fully automated library, the ERP system of the library keeps record of issue and return. To promote quality research work the institute has taken subscription of plagiarism checking software called X-Checker. Institutes Air-conditioned Library, provides comfortable and sufficient tables and chairs for reading and writing purpose. The institute has a medical room with two beds and first-aid facilities, a crèche to cater to the needs of employee's children, Yoga and meditation centre to promote mental well-being. The institute provides indoor and outdoor Sports. The overall institution has given 96.2% result in last 5 years in all courses. For Safety Measures CCTV cameras are installed for surveillance, monitored by the computer center. Fire extinguishers are properly installed with maintained cylinders on every floor. The FDP, SDP, MDP, Seminars, Workshops, Cultural fests, Annual events are organized round the year for holistic development of students.

Vision

Vision of the Institute

To prepare outstanding professionals in business management and other disciplines, who can provide intellectual-emotional-psychological leadership; design-develop-implement systems & processes; and research-innovate-compete at national & international level.

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Mission

Mission of the Institute

- Provide an integrated learning experience stressing basic skill development, academic excellence, employable skill preparation and intellectual rigor;
- Promote integrated personality development of students;
- Encourage research and excellence in all activities of teaching fraternity;
- Promote continuous improvement in processes and systems through innovative ideas and technologies, and
- Nurture culture of fairness, equity and partnership.

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1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS

- Qualified, Experienced and dedicated Faculties
- Effective use of ICT in teaching Learning Process.
- Student Centric functioning like **NURTURE CYCLE**, Effective academic monitoring.
- Visionary leadership
- Skill training through Skill based Training
- Mechanism of Feedback-review-revision.
- Manifold Student support system
- Various clubs fulfilling interest of students like, Frames, Expressions, Heritage and many more.
- Eco-conscious campus
- Safe and Secured environment
- Promoting Student Research Skills
- Practical Exposure through events like MOOT COURT, CONNECT Management Fest.
- Holistic development of student

Institutional Weakness

WEAKNESSES

- Limited Space available in campus
- No hostel & guest house.
- Limited presence of international students on the campus.
- Lacking of Incubation Cell

Institutional Opportunity

OPPORTUNITIES

- Potential to become autonomous college
- Stronger Alumni network and their enhanced involvement in academic and research projects
- The young faculty, providing greater opportunity for innovation and technology application in teaching-learning process.
- Possibility of research in management and law.
- Greater opportunity for research through start ups
- Lecture recording studio.
- International collaboration through student and faculty exchange.
- Great opportunity to become a resource centre for local communities.

Possibility of Interdisciplinary research and collaboration.

Institutional Challenge

CHALLENGES

- Resource mobilization from agencies
- Restriction from university and government on admission, fees and curriculum.
- Getting more research projects & funding.

Collaborations with foreign universities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CRITERIA 1

Gitarattan International Business School is committed to justifying the objectives envisioned in the Vision and Mission by creating, executing, and disseminating knowledge in the areas of Management and Law. The institution ensures effective curriculum delivery through a detailed Academic Calendar and Course Plans. The Academic Calendar sets the timeframe for the completion of the syllabus, while the course plan assists faculties in planning their lecture modules and class engagements. The Academic Calendar efficiently allocates time units for academic and co-curricular purposes, such as theory, practicals, tutorials, ICT, life skills, value education, and remedial classes, ensuring student engagement. A continuous evaluation process systematically assesses and reviews students' academic performances. The OBE system is implemented in the education system, and the results are measured accordingly.

The curriculum includes subjects like Environmental Studies, Business Environment & Ethical Practices in Management courses, and Human Rights, Legal Ethics, and code drafts in Law courses. Environmental consciousness and Human Values are propagated through eminent lecture Series, seminars, and workshops. The institution has introduced over 25 Value-Added Courses, including SBT certificate courses, Moot Court Practices, etc.

There is a mechanism to obtain feedback from students and other stakeholders on the curriculum. It is presented before the members of the Board of Studies, Academic Council, etc., and based on these suggestions, the course curriculum is updated and modified.

Teaching-learning and Evaluation

CRITERIA 2

Criterion 2 focuses on student-teacher ratios, student enrollment, the appointment of teachers and their qualifications, teaching methodology, and evaluation methods. The institute adheres to university norms and has reserved seats for various categories. The data from the last five years is provided. The next sub-point emphasizes the Student – Full-time Teacher Ratio. The institute ensures a good student-teacher ratio and timely appointment of teachers. Attention is given to the quality of teachers, and thus, the institute has well-qualified faculty members. To engage students in the learning process, many student-centric approaches are adopted, such as experiential learning, participatory learning, problem-solving methods, Tech Talks, Seminars, Guest Lecturers, Bridge courses, and Industrial Visits. At GIBS, all classrooms and labs are ICT-enabled with installed projectors.

GIBS is affiliated with Guru Gobind Singh Indraprastha University (GGSPU), hence the institute follows the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) specified by the university for all subjects and courses. The course outcomes are measured through syllabus completion, continuous evaluation (internal evaluation), setting up of question papers, evaluation, and results. The mechanism of internal/external assessment is transparent in the institute, and the grievance redressal system is time-bound and efficient. The results of the students at our college have been good, and the pass percentage of Students during the last five years has been satisfactory.

Research, Innovations and Extension

CRITERIA 3

Criterion 3 focuses on Research, Innovations, and Extension. Gitarattan International Business School believes in incorporating research into the education system. It promotes the creation of an ecosystem for innovation and research. The institute plans activities under the IIC throughout the year in its academic planner so that students can be trained and influenced to work on startups. Faculties of the institute have also registered patents. Various workshops are conducted by the institute throughout the year to promote IPR, research, and entrepreneurship. Faculty Development Programs are conducted to guide faculties, and as a result, all the faculties in the institute publish research papers and books and present their papers in international conferences.

Gitarattan International Business School carries out extension activities throughout the year. There are more than 150 volunteers in the NSS Club of the institute. The volunteers carry out many Donation Drives and other awareness programs in the adopted village named Ekta Camp. The institute has received appreciation from many NGOs for the commendable work done by the institute. As the institute not only contributes to enhancing research but also believes in the overall development of the students, the ranking of the institute is very high among all the other business colleges in North India. The institute collaborates with many organizations to fulfill its objectives. Many MoUs have been signed by the institute, and students have done internships in the organizations or have attended various programs conducted by these organizations.

Infrastructure and Learning Resources

CRITERIA 4

The Institution has adequate infrastructure and physical facilities for teaching and learning, for example, classrooms, laboratories, computing equipment, etc. The total area of the institute is 2700.500 square meters, out of which the total covered area is 11286.770 square meters. The institute has sufficient (37) classrooms with LAN facilities, seminar halls, and conference halls that are well-equipped with proper ICT facilities. The institute has smart classes.

The library has 53,870 volumes/books and 6549 titles. The ERP system of the library keeps records of issues, returns, and lost books, making it easy to manage the library. The teaching methodology involves library-oriented assignments/projects, journal reading, and data gathering from the latest available editions to inculcate reading among students. The institute has 5 computer labs (including 1 computer center). Maintenance and upgrades are done by experts based on the IT Policy. Computers and LCD projectors are installed in all classrooms; all faculties have desktops, and all faculty rooms have printers. The institute's IT cell monitors and updates the college's website regularly. The entire campus has internet connectivity through LAN with a speed of 400 Mbps, supported by 476 well-configured systems. Internet access is available on all Personal Computers. For promoting research among faculties, the institute has a Research Lab. The institute provides safe drinking water and a fire safety mechanism. Moreover, amenities like the Pantry room, facilities for Yoga, Sports, Gym, Common rooms, Crèche, Lunch rooms, etc., are also provided. For Sustainable development, the campus practices Rainwater harvesting.

Student Support and Progression

NAAC (National Assessment and Accreditation Council) Criteria 5 focuses on "Student Support and Progression." This criterion assesses the institution's commitment to promoting student welfare, development,

and success. The key components include academic support, student progression, and student participation in governance and leadership activities. In evaluating academic support, NAAC looks for mechanisms that aid students in their learning journey, such as counseling services, mentoring programs, and resources for academic enrichment. The institution's efforts in ensuring the smooth progression of students through various levels of education, as well as the provision of a conducive learning environment, are crucial aspects under this criterion. Student participation in governance and leadership activities is emphasized to foster a sense of responsibility and leadership skills. Institutions are expected to provide opportunities for students to actively engage in decision-making processes, contributing to their holistic development. To meet NAAC's criteria, an institution should demonstrate a comprehensive approach to student support, ensuring that students not only excel academically but also develop essential life skills. The emphasis is on creating an inclusive and nurturing environment that facilitates overall growth and success for every student.

Governance, Leadership and Management

CRITERIA 6

The institution employs a democratic and participatory governance model, involving all stakeholders in its administration. The management delegates authority to the Director and Programme Coordinator, who further distribute responsibilities among different functionaries. The college's mission centers on promoting social inclusion, fostering personal growth, and facilitating professional innovation through various clubs and activities where students hold managerial positions. The governing body of the trust oversees the implementation of the institution's vision and mission, initiating new policies and programs. The Director serves as a connecting link between statutory committees on campus, while the Head Administrator oversees non-teaching staff. Rotational involvement of faculty in various committees ensures dynamic participation. A Psychologist and student counselor, along with a Mentor and Mentee cell, contribute to holistic student support. An annual audit by a certified chartered accountant ensures financial transparency, and the Rohini Educational Society, the controlling society, files income tax returns and addresses observations from the Income Tax department. The committee system, including statutory, academic, co-curricular, and extra-curricular committees, exemplifies participatory management. The institution drafts five-year strategic plans, emphasizing the optimal utilization of physical and intellectual resources, encapsulated as "Opportunities on Campus." The decentralized governance system is supported by well-defined processes and interrelationships. Faculty development seminars, training, and financial assistance for conferences underscore a commitment to staff growth. Financial support for publishing patents and copyrights enhances faculty motivation and innovation. Overall, the institution's proactive approach to governance, inclusive student engagement, and emphasis on resource optimization contribute to a vibrant and forward-thinking educational environment.

Institutional Values and Best Practices

The institution has systems in place to ensure gender sensitization and equity. The Internal Complaints Committee redresses complaints and supports gender sensitization by organizing sensitization and self defense workshops to promote gender equality. GIBS organizes several awareness and sporting event. GIBS is committed for working for the Women Welfare under ICC. The institution provides detailed documentation and photographs showcasing special facilities, action plans, activity reports, and Gender Audits conducted over the last five years. GIBS undergoes Green Audit, Energy Audit, and Waste Management measures conducted from

time to time. . The institution focuses on solid waste management, visual representations of clean and green campus initiatives (like plantation), and details about water conservation strategies such as Rainwater Harvesting. The institution's facilities for a barrier-free environment, including lift systems, wheelchairs, and software aiding differently-abled individuals, are documented. The institution submits comprehensive reports illustrating their commitment to environmental sustainability both within and beyond the campus premises. At GIBS Cultural awareness and education is duly emphasized . The college helps foster a sense of cultural connections and shared traditions. Sensitization of students and employees towards their constitutional obligations is undertaken in terms of events that foreground the citizens' rights and duties. Constitution Day, National Voters Day, Women's day, Independence day, Shri Krishna Janamashtmi etc. are duly celebrated with informative lectures by experts and historians. The institution provides a comprehensive record through photographs and detailed reports, showcasing various events conducted to commemorate national and international days, festivals, and other significant events, underscoring their active engagement in societal celebrations. Two Institutional best practices include '**Peer Mirroring**' and '**Corporality**', elaborated with supporting documents, demonstrating the effectiveness and applicability of these practices within the institution. The institutional distinctiveness '**Nexsphere: Where the industry meets academia**', showcases its uniqueness, resulting in numerous student placements, substantiated by supporting documents.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GITARATTAN INTERNATIONAL BUSINESS SCHOOL
Address	PSP 2A and 2B COMPLEX-II, MADHUBAN CHOWK, ROHINI
City	Delhi
State	Delhi
Pin	110085
Website	WWW.GITARATTAN.EDU.IN

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Vikas Nath	011-27555609	9711767666	-	vc@gitarattan.edu.in
IQAC / CIQA coordinator	Urvesh Chaudhery	011-27555608	9311267555	-	naac.gibs@gitarattan.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Delhi	Guru Gobind Singh Indraprastha University	View Document
Delhi	Guru Gobind Singh Indraprastha Vishwavidyalaya	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-03-2017	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCL,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	
BCI	View Document	17-07-2023	12	
AICTE	View Document	15-05-2023	12	
BCI	View Document	17-07-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
BCI	View Document	17-07-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PSP 2A and 2B COMPLEX-II, MADHUBAN CHOWK, ROHINI	Urban	0.75	11286.77

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Management	36	Intermediate	English	360	336
UG	BBA LLB, Law	60	Intermediate	English	120	120
UG	BA LLB, Law	60	Intermediate	English	120	119
PG	MBA, Management	24	Any Graduate	English	60	23
PG	MBA, Management	24	Any Graduate	English	300	55

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	9				30				83			
Recruited	6	3	0	9	4	26	0	30	10	73	0	83
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				30				83			
Recruited	6	3	0	9	4	26	0	30	10	73	0	83
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	7	6	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	7	6	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	3	0	4	23	0	1	5	0	42
M.Phil.	0	0	0	0	2	0	0	3	0	5
PG	0	0	0	0	1	0	8	66	0	75
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	980	101	0	0	1081
	Female	612	75	0	0	687
	Others	0	0	0	0	0
PG	Male	34	2	0	0	36
	Female	39	4	0	0	43
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	3	7	8
	Female	0	7	9	11
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	251	302	330	327
	Female	135	206	155	262
	Others	0	0	0	0
Others	Male	0	13	25	26
	Female	0	7	17	18
	Others	0	0	0	0
Total		389	538	543	653

1. Multidisciplinary/interdisciplinary:	<p>GIBS is affiliated with Guru Gobind Singh Indraprastha University hence it's approach is multidisciplinary and in accordance with the university's curriculum. GIBS is a multidisciplinary institution offering teaching and research in disciplines of law and management. • GIBS is following the university guidelines which are in line with the NEP goal. In this manner it is progressing towards the fulfillment of it's vision. • The pedagogy used is multidisciplinary, addressing knowledge progression, personal growth, and gaining life skills. • It has adopted CBCS/choice based electives in all programmes. • It offers interdisciplinary programs like BBA LLB & BA LLB. • GIBS offers holistic education through courses on environmental sciences, ethics, human values, courses on Entrepreneurship and certified courses on skill based training. • Flexibility of multiple entry and exit has been followed in compliance to the university norms. • It has also conducted yoga sessions for all students on campus. • Emerging disciplines like Business Analytics have also been added by the university to the BBA and MBA courses. • Additionally, our students participate in community outreach initiatives through NSS such as organizing health awareness programs like Workshop on breast Cancer , Women hygiene program for slum areas. • Multidisciplinary research has also been encouraged. For this research based FDPs have been organized.</p>
2. Academic bank of credits (ABC):	<p>GGSIU has issued notification to all the affiliated college to take appropriate steps for joining ABC platform. Students of GIBS are registered for Academic Bank of Credits (ABC). MOOCs courses are being implemented as a part of academic credits as per the university guidelines</p>
3. Skill development:	<p>• All the programmes of GIBS are as per the requirement of university curriculum involves internships to improve employability. • Education at GIBS is imparted through a thoughtfully balanced mix of teaching pedagogy like , Summer Internship, Project dissertation, Personality Development Workshops, Eminent & Professional Lecture Series, Conferences for enhancing employability and entrepreneurship. • Institute has a resourceful Industry Institute Partnership Cell which organizes Summer Internship Fair and Industrial Visits. ? The</p>

	<p>institute has been conducting skill-based training sessions for students consistently throughout all semesters. Notable skill-based training courses offered in the last five years include: ? Advanced Excel ? Business Planning and Project Management ? Effective Writing ? Finance Analytics ? Fundamentals in Banking and Insurance ? Fundamentals of Business and Accounting for Managers ? Fundamentals of Finance Management ? Fundamentals of Finance Management ? Introduction to Retail Management ? Legal Drafting ? Legal Research ? Marketing Analytics ? Marketing Essential ? Microsoft Excel – Basic ? Microsoft Excel – Basic ? Principles of Human Resource Management ? Professional Skill Development Activity ? Professional Skill Development Activity ? Speaking Effectively ? Tally</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<ul style="list-style-type: none"> • Faculty members are encouraged to register for FDP on UHV(Universal Human Values)in both offline and online mode. Faculties have also obtained certificates of the same. • The Institute hosted workshops on personality development emphasizing Human Values, while the Institute Innovation Cell organized separate workshops focused on instilling human values among the students. • Knowledge about ethics, Vedas, moral values is also provided to the students of BBA through a subject Corporate Governance Human values and Ethics. In this subject integration of business ethics with the knowledge of Vedas is provided. Case studies related to the subject is being discussed in the class • Individuals as well as the nation as a whole gain from the promotion of Indian arts and culture. Republic Day and Independence Day are two examples of celebrations. Women's Day, teacher's day, Krishna janmashtami, Christmas celebration are commemorated with cultural events. At GIBS, all religious festivals and observations are given equal importance. National commemorative days, such as Constitution Day and Yoga Day, are also observed. • GIBS follows bilingual delivery of curriculum to students both in English and Hindi.
5. Focus on Outcome based education (OBE):	<p>In 2021, the GGSIP university has revised it's curriculum in accordance with outcome based education wherein Program outcomes, Program Specific Outcomes and Course outcomes are introduced. GIBS has adopted outcome based</p>

	<p>education in compliance with the requirement outlined in the university curriculum. All programs include Program Outcomes (POs), Program Specific Outcomes (PSOs), course objectives, and course outcomes (Cos). Program Outcomes (POs), Program Specific Outcomes (POs) and Course Outcomes (COs) of all Programs and courses are be prepared in alignment with University's vision, mission and the learning requirements of the students. Course outcomes are mapped with the Program Outcomes and aligned with Bloom's taxonomy learning levels. Course outcomes are aligned with the Course Delivery methods. Course outcomes for each course are finalized through discussions with all the course teachers.</p>
6. Distance education/online education:	<p>GIBS does not offers any distance learning program. At GIBS, students are encouraged to take MOOC courses. GIBS successfully delivered all of its course material in an online format using MS teams throughout the Covid-19 epidemic.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>The Electoral Literacy Club of the Gitarattan International Business School (GIBS) was established with the primary objective of educating the students about democratic rights, particularly the right to vote in elections.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>GIBS has the ELC functional and representative with the following office bearers S. No. Name Designation Functional Role 1. Dr. Manisha Kaushal Arora Associate Professor ELC Coordinator 2. Dr. Sneha Chaudhry Associate Professor ELC Coordinator 3. Allen Aby Student Student Representative 4 Khushi Gusain Student Student Representative 5. Rakshit Tyagi Student Student Representative</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	<p>Activities carried out by the GIBS ELC: Gitarattan International Business School organised a "Voter's Awareness Campaign" on 12th April 2019. The program was conducted by Systematic Voter's Education and Electoral Participation (SVEEP). The aim of the program was: 1.To discuss importance of voter's right. 2.To make the young citizens of the</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>country aware of voting procedures. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience. GIBS also celebrates 'Constitution Day' every year at it's campus. The purpose of the day is to raise awareness of the worth of the Indian Constitution and of the constitutional ideals among Indian citizens.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) undertakes socially relevant initiatives concerning electoral matters by conducting awareness campaigns to promote democratic values and enhance participation in the electoral processes. On April 12, 2019, Gitarattan International Business School organized a "Voter's Awareness Campaign" aimed at emphasizing the significance of voting rights and raising awareness among young citizens about the voting procedures. The program featured street plays and the distribution of promotional items such as badges, bands, t-shirts, and free coupons to generate interest among first-time voters. Furthermore, students were educated about Electronic Voting Machines (EVMs) during the session, enhancing their familiarity with this voting technology. Gitarattan International Business School (GIBS) also annually commemorates 'Constitution Day'. The primary aim of this day is to elevate awareness regarding the significance of the Indian Constitution and its fundamental ideals among Indian citizens.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students over the age of 18 are made aware of their democratic rights, including the right to vote in elections, through a voting awareness campaign and on Constutution's Day celebration. GIBS encouraged its students to register for a Voter ID card and disseminated a notice across all disciplines in the college to promote this initiative.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1847	1681	1379	1006	960
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 233

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
122	104	68	71	67

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1566.56	1180.38	926.52	1162.97	1149.03

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Gitarattan International Business School follows the curriculum as provided by Guru Gobind Singh Indraprastha University. Taking into consideration the institutional goals, concern of the students, personality enhancement, quality education is imparted to the students.

Pre-Planning:

Academic Calendar – The Academic Calendar of the college is prepared taking into consideration the Academic Calendar released by the GGSIP University. All the curricular, co-curricular and Extra-curricular events are aligned as per the GGSIPU Calendar.

Subject Allocation – Subjects are allocated to the Faculty members as per their expertise and preferences by the Academic Coordinator with the approval of Director.

Designing of Lesson Plan – After the Subjects are allocated to the faculty members, they are required to prepare a detailed Course Plan with respect to topics to be covered in each lecture. Moreover, to make the curriculum interesting and more hands on, case studies, management games, individual and group assignments, incorporated and made an important part of the curriculum as well.

Elective Course Allocation – Students preference is taken and given due importance in the choice of elective subjects. A Google form is prepared wherein the preference of all the students is taken regarding the elective subject.

Course File: For each paper a course file is prepared containing Lesson Plan, curriculum prescribed by the University, last three years question papers, case studies, assignments, quiz test and study material.

Implementation:

Preparing Time Table – The Time Table is prepared by the Time Table committee. Class and program wise Time tables prepared and shared with the students. The Time Table is prepared taking into consideration the shifts of the students and the elective subjects opted by them.

Co-curricular activities - In addition to the curriculum given by GGSIP University, the institution also conducts Certificate, Guest Lectures, seminars and conferences to fill the gap between industry and academia.

Regular Review and Action:

Review of students performance – The performance of the students is evaluated regularly and continuously through unit tests, assignments and minor examinations.

Remedial Classes –Students are segregated according to Slow and Fast Learners according to academic performance. Remedial classes are held.

Feedback – The system envisaged operates in the following manner:

(a) Issues related with any academic matters are discussed on daily basis in the first hour of the Institute during the operational meeting of Programme Coordinators with the Director. Corrective actions are initiated on daily basis.

(b) Each Programme Coordinator maintains fortnightly Monitoring Performa.

1.

Delivery & Sharing: Each faculty is provided with dedicated computer, internet with 100% connectivity on LAN and ERP system, multimedia projector system are installed in all classrooms to present and share the digitized contents.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 32

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 69.78

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
997	1209	990	810	790

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.

The curriculum incorporates subject like Business Ethics, Entrepreneurship Development and CSR in MBA, BBA, BA-LLB and BBA-LLB. It helps the students weigh the potential consequences of decisions they take in personal or professional life, and it teaches them to morally distinguish and avoid common fallacies that people often fall into when making decisions. It helps them to differentiate between what is right and wrong, helping them to develop into undeterred and morally strong individuals.

- (a) **Moral Values and Business Ethics:** Spiritual values, modern business ethics and dilemmas.
- (b) **Corporate Governance:** From the boardroom to the marketplace, corporate responsibilities towards consumers, stakeholders and the environment; value-based moral leadership, culture, strategy and self-regulation.
- (c) **Corporate Social Responsibility:** Corporate social responsibility of business, employees, consumers and community, Code of corporate governance, Current CSR practices.
- (d) **Moral conduct of Business and CSR:** Social audit, unethical issues in sales and technology, Internet crime and punishment, intellectual property rights, corruption in business and administration.

Moreover NSS cell of the institution has also undertaken some activities believing in Human Value like clothes distribution drive, blood donation drive, talk on cancer awareness etc to name a few.

Environment and Sustainability

The students gained knowledge about environment and sustainability by sensitizing the students that the damage that human has done to the world can only be reversed by the ones who fully understand the extent of the problem and want to work hard to fix it. The students studies Environmental Science in BBA. Students learn about conservation of biodiversity, pollution prevention acts, and concept of sustainable development, and much more. NSS Cell of the institution, also, has undertaken some activities to forward the agenda of Environment and Sustainability such as tree plantation drive, conserve environment etc.

Gender

Various awareness talks were organized on gender equality, gender sensitivity in order to make the students break free from the stereotypes and biases existing in the society.

Exposure on Cross-Cutting Issues

Institute provides exposure to students on cross-cutting issues through carefully selecting topics for discussions during debates with following objectives.

- 1.Enhance awareness of students on contemporary issues such as social science, geo-political, environmental etc. affecting nation and society in general.
- 2.Developing perspectives on issues affecting life and acquiring professional and reasoned position.

Eminent Speakers Lecture Series

Eminent experts from different disciplines are invited to deliver talks/presentation on cross cutting issues that are relevant for all round development of students and cover Professional Ethics, Gender, Human Values, Environment and Sustainability topics which are not covered in their syllabi. The Indicative list of topics covered in guest Lectures, workshops, seminar etc. are listed in the Table below.

Serial No	Indicative List of Topics
1	Human Rights & its Universal Character
2	Living with Values & Ethics: Issues & Challenges
3	Gender Sensitization & Women Issues
4	Health Issues Afflicting Indians and Managing Personal Health
5	Environmental Issues & Challenges: Global & Indian Perspective
6	Indian Constitution & Law Abiding Citizenry
7	Indian Political System: Contemporary Issues & Challenges
8	Understanding of National Security and its Various Dimensions
9	Geopolitical Environment and its impact on National Economy

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 54.41

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 1005

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 66.19

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
653	543	538	389	657

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
960	900	840	840	660

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 20.84

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
64	71	30	3	69

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

2022-23	2021-22	2020-21	2019-20	2018-19
254	242	230	230	181

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 15.14

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

GIBS has been continuously striving towards a transformation from a “Culture of Teaching” to a “Culture of Learning”. The Institution creates a stimulating environment that fosters the desire to learn, unlearn, and relearn by implementing innovative, collaborative, and learner-centered pedagogies.

I. Experiential Learning:

1. In addition to standard pedagogy, teachers incorporate hands-on experience through group activities, role-plays, movie presentations, and group discussions, as well as by relating the curriculum to real-world experiences. Case based learning also encourages students to reflect critically on course material and adopt a problem-solving mindset.
2. The college also makes arrangements for its students to go on industry visits, live projects, and provides them with summer internships at places where they can gain practical experience to complement these opportunities.
3. Visits to Monument, Court, jail and consumer court for Law students to give them first-hand experience of the working of the courts.
4. GIBS conducts Personality development workshops, Eminent lecture series, Professional lecture series, Jurist Days, Panel discussions, Seminars on regular basis by industry and Academics experts which gives practical exposure to students.

II. Participative Learning:

1. Students are also encouraged to present papers under the supervision of faculty members at our annual international conferences and seminars
2. Anusandhan is our college repository of research papers where all students of all courses contribute their research papers in collaboration with faculty members. Students also actively participate in and learn from a multitude of academic and co-curricular activities like Sports and Games, NSS, Clubs, intercollegiate events including debates, group discussions, role plays, quizzes, model United Nations, national seminars, international conferences, blood donation camps, clean and green awareness rally, old age home/orphanage visits, which enable in molding themselves to be ‘men and women for others’ with moral values, ethics, and social responsibility.

III. Problem Solving Methodology

1. The institute organizes the annual management fest- Connect, in which students showcase their learning in the form of display of effective knowledge in functional domain
2. Case folio competitions, The Law Fiesta (Lex Fiesta) and National Moot Court competition are

annual events of the Centre for Legal Studies, GIBS that earnestly attempts to bring to the fore, a strong congregation of enthusiastic participants in the law domain

3. GIBS organizes various other activities at club level provide students with the opportunity to learn about market dynamics.

IV. ICT

1. Classrooms featuring projectors, audio-visual equipment, and Wi-Fi access are utilized by teachers to enhance experiential learning. ICT applications and tools are used to solve problems in mathematics/statistics/computer science/commerce by utilizing software and programming skills, such as Tally, SPSS, and SQL, Manupatra tool for Law students. All these tools are available in the computer lab of the college and the college library.

1. Microsoft Teams and a self-sufficient ERP, was used to manage and post course related information- learning material, quizzes, lab submissions and evaluations, assignments, online exams etc

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	104	68	71	67

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 52.55

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
69	42	38	42	36

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:**2. 5. 1. Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

Mechanism of internal external assessment is transparent and the grievance redressal system is time-bound and efficient Continuous Internal Evaluation (CIE) Based on the rules set by the GGSIPU, the institution keeps track of how its students are doing all the time. The institute believes that continuous and all-encompassing evaluation is a tool that helps students grow in all ways. When doing the Evaluation, the Institute follows the rules set by the GGSIPU, which are written in the curriculum. GIBS faculty members do continuous evaluations throughout the semester.

Internal assessment conducted by teachers is 25, while 75 marks are there for semester end examination. Out of the 25 marks for the internal examination 5 marks are for Unit tests, there are four unit tests conducted. 15 marks are for the minor exams and 5marks for assignments.

There are marks allocated to Practical papers as well such as Lab practical, Project Dissertation, Summer Training reports etc for all programmes.

Centralized Internal Examination system is followed for smooth working and transparency. Each year, the institute constitutes an examination committee to ensure effective implementation of all activities related to internal and external examinations and assessments. Through continuous monitoring and evaluation of students, the institute identifies students requiring special attention and offers necessary remedial measures to improve their academic performance. The intellectual and skill based development of the student is evaluated and monitored on continuous basis. Skill based training such as MSD/ SBT/ NUES is provided to the students. The results of the internal examinations are declared within a week, enabling the students to raise any grievance and get it resolved before the marks are finally submitted to the university. Grievances in assessment, if any, are resolved through teacher interaction. The results are displayed on the ERP and notice boards for easy access by the students.

For practical based courses, laboratory classes are conducted by the faculty members and classroom practical copies are checked during the classes itself.

Keeping in mind the genuineness of a case related to medical/other reasons that force the students to refrain from giving exams, re-exams are conducted that he/she submits application with proper documents. Answer sheets are shared with students, any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members. Parent-Teacher meetings are also arranged in every semester to share the performance of students with parents.

At the University level if the student scores less mark than expected, he/she can apply for revaluation of his/her answer script after paying the prescribed fee.

University provides the photocopy of answer sheets to students regarding any grievances with reference to evaluation. Student can apply for revaluation if he/she feels that evaluation is not correct.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

2.6.1. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

GIBS is affiliated to Guru Gobind Singh Indraprastha University (GGSPU), hence the departments at GIBS works in consonance with the broader objectives of the subjects (Outcome Based Education) framed by the university in both old syllabus ie the syllabus of 2014 and the new revised syllabus of 2021. So the institute follows the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) specified by the university.

The aforesaid are the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) displayed through various means of communication as follows: Institute website; class rooms; parent meetings; library; alumni meetings; professional body meetings. college notice boards and various other places of college premises.

The students are made aware about POs, PSOs and COs by the Programme coordinators and Class coordinators. The faculty members teaching different subjects inform the students and create awareness about the specific Cos of their subject and emphasize the need to attain the outcomes.

Program outcomes (POs) and Course Outcomes (COs) are prescribed for every subject (effectively called a course) and reflects the learning through the course mapped with the program outcomes in its totality. Course outcomes specifies what students will be able to learn after the completion of their particular course and helps the faculty in designing suitable delivery and assessment methods to achieve the designed CO.

Course outcomes as specified are used by the Institute with faculty presentations for course plans where the mapping of the course plans with the topics given in the syllabus are mapped. The lesson plan of the particular subject is mapped with the specified Course outcomes. To achieve the attainment of the course outcomes different assignments and class activities are planned and mentioned in the course plan of the faculty.

POs deal with the general aspect of graduation for a particular program, and the competencies and expertise a graduate will possess after completion of the program. Program outcomes (POs) examine what a program or process is to do, achieve, or accomplish.

Events organized by GIBS across domains pertaining to case studies, business plans, exams etc. are indicators of moving in the right direction as far as examining the process set forth to achieve the objectives of different courses running in the institute.

Course outcomes (COs) are direct statements that describe the essential and enduring knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are communicated to the students during the classes by the respective subject teachers. Events pertaining to ongoing class quizzes, exams, presentations, and others do capture the COs comprehensively. In line with that, ongoing unit tests, PSDA activities, Minor exams etc. conducted by faculty members in GIBS across courses in different programs help attain the COs. Program Outcomes are discussed and implementation and attainment of the course outcomes is discussed in the program level committee.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

2.6.2 Attainment of POs and COs are evaluated.

GIBS offered Under Graduate & Post Graduate programs implemented with a system to measure the levels of attainment of Course Outcomes (COs), Programme Specific Outcomes (PSOs) and Programme Outcomes (POs).

Program outcomes (POs) and Course Outcomes (COs) are prepared by the university for every subject (effectively called a course) and reflects the learning through the course mapped with the program outcomes in its totality.

Attainment of the Course Outcomes: The course outcomes are measured through syllabus, completion of syllabus, continuous evaluation (internal evaluation), and setting up of question paper, evaluation, and result. At the Departmental level the Heads of the Department and the teachers who are engaged in any class strive to complete the courses in time. The 75 percent of compulsory attendance is required to appear in final university examination and is strictly adhered to in order to ensure students' participation in the class. The attendance is also tied with marks. The continuous evaluation is done through unit tests, PSDA activities, written assignments, presentations and so on.

Each course has defined COs that are mapped with the POs based on their mutual relevance. According

to the appropriateness of each CO with respect to each PO, the correlation between COs and POs is established in the form of a matrix.

Attainment of the Programme Outcomes (PO) and Programme Specific Outcomes (PSO): The process of assessment of POs starts with the analysis of level of attainment of COs using direct assessment compared with predefined parameters and targets. The average attainment of COs covering all the courses in a semester, which are mapped with particular POs and PSOs, gives direct attainment of PO and PSO which are then compared with a predefined attainment targets of POs and PSOs. At the Undergraduate and Post graduate levels, the attainments of programme outcomes are measured by each of the department. Another, measurement of attainment is students' placement in companies. The feedback system of different stakeholders which is in place in the University helps it to measure and reckon the attainment of the programme outcomes. The online student feedback system provides information pertaining to the relevance of the course, availability of the course material, and course's importance in terms of employability.

As these POs are clearly defined and available to all students and faculty, they all feel motivated and put in their best efforts towards the attainment of outcomes in a sustained manner. Based on the results of the outcome assessment, the deviations in the desired and stipulated objective and the results actually achieved for each course are identified. The Academic Audit of the faculty members ensures that these assessments become the part of a continuous process. The inputs taken help formulation of action plans so to improve upon the result of assessment for these outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 97.75

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
420	485	236	486	329

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
457	489	236	490	329

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process Response: 3.64	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 40.05

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
12	11.55	9	7.5	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS) including awareness about IPR, establishment of IPR cell, incubation center and initiatives for creation and transfer of knowledge/technology and the outcomes of the same are evident

The Indian Ministry of Education's Innovation Cell (IIC) aims to instill an innovation culture in Higher Education Institutions. Focused on motivating students, the IIC guides them in transforming ideas into prototypes. Key goals include creating a local innovation ecosystem, fostering collaboration, and initiating mechanisms to support startups within higher education. This initiative seeks to develop practical skills, promote entrepreneurship, and contribute to broader societal impact.

Innovation

Under the guidance of MOE Innovation cell, GIBS has established Institute Innovation and Entrepreneurship cell (IIC) and its policy aims to foster the culture of Innovation and to encourage, enlighten and nurture young students by aiding them to work with innovative ideas and promote them to create start-ups and entrepreneurial ventures. The institute has organised 12 workshops on innovation.

Indian Knowledge System

To inculcate the passion among students towards the Indian Knowledge System, institute has kept various rare books like The Religious Quest of India, The Heritage of India Series, The Coins of India, and History of Pallavas of Kanchi etc. Furthermore, to provide the Indian knowledge, a subject, Corporate Governance, Human Values and Ethics, is added in the BBA Course in second semester.

Intellectual Property Rights

GIBS has an IPR cell and its policy to create awareness about the intellectual property rights and encourages the faculties to work on innovative ideas. In this ecosystem, various Patents have been registered by the faculties. Twelve patents have been granted by the faculties over the last five years. To facilitate students, 8 workshops are organized to educate students about IPR.

Incubation Centre and Startups

GIBS has signed a MoU with Atal Incubation Centre, JK Laxmipat for development and promotion of innovation and entrepreneurship by extending startup exchange opportunities. Webinar has been conducted with JK Laxmipat and students were encouraged to come up with the ideas and students are invited to come up with their proposals. GIBS encourage students to set up their own startups. Three students have started their own startup after completing their education from GIBS. Institute helps students getting trained and acquainted by the top-notch experts on various entrepreneurship skills. The institute has organized 34 workshops on incubation, startups and entrepreneurship.

Transfer of Knowledge

GIBS believe in transfer of knowledge to share the ideas. To achieve this, a lot of emphasis is put on the publication of books and articles. Every year GIBS publish two journals, one newsletter, moot court proceedings, conference proceedings and 2 magazines for research articles. Institute has also published nine e-books.

GIBS-IIC keeps on organising various activities like workshops and seminars for generating the awareness and skill development of the students under the guidance of IIC –MOE. The activities are categorised as Calendar Activity, MIC Driven Activity and Self Driven Activity.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 70

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	25	20	5	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.65

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
43	37	24	21	27

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	23	1	6

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Gitarattan International Business School is committed to provide value based education. To achieve this goal the institute organise various extension activities to help students in understanding contemporary issues and challenges. To sensitize students about the social issues, in the COVID times, Each One Feed One campaign was started by the NSS Unit of GIBS in which food kits were distributed to the needy people under the flyovers. Vaccination Drive was also conducted in the institute. GIBS also collaborated with an NGO named Why Waste Wednesdays Foundation and initiated Project Vikalp under which cloth bags were promoted by distributing cloth bags to the vendors in main markets of Rohini area near the campus.

Winter Clothes donation drive is also conducted twice in the college where students and faculties donate clothes for the slum people. Food donation drives were also conducted by the institute. GIBS also encourages the imparting of education in the society for which it collaborated with a NGO Sab Ki Paathshala and students of GIBS visited the slum areas of Pragati Maidan on weekends to teach the children of these slums.

16 workshops were organised by the institute in last five years to sensitize students about gender equality and women empowerment and health issues.

There are more than 150 volunteers in the NSS Unit of Gitarattan International Business School, they organise many activities which generates an ecosystem where everyone feels the responsibilities towards the society. Blood donation camp is organised every year by the institute and the impact of these activities is that students are donating blood outside the campus as well for which they have given testimonials. Many other activities were conducted in the past years such as Plantation Drives, books donation, organising street plays to educate and aware the society about various societal issues. GIBS also adopted a village named Ekta Camp. Cleanliness Drive was conducted by the students in this area. As a result now the area is clean and the people don't litter the area. GIBS also organises camps with the motive to teach people about the hygiene and also donated sanitary pads for it. In outcome of these activities, people living in Ekta Camp are learning about the hygiene and implementing it in their daily lives. They are now aware how to dispose off their garbage and importance of sanitation. An ecosystem has been developed by these activities as students now understand their social responsibilities and donate blood whenever required and they prefer to do internship with NGOs to contribute in the society. These kinds of activities are essential to be included in the education of the youth as they are the future of the country who will build the nation. These activities help in bringing in them a connection with the people of the nation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Awards and recognitions received for extension activities from government/government recognised bodies

Awards are associated with the token of recognition of excellence in certain fields. Gitarattan International Business School has received many awards and recognitions for its tremendous work done in academics and extension activities as well. GIBS has been actively undertaking extension activities on its own as well as in collaboration with various other organisations. The institute has conducted many activities in collaboration with various NGOs to create awareness among people regarding various environmental and health concerns.

GIBS has been appreciated by Lions Clubs various times for organising Blood Donation Camp in the college. Pinkishe Foudation (NGO) collaborated with GIBS for spreading menstrual awareness among the people of Ekta Camp, a village adopted by GIBS and honoured the students for their hard work and institute for this drive. The institute was appreciated by the NGO Sahyog Anubhuti for creating awareness amongst the people for understanding the benefits of Yoga. Sahyog Anubhuti honoured the NSS Coordinators and student volunteers for their work. Institute gives utmost importance to promote the environmental friendly initiatives. The NSS Unit of GIBS in collaboration with the NGO Why Waste Wednesdays started Project Vikalp in which cloth bags were distributed by the students to the shops so that they can be motivated to ban the plastic bags. The efforts of college were appreciated by the organisation and they honoured the students with appreciation certificates.

Municipal Corporation of Delhi appreciated students for their wholehearted participation in Indian Swachhata League. MCD also gave appreciation letter to GIBS for conducting various events in the Ekta Camp, Pitampura during the months of October-December, 2022. Ministry of Youth Affairs and Sports in collaboration with Ministry of Culture appreciated students of GIBS for participating in Meri Maati Mera Desh Programme. Faculties and students of GIBS conducted Dogathon in collaboration with Ngo Sanjay Gandhi Animal Care Centre for which appreciation letter was given to all the participants by the organisation.

Extension activities instil the understanding of facing the challenges as well as feeling of gratitude and helping other people. The focus of the students is also drawn towards social services. It influences the students to develop an environment in which all the citizens promote the social welfare and understand their social responsibility. Gitarattan International Business School actively participates in the extension

activities. Institute has collaborated with many organizations to carry on these activities. GIBS endeavours to build an ecosystem where the students understand the needs of society and understand their Corporate Social Responsibility by engaging themselves in the policy building and other related activities. Gitarattan International Business School bagged the Award of appreciation in the National Youth Student Discussion by DHSU University, MP. The appreciations from various organizations motivates the students to work towards the social issues of the society.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 61

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	27	14	2	9

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 32

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institute is strategically located near Rohini East Metro station for easy access. It spans 2700.5 square meters, with a covered area of 11286.77 square meters across eight floors.

Academic Facilities: -

- Classrooms: The institute has 37 smart classrooms with advanced ICT amenities, including LAN connectivity.
- Computer Center and Labs: There are five computer labs, one being a dedicated center, housing 577 computers with high-speed internet (400 MBPS), and multiple application software.
- Conference Room, Auditorium, and Seminar Halls: Equipped with ICT, internet, audiovisual systems, these spaces facilitate various events.
- Institute has LMS system incorporated in ERP. Starting from marking attendance, faculty provides notes and class PPT, assignments are assigned by faculty and submission of assignment can also be done. Online assessments / Unit Tests are also managed via. Edumarshal.
- Library: It is fully automated, daily footfall data is maintained electronically, the ERP system of the library keeps record of issue and return. To promote quality research work the institute has taken subscription of plagiarism checking software called X-Checker. Institutes Air-conditioned Library, provides comfortable and sufficient tables and chairs for reading and writing purpose.

Administrative Area:

- This encompasses the Director's Room, Board Room, Office, HOD Rooms, Faculty Rooms, Central Record Room, Maintenance Room, Security Room, House Keeping Room, Faculty Recreational Room, Examination Office, and Placement Office. A pantry on the ground floor caters to tea and coffee needs of faculty and staff. Wheelchair accessibility is ensured for differently-abled individuals.

Amenities:

- The institute has a medical room (room no. 208) with two beds and first-aid facilities.

- On-campus crèche facilities cater to the needs of employee's children.
- Yoga and meditation centers promote mental well-being, while a gymnasium supports physical fitness. The institute provides indoor sports such as Table Tennis, Carrom, Chess, Pool and Badminton etc. The outdoor Sports (Volley ball and Cricket) are conducted at nearby Sports Complex.
- The canteen offers a spacious open seating area and good range on refreshment and lunch facilities.
- There's a lunch/recreational room for faculty, equipped with a microwave, refrigerator and sufficient no. of dining tables, chairs and sofas.
- Institute also provides Pantry room, at ground floor services for serving tea and coffee, twice in a day to faculty and staff members.
- Separate common rooms are designated for girls and boys.
- Sanitizing systems are strategically placed, along with hand sanitizer stands in common areas. Separate washrooms are provided for both genders.
- A RO plant, connected to fountain basin and water coolers on each floor, ensures clean and safe drinking water.
- The campus emphasizes sustainability through green initiatives and rainwater harvesting through proper mechanism of increasing ground level water.
- CCTV cameras are installed for surveillance, monitored by the computer center (Room no. 202).
- Safety Measures: Fire extinguishers are properly installed with maintained cylinders on every floor.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 25.02

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
367.74	311.45	180.02	284.84	353.36

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library boasts a diverse collection of 53,870 volumes covering various disciplines. Management caters 44159 (combining MBA and BBA) and Law caters for 9711 volume of books. Among these 6,549 titles cater to MBA (3,568), Law (1,804), and BBA (1,177). Its state-of-the-art automation system manages footfall data, issue/return logs, and lost book records, apart from that library maintains all documents related to bills, subscription and license. To foster student engagement, the curriculum includes library-centric assignments, journal analysis, and data extraction from cutting-edge editions. Institute has subscriptions of 60 Journals and e-journals, e-shodh sindhu, shodh ganga membership, ebooks, databases and remote access to e-resources. In our databases institute had manupatra (online) and presently we have AIR online, DELNET and company cases: Module web. Additionally, the library offers print and Photostat services, book bank services; ensuring students maximize their learning resources. This multifaceted approach aims to cultivate a vibrant learning environment and promote academic excellence. Stock verification of the library is done by Bar-code reader.

Library as a Learning Resource

Library is automated using Library ERP (Enterprise Resource Planning) system

Library automation encompasses ICT advancements replacing manual processes. Library ERP system helps Librarian to manage database properly.

The Library ERP System efficiently tracks book transactions, maintains inventory, and aids in overall library organization.

With diverse modules, it offers comprehensive support for seamless library operations and effective library management.

Features:

Institute's library uses Cloud based ERP system Edumarshal with effective information storage and retrieval modules, the following modules have been provided in the ERP:

•Acquisition (Manage books)

This module helps to enter new books and other inventory of library and edit the records. It includes all the fields including classification and cataloguing of the item.

•Circulation (Book Circulation)

It is a central and highly effective system of library. The record of library such as, items issue, reissue and return to the members using this module. The feature of instant emailing of issue and return status to the accounts of the users makes it more effective.

•OPAC (Online Public Access Catalogue) (Advanced Book Filter)

This is the most important module in this system. The data that was entered in the Acquisition module is accessible to the user, so that the information of each item can be retrieve. It shows the collection development of the library.

•Report

The Library Management System in the ERP offers detailed reports on book transactions, overdue items, and book status within specified date ranges. It allows for customization, upgrades, and regular maintenance. The cloud-based feature enables access from anywhere, supporting a collection of 53,870 books, 60 journals, e-resources, research projects, rare books, and newspapers. The system also tracks visitor entries and exits, providing a conducive environment with well-maintained seating for reading and writing activities.

•Entry exit of visitor is one of the main features of the ERP System which is maintained through scanning of I card trough

scanner.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

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

Institute provides IT facilities for administrative and academic purpose to accomplish objectives related to teaching, research and governance processes.

Maintenance and upgrades are carried out on a regular basis by experts on the basis of IT Policy of the institute. giBS has an agreement with Microsoft i.e; Microsoft campus connect agreement under which, upto 1 lakh users can utilize Microsoft software for education purpose under campus connect agreement.

Computers and LCD projectors are installed in all classrooms, all faculties have desktop, and all faculty rooms have printer. Software is loaded on every computers and printers, and the hardwares & softwares are in good condition and are maintained on a regular basis as per policy. Institute's IT cell monitors and updates the college's website on a regular basis. The giBS entire campus has internet connectivity through LAN with a speed of 400 mbps. There are 476 well configured systems. The College's personal computers (PCs) are all connected to network printers, scanners and Internet. For promoting research among faculties the institute also has Research Lab established in 2022.

The Institute has 4000 sq feet air conditioned Computer Centre with 120 PCs, Lenovo Think Centre i3 processor, 500 GB HD and 4GB RAM with 300 mbps Internet Connectivity. There are 4 labs, centrally air-conditioned with Lenovo think centre i3 processor, 500GB HD and 4 GB RAM with 60 nodes each connected through LAN. Each classroom has Lenovo 2.5 GHz i3 processor based computer to aid in the process of teaching. Three servers IBM, Compaq and Lenovo are installed in the campus to cater to the IT infrastructure of the Institute. Wi-Fi and high speed internet connectivity through dedicated leased line is equipped to cater challenging needs of technical excellence. Firewall for security of systems is managed through open source.

The Institute offers practical sessions to the students as per the curriculum or value added courses at Lab. Students are having hands on experience on SPSS and R software to utilize in their research/ project work with the support of the faculty. Also, they practice advance excel session with the help of the respective faculty. Institute employs professionals to assist with computer maintenance, repairs and upgrading website. There is also a provision of faculty and staff development programs to upgrade the skills to use ICT. In addition to it institute has DELNET for online journal facility. The institute ensures sufficient bandwidth for efficient and effective network surfing and other related activities.

Enterprise resource planning (ERP) refers to a type of software that organizations use to manage day-to-day business activities such as accounting, procurement, project management, risk management and compliance, and supply chain operations. The Institute has its own ERP that is used to conduct the entire academic (Attendance, Assignments, Unit Tests, Notes distribution, Lesson Plan etc) and non-academics (Leaves, Library, Stock Management, HR etc) work.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 4.33

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 427

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 39.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
776.39	487.03	334.40	428.71	362.02

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 26.48

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
509	498	315	249	249

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
1847	1681	1379	1006	960

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 67.06

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
283	399	224	201	322

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
598	478	233	494	328

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 10.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	28	11	3	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 88

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	15	24	12	29

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 11

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	13	4	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

GIBS have a well-established student support system for financial assistance, capability development/enhancement, progression and alumni engagement. "Alumni Association of Gitarattan International Business School," a registered alumni association for the institute has the registration number S/3852/SDM/NW/2022. It has served the institute as a mentoring and support unit for many years. The Association has been essential in keeping them all together connected to their alma mater. It has continually made an attempt to carry out different activities aiming to add to the overall development and reputation of the Institute. There are almost 4609 alumni of the Institute. They contribute in one way or the other for the development of the students of the Institute.

Alumni Meet: Institute conduct the alumni meet annually. In this meet, the alumni reconnect with their juniors and old friends. This is an ideal platform for networking and sharing new trends in the corporate world. These inputs also help the academicians in moulding the students and in modifying the courses / also, alumni are honored with medals, souvenirs, and honorarium for their achievements.

Alumni Engagement in Various Committees: The Institute regularly engages with its alumni through alumni meets, lecture series, IQAC meetings as well as career counseling of students and upcoming opportunities through the Alma Connect portal.

Alumni Lecture Series and Mentoring: The Alumni Association has a tradition of holding lectures and PD workshops. A discourse series on many topics by distinguished alumni to share their diverse perspectives with the existing students. This series of talks aims to make use of our alumni's significant contributions in the academic improvement of the Institute. It also helps to provides chances to the senior students as well to network with our successful graduates in various fields and take inspiration from them.

Alumni placement Assistance Cell: The Alumni employed in various organizations keep the University abreast of available job opportunities.

Entrepreneurship Awareness: Alumni helps the students to give wings to their dreams of having start-ups and becoming entrepreneurs. Some of our Alumni have established start-ups in different sectors, and many of them are first-generation entrepreneurs. They guide the students on the placement process and help motivating them in developing their career further during their interaction with the students.

Financial Support: Our alumni play a supportive and constructive role in the overall development of GIBS. Our alumni have donated Rs14232000/- from the last five years to the Institute for their further growth and development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as NEP, Sustained Institutional Growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

- **NEP**

Gitarattan International Business School (GIBS) exemplifies effective governance and leadership aligned with its vision and mission, particularly in the execution of the **National Educational Policy (NEP)**.

1. The implementation of the *Academic Bank of Credit (ABC)* system and registration with the *National Academic Depository (NAD)* enhances transparency in academic records management.
2. GIBS prioritizes students' employability by offering *skill-enhancement courses* that blend subject knowledge with soft skills development through methods like case studies, group discussions, projects, and internships, ensuring practical readiness.

- **Sustainable Development**

1. Furthermore, the institution integrates traditional Indian knowledge systems, such as the *Nurture Cycle of Mentoring & Counseling Cell*, into its teaching and learning processes. This approach fosters a well-rounded education that incorporates both contemporary and traditional wisdom.
2. In terms of *infrastructure and academic programs*, GIBS has made substantial progress, reflected in the expansion of seat intake and course offerings. This growth is a testament to the institution's commitment to quality education and meeting the evolving needs of its students.

- **Decentralisation**

1. GIBS embrace *democratic and participatory governance*, involving stakeholders in decision-making. Authority flows from Management to the Director and throughout the institution, promoting collaboration, policy shaping, innovation, fairness, and partnership.
2. GIBS' mission emphasizes social inclusion, personal growth, and professional innovation. Students take on managerial roles, fostering leadership and responsibility, while faculty development enhances educational quality through programs and lectures.

(c) The governing body ensures policy alignment with the institution's vision, and the Director facilitates coordination with *statutory committees*. With a clear *administrative structure*, GIBS maintains financial transparency through regular audits, promptly addressing any noted observations, ensuring financial integrity.

- **Participatory Management**

GIBS's *participatory management* is evident through the numerous committees that oversee various aspects of college life. Committees Head are appointed by the Director and Dean Corporate Affairs, work diligently to ensure accountability and excellence in their respective areas, from admissions to academic events and celebrations.

- **Perspective Plan**

1. GIBS adopt strategic planning through five-year plans to optimize physical and intellectual resources.
2. Stakeholders play a crucial role in shaping a perspective plan by contributing diverse perspectives, interests, and expertise to ensure comprehensive and inclusive long-term development.
3. Active stakeholder engagement includes open house sessions with faculty and student representatives.
4. Support for staff attending conferences and workshop enhances professional development.
5. The Internal Quality Assurance Cell (IQAC) plays a crucial role in audits and reviews.
6. GIBS focuses on areas like pre-placement talks, social welfare initiatives, and research support.
7. The establishment of a Research Cell underscores the commitment to academic excellence.
8. Effective governance, innovative initiatives, and a holistic educational approach are hallmarks of GIBS, nurturing professionals across disciplines.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Through the implementation of Institutional Strategic/Perspective/Development Plans, its Policies, Administrative Setup, Appointment and Service Rules, and Procedures, the Institute has exhibited an effective and efficient functioning. It has firmly established policies that serve as the foundation for decision-making, directing its operations and ensuring that its goals and those of its stakeholders are mutually compatible. These guidelines address issues like academic standards, behaviour of teachers and staff, and student rights. Their welfare and conduct are constantly evaluated. The administrative structure of the Institute is created to encourage effectiveness and efficiency.

· **ORGANOGRAM & ADMINISTRATIVE SETUP**

The institution emphasizes open and transparent governance, with a notable open audit process. Its internal structure has evolved, highlighting key bodies like the Governing Body, Advisory Council, and College Development Committee as statutory bodies. Alongside the IQAC, these entities play a pivotal role in policy development and implementation. The Advisory Council, compliant with UGC regulations, oversees study plans, academic rules, curricula, syllabi, and evaluation procedures.

The Exam Cell, Library, and Research Cell are in charge of the curricula. Frames, Expression, Mudra clubs are examples of co-curricular activities. The Placement Cell, Discipline Cell, Grievance Cell, and Alumni Association all support student welfare in some way. The administrative personnel at the college are organized according to a clear organizational framework. The College office, which consists of Administrative and Support Staff, works with the director.

There are several Grievance Redressal Mechanisms including the Anti-Sexual Harassment Cell with its Internal Complaints Committee; the Anti-Ragging Cell; a Grievance Redressal Cell with complaints boxes prominently placed and the full implementation of the Right to Information.

· **APPOINTMENT & SERVICE RULE**

The institute employs a systematic and merit-based approach for recruitment and appointments. Job vacancies are advertised through various channels, including the institution's website, job portals, and newspapers. Applicants are required to submit comprehensive application materials, including resumes. A selection panel assesses applications, shortlisting candidates based on qualifications and suitability. Shortlisted candidates undergo interviews for final evaluation and selection. The institute's appointment and service regulations prioritize fairness and merit, aiming to attract and retain highly qualified faculty and staff. Continuous training opportunities are provided to enhance skills and maintain academic excellence, ensuring high-quality services for students.

PERSPECTIVE PLAN

One of the most important aspects of an institute's operation is the implementation of institutional strategic, prospective, and development plans. These plans serve as a guide for the Institution's expansion and development, ensuring that it remains current and adaptable to changes in its surroundings. The institution examines its plans on a regular basis to make sure it meets its goals and keeps a high level of quality in its academic programs and services.

Institute is always keen on continuous dialogue and interactions with stakeholders. Open house sessions were also conducted in the campus. Faculty and students representative participation is encouraged for improvement of effectiveness and efficiency of the institutional teaching learning process. Faculty's and student's representative suggestion on various grounds is discussed with Programme Coordinators, and with the management through Director.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1.Administration**
- 2.Finance and Accounts**
- 3.Student Admission and Support**

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development / progression

The institution is committed to the welfare of its teaching and non-teaching staff, implementing a comprehensive array of schemes and benefits. In adherence to government policies, the college facilitates **Earned Leave encashment, Maternity Leave, Medical Facilities, Leave for Overseas Projects or Conferences, and insurance coverage**. This extends to career development opportunities such as participation in Faculty Development Programs (FDP), including orientation programs, refresher courses, and short-term courses.

In addition to government schemes, the institution provides various other benefits to foster the growth and well-being of its staff. Financial support is extended for attending national and international workshops and conferences, as well as for research and development activities. Staff members are encouraged to visit overseas for collaborations, promoting a global perspective. **Academic Enhancement Leaves** are granted for special study purposes, including exam preparation, Ph.D. work,

or other academic pursuits.

Material benefits contribute to a conducive working environment. Staff associations, both teaching and non-teaching, are allocated office rooms on campus. The availability of Wi-Fi facilities enhances connectivity, and coffee/tea vending machines cater to the daily needs of the staff.

Recognizing the importance of **emotional well-being**, the institution has established a Staff Grievance Redressal Cell to promptly address issues and concerns. Professional counselors are made available for both staff and students, ensuring a supportive and inclusive atmosphere. Indoor games facilities provide a space for relaxation and mental refreshment. Special fraternity lunches are organized on occasions like New Year, Diwali, and Holi, fostering a sense of community and celebration. Furthermore, staff members are acknowledged on their birthdays, reinforcing their significance within the institution.

Financial assistance is extended for the conduct of staff exposure programs and tours for both teaching and non-teaching staff, fostering a culture of learning and exploration. The institution also recognizes and rewards outstanding contributions through Best Faculty Awards and Awards of Excellence in teaching, research, and extension services, showcasing a commitment to acknowledging and appreciating the efforts of the staff.

Various avenues for **career development and progression** are provided, including annual orientations and workshops for teaching and non-teaching staff each semester. New recruits benefit from orientation and training programs. Incentives, such as salary hikes, are offered to staff in the self-financed stream upon completion of their Ph.D. degree. Diverse training programs, covering topics from item writing to waste management, are tailored to meet the needs of both teaching and non-teaching staff. Seed money is allocated to faculty members to encourage them to undertake research projects, fostering a culture of innovation and exploration.

In essence, the institution's commitment to the holistic well-being and professional development of its staff reflects a progressive and inclusive approach to education and organizational culture

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 57.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	60	48	39	20

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 63.81

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
110	85	68	45	20

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	17	17

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The Institute has developed financial mobilisation techniques and allocation of funds plans with the goal of generating financial resources in addition to increasing effectiveness and competitiveness. The Institute has a mechanism for raising money from a variety of sources, including student fees, interest from savings and fixed deposits, donations, funding for research projects from various non-governmental organisations, use of the campus for external examinations, canteen and catering services, tuck shop rent, alumni gifts, and sponsored workshops, seminars, and conferences by funding organisations. The Institute controls all of its expenditures through the Governing Board, in accordance with recommendations made by the Finance Committee, with the appropriate permission of the Director, to ensure adequate budget allocation and expenditure.

The Institute uses Tally software to maintain its accounts, which are maintained in a transparent manner and in accordance with all applicable government rules and regulations. All transactions and expenditures for the entire financial year are recorded and kept in the accounts office. Annually, GIBS releases audited reports to ensure transparency. The Institute regularly performs internal and external financial audits as one of its main goals. While Management Consultants and CA jointly conduct the external audits, CA does the internal audits. These audits support statutory compliance by ensuring

openness and responsibility in financial management. The management of the Institute receives the findings of these audits and responds appropriately to any shortcomings found.

Dispute resolution process for audit objections The Accounts Section responds to and clarifies any audit objections or compliance. The finance officer confirms the required response to be delivered on such audit objections being prepared by the Accounts Section in cooperation with management. The Institute also has a strong financial management system, which aids the Institution in efficiently mobilising and allocating its resources. Its separate finance staff is in charge of overseeing its financial activities. The Institution also makes sure that it abides with the financial and budgetary rules established by the regulatory authorities. Additionally, the institute strives to obtain research grants from other funding organisations.

The infrastructure of the institute supports a range of academic and professional activities, including the administration of exams for numerous organisations like the CET of GGSIPU. The Institute also places a strong emphasis on making the best use of its personnel and material resources. The Institution has a clear policy for distributing and utilising its resources. The policy makes ensuring that resources are allocated in accordance with the department's needs and priorities. The institution also regularly evaluates its people and physical resources to find any inefficiencies. The organisation also makes sure that its people resources are developed and used to their full potential. It has a dedicated HR team that regularly oversees, evaluates, and is in charge of the hiring, onboarding, and professional growth of administrative, academic, and support staff.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

In order to foster constant enhancement of quality and create a framework for deliberate, constant and synergistic growth in the institution's overall efficiency, the institute launched its IQAC cell in 2012. To make sure the teaching-learning process is efficient and pertinent, IQAC reviews it. It keeps an eye on the calibre of in-person training, study guides, and other educational resources.

It assesses the effectiveness of the faculty members through self-evaluation, peer assessments, and student feedback. It makes use of this data to pinpoint areas that need improvement and offers professors

the assistance and education they require to further their careers. It examines the operational structures and procedures of the Institution to make sure they are effective and efficient. The development of infrastructure, financial management, and administrative processes are all examined by IQAC.

It assesses the effectiveness of the administrative employees and offers them the assistance and instruction they require. Periodically, it checks to see if the learning results are in line with the institution's objectives. Through tests, surveys, and employer feedback, it assesses students' performance. It makes use of this data to highlight areas that need improvement and offers pupils the assistance and instruction they require. It keeps a database of performance indicators, stakeholder feedback, and quality metrics and benchmarks, and uses this data to monitor the institution's development and focuses on the areas that need improvement. For submission to the NAAC, IQAC creates an Annual Quality Assurance Report (AQAR) that gives a thorough review of the Institute's quality assurance plans and procedures.

It summarizes the institution's accomplishments, and describes its future development goals. The IQAC supports NIRF accreditation and manages MOUs with other organizations. For academics and staff, IQAC organizes capacity-building programmes and faculty/Staff development programmes. IQAC also encourages to file patents and to participate in research funding projects These courses are intended to improve academic and staff members' abilities and knowledge in a variety of areas connected to teaching-learning, research, and administration. It holds training sessions, conferences, workshops, and seminars on a variety of subjects and encourages teachers and staff to take part in conferences and other professional development programmes to broaden their knowledge and abilities. IQAC offers skill-building courses to give students the self-assurance, desire, and attitude they need to take on any task.

IQAC boosts employability with a specialized training and placement cell, offering courses in business etiquette, ethics, teamwork, communication, and problem-solving. Supporting outcome-based education (OBE), IQAC aligns course plans with defined Course Outcomes (COs) and Programme Outcomes (POs). At each course's conclusion, attainment and assessment of COs and POs determine objective achievement. This proactive approach equips students with essential skills and assures a desired attitude for diverse tasks. IQAC conducts academic audits in each department, evaluating learning objectives, curriculum, teaching processes, student assessments, and involvement initiatives. The team assesses study findings for volume and caliber, aiming to enhance educational quality and align with institutional goals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**

- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

7.1.1 – Describe the gender equity & sensitization in curricular and co- curricular activities, facilities for women on campus etc., within 500 words.

Any issue with regard to the gender equity is a part of our constitution, which the institute has to maintain. In our Institute we organize a number of programmes for female students, staff and faculty member through the Action Plan prepared for the Gender Sensitization.

The institute encourages both genders for participating in various programmes organized in institute. As per the Action Plan, the Institute organizes different programmes to aware the female students, staff and faculty members about their rights and measures available in the institute as well in the locality. The Events like Women's Day, Teacher's Day, Self -Defence Training Workshops, Eminent Lectures Series on Gender Sensitization , Jurist Days, Personality Development Workshops on Gender Sensitivity, Awareness of Breast Cancer, NSS Special Camp- Awareness on Women Menstrual Hygiene etc. are organized wherein female gender has participated with full confidence and with equal responsibility and the same can also be seen in the cultural programmes organized by the institute. The faculties also attend the workshops held for Gender Sensitization.

The institution has taken a proactive approach to ensure effective governance and inclusivity by establishing Statutory Committees encompassing diverse domains. This strategic move is rooted in a commitment to gender equity, ensuring a balanced representation of both male and female members across these committees. Following Committees not only foster inclusivity but also enhances the effectiveness in addressing wide array of issues which are faced by students, faculty, and staff:

- Internal Complaint Committee for Prevention of Sexual Harassment**
- Anti Ragging Committee**
- Anti Ragging Squad**
- Grievance Redressal Committee**
- Mentoring/ Counseling Cell**

•IQAC Cell

•IIPC

•Alumni Committee

The gender audit is conducted by the Internal Complaint Committee to check the ratio of male and female staff, faculty, students or external members existing in the above stated Statutory Committees or Cells and Internal Complaint Committee also investigates if any complaint is registered.

Most of the important positions are being handled by the females such as the position of Dean, Programme Coordinators, Course Coordinators, Admission Staff and Human Resource Management Department. The institute has a policy of appreciating faculty without gender bias. Women faculty is nominated based on their ability, as Programme Coordinators and Coordinators or Members of various committees and are discharging their duties efficiently

The institution understands the responsibility towards gender equality, therefore special facilities are provided and initiatives for safety and security of females has been taken in the consideration, measures such as CCTVs are installed all over, male and female guards are available in the campus, Female Doctor is available to address medical or psychological issues. Girls and Boys Common Room are provided to the students for indoor games or practices for any cultural events, Girls washroom is located on each floor, Sanitary Pad Vending Machines has been installed in the medical room and Creche facility is available in the Institute.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated in the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. The college faculty and staff jointly celebrate the cultural and regional festivals, like, Diwali, Holi, Janamashtmi and religious ritual activities are also performed in the campus. In this way the institute puts efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities. Constitution Day, Independence Day, Gandhi Jayanti, Human Rights Day, and Republic Day etc. are celebrated in the college. The students of Abhinay and Mudra show the performances depicting the constitutional obligations on the Cultural Day, Zenith, Independence Day, Republic Day, Janamashtmi, the themes of the Abhinay is specifically keeping in mind the message on social cause, which is performed in the college as well as the slum areas to create awareness which inculcate values, rights, duties and responsibilities amongst the students as a citizen. For Cultural, Regional and Linguistic and Socio Economic Diversity Cultural Day, Cultural Programmes are kept on the Independence Day, Republic Day, Janaashtmi, Holi. The extension activities are targeted towards enabling a holistic environment for student development.

To sensitize the students and employees to the constitutional obligations the institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote for Sensitization of the students and faculties to the constitutional obligations i.e their Rights, Duties as the citizens, the college conducts plantation campaigns, Blood Donation Camp, Personality development Programs on Legal Values and Ethics, Workshop On Human Ethics And Values In Business, Winter Clothes and Food Distribution Drive, important issues are addressed in TEDx, Human Rights Day is also celebrated, Legal Aid Camps, Moral Education Camp, Awareness on Investment Plans for Slum area people is organized, Educational Camps are organized under the NSS Welfare Camp, Nukkad Natak by the Abhinay Club is performed on Social Cause to spread awareness amongst them, Fun Games are played with the children of slum area to make them learn good manners and etiquettes. The Cleanliness Drives are conducted in the slum areas by the NSS Wing of Gitarattan International Business School.

Personality Development Workshops are conducted on etiquette, manners and sense of dressing Special facilities are created for the Divyangjan students. Their mobility is supported with the provision of ramps and wheelchairs. Special restroom facilities have been provided in the college premises. Audio-visual facilities are available for them.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Title: Enhancing Teaching Quality through Peer Mirroring in Academic Institutions

Objective of the Practice:

The practice of peer mirroring is strategically designed to gather constructive feedback on teaching methodologies, fostering an open environment for improvement. By having observers evaluate the lecture delivery of instructors; this practice aims to enhance teaching quality and effectiveness. The objective is to refine teaching approaches, address shortcomings, and achieve better learning outcomes for students through a continuous cycle of constructive evaluation and improvement.

Context:

Peer mirroring plays a vital role in the growth and development of faculty members in academic institutions. In this dynamic relationship, observers provide constructive feedback to instructors in a non-hierarchical manner. The focus is on improving teaching, and the process involves sharing insights, expertise, and domain knowledge. Junior faculty members benefit by gaining a deeper understanding of the academic landscape, finding inspiration, and receiving support to navigate challenges. This mutual approach fosters a sense of association among faculty members, enhancing the overall academic environment and promoting continuous growth and innovation within the institution.

The Practice:

Before the lecture begins, the instructor provides the observer with information about the course, syllabus, session topic, and session number. The instructor outlines the session's objectives to the observer and informs students that classroom visits are a routine part of faculty development. The observer notes observations related to course outcomes, instructional resources, student engagement, communication effectiveness, class choreography, and instructor feedback. Following the observation, the observer provides constructive feedback to the instructor through face-to-face meetings and submits a report to the Director.

The reflective meeting includes questions for the instructor to reflect on what they wanted to achieve, what they tried, and what they would do differently next time. This meeting serves as an opportunity for the instructor to gain insights into the observed class session.

Evidence of Success:

Success in peer mirroring is evidenced through improved teaching quality, positive changes in teaching methods, increased student engagement, and enhanced learning outcomes. Positive feedback from students, as seen in course evaluations, indicates higher levels of engagement and satisfaction when peer

mirroring is practiced. Additionally, qualitative feedback from observers provides insights into the impact of the practice on lecture delivery and student understanding.

Problems Encountered & Resources Required:

Challenges in implementing peer mirroring include the availability of senior faculty members within the same domain. Their presence is crucial for enriching the exchange of expertise and providing mentorship to junior faculty. Overcoming the psychology of being observed is another challenge, as it may evoke feelings of self-consciousness or pressure. However, fostering a culture of constructive feedback and supportive mentorship is essential to alleviate apprehensions and promote a growth-oriented mindset.

In conclusion, the peer mirroring practice contributes to the continuous improvement of teaching quality in academic institutions. It establishes a collaborative environment, fostering professional growth and innovation among faculty members. The success of this practice is evident in improved teaching methods, enhanced student engagement, and positive feedback from both students and observers.

Best Practice -2

Title: Emphasizing Real-world Skills at Gitarattan International Business School (GIBS)

GIBS prioritize real-world relevance, emphasizing holistic development and specific skills for enhanced employability. Aligned with the government's mission, the college serves as a catalyst for vital goals.

Objectives: GIBS has strategically outlined objectives to cultivate a holistic learning environment with a focus on corporality

Sensitization to Corporate Realities: GIBS aims to instill a profound understanding of corporate dynamics among its students, preparing them for the realities of the professional world.

Skill Development by Industry Professionals: The institution prioritizes hands-on skill development by providing students with counseling and guidance from industry professionals, ensuring their practical skills align with industry requirements.

Soft Skills and Analytical Skill Development: Recognizing the importance of soft skills and analytical capabilities GIBS conducts regular skill-based training to enhance these crucial aspects of professional competence.

Industry-Ready Training: GIBS seeks to equip students with industry-specific skills and knowledge through targeted training interventions, ensuring they are well-prepared for employment and career success.

Value Addition to Education: GIBS is committed to adding significant value to students' education by fostering self-esteem, self-confidence, and professional skills, contributing to their overall development.

Context: GIBS initiated transformative practices to bridge the gap between theoretical learning and industry demands. Recognizing the need for a strong academia-industry connection, it tailors its curriculum to foster adaptable graduates. The initiative aims to produce professionals and entrepreneurs capable of confidently navigating diverse business challenges, contributing significantly to the nation's economy.

The Practice: GIBS has implemented a series of strategic policies and programs to realize its objectives. The Academic Circular 03/2015 introduced the Professional & Self Development Programme for Students Action Plan, leading to the organization of seminars, workshops, and lectures by eminent speakers. Specific programs for law and management courses were established through Academic Circulars 04/2018 and 07/2018, respectively, addressing personality development and management skills. The subsequent revision, Academic Circular 08/2018, resulted in the issuance of the Skill-Based Training (SBT) Policy, aligning with the National Education Policy 2020.

GIBS organizes various lecture series throughout the year, including the Eminent Lecture Series (ELS), Professional Lecture Series (PLS), Alumni Lecture Series (ALS), and Skill-Based Training (SBT).

Evidence of Success: The impact of this holistic practice is evident in the increased number of placements and the growing trend of students venturing into entrepreneurship. Aligning academic learning with industry needs enhances graduates' employability, reflected in successful placements. Simultaneously, emphasizing practical skills fuels an entrepreneurial spirit, fostering innovation and contributing to economic growth.

Problems Encountered & Resources Required: Challenges in skill development include the identification and engagement of industry experts and the organization of industrial visits and internships. Overcoming challenges demands proactive networking, strategic planning, and robust educational-industry ties. Effective partnerships and resource allocation are vital for comprehensive skill development; ensuring students are well-prepared for professional demands.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Criteria 7.3 – INSTITUTIONAL DISTINCTIVENESS

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

Nexsphere: Where Industry meets Academia

Nexsphere: Where Industry meets Academia stands as a pivotal challenge in contemporary education. Align education with industry needs: Collaborate on curriculum design, foster partnerships, offer practical experiences, train educators, integrate technology, emphasize soft skills, gather continuous feedback, and promote entrepreneurship for relevance and success.

Achieving the goal involves a multi-faceted strategy: enhance curricula with real-world applicability by updating for industry relevance, integrate practical experiences like internships and projects, and incorporate current business case studies. The objective is to equip students not only with theoretical knowledge but also with hands-on skills and problem-solving abilities aligned with industry demands.

Facilitating the exchange of knowledge stands as another crucial facet in bridging this gap. This involves creating platforms for industry professionals to engage with academia through avenues like guest lectures, workshops, and collaborative research projects. These interactions serve as conduits for sharing practical insights, experiences, and best practices, enriching the academic curriculum with industry-relevant perspectives and contemporary applications.

Furthermore, promoting skill development constitutes an integral aspect of narrowing this gap. Offering skill-building programs, certifications, and training sessions tailored to meet industry-specific requirements aids in preparing students for the dynamic demands of the workforce. Additionally, initiatives like career fairs, networking events, and mentorship programs foster connections between students and industry leaders, facilitating valuable networking opportunities and potential career pathways.

Gitarattan International Business School conducts the Eminent Lecture Series, wherein eminent personalities are invited and they deliver lectures on a particular domain, Alumni success stories,

recognizing the achievements of graduates who have benefited from industry-academia initiatives, serve as living testimonies to the efficacy of this bridging effort. Alumni Lecture Series are conducted wherein Alumni's in the concerned domain of Law or Management are invited to address the students and guide and inspire them, on what areas to be given focus as a student to become a good professional or entrepreneur, in the Professional Lecture Series the professional who are expert in the field of Law and Management are invited to conduct the lecture, or management games, in law the professionals from IPR Sector, Criminal, Civil and Corporate Sectors deliver their lectures.. The queries or the information sought from the students are also addressed by the resource persons. The concerned resource persons also give the opportunity to the students to do internships to have a better understanding about the procedure or the practical aspects of those fields. Likewise the Personality Development Workshops are also conducted to make students learn about the basic ethics and manners, to make students' familiar with the nature of job and privilege to choose the career, to make the students understand the team concept etc. The Jurist Day is also conducted wherein experts and the eminent personalities are invited to have a session wherein they are acquainted with the comprehensive understanding of a particular legal domain, helps students to acquire & apply legal knowledge to the complex Socio-legal problem and provides an overview of the legal profession, its various branches, and the role of lawyers in society. This may include discussions on ethics, professionalism, and the importance of legal education.

The success of bridging this gap is discernible through various quantifiable indicators and qualitative outcomes. The student feedback is taken from the students on various parameters to check the level of outcome reached. These interactions increase the employability, reduces time-to-hire for graduates, and a high rate of job placement. The collaboration between academic institution and industries or Law Chambers/Firms for, internships; underscore a robust partnership between these realms. Adaptation of curricula based on industry feedback and emerging trends showcases a responsive educational system, for which in Gitarattan International Business School Skill Based Training Programme (SBT) has been adopted which makes the student to understand and learn the practical aspects and apply. The various SBT courses are running in BBA, MBA, BALLB and BBALLB Programmes wherein modules have been created and training is conducted as per modules. High levels of student satisfaction, driven by the perceived relevance of their education to practical applications, further validate the success of this initiative.

In today's rapidly evolving professional landscape, the imperative to bridge the gap between academia and industry is more pressing than ever. This endeavor demands an all-encompassing strategy that goes beyond theoretical learning and embraces a symbiotic relationship between educational institutions and industries.

The essence of successful integration lies in aligning educational curricula with real-world demands. This requires an ongoing dialogue between academia and industry to understand the dynamic needs of the market. By incorporating practical applications, industry-relevant projects, and internships into the educational framework, institutions like Gitarattan International Business School (GIBS) facilitate a smoother transition for students into the workforce.

Collaboration serves as the cornerstone of this relationship. Institutions need to foster partnerships and alliances with industries, encouraging joint initiatives, research programs, and exchange platforms and provide international exposure to the students through immersion programs. Such collaborations not only provide students with hands-on experience but also allow academia to stay abreast of industry trends and expectations, enabling them to tailor their programs accordingly, refer Criteria 3.5.1.

The success stories of GIBS highlight the fruits of this collaborative effort. With a commendable placement record, boasting 90 plus companies and 158 offers, alongside 235 internships provided, GIBS exemplifies the practical outcomes of a harmonious academia-industry relationship. Moreover, the attraction of 15 new companies seeking to recruit from GIBS is a testament to the institution's commitment to producing industry-ready graduates.

Ultimately, the true measure of success in bridging this gap lies in producing graduates who not only possess academic prowess but also possess the practical skills, adaptability, and agility necessary to navigate the complex and competitive professional world. GIBS' achievements underscore the significance of a holistic approach to education that embraces industry integration, ensuring graduates are poised to excel in their chosen fields.

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

5. CONCLUSION

Additional Information :

Gitarattan International Business School aligns with Guru Gobind Singh Indraprastha University's curriculum and evaluation structure. It conducts centralized internal examinations, ensuring transparency. An annual examination committee oversees internal and external assessments, following the academic calendar. The institute provides remedial measures for students in need, enhancing academic performance. The departments at GIBS work in harmony with the broader objectives of the subjects (Outcome-Based Education) framed by the university in both the old syllabus of 2014 and the new revised syllabus of 2021. Thus, the institute follows the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) specified by the university.

Gitarattan International Business School is committed to providing value-based education. To achieve this goal, the institute organizes various activities to help students understand contemporary issues and challenges and face them appropriately. These events facilitate holistic development, including cognitive abilities, emotional abilities, and social skills, alongside various career-building skills.

The NSS Unit of Gitarattan International Business School comprises more than 150 volunteers who organize numerous activities, creating an ecosystem where everyone feels responsible towards society. Various activities conducted in past years include Blood Donation Camps, Plantation Drives, winter clothes and books donations, and organizing street plays to educate and raise awareness about various societal issues.

GIBS has a well-established student support system for financial assistance, capability development/enhancement, progression, and alumni engagement. The ERP system disseminates information on administration, departments, staff, admissions, programs, examinations, infrastructure, and amenities. Students are informed about various government scholarships/freeships in EWS/SC/ST/OBC/PWD categories. Additionally, the Institute acknowledges class toppers for their exceptional academic pursuits. During COVID-19, the Institution extended empathetic support by introducing academic flexibility, online classes, online internal assessments, and fee waivers for students whose parents succumbed to the pandemic.

Gender equity is an integral part of our constitution, which our institute upholds. To ensure its practice, GIBS has organized multiple programs specifically designed for female students, staff, and faculty. These initiatives aim to inform, empower, and actively promote gender equity within our institution.

Concluding Remarks :

CONCLUSION

Gitarattan International Business School (GIBS) is a dynamic institution committed to holistic education, integrating academic excellence, technological prowess, social responsibility, and inclusivity. The library, housing 53,870 volumes and 6549 titles, embodies a commitment to intellectual growth, supported by an efficient ERP system for seamless management.

The institute's IT infrastructure is robust, comprising five computer labs, computer-equipped classrooms, and campus-wide high-speed internet. Adhering to a sound IT policy, GIBS ensures regular maintenance and upgrades, reflecting a dedication to staying technologically current. The IT cell's vigilance and website updates demonstrate a proactive approach to communication and information dissemination.

Aligned with Guru Gobind Singh Indraprastha University's curriculum, GIBS conducts centralized internal examinations, ensuring transparency and academic integrity. The institution's decentralized management structure empowers functionaries at various levels, fostering collaborative decision-making for effective policy formulation and implementation.

GIBS's commitment to outcome-based education is evident in its harmonious alignment with the university's Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). This ensures a well-rounded education that meets both industry requirements and academic standards.

Beyond academics, GIBS actively engages in societal responsibility through its NSS Unit, involving over 150 volunteers. Various activities, including blood donation camps, plantation drives, and awareness campaigns, instill a sense of social responsibility among students.

The institution's student support system is comprehensive, offering financial assistance, capability development, and alumni engagement. The ERP system facilitates easy access to information on administration, staff, admissions, and programs.

During the challenges posed by the COVID-19 pandemic, GIBS demonstrated resilience and empathy. Introducing academic flexibility, online classes, internal assessments, and fee waivers for affected students showcased the institution's commitment to its community during unprecedented times.

Furthermore, GIBS actively promotes gender equity through specialized programs for female stakeholders, fostering an inclusive environment that champions gender equality within the institution.

In conclusion, Gitarattan International Business School stands as an exemplary institution, transcending traditional education paradigms. Its commitment to academic excellence, technological integration, social responsibility, and inclusivity positions it as a trailblazer in higher education, shaping not only students' careers but also their character and societal contributions.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1039</td><td>1393</td><td>1083</td><td>993</td><td>909</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>997</td><td>1209</td><td>990</td><td>810</td><td>790</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1039	1393	1083	993	909	2022-23	2021-22	2020-21	2019-20	2018-19	997	1209	990	810	790
2022-23	2021-22	2020-21	2019-20	2018-19																	
1039	1393	1083	993	909																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
997	1209	990	810	790																	
2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>79</td><td>47</td><td>48</td><td>49</td><td>40</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>69</td><td>42</td><td>38</td><td>42</td><td>36</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	79	47	48	49	40	2022-23	2021-22	2020-21	2019-20	2018-19	69	42	38	42	36
2022-23	2021-22	2020-21	2019-20	2018-19																	
79	47	48	49	40																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
69	42	38	42	36																	

	Remark : DVV has made changes as per the report shared by HEI.																				
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>44</td><td>40</td><td>26</td><td>25</td><td>30</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>43</td><td>37</td><td>24</td><td>21</td><td>27</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	44	40	26	25	30	2022-23	2021-22	2020-21	2019-20	2018-19	43	37	24	21	27
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	40	26	25	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
43	37	24	21	27																	
3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <p>1. <i>Soft skills</i></p> <p>2. <i>Language and communication skills</i></p> <p>3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i></p> <p>4. <i>ICT/computing skills</i></p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. 3 of the above</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. <i>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</i></p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
10	18	26	14	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	15	24	12	29

Remark : DVV has made changes as per the report shared by HEI.

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations