SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MANAGEMENT EDUCATION AND RESEARCH INSTITUTE

MANAGEMENT EDUCATION AND RESEARCH INSTITUTE 52-55 INST AREA
JANAKPURI
110058
www.meri.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

08-06-2024 02:13:58

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Management Education Research Institute (Janakpuri Campus) is NAAC accredited, ISO 9001:2015 certified. MERI is A+ grade, premier institute with legacy of academic excellence for more than 28 years. MERI is affiliated to Guru Gobind Singh Indraprastha University, approved by AICTE, MHRD Government of India. The institute has created niche in the field of Management, Information Technology and Journalism. MBA, BBA, B. Com (H), BCA and BA(JMC) programmes are being offered in the institute. The institute has 28 international collaborations, with reputed Universities / Institutions covering international conferences, students exchange, research and related academic activities. Management Education & Research Institute (MERI), Janakpuri, West Delhi has been established since. More so, we at MERI ensure an all-round personality development of our students, be it for their cognitive skills or an overall value-set development. MERI Janakpuri aims to create a learning atmosphere conducive for overall development of its students. Established in 1994, Management Education & Research Institute (MERI) ranks among the top institute for BBA, B.Com(H), BA(JMC) and MBA colleges in Delhi. In order to meet the ever growing challenges of competition in global economy, the Institute strives to groom market leaders in different areas of management & IT. MERI is not only into cognitive learning but also in value building, to ensure the development of Professional Specialists in both Management (MBA, BBA, B.Com(H)), Journalism(BA(JMC)) and IT streams . With highly experienced faculty and world class infrastructure , MERI aims to create a learning atmosphere conducive for overall development of its students. The Institute offers MBA, BBA, B.Com(H) and BA(JMC) courses affiliated to Guru Gobind Singh Indraprastha University (GGSIPU).

With its international collaborations with many universities/institutes across the world & industry interface, MERI ensures that its students are culturally aware about the world market place and have practical orientation for succeeding in the corporate world. Management Education & Research Institute (MERI), Janakpuri New Delhi, spread over 1.0 acre plot is a NAAC accredited & an ISO 9001:2015 certified institute affiliated to GGSIPU. The Programs run by the institute include Master in Businesss Administration (MBA), with emphasis on 'Marketing', 'International Business', 'Finance', 'HR' etc. ,Bachelor of Business Administration (BBA) , Bachelor of Computer Applications BCA , Bachelor of Commerce B.COM(H) & Bachelor of Arts in Journalism and Mass Communication BA(JMC).

Vision

To excel in professional education and research to industry and society

Mission

? To create conducive environment where innovative ideas and research flourish
? To optimize use of latest pedagogy for knowledge transfer
? To transfer understanding of theoretical concepts into real life scenarios
? To impart training to student to become professionally committed, ethical professionals and entrepreneurs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

MERI stands as a beacon of learning, driven by a robust set of institutional strengths that define our character and contribute significantly to our academic prowess and overall impact.

1. Expert Faculty: Our greatest asset is our highly qualified and passionate faculty. Comprising experts in their fields, they bring a wealth of knowledge and practical experience into the classrooms. Their dedication to teaching, research, and mentorship ensures that students receive a world-class education.

2. Cutting-Edge Infrastructure: Our state-of-the-art infrastructure provides a conducive environment for learning and innovation. Modern classrooms, well-equipped laboratories, advanced research facilities, and digital resources empower students and faculty to explore, experiment, and excel.

3. Innovative Curriculum: Our dynamic and industry-relevant curriculum is a testament to our commitment to staying ahead of the curve. Constantly updated to align with emerging trends, it prepares students for the challenges of the modern world. The emphasis on practical learning, hands-on projects, and internships ensures students are industry-ready upon graduation.

4. Research Excellence: Our institution is a hub of research and innovation. Faculty and students engage in groundbreaking research across various disciplines, contributing to the advancement of knowledge. Research centers, collaborations with industry, and funding opportunities further enhance our research capabilities.

5. Global Perspective: We foster a global perspective among our students. International collaborations, exchange programs, and diverse student demographics create a multicultural learning environment. Exposure to global ideas and cultures prepares our students to thrive in an interconnected world.

6. Student-Centric Support Services: Our institution prioritizes the well-being and success of our students. Robust support services, including academic advising, counseling, career guidance, and financial aid, ensure that students receive the assistance they need to excel academically and personally.

7. Inclusive Campus Community: We celebrate diversity and inclusivity. Our inclusive campus environment promotes tolerance, understanding, and mutual respect. Cultural events, clubs, and organizations provide platforms for students to express themselves and learn from one another, fostering a sense of belonging and unity.

8. Industry Partnerships: Strategic partnerships with industry leaders facilitate real-world exposure for our students. Guest lectures, internships, and collaborative projects bridge the gap between academia and industry, ensuring our graduates are well-prepared to meet industry demands and excel in their careers.

In summary, our institutional strengths are the pillars that uphold our commitment to academic excellence, innovation, and holistic development. By leveraging these strengths, we continue to nurture a generation of skilled professionals, critical thinkers, and responsible global citizens, contributing significantly to society and the ever-changing world of knowledge and technology.

Institutional Weakness

While our institution possesses numerous strengths, it's important to acknowledge our areas of weakness to

foster growth and improvement. One of our weaknesses lies in the realm of technology integration. While we have made strides, there is a need for more advanced digital infrastructure and comprehensive training programs for faculty and students. Additionally, our administrative processes could benefit from streamlining, enhancing efficiency and reducing bureaucratic hurdles. Furthermore, ensuring a seamless transition from academia to the professional world is an area that requires attention. Strengthening career services and alumni networks can bridge this gap effectively. Lastly, although we celebrate diversity, there's room for improvement in creating a more inclusive environment, where every voice is not only heard but also genuinely valued. Addressing these weaknesses through strategic planning and dedicated efforts will propel our institution towards a more holistic and progressive future.

Institutional Opportunity

MERI stands at the threshold of numerous opportunities, each representing a potential avenue for growth, enrichment, and impact.

1. Technological Integration: Embracing emerging technologies presents a significant opportunity. Further integrating artificial intelligence, online learning platforms, and virtual reality into our curriculum enhances the educational experience. It not only keeps us at the forefront of modern education but also prepares students for the digital age, fostering a tech-savvy generation.

2. Research Collaborations: Forging partnerships with research institutions and industry players opens doors for collaborative research projects. These collaborations can lead to groundbreaking discoveries, innovations, and patents. Joint ventures provide access to diverse perspectives and resources, enriching the intellectual landscape of our institution.

3. Global Partnerships: Expanding international collaborations with universities worldwide offers valuable cultural exchange and research opportunities. Student exchange programs, joint degrees, and collaborative research initiatives enhance the global perspective of our students and faculty, fostering a multicultural learning environment.

4. Online Education and Lifelong Learning: The rise of online education presents an opportunity to reach a wider audience. Developing high-quality online courses and certifications can cater to lifelong learners and professionals seeking continuous education. This diversification expands our reach and contributes to a culture of lifelong learning.

5. Entrepreneurship and Start-up Incubation: Nurturing an entrepreneurial ecosystem within the campus can lead to the development of student-led startups. Establishing a robust incubation center and providing mentorship and funding opportunities encourages innovation and creativity among students, fostering the next generation of entrepreneurs.

6. Social Impact Initiatives: Engaging in social impact initiatives, such as community development projects, environmental conservation efforts, and public health campaigns, not only fulfills our social responsibility but also provides students with hands-on experience in creating positive change. These initiatives enhance the institution's reputation and contribute meaningfully to society.

7. Lifelong Learning and Skill Development: The demand for continuous skill development is on the rise. Offering short-term courses, workshops, and certifications in areas like data science, digital marketing, and

sustainability not only caters to market needs but also generates revenue and establishes the institution as a lifelong learning hub.

By capitalizing on these opportunities, our institution can further its reputation, enrich the learning experiences of students and faculty, and make a significant impact on society, shaping a future where education is accessible, innovative, and transformative.

Institutional Challenge

Despite our institution's successes, we are not exempt from challenges that demand our attention and proactive solutions.

1. Technological Integration and Infrastructure: Keeping pace with rapidly evolving technologies is a perpetual challenge. Ensuring that our infrastructure is not only up-to-date but also robust enough to support emerging tech applications requires continuous investment and planning.

2. Financial Sustainability: Maintaining financial stability amidst budgetary constraints and fluctuating funding sources poses a significant challenge. Balancing affordability for students, faculty salaries, research funding, and infrastructure development requires strategic financial management.

3. Student Engagement and Mental Health: Engaging a diverse student body with varying needs and interests is a challenge. Ensuring that students are not just academically successful but also emotionally and socially supported is crucial. Mental health services must be strengthened to address the growing concerns related to students' well-being.

4. Quality of Education: Maintaining and enhancing the quality of education in the face of increasing enrollments and changing academic standards is a challenge. Recruiting and retaining highly qualified faculty, revising curricula to meet industry demands, and implementing effective teaching methodologies are continuous endeavors.

5. Globalization and Cultural Sensitivity: While globalization opens doors for international collaborations, it also demands cultural sensitivity and awareness. Balancing global perspectives while respecting local cultures and traditions requires careful navigation.

6. Regulatory Compliance: Adhering to evolving educational regulations and standards, both local and international, is a challenge. Keeping abreast of changes and ensuring compliance without compromising the institution's ethos is crucial.

7. Sustainability and Environmental Concerns: Addressing environmental challenges and promoting sustainability on campus is an ongoing priority. Implementing eco-friendly practices, reducing carbon footprint, and promoting environmental awareness among students present multifaceted challenges that require collective efforts.

Addressing these challenges requires strategic planning, innovative thinking, and collaborative efforts. By fostering a culture of adaptability, embracing change, and prioritizing student and faculty well-being, our

institution can overcome these challenges, ensuring continued growth and excellence in education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Management Education and Research Institute stands as a beacon of holistic education, offering a rich tapestry of academic programs including Bachelor of Business Administration (BBA), Master of Business Administration (MBA), Bachelor of Computer Applications (BCA), and Bachelor of Arts in Journalism and Mass Communication (BAJMC). Rooted in excellence, our curriculum is meticulously crafted to prepare students for the challenges of the modern professional world.

1. Integrated Learning: Our core curriculum is robust and integrated, laying a strong foundation in fundamental subjects like economics, mathematics, and business ethics. This interdisciplinary approach ensures students have a comprehensive understanding of the global business environment.

2. Specialized Pathways: Recognizing the diverse aspirations of our students, each program offers specialized tracks. BBA students can focus on Marketing, Finance, Human Resources, or Entrepreneurship. MBA students explore areas such as Strategic Management and Data Analytics, tailoring their education to their career goals.

3. Practical Engagement: We prioritize practical learning. BCA students engage in real-time software development projects, honing their programming skills. Internships, live projects, and case studies are integrated into all programs, providing invaluable industry exposure.

4. Media Expertise: Our BAJMC program emphasizes media skills. From journalism ethics to digital media production, students are equipped with the tools necessary for a successful career in journalism and mass communication.

5. Research Focus: We foster a culture of research and innovation. Students actively participate in research projects, contributing to the academic discourse and addressing real-world challenges.

6. Soft Skills and Industry Acumen: Beyond academics, we focus on soft skills development. Workshops on leadership, teamwork, and communication are integral. Industry partnerships provide students with insights into current trends and valuable networking opportunities.

7. Global Perspective: We instill a global perspective. Our curriculum incorporates international business studies, preparing students to thrive in the interconnected world of business.

In essence, MERI offers more than just education; it offers an immersive experience that transforms students into well-rounded, industry-ready professionals. With a curriculum designed to nurture talent, foster innovation, and instill global awareness, we empower our students to lead in the ever-evolving landscapes of business, technology, and media.

Teaching-learning and Evaluation

At Management Education and Research Institute, teaching, learning, and evaluation form the cornerstone of our educational philosophy. We believe in creating an intellectually stimulating environment that encourages critical thinking, creativity, and practical application of knowledge.

Teaching Methodologies: Our teaching methodologies are innovative and student-centric. Experienced faculty members employ a blend of lectures, interactive discussions, case studies, and multimedia presentations to impart knowledge. Moreover, we emphasize experiential learning through simulations, role-playing exercises, and industry visits. Guest lectures by industry experts provide real-world insights, connecting classroom theories with practical applications.

Active Learning and Student Engagement: We promote active learning, encouraging students to participate in group discussions, debates, and collaborative projects. The use of modern technology enhances engagement, with virtual classrooms, online forums, and digital libraries providing resources beyond traditional textbooks. Interactive workshops and seminars are organized, fostering a culture of curiosity and lifelong learning.

Evaluation Strategies: Our evaluation methods are comprehensive and diverse. Continuous assessment is ensured through quizzes, assignments, and class participation, allowing students to gauge their progress regularly. Mid-term examinations provide feedback on understanding and retention. Furthermore, project-based assessments encourage independent research and critical analysis. End-of-term examinations assess overall comprehension of the course material.

Practical Application and Skill Development: We prioritize practical application and skill development. Internships and industry projects are integral components of our programs, allowing students to apply theoretical knowledge in real-world settings. The skills acquired, be it in software development, market analysis, or media production, are honed through hands-on experiences, making our graduates industry-ready.

Inclusive and Supportive Environment: We foster an inclusive and supportive environment. Faculty members offer personalized guidance and mentorship, ensuring that students receive the necessary support to excel academically. Peer learning is encouraged, promoting collaboration and mutual growth. Additionally, counseling services are available for academic and personal guidance, ensuring holistic development.

Feedback and Continuous Improvement: We value feedback from students and stakeholders. Regular feedback mechanisms are in place, enabling us to assess the effectiveness of teaching methodologies and evaluation strategies. Continuous improvement is a priority, with faculty members engaging in professional development programs to stay updated with the latest pedagogical approaches.

In conclusion, our teaching, learning, and evaluation practices are designed to empower students with a comprehensive education. By fostering active learning, encouraging practical application, and providing a supportive environment, we prepare our graduates not just for exams, but for the challenges and opportunities of the dynamic professional world, ensuring they emerge as confident, knowledgeable, and skilled individuals ready to make a significant impact.

Research, Innovations and Extension

In our dynamic academic environment, research, innovations, and extension activities are integral components that fuel our institution's growth and impact.

1. Research: Research forms the bedrock of our academic pursuits. Our faculty members are actively engaged in groundbreaking research across diverse fields, contributing to the global body of knowledge. From conducting empirical studies to theoretical research, our scholars delve into pressing societal issues, driving innovation and fostering intellectual curiosity. Research initiatives are not confined to faculty; students are encouraged to participate, honing their analytical skills and nurturing a culture of inquiry.

2. Innovations: Innovation is our driving force. We promote a culture where creativity thrives. Our labs and innovation centers serve as hubs for ideation and experimentation. Faculty and students collaborate on innovative projects, exploring inventive solutions to real-world problems. Whether it's developing cutting-edge technologies, sustainable practices, or novel business models, our institution is at the forefront of fostering innovation that impacts society positively.

3. Extension Activities: Community engagement is a core value. Our extension activities extend the knowledge and resources of our institution to the broader community. Through outreach programs, workshops, and seminars, we share our expertise with local businesses, schools, and organizations. Social initiatives, environmental conservation projects, and awareness campaigns are hallmarks of our commitment to societal welfare. These extension activities not only benefit the community but also provide valuable experiential learning opportunities for our students.

4. Interdisciplinary Collaboration: We promote interdisciplinary collaboration, recognizing that diverse perspectives drive innovation. Collaborative projects involving multiple disciplines facilitate the convergence of ideas, leading to groundbreaking innovations and research outcomes. Whether it's combining technology with social sciences or business strategies with environmental studies, these collaborations enrich the academic experience and foster holistic learning.

5. Entrepreneurship and Start-up Support: We nurture entrepreneurial spirit. Through incubation centers and mentorship programs, aspiring entrepreneurs receive guidance, funding, and resources to transform their innovative ideas into viable businesses. By supporting startups, we contribute to economic growth and job creation, fostering a culture of entrepreneurship among our students and alumni.

In essence, our institution's commitment to research, innovations, and extension activities propels us toward excellence. By fostering a culture of inquiry, encouraging creativity, engaging with the community, promoting interdisciplinary collaboration, and supporting entrepreneurship, we not only advance knowledge but also create a tangible impact on society, preparing our students to be leaders in an ever-evolving world.

Infrastructure and Learning Resources

At our institution, we recognize the vital role that infrastructure and learning resources play in shaping a comprehensive and enriching educational experience. We are dedicated to providing a stimulating environment conducive to learning, innovation, and holistic development.

1. State-of-the-Art Infrastructure: Our campus boasts modern, purpose-built infrastructure designed to inspire and facilitate learning. Spacious classrooms equipped with audio-visual aids create an interactive learning atmosphere. Cutting-edge laboratories for computer programming, and multimedia studies offer hands-on experience, ensuring our students are well-versed in practical applications.

2. Technological Advancements: We embrace technology as a powerful educational tool. High-speed internet

connectivity is available campus-wide, enabling seamless access to online resources and facilitating research. Smart boards and digital learning platforms enhance classroom interactions, encouraging dynamic and engaging lessons. Moreover, our institution invests in the latest software and hardware, ensuring students have access to industry-standard technologies.

3. Extensive Library Resources: Our library stands as a treasure trove of knowledge. Stocked with an extensive collection of textbooks approx.45000, reference materials, journals, and digital resources, it serves as a hub for academic research and self-study. Knowledgeable librarians assist students in finding relevant resources, promoting a culture of reading and inquiry.

4. Sports and Recreational Facilities: Physical well-being is integral to holistic development. Our institution offers excellent sports facilities, fitness centers, and outdoor fields for various sports. We encourage students to participate in sports activities, promoting teamwork, discipline, and a healthy lifestyle.

5. Student Support Services: We prioritize the well-being and academic success of our students. Student support services, including counseling centers, career guidance, and academic advising, are readily available. These services empower students to navigate challenges, make informed decisions, and excel in their academic pursuits.

7. Eco-Friendly Campus: We are committed to sustainability. Our campus is designed with eco-friendly initiatives, including energy-efficient lighting, water conservation systems, and green spaces. This eco-conscious approach instills environmental awareness in our students, fostering a sense of responsibility towards the planet.

In conclusion, our institution's emphasis on superior infrastructure and learning resources creates a nurturing environment where students can thrive academically, creatively, and socially. By providing cutting-edge facilities, technological resources, extensive libraries, research centers, sports facilities, and student support services, we ensure that our students are well-equipped to face the challenges of the modern world and emerge as well-rounded, knowledgeable, and responsible individuals.

Student Support and Progression

At our institution, student support and progression are at the heart of our educational mission. We believe in empowering our students not only academically but also emotionally and socially, ensuring they progress confidently toward a successful future.

1. Academic Guidance: Our dedicated team of academic advisors provides personalized guidance to students, helping them navigate their academic journey effectively. From course selection to study strategies, these advisors offer valuable insights, ensuring students make informed decisions aligned with their aspirations and talents.

2. Counseling and Mental Health Services: We prioritize the mental well-being of our students. Professional counselors are available to provide confidential support, addressing emotional and psychological challenges. Workshops on stress management, mindfulness, and coping strategies create a supportive environment, fostering mental resilience.

3. Career Development: Preparing students for the professional world is a top priority. Our career development

services offer resume building, interview preparation, and networking opportunities. Job fairs, guest lectures by industry experts, and internships connect students with potential employers, enhancing their career prospects and ensuring a smooth transition into the workforce.

4. Financial Aid and Scholarships: We understand the financial challenges students and their families might face. Our institution offers various financial aid programs and scholarships based on merit and need. These initiatives make education accessible to deserving students, enabling them to focus on their studies without undue financial stress.

5. Skill Enhancement Workshops: Beyond academics, we offer skill enhancement workshops. These cover communication skills, leadership development, time management, and entrepreneurial skills. Such workshops not only enhance employability but also foster qualities essential for personal and professional growth.

6. Inclusivity and Diversity: We celebrate diversity and ensure an inclusive environment. Support groups and cultural events promote understanding and tolerance among students from various backgrounds. This inclusive atmosphere nurtures a sense of belonging, enhancing overall student satisfaction and progression.

7. Alumni Engagement: Our alumni play a vital role in mentoring current students. Alumni engagement sessions, where successful graduates share their experiences and insights, provide valuable guidance. Networking opportunities with alumni open doors for internships, mentorship, and career advice, creating a strong alumni network for continued support.

8. Progression Monitoring: We actively monitor students' progression. Regular assessments, feedback sessions, and academic performance tracking enable early intervention if a student faces challenges. This proactive approach ensures timely support, enhancing retention rates and overall student success.

In essence, our commitment to student support and progression goes beyond education; it is about nurturing resilient, confident, and compassionate individuals. By providing holistic support services, fostering an inclusive environment, and continuously monitoring student progression, we pave the way for our students to achieve their goals, contribute meaningfully to society, and lead fulfilling lives.

Governance, Leadership and Management

In MERI, governance, leadership, and management form a trinity of principles that drive our commitment to academic excellence, innovation, and holistic development.

1. Visionary Governance: Our institution's governance is rooted in a visionary approach. Strategic planning and policy development are meticulously designed to align with our educational mission. Transparent decision-making processes involving stakeholders ensure that our institution's direction is shaped collectively. A commitment to ethical practices and accountability defines our governance, creating an environment of trust and integrity.

2. Inspirational Leadership: Leadership at our institution is inspirational and transformative. Our leaders, whether at the administrative or academic helm, inspire through their vision, dedication, and unwavering commitment to student success. They foster a culture of innovation, encouraging faculty and students alike to push boundaries and explore new horizons. Through mentorship and encouragement, our leaders empower individuals to realize their full potential.

3. Efficient Management: Efficient management is the cornerstone of our institution's success. Resource allocation is optimized to enhance the learning experience. From academic planning to infrastructure development, every aspect is managed diligently. Strong financial stewardship ensures that investments are made wisely, supporting academic programs, research initiatives, and student services. Faculty and staff are provided with professional development opportunities, ensuring a skilled and motivated workforce.

4. Collaborative Decision-Making: Collaborative decision-making is ingrained in our institutional culture. Committees and forums facilitate discussions among faculty, students, and administrators, ensuring diverse perspectives are considered. This collaborative approach not only enriches the decision-making process but also promotes a sense of community ownership, fostering a supportive and inclusive environment.

5. Adaptability and Innovation: In the face of an ever-changing educational landscape, our governance, leadership, and management practices prioritize adaptability and innovation. We proactively respond to emerging trends, embracing technological advancements and pedagogical innovations. This nimble approach ensures our institution remains at the forefront of education, equipping students with the skills and knowledge needed to thrive in the modern world.

6. Community Engagement: Our governance model extends beyond the campus, emphasizing community engagement. Partnerships with local organizations, collaborations with schools, and outreach initiatives enrich the surrounding community. By actively participating in societal development, our institution fulfills its social responsibility, instilling a sense of civic engagement in our students.

In conclusion, the synergy between governance, leadership, and management is the driving force behind our institution's success. By adhering to visionary governance principles, fostering inspirational leadership, ensuring efficient management practices, promoting collaborative decision-making, embracing adaptability and innovation, and engaging with the community, we create a vibrant educational ecosystem. This ecosystem not only nurtures academic excellence but also prepares our students to be compassionate, responsible, and innovative leaders, poised to make a positive impact on the world.

Institutional Values and Best Practices

At MERI, we firmly uphold a set of core values and best practices that serve as the foundation for our academic endeavors, creating an environment of excellence, integrity, and innovation.

1. Academic Excellence: Academic excellence is our foremost value. We are committed to providing a rigorous and intellectually stimulating learning environment. Our faculty members are dedicated educators and researchers, ensuring that students receive the highest quality education. We set high standards for academic achievement, encouraging a culture of continuous learning and scholarly inquiry.

2. Integrity and Ethics: Integrity and ethics are non-negotiable principles that guide our every action. We instill a strong sense of moral responsibility and ethical conduct in our students. Academic honesty, transparency in governance, and respect for diversity are not just policies but integral aspects of our institutional ethos. Upholding these values ensures a community of trust, where everyone feels valued and respected.

3. Student-Centric Approach: Our institution places students at the center of all activities. A student-centric approach governs our teaching methodologies, support services, and extracurricular activities. We recognize the individuality of each student, catering to diverse learning styles and needs. Personalized attention, mentorship,

and academic support programs ensure that every student has the opportunity to excel.

4. Innovation and Creativity: Innovation and creativity are nurtured and celebrated. We encourage a spirit of entrepreneurship and critical thinking among students. Innovative teaching methods, interdisciplinary research, and collaborative projects stimulate creativity. Incubation centers and research hubs provide a platform for translating innovative ideas into practical solutions, fostering an entrepreneurial mindset.

5. Inclusivity and Diversity: We embrace diversity in all its forms. Our inclusive environment welcomes students from different backgrounds, cultures, and perspectives. We believe that a diverse student body enhances the learning experience, promoting tolerance, empathy, and global awareness. Activities that celebrate cultural diversity and inclusivity are integral to our campus life.

6. Community Engagement and Social Responsibility: Our institution is deeply committed to community engagement and social responsibility. We actively participate in community outreach programs, contributing to local development initiatives. Service-learning projects enable students to apply their skills and knowledge to address societal challenges, instilling a sense of social consciousness and empathy.

7. Continuous Improvement: Continuous improvement is at the core of our best practices. We regularly assess our programs, teaching methods, and support services. Feedback from students, faculty, and stakeholders is valued and utilized to enhance the quality of education. Professional development opportunities for faculty ensure that they remain updated with the latest pedagogical advancements.

In conclusion, our institutional values and best practices create a vibrant and nurturing learning environment. By upholding academic excellence, integrity, student-centricity, innovation, inclusivity, community engagement, and a commitment to continuous improvement, we prepare our students not only for academic success but also for a lifelong journey of learning, ethical leadership, and societal contribution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANAGEMENT EDUCATION AND RESEARCH INSTITUTE
Address	MANAGEMENT EDUCATION AND RESEARCH INSTITUTE 52-55 INST AREA JANAKPURI
City	Delhi
State	Delhi
Pin	110058
Website	www.meri.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	LALIT AGGARWAL	011-9811155392	9717348855	-	meribs@meri.edu.in
Professor	DEEPSHIKHA KALRA	011-285222201	9968162563	-	deepshikha.kalra@meri.edu.in

Status of the Institution	
Institution Status	Private

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	Guru Gobind Singh Indraprashtha University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-06-2016	[View Document](#)
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,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](#)	10-04-2017	12	
AICTE	[View Document](#)	10-04-2017	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	MANAGEMENT EDUCATION AND RESEARCH INSTITUTE 52-55 INST AREA JANAKPURI	Urban	1	7315

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,Department Of Undergraduate Studies In Management,	36	XII	English	300	261
UG	BCom,Department Of Undergraduate Studies In Management,H	36	XII	English	60	35
UG	BCA,Department Of Information Technology,	36	XII	English	40	38
UG	BA (Journalism),Department Of Journalism,	36	XII	English	240	82
PG	MBA,Department Of P G Studies In Management,	24	GRADUATION	English	240	157

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	10				19				57			
Recruited	4	4	0	8	5	8	0	13	22	28	0	50
Yet to Recruit	2				6				7			
Sanctioned by the Management/Society or Other Authorized Bodies	8				13				50			
Recruited	4	4	0	8	5	8	0	13	20	30	0	50
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	8	11	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	6	10	0	16
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	6	3	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	6	2	0	8
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	4	0	4	8	0	7	3	0	29
M.Phil.	0	1	0	0	0	0	4	1	0	6
PG	2	3	0	16	13	0	17	12	0	63
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	1	5	0	2	1	0	9
M.Phil.	0	2	0	0	0	0	0	0	0	2
PG	0	0	0	1	5	0	6	12	0	24
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
	10	25	0	35

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	166	61	0	0	227
	Female	155	36	0	0	191
	Others	0	0	0	0	0
PG	Male	99	10	0	0	109
	Female	40	8	0	0	48
	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	4	8	9
	Female	1	3	5	9
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	19	13	22
	Female	6	13	1	15
	Others	0	0	0	0
General	Male	157	288	269	278
	Female	119	209	189	224
	Others	0	0	0	0
Others	Male	3	0	24	18
	Female	0	0	6	9
	Others	0	0	0	0
Total		298	537	515	584

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institute is fully committed to embracing the National Education Policy's (NEP) emphasis on multidisciplinary and interdisciplinary education. We have taken significant steps to ensure our preparedness for this transformative approach to learning. To begin with, we have redesigned our curriculum for value added courses to incorporate a wide range of subjects, breaking down traditional departmental silos and fostering collaboration between faculties. Additionally, we have established dedicated research center and labs that encourage cross-disciplinary research projects, creating an environment where students and faculty can explore diverse fields of knowledge. Furthermore, our faculty members have undergone training to develop interdisciplinary teaching methods and facilitate vibrant discussions among students from various backgrounds. By nurturing a culture of innovation, collaboration, and intellectual exploration, our institute is well-prepared to excel in the multidisciplinary and interdisciplinary education landscape envisioned by the NEP.
2. Academic bank of credits (ABC):	We Ensure that all stakeholders, including faculty, staff, and students, understand the concept and purpose of the Academic Bank of Credit We Provide counseling services to help students plan their academic trajectories and make informed credit choices. Offer guidance on credit transfer and conversion processes. we encourage students to accumulate extra credits by participating in research, internships, and co-curricular activities. our faculty member are Trained on credit-based grading systems and the importance of guiding students in credit accumulation.
3. Skill development:	Our institute has proactively embraced the National Education Policy (NEP) with a strong focus on skill development. We recognize the critical role of skill development in shaping a holistic and future-ready education system. To this end, we have revamped our curriculum to align with NEP's emphasis on experiential learning, vocational education, and interdisciplinary studies. Our faculty members have undergone training to incorporate practical skill-building components into their courses. Additionally, we have established collaborations with industry partners to offer internships and hands-on training

	opportunities for our students. Our state-of-the-art labs and workshops further facilitate skill acquisition, ensuring that our students graduate with both academic knowledge and the practical skills needed to excel in their chosen fields. Our commitment to NEP's vision of developing a skilled workforce is reflected in our continuous efforts to adapt and innovate in response to the evolving demands of the educational landscape.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our institute stands at the forefront of embracing the National Education Policy (NEP) and its vision for the appropriate integration of Indian knowledge systems. We have diligently crafted a comprehensive strategy that aligns with NEP's goals, emphasizing the incorporation of traditional Indian wisdom into our curriculum. Our faculty members undergo regular training to bridge the gap between conventional and indigenous knowledge, ensuring that our students receive a well-rounded education that respects our rich heritage. Furthermore, we have established collaborations with renowned experts in various Indian knowledge domains, fostering a dynamic learning environment where traditional wisdom is seamlessly integrated with modern education. Our commitment to NEP's vision of promoting holistic learning and preserving our cultural heritage is reflected in every aspect of our institute's preparedness
5. Focus on Outcome based education (OBE):	We have diligently restructured our curriculum, assessment methods, and teaching strategies to align with NEP's vision. Our faculty members have undergone comprehensive training to develop the necessary skills for outcome-based teaching and assessment. Additionally, we have established robust mechanisms for continuous feedback and improvement, ensuring that students not only gain knowledge but also acquire practical skills and competencies essential for their personal and professional development. We are excited to be at the forefront of this educational transformation, dedicated to nurturing well-rounded individuals equipped to excel in a rapidly changing world.
6. Distance education/online education:	We have invested in robust digital infrastructure, including high-speed internet and up-to-date hardware and software, to facilitate seamless online learning. Our faculty members have undergone

	extensive training in online teaching methodologies to deliver engaging and effective virtual classes. Moreover, we have implemented a Learning Management System (LMS) to centralize course materials, assignments, and assessments. The Institute has started its e learning division with the name MERi e learning . Additionally, we prioritize accessibility by offering recorded lectures, transcripts, and captioning services to cater to diverse learning needs. Our commitment to online education aligns perfectly with NEP's vision of leveraging technology to enhance the quality and reach of education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Yes
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 ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	MERI College's Election Literacy Clubs (ELCs) have pioneered impactful initiatives in promoting civic engagement. Students voluntarily contribute to electoral processes, aiding in voter registration and assisting district election administration during polls. ELCs drive voter awareness campaigns, emphasizing ethical voting. Crucially, they focus on inclusivity, actively involving marginalized groups like transgender individuals, commercial sex workers, disabled persons, and senior citizens. MERI College's ELCs not only educate students but also empower underprivileged sections, ensuring their active participation in democratic processes.
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.	MERI College has been at the forefront of socially relevant initiatives in the realm of electoral issues. Through research projects, surveys, and awareness drives, the college has actively contributed to advancing democratic values and participation in electoral processes. Students and faculty have engaged in comprehensive research projects, conducting surveys that delve into various aspects of

	electoral issues. These initiatives have led to the creation of informative content and publications, shedding light on critical topics related to democracy, voting rights, and ethical participation. The college's efforts extend beyond theoretical knowledge; they actively involve the community through awareness campaigns, workshops, and seminars, encouraging informed and responsible citizenship. MERI College's commitment to these initiatives underscores its dedication to nurturing socially aware and active contributors to the democratic process.
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.	The ELCs at MERI College have been diligently working to identify and enroll students above 18 years who are yet to be registered as voters. Through comprehensive surveys and outreach initiatives, they assess the extent of unregistered students. The college has institutionalized mechanisms to facilitate voter registration, organizing dedicated drives, workshops, and awareness campaigns. These efforts ensure eligible students understand the importance of voter registration and actively participate in the electoral process. By bridging the gap between eligible voters and the electoral roll, MERI College fosters a culture of civic responsibility and democratic engagement among its students.

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
1572	1382	918	750	734

File Description	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: 109

File Description	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
79	71	53	40	39

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
1020.42	492.12806	306.12668	380.85508	352.34496

File Description	Document
Upload Supporting Document	[View Document]()

08-06-2024 02:13:59

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:

The institution has adopted a curriculum framework provided by GGSIPU (Guru Gobind Singh Indraprastha University) while proactively embracing academic flexibility. This approach ensures that the institution can maintain a strong foundation while also adapting to the evolving needs and aspirations of its students.

MERI meticulously develops its institutional calendar in accordance with the university's proposed Academic Calendar (AC). This comprehensive calendar encompasses a wide range of elements, including the planning of events, activities, class tests, holidays, and semester-end examinations, all structured within a semester-based system.

The process of creating the academic calendar is initiated before the commencement of each semester, with the Dean collaborating closely with Heads of Departments (HoDs). This collaboration ensures that the calendar takes into account the total number of available teaching days and adheres to the minimum teaching hours mandated by University regulations.

To support effective teaching, the institution prepares a detailed compendium of lesson plans. This compendium covers all theory and practical subjects across all semesters within a particular program. It provides comprehensive information, including unit-wise topics, subtopics, allocated teaching hours, recommended reference materials, incorporated enrichments, chosen teaching methodologies for specific topics, and schedules for related assignments.

To promote transparency and accessibility, the Institutional Academic Calendar, Lesson Plans, and Datasheets for internal examinations (both Theory and Practical) are made readily available through multiple communication channels. These include the dean mail Id, notice boards, as well as distribution to Heads of Departments (HoDs), Program Coordinators, Class Mentors, students, and faculty members. Furthermore, class timetables are meticulously crafted to align with the Academic Calendar, ensuring that teaching and learning activities, internal examinations, Project Viva assessments, and End Term Examinations are scheduled according to the pre-established framework.

In addition to this, the institution places great importance on the conduct of continuous internal assessments. These assessments serve as a cornerstone of the educational process, enabling faculty to gauge student progress, identify areas of improvement, and provide timely feedback. By consistently evaluating student performance, the exami ensures that learning outcomes are met and that students are adequately prepared for their academic and professional journeys. Continuous internal assessment is done by taking assignments, conducting quiz, presentation and mid-term examinations. Assignments and

mid -term exam specifically designed with analytical and practical implication based questions and case study so that students analytical skills can be evaluated.

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: 31

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](#)

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: 43.41

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
573	572	535	295	350

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:

The curriculum endorsed by the Guru Govind Singh Indraprastha University is thoughtfully designed to address critical concerns related to Professional Ethics, Gender, Human Values, Environment, and Sustainability. It goes beyond the traditional academic subjects and incorporates these essential elements to foster awareness and sensitivity among students. This approach aims to nurture students into conscientious and socially aware citizens who are not only academically adept but also attuned to the pressing issues facing our society and the environment. In essence, the curriculum seeks to ensure that students grow into individuals who are both sensitive to these concerns and capable of making meaningful contributions to the betterment of our country. Furthermore, we take an active role in promoting gender sensitization by hosting a variety of events throughout the year. These include seminars, conferences, guest lectures, exhibitions, street plays, and literary activities, all of which contribute to a deeper understanding of gender-related issues.

Regarding Environment and Sustainability, our institution embraces a community-oriented work culture that aligns with the Sigma-Six Q sustainable way of life. This approach encompasses a wide spectrum of practices, including the integration of water and air quality management, education, healthcare, sustainable agriculture and dairy practices, innovation, and the promotion of human values.

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: 36.45

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

Response: 573

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64.61

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
573	572	535	301	358

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
880	940	720	660	420

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: 17.19

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
54	42	29	20	26

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
242	266	197	184	106

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: 19.9

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:

MERI College is committed to providing quality education and continuously strives to enhance the learning experiences of our students. In pursuit of this mission, we have adopted various student-centric methodologies, including experiential learning, participative learning, and problem-solving approaches. Additionally, we have integrated Information and Communication Technology (ICT) enabled tools and online resources to facilitate effective teaching and learning processes.

- Hands-On Labs and Workshops: In BCA, BAJMC and other practical courses, we organize regular hands-on labs and workshops. These activities allow students to apply theoretical knowledge to real-world situations, enhancing their understanding and skill development.
- We organize field trips and industry visits to expose students to practical applications of their studies. This not only enhances their knowledge but also helps them connect classroom learning to the real world.
- Internships or practical assignments, enabling students to gain practical experience and develop industry-relevant skills.
- Our institute use case studies from real-life scenarios and Harvard Business Publishing to challenge students' critical thinking abilities

- MERIprovides opportunities to work on live projects and research projects that involve identifying and solving real-world problems.

- Institute use Learning Management Systems (LMS) MERI My Class Board to provide a centralized platform for course materials, assignments, quizzes, and communication between students and instructors.

- Institute regularly organize webinars and online workshops with experts in various fields, providing students with access to a wide range of knowledge and perspectives.

- Institute's digital library resources grant students access to a vast repository of e-books, journals, and research papers, promoting self-directed learning.

- E-journals: This is our vital source of scholastic research and information.

- E-ShodhSindhu: This resource at the library provides an access to the vast academic content.

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: 81.5

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
86	84	65	69	42

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: 54.96

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
52	47	29	17	10

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 awareded 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:

MERI College is committed to providing a holistic education and stands out as an institution that places transparency and student-centricity at the core of its assessment mechanisms. In this summary, we will delve into the college's innovative approaches to internal and external assessment, its use of common papers, and its robust grievance redressal system.

Transparent Internal Assessment:

One of MERI College's notable features is its transparent internal assessment mechanism. The institution has introduced a unique concept of evaluating random answer sheets. This approach ensures that assessment is not predictable or biased, as it requires faculty members to evaluate answer sheets without prior knowledge of the student's identity. This practice fosters fairness and objectivity in grading, contributing to the overall credibility of the assessment process.

Furthermore, the introduction of common papers for all sections, where more than one faculty member is involved, is a testament to the college's commitment to transparency. Common papers help eliminate potential biases that may arise when a single faculty member assesses a particular section. Multiple evaluators bring diverse perspectives, reducing the likelihood of subjective judgment and favoritism. This approach ensures that all students are evaluated against the same standards, regardless of the section they belong to, promoting fairness and equality.

External Assessment by GGSIP University:

In addition to its transparent internal assessment, MERI College also adheres to a system of external assessment governed by Guru Gobind Singh Indraprastha University (GGSIPU). This partnership with a

reputed university further strengthens the credibility and transparency of the assessment process. GGSIPU's established procedures and guidelines ensure that the external assessment is conducted in a transparent and standardized manner, leaving no room for undue influence or partiality.

By entrusting external assessment to a respected university, MERI College demonstrates its commitment to maintaining the highest standards of fairness and objectivity. This approach not only instills confidence in students but also aligns with the broader goals of academic integrity and transparency in higher education.

Time-Bound Grievance Redressal System:

MERI College's commitment to transparency extends beyond assessment to its grievance redressal system. Recognizing the importance of addressing students' concerns promptly, the college has established a time-bound grievance redressal mechanism. This system ensures that students can report their grievances at any time through a dedicated website link (https://meri.edu.in/meri/grievance-redressal/).

By providing an easily accessible platform for lodging complaints, MERI College empowers its students to voice their concerns without fear of reprisal. The college's commitment to resolving these grievances in a time-bound manner demonstrates its dedication to creating a safe and supportive academic environment.

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:

The Vision and Mission statements, Program Outcomes (POs), and Course Outcomes (COs) are made available to all stakeholders through various channels, including the Institute's website, Student Guide (which is distributed on orientation day), and a compendium of Lesson Plans. These Lesson Plans also incorporate the alignment of COs and POs.

Stakeholder engagement is ensured through a continuous and interactive process. Even the new curriculum and syllabus, along with the COs and types of attributes, are provided on the GGSIPU

website. This not only raises awareness of POs and COs but also clarifies the assessment methodology

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:

Assessment methods are categorized into two types to attain POs and COs:

Attainment Of COs CO Attainment level is measured in terms of student performance in internal assessments(Based on midterm test, assignments, projects, cases and presentations etc. as mapped with the CO) with respect to the Course Outcomes of a course in addition to the performance in the University examination. Measuring Course Outcomes attained through University Examinations and Internal Assesment Attainment Level 1: 60% students scoring more than 60% marks out of the relevant maximum marks. Attainment Level 2: 70% students scoring more than 60% marks out of the relevant maximum marks. Attainment Level 3: 80% students scoring more than 60% marks out of the relevant maximum marks.

Direct Assessment:

1. Academic Curricular Activities
   - Mid Semester Exam (at the institute level)
   - Written Assignments
   - Subject Presentations
   - Class Unit-Tests
   - University End-Term Exam

Indirect Assessment:

1. Co-curricular Activities
   - Pre-Placement Activities (such as Mock Interviews, Group Discussions, Aptitude Tests)
   - Personality Development Exercises
   - Guest Lectures, Workshops, Seminars, and Conferences
   - MOOCs (Massive Open Online Courses)

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: 98.16

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
501	367	86	357	293

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
515	367	88	364	300

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: 3.32

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: 34.5

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
7.5	0.7	7.3	10	9

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:

1.Ecosystem for Innovations

MERI provides a conducive environment for research and technology driven innovations. The key constituents of the ecosystem for Annual Quality Assurance Report of MERI innovations are Technology, Research, Innovation and Industry. One of Patent by Ms. Simmi Madaan (Assistant Professor) mentioned that each one of the above acts as a feeder to the next and creates a ripple effect on building innovative products. Artificial intelligence (AI)-based behavior recognition techniques can help evaluate students' attention and engagement during classroom sessions.

2. Establishment of IPR cell and Incubation centre and other initiatives for the creation and transfer of knowledge/technology

The institute has also planned to boost the entrepreneurship culture among the students. Keeping this in view, the college launched its start-up hub named, MERI Start-up Hub headed by Dr. Anjali Nigam. The overall objective of the MERI Startup Hub at MERI College is to establish the practical application of knowledge to facilitate entrepreneurship. By allowing potential students to get the chance to submit their creative ideas through competitions and brainstorming, and also examining original and creative ideas or concepts put forth by students, researchers, and faculty members from a range of societal and commercial sectors. Students are supplied with resources to design prototypes beneficial for promoting agriculture and rural development, which is also the one of goals of the incubation center. A beginning was made to develop our students and convert inventions into a crucial driver for economic progress, and ideas and innovations, which flow gradually with the start-ups. The major startups started by the students are Carpool, De Zaina (e-aggregator for Budding Fashion), baniyababa.com, and Yourstartup 9 etc. Students are encouraged to gain hands-on experience and better Industrial Exposure.

Post launch, the department has organized number of activities and programmes including 'Corporate startup connect Forum 3.0 on 5th May 22, 'Entrepreneurship & Innovation Growth Fest 1.0' on startup India Day 16th January 22, and, 'Women entrepreneurs & Innovation Growth Fest 2.0' on 8th March 22, 'Creativity & Innovation workshop series 4.0' in May 22.

3. Research Club was established in the institute. This year the institute was able to publish 8 research papers in Scopus, 3 patents and 5 papers in UGC care. Beyond that 10 faculty members are certified as innovation ambassadors / trainers for entrepreneurship by IIC and 6 faculty members are certified as trainers for UHV (universal Human Values) FDP by AICTE. The placement record has improved from last year. The Incubation center MERI startup hub was successful in enrolling 10 incubatees from varied domains.

College has also taken initiative steps towards developing ecosystem for innovations and knowledge sharing methods.

1. The faculty members are empowered to take up research activities utilizing the inherent skills.

2. The Research and Development Cell of our institution motivates the student and faculty members.

3. Start-up hub helps students to take their new and innovative ideas forward.

4. Faculty members extend scopes to explore their new ideas in the field of research and development.

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: 205

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
29	22	70	51	33

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: 1.21

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
53	15	22	19	23

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: 0.77

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
29	13	5	11	26

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 terms of impact

The Management Education and Research Institute constantly organize activities for students and faculties. The objective of this CSR Club is to serve on various aspects but not limited to - safety of youth and women, environmental issues, diversification an, plantation and many more. International Yoga Day: The CSR Club Aaghaz organised a 100 days yoga activity for the celebration of International Yoga Day till 21 June, 2022. CSR Club Aaghaz of MERI organized Plantation drive celebrating Azaadi ka Amrit mahotsav on completing 75 years of Independence. The primary objective was to raise awareness and consciousness about environment among the masses. Event started with an opening remark by Prof. Lalit Aggarwal, Vice President, MERI and he addressed the audience and highlighted the relevance of trees. The students participated in the drive enthusiastically and helped each other in planting more than 50 saplings. All the saplings were planted in the school ground by students and faculty. Some of the students also shared their experiences and shared their joy with others. CSR Club Aaghaz and NSS unit of MERI celebrated Har Ghar Tiranga, an initiative by Govt. of India. On the occasion of 75th Independence Day, the Ministry of Culture observes this initiative to hoist flags in our homes. The NSS volunteers participated enthusiastically in this event. The students, staff and faculty clicked their photos/videos with the National Flag of the country and uploaded the same on

2 Sensitizing the students to social issues for their holistic development

MERI CSR club Aaghaz organised the session. The speaker of that program was Mr. Kavit Sharma. Quiz on Environment Sensitization: The Club organised an online quiz based on the theme Environment Sensitization. The event aimed at making the students aware of the responsible usage of resources and to develop an attitude towards environmental protection. For instance, disseminating cyber safety initiatives in collaboration with Delhi Police. One of best programmes among various courses along with female volunteers of NSS unit visited at Delhi Police Headquarters for attending the launch of a two month campaign on Digital Literacy Programme on Women and Youth Safety in collaboration with Meta India. Sensitizing programmes make people aware of different ways of committing cyber crimes, and how they can prevent themselves and their near ones who might fall prey to such acts. CSR Club Aaghaz and NSS unit of MERI also organized Poster Making Competition on the theme #BeatPlasticPollution on the occasion of World Environment Day 2023. The World Environment Day is observed annually on June 05 to raise awareness about environmental protection and sustainability. The theme - #BeatPlasticPollution, highlighted people's actions toward plastic pollution reduction. The day encourages individuals, governments, and international bodies to prioritize eco-friendly practices for a greener world and the protection of the environment on this day. Students of CSR club participated enthusiastically in the competition to create awareness towards Plastic pollution reduction and environmental protection successfully.

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:

On 15th September 2023, 'Journalist for Human Rights and Social Justice Award' was conferred on Professor

Lalit Aggarwal, Vice President MERI Group of Institutions, by the Delhi Chapter of Human Rights and Social

Justice in a function at Rammohan Roy Hall, ITO.

Selected students and JMC Faculty Mr. Sorabh Aggarwal, Ms Amanpreet Kaur and Ms Shikha Garg too were

awarded.

28th December 2022 at JW Marriott, Aerocity, Women Economic Forum, Annual Conference. A day of

accolades, awards and achievements for professor

File Description	Document
Upload Additional information	[View Document]()
Provide Link for 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: 131

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
33	34	23	31	10

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: 26

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's commitment to providing an enriching and holistic educational experience is underscored by its exceptional infrastructure and facilities. These resources are meticulously designed to cater to every facet of a student's development, ensuring a conducive environment for teaching, learning, and personal growth.

In the realm of academics, the Institute boasts a plethora of modern classrooms, each equipped with state-of-the-art amenities. These classrooms are designed to facilitate effective pedagogy and active student engagement. The use of technology is seamlessly integrated into the teaching-learning process, with advanced computing equipment available in dedicated labs, ensuring that students have access to the latest tools and software necessary for their courses.

One standout feature is the Institute's commitment to information and communication technology (ICT)-enabled education. Smart classrooms equipped with interactive smart-screens provide a dynamic and immersive learning experience. The Learning Management System (ERP and Google classrooms) serves as a robust digital platform that empowers both students and faculty to access learning materials, assignments, and collaborate seamlessly, thereby enhancing the overall learning experience. MERI has incubation centre which facilitate students to grow their business idea from inception to profit incurring unit.

Beyond the classroom, the Institute recognizes the importance of extracurricular activities in holistic development. Facilities for cultural and sports activities are abundant, offering students a platform to nurture their talents and hobbies. The auditorium serves as a hub for cultural events, seminars, and guest lectures, fostering a culture of intellectual curiosity and creativity.

For those seeking physical fitness and wellness, the Institute boasts a well-equipped gymnasium. A dedicated yoga center provides students with a space to practice mindfulness and maintain physical and mental well-being. Additionally, indoor and outdoor game facilities offer a diverse range of options for sports enthusiasts.

The commitment to physical well-being extends to the provision of outdoor sports facilities, including sports fields and courts for various games like football, basketball, cricket, and more. Our sister institute (MERI- CET) is having Basketball Court, Badminton Court, Cricket Pitch and Volleyball Court. We

have tie-up arrangement with Hari Nagar Sports Complex for various sports activities. In indoor games we have Chess, Caram board, and Pool Tables.

Institute have 233 computers with latest softwares and media editing labs which are well equipped with latest equipments.

Moreover, the Institute places a premium on the safety and security of its students. Adequate measures are in place to ensure the well-being of all members of the campus community. Well-trained staff and security personnel are vigilant around the clock.

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: 31.04

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
530.00	74.25	58.48	71.08	58.17

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 at MERI College has played a key role in supporting the academic pursuits of the students and faculty members. The library has the separate discussion section for its students. The institution has given all the students a separate time in the timetable for library for both students and faculty members. The institute is also committed to the research and development of knowledge of its faculties.

Library also has Institutional membership of Developing Library Network (DELNET) ,British Council Library (BCL) and American Library Center (ALC) Library is fully automated and computerized. All the books are bar coded and are available through access cards, Library facility for reservation of books through Internet is available. The institute has its in house developed library management software, which is extensively used in management of library like tracking books, tracking availability, details like publisher, author, issue etc.

The Library Resources:

1. E-journals: This is our vital source of scholastic research and information.
2. E-ShodhSindhu: This resource at the library provides an access to the vast academic content.
3. Shodhganga Membership: This facility helpsin the exploration of the thesis and dissertation.
4. E-books: MERI Library also offers this digital platform of books for a convenient access.
5. Database: This is our structured and well organised collection of data.
6. Remote access to e-resources: The library insures an easy access for off Campus users.

The Expenditure Trend:

The institute is committed to its library with its consistent financial support. There has been a steady rise in the annual expenditure over the past five years on the library resources. Following is the brief summary of the expenditure trend:

1. For the year 2018-2019: Total expenditure for library was amounted to Rs. 3,21,614 with a significant investment in books and e-resources.
2. For the year 2019-2020: In this financial year, the institution allocated Rs. 3,48,875 to the library increasing its previous budget.
3. For the year 2020-2021: The institution continued with the growing of its expenditure to Rs. 4,02,856 for the library resources.
4. For the year 2021-2022: The institution maintained with its support for the library resources with an expenditure of Rs. 3,55,897.
5. For the Year 2022-2023: MERI College shows its consistent support and importance to the library resources by increasing its expenditure to Rs. 4,45,802. It demonstrates a substantial investment in the academic pursuits and resources.

Access beyond the boundaries:

The concept of remote access to e-resources is a significant investment which ensures the benefits to the academic community regardless of their physical location.The institution's strategic efforts on e-resources is evident from the consistent expenditure on various e-books, e-journals and other digital databases. These digital access will facilitate the research and enhance the academic experience for both the students and faculties.

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:

The institution updates its servers, computer terminals, network hardware and software to provide optimum use of technology to its users. The salient features of the institution's IT infrastructure are:

1. All Classes are equipped with Smart Boards or High Lumens Ultra-short Throw Projectors with the Facility of Touch Screen Monitor, MIC, Webcam, Amplifier and Speakers.
2. Internet connections: 3 Internet connections, every connection have speed of 200 mbps each with Failover/Load Balancing Support.
3. WIFI Access Point: 11+ Nos. Wireless Access Point Connectivity all over the Campus for Students & Faculty members (600 connections).
4. Network Printer: Facility for Printing (color and Black) for Students and Staff Members.
5. MCB Smart School: ERP System 24/7 Access for Students and Faculty Members.
6. Mobile App: MCB smart school APP is available for Students and Staff on Platform Android and IOS
7. Email and Cloud Storage Facility: Facility of dedicated email and unlimited data storage on Google Cloud Server through MERI domain (meri.edu.in).
8. INTRANET Facility: Access thousands of eBooks through ELibrary PDF Server.

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: 6.75

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

Response: 233

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: 75.95

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
668.67736	417.86936	247.64019	309.77241	294.16968

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: 2.74

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
56	43	33	9	6

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: A. All 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: 43.67

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
573	572	535	301	358

File Description	Document
Upload supporting document	[View 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: B. 3 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: 79.18

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
450	289	56	275	200

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
501	367	86	357	293

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**
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: 1.8

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
06	00	00	00	00

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: 1

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
01	00	00	00	00

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: 11.4

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
12	9	14	10	12

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:

The Alumni Association of MERI College was established with the aim of fostering a strong bond between the institution and its graduates. Since its inception, the association has grown in strength and now boasts a considerable number of active members who are deeply committed to giving back to their alma mater.

Financial Contributions

One of the most notable contributions made by the MERI College Alumni Association is its consistent financial support to the institution. Our institution maintains a strong connection with our alumni network. Institute organizes fundraising campaigns and events that encourage alumni to contribute to the institution's growth and development. Their contributions help us enhance our resources significantly. Fund is utilized to recognize the alumni every year through alumni meet "Splice".

Mentorship and Career Guidance

The alumni association actively engages in mentoring and providing career guidance to current students. Alumni who have excelled in their respective fields return to the college to conduct workshops, seminars, and interactive sessions. This not only benefits the students by providing them with practical insights but also creates a bridge between academia and the professional world. The alumni's industry experience and knowledge are invaluable resources for current students seeking guidance on their career paths. Various events are being organized where alumni are invited to address the students. College organize guest lecture of alumni as "21 Step Initiative" for resume writing and mock interviews for existing students.

Networking Opportunities

The association organizes networking events, alumni reunions, and professional meet-ups where alumni and current students can connect and network. These interactions provide students with opportunities to build connections with experienced professionals, potentially leading to internships, job placements, and collaborations on research projects.

File Description	Document
Upload Additional information	[View 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:

The governance of the institution is reflective of and in tune with the vision and
mission of the institution
VISION
To excel in professional education and research to industry and society
MISSION
? To create conducive environment where innovative ideas and research flourish
? To optimize use of latest pedagogy for knowledge transfer
? To transfer understanding of theoretical concepts into real life scenarios
? To impart training to student to become professionally committed, ethical professionals
and entrepreneurs.
Institute's vision and mission enables us to focus our efforts, resources, and initiatives towards
areas that are strategically important for imparting quality education. These are aligned to ensure
that every action we take contributes directly to achieve the highest standards of quality and
excellence in higher education.
 MERI's Board of governance (BoG) is not merely a set of administrative functions; it is the backbone
that upholds our values, propels our growth, and ensures that our mission is realized. BoG includes
representation from various stakeholders - faculty, students, staff, administrators, society and external
experts. This inclusivity ensures that our decisions are well-informed, taking into account the diverse
perspectives within our community. The Director and Head of Departments (HoDs) are vested with
administrative and financial powers to run the institute and have representation in the BoG. The Director
is responsible for the formulation and implementation of all administrative policies for the effective
implementation of academic
programs and takes regular meetings with HoDs and faculty members to ensure smooth functioning on
all aspects and resolve the issues being faced by faculty and non-teaching staff. The director being the
member secretary of the BoG is responsible for bringing all key administrative issues to notice of BoG
and is responsible for implementing the decisions thereof. HoDs nurture the growth and development of
faculty members, encouraging scholarly activities, mentorship, and a commitment to professional
growth. They ensure that the faculty's expertise aligns with the evolving needs of our students and the
demands of the academic community. They play a key role in fostering a culture of innovation and
excellence in teaching and research. Faculty members are given proper time in their timetable for
research and academic development. They are always encouraged to attend workshops, conferences and
seminars. Institute motivates faculty members to apply for various research projects which provide
solutions to the problems of society. At MERI a democratic, collaborative and decentralized leadership is
being followed which is nurturing a sense of empowerment and autonomy among our various
departments and units. This allows them to take ownership of their academic and administrative

functions while contributing to our institution's overall strategic objectives.Institute promotes a culture of participative management which enables faculty, staff, and students to voice their opinions and suggestions including constructive criticism in day to day functioning of the institute. Various committees are constituted for various curricular and extra-curricular activities such as examination, student welfare, discipline, publication, time table, infrastructure and maintenance, and administrative.

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:

MERI stands out as a unique institution where the human resources factor is highly valued. A distinct focus on faculty selection and their growth guarantees that these educational assets hold immense value for the institution. In the past year, new faculty members were brought on board to enhance the Student-Teacher Ratio (STR). In the academic year 2022-23, there were 79 educators serving 1581 students. To facilitate the institution's seamless operations, an additional 9 non-teaching staff members were employed making it a total 28.beyond that advisors for research center, E learning Division & CEO MERI- startup Hub along with interns were employed for smooth functioning.

, the institute has purchased new land of 0.5 acre now the college has total land of 1 acre with two building blocks of 8 stories. New class rooms, media lab, space for Research center, Incubation Center have been added. The renovation work included revamping of classrooms with smart boards, servicing of ACs, plastering and painting work.

Use Of ICT across all the departments right from academics for teaching & learning faculty use interactive boards to enhance the student's engagement in classrooms, Library books requisition, return etc all is done through library management system. Special AI & ML lab has been set up with latest softwares. All events are conducted in hybrid mode with the help of the latest ICT tools; all data management system is done through centralized information system.

The institute Emphasizes the application of knowledge, skills, and competencies in real-world scenarios. Incorporate active learning techniques such as problem-based learning, case studies, group discussions, and debates to engage students in critical thinking, collaboration, and practical application of concepts.E learning resources within house are being created for making classes more engaging and interesting.Continuous internal assessment is done by taking assignments, conducting quiz, presentation

and mid-term examinations. Assignments and mid -term exam specifically designed with analytical and practical implication based questions and case study so that students analytical skills can be evaluatedA vibrant research environment offers research support services, such as training workshops, statistical analysis assistance and empowers faculties and students to enhance the quality of their work. Research time is allotted exclusively in the time table of the faculties to focus on qualitative research, Institute promotes research culture by incentivizing faculty members for their publications.The institution strongly emphasizes the importance of incorporating industry knowledge and skills into students' learning experiences both inside and outside the classroom. To achieve this objective, the institute consistently arranges guest lectures delivered by industry experts, providing students with valuable insights. Additionally, students are fortunate to attend events hosted by the institution where they can hear from accomplished industry veterans and leaders. As part of their education, students engage in 8-10 week summer internship programs within the industry, allowing them to gain practical experience. Furthermore, the institution frequently organizes industrial visits, providing students with the opportunity to observe real-world operations firsthand.

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:

The Institution recognizes all its employees as the most valuable resource and provides a encouraging and supportive working environment to all the staff which enables them to develop and optimize their full potential. Following are the welfare measures provided to the teaching and non-teaching staff:

- Leave for staff members casual leave, earned leaves, study leave, medical/sick leave, maternity leave/ paternity leave, duty leave (on duty), summer vacation etc.
- Internet and free Wi-Fi facilities are also available in campus for teaching & non-teaching staff.
- For the staff recreation yearly excursions, tour, family get-together, Teachers Day, Employee engagement activities, fun filled activities are organized for teaching and non-teaching staff.
- Faculty development programs (FDP) for faculty members are organized on regular basis.
- Skill development courses are organized for non- teaching staff to enhance their skills in work environment.
- Expert Lecture Series are organized at regular intervals for both teaching and non-teaching staff to impart knowledge to all the staff.
- Financial assistance is provided to faculty members to participate intraining programmes, Seminars, workshops, conferences and publication of research work.
- The institution encouragesall the faculty to pursue a vibrant research career. For that purpose, guidance andSeed money are been provided.
- Automation of attendance and leave using biometric system.
- All the faculty members who upgrade their research work through quality publications during the academic year are honored by management and institute
- All the staff members are treated on par with each other in obtaining benefits from the institution.
- Worker Engagement is a key perspective which helps to comprehend and portray, both

subjectively and quantitatively, the nature of the connection between an association and its representatives.

- Motivation through counseling is also available for staff members to create a healthy working environment. This not only increases the work life balance of the employee; it also helps us in increasing the productivity and allows our staff to work effectively with complete satisfaction.
- Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum. In a nutshell, the Institution strives hard to keep our staff happy and healthy.
- Conducive working environment is provided in the campus in the form of physical infrastructure.
- The staff is encouraged to give suggestions and regular feedback to improve the welfare measures in the Institute.

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: 26.6

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
20	15	15	18	7

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: 59.26

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
70	65	51	39	31

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
30	30	30	30	30

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:

MERI recognizes the pivotal role that effective resource management plays in its growth and development. Institution has implemented a robust set of strategies to efficiently acquire and utilize resources and funds from diverse sources. Though, MERI is self finance institute including government funding for projects which is entirely used to complete the projects and receive funds from Alumni which is entirely used for recognizing and networking Additionally, we prioritize financial transparency and accountability through consistent internal and external financial audits.

Resource Mobilization Strategies:

1. **Government Funding:** Institution actively engages with government agencies at various levels to secure funding. MERI received various grant opportunities and submitted well-researched proposals to obtain financial support. Institute received one grant in December 2022 from Commonwealth of Learning to conduct a baseline survey in Sagarpur and Sampla village Haryana to identify the needs of the community to improve their entrepreneurship skills and the main stakeholders involved to create a course on inclusive entrepreneurship. Fund received from government is utilized to complete the project in effective manner and as per the guidelines of government.

2. **Alumni Engagement:** Our institution maintains a strong connection with our alumni network. We organize fundraising campaigns and events that encourage alumni to contribute to the institution's growth and development. Their contributions help us enhance our resources significantly. Fund is utilized to recognize the alumni every year through alumni meet "Splice". Various events are being organized where alumni are invited to address the students. College

organize guest lecture of alumni as "21 Step Initiative" for resume writing and mock interviews for existing students.

Optimal Utilization of Resources and Funds:

1. Budget Planning and Monitoring: Institute have a dedicated finance team that works closely with academic departments and administrative units to create an annual budget. Regular monitoring ensures that funds are allocated efficiently and that any surplus or shortfall is addressed promptly.
2. Resource Allocation: Institute prioritize the allocation of funds to areas that directly impact the quality of education and student welfare, such as faculty development, infrastructure enhancement, and scholarships.
3. Research and Development: A portion of our funds is earmarked for research and development initiatives. This investment allows us to stay at the forefront of educational advancements and continually improve our offerings.

Financial Audits:

1. Internal Audits: CFO, Mr. S. K. Aggarwal and members of governing bodies regularly conduct internal financial audits to ensure transparency and compliance with financial policies and regulations. Our internal auditors review financial records, transactions, and processes to identify any irregularities or areas for improvement.
2. External Audits: In addition to internal audits, institute engages external audit firm of CA Rakesh Dhingra to conduct independent financial audits w. These audits provide an unbiased evaluation of our financial practices and offer recommendations for enhancing financial management.

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:

IQAC has diligently worked towards aligning institutional activities with the goals of quality enhancement, inclusivity, and innovation.

Academic Excellence and Research: MERI has consistently demonstrated a commitment to academic

excellence. Our faculty members, through their rigorous research pursuits, have significantly contributed to their respective fields. The institution's Research Incentivization program has stimulated a surge in research activities, leading to a notable increase in both quantity and quality of research publications. This emphasis on research is a testament to MERI's dedication to intellectual growth and the pursuit of cutting-edge knowledge.

Inclusivity and Student Support: At MERI, inclusivity is not just a policy but a way of life. The institution's Open Door Policy and collaborative governance structure have created a nurturing environment where students, staff, and faculty collaborate harmoniously. The plethora of student-driven clubs and societies have emerged as catalysts for community engagement and awareness campaigns, instilling in students a deep sense of social responsibility. Additionally, the institution's holistic student support services, including a robust grievance redressal mechanism, dedicated counseling services, mentor-mentee programs, and the recently introduced MERI Startup Hub, showcase our commitment to nurturing not only academic growth but also emotional and entrepreneurial well-being.

Recognition and Innovation: MERI's recognition as a Scientific and Industrial Research Organization (SIRO) and registration by the Department of Science and Technology (DST) underscore our commitment to advancing scientific research and innovation. The MERI Startup Hub stands as a testament to our dedication to fostering entrepreneurship. By providing students with resources and mentorship, the hub has become a breeding ground for innovative ideas, transforming concepts into viable startups that contribute meaningfully to society.

Continuous Learning and Development: The institution places a high emphasis on faculty development. Through regular Faculty Development Programmes (FDPs), our teaching staff remains updated with the latest advancements in research methodologies, pedagogical tools, and student engagement practices. These programs ensure that our educators are equipped with the necessary skills to provide high-quality education to our students, fostering an environment of continuous learning and growth.

Conclusion: In conclusion, MERI's IQAC report is a testament to our relentless pursuit of academic excellence and holistic development. Through our focus on research, inclusivity, innovation, and continuous learning, we are not just shaping students but nurturing future leaders, innovators, and socially responsible citizens. Our commitment to quality education, supported by a vibrant research culture and an inclusive learning environment, ensures that every individual who walks through our doors is empowered with knowledge, compassion, and a sense of purpose. As we move forward, the IQAC remains dedicated to furthering these initiatives, aligning them with national and global quality benchmarks, and ensuring that MERI continues to shine as a beacon of educational brilliance and innovation.

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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:

Equality and Gender: These are fundamental principles that drive the institution's commitment to fostering an inclusive and empowered community. The notion of equality cannot just be dictated by numbers but a culture of equality between the genders needs to be developed and also awareness of evading the stereotypes must be ensured, so the cultural & theatre clubs perform plays on women's empowerment & gender equity. By showcasing plays centered around women's empowerment and gender equity, these clubs stimulate dialogue, encourage critical thinking, and inspire attitudinal shifts within the community. The institution has taken a number of initiatives to drive gender equality like seminars (Gender Diversity), Mentoring sessions (sensitizing about the various aspects of equality), POSH, and gender equity promotion programs. The institution has explicit fairness in its regular practices as it is imperative to take forward the momentum of empowerment of girls & women. Measures initiated by the institution for the promotion of gender equity are:-

1. The institute has zero tolerance for gender biases. Women faculty are promoted & nominated, based on their skills and abilities, as heads of the departments and conveners of various committees and discharging their duties efficiently.
2. Separate common rooms for both girls and boys are there in the institute.
3. The security system including security guards, CCTV operators regularly monitor the entire institution in order to ensure safety and security of all the students. 24-hour CCTV surveillance is maintained in the college.
4. For security of the girls in the college campus and to restrict unwanted entry, proper boundary wall with fencing have been constructed. Signboards have been placed outside girls hostel to ensure restricted entry.
5. The institution has special Counselling room for all the students.
6. There is a Discipline Committee in the institution to take care of safety and security of the students. It also keeps an eye on the working of all the employees as well as the activities of the students within the institution. The institution aims at zero tolerance against teasing/ragging with wide publicity which is maintained by the Discipline Committee.
7. The institution has NSS unit exclusively to encourage all the students, especially girl child to serve the society. Through its activities, the NSS unit encourages girls to venture beyond their comfort zones, fostering a spirit of empathy, collaboration, and civic responsibility. By providing a supportive platform for girls to engage in community service, the institution not only contributes to the betterment of society but also empowers a new generation of confident, compassionate, and socially conscious leaders.
8. Every year the institution organizes self-defense camps in collaboration with Delhi Police to

empower participants with vital skills and knowledge to protect themselves and build self-confidence.

9. The institution organizes seminars, workshops, counselling sessions, and guest lectures to sensitize the students about the various aspects of gender equality.

10. College organized a session on Human Values and ethics. Eminent speaker Dr. Neelam Mehta Bali shared her views on various aspects of human values and ethics.

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: A. All 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:

1 Inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

An inclusive environment is one that respects and values the diversity of people and their perspectives, and promotes a culture of tolerance and harmony among them. Inclusive institutions foster a sense of belonging and empowerment for everyone, regardless of their cultural, regional, linguistic, communal socioeconomic and other differences. The institution has taken various efforts and initiatives to provide an inclusive environment for its students, faculty, staff and stakeholders. Some of these are:

1. Celebrating commemorative days: The institution organizes various events and activities to mark important days such as Women's Day, International Yoga Day, World Hindi Day, Teacher's Day, National festivals along with regional festivals like Holi, Eid, Christmas, Lohri, Diwali, etc. These celebrations help to raise awareness and appreciation of the diverse cultures, traditions and values of the people associated with the institution. They also provide opportunities for social interaction and bonding among the participants.
2. Promoting Diversity & Inclusion through Cultural Club: The institution has established a Cultural Club that encourages students from various courses to participate in cultural, regional and

communal activities. The club aims to enhance the personal skills and experiences of the students such as confidence, self-presentation; teamwork, collaboration, time management, organizational skills, self-discipline, open-mindedness to move beyond boundaries and experiment with different ideas, and learn from them resulting in a whole new developed, changed and an improved person. The club also facilitates positive interaction among people from different racial and cultural backgrounds.

3. Promoting linguistic diversity through Literary Club: The institution also supports linguistic diversity through its Literary Club. The club offers opportunities for students to appreciate different types of language and literature, and increase their linguistic skills. The club organizes various events such as debates, quizzes, poetry recitation, book reading, etc. to showcase the talents and interests of the students in different languages. The club also helps to create a conducive environment for extra-curricular activities and communication.

4. Engaging in CSR activities through NSS Unit: The institution also engages in Corporate Social Responsibility (CSR) activities through its CSR club and NSS Unit. The club aims to imbibe the qualities of serving the society among the students. The club undertakes various projects such as blood donation camps, health awareness campaigns, environmental protection drives, etc. to contribute to the welfare of the community and the society. The club also instills a sense of social responsibility and empathy among the students.

5. On September 5th, which is also the birthday of our former president Dr. Sarvepalli Radhakrishnan, we mark Teachers' Day. Dr. Sarvepalli Radhakrishnan was not only the former president of India but also a researcher, educator, and philosopher.

These are some of the institutional efforts/initiatives in providing an inclusive environment that respects and values the diversity of people and their perspectives. By doing so, the institution strives to create a learning atmosphere that is conducive for academic excellence and personal growth.

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:

The institution has consistently excelled in every domain of its work, making it challenging to highlight

only two areas of best practices. From innovative teaching methods to holistic student support, research excellence, and a vibrant campus culture, it's dedicated to make every domain the best it can be.

1. **Research Incentivization:** The institution has introduced an annual incentive program aimed at fostering research excellence among its faculty. Under this program, any faculty member who publishes two research papers receives anannualincentive of Rs. 48,000. This initiative has significantly boosted research activities across various departments, resulting in a rise in the quantity and quality of research publications.Faculty members have made significant contributions to their respective fields, addressing critical challenges, and offering solutions that impact the lives of people beyond the academic community. Whether it's innovations in engineering, healthcare, advancements in technology, or solutions to environmental problems, the institution is making a tangible difference in the world through the research initiatives it supports.

1. **Open Door Policy:**The institution prioritizes inclusivity and collaboration through its open-door policy, embracing students, staff, and faculty as equal contributors to its academic community. In contrast to traditional line and staff authority structures, the institution employs a matrix authority model, emphasizing shared decision-making and transparency.Within this context, the institution maintains a hierarchy that includes Class Coordinators, Programme Coordinators, Heads of Departments (HoD), Dean, and Vice President (VP).Within the hierarchy, Class and Programme Coordinators provide essential support and guidance to students and faculty. HoDs oversee academic departments, Dean ensures the smooth functioning of broader academic units, and VP guides the institution's overarching direction.This intricate yet flexible hierarchy, combined with the open-door policy, nurtures a culture of trust and cooperation. It enables the institution to adapt swiftly to changing needs and implement innovative solutions.

1. **Student Driven Clubs& Sensitization towards Society:** The institution fosters a vibrant campus culture enriched by a multitude of student-driven clubs and societies. These clubs span a diverse array of interests including cultural, literary, social activities, theatre, photography, art, drama, music, sports, drama and research. Whether students are passionate about entrepreneurship, social justice, environmental activism, music, or sports, there's a club that caters to their interests. The institution places a strong emphasis on nurturing socially responsible individuals, and such student-driven clubs play a pivotal role in achieving this goal. These clubs serve as dynamic platforms for students to engage with society, develop empathy, and foster a deeper understanding of community needs and global challenges. Through various outreach programs, community service initiatives, and awareness campaigns organized by these clubs, students are sensitized to the pressing issues facing society today. These clubs not only enrich the educational experience but also instil in students a sense of responsibility and a desire to contribute meaningfully to society.

1. **Grievance Redressal & Counsellor:** The institution prioritizes the well-being and satisfaction of

the students, and to ensure that their concerns and grievances are addressed promptly and effectively, we have established a robust grievance redressal mechanism. Theinstitution takes pride in offering students a safe and supportive environment where they can voice their concerns and seek resolution. Additionally, we have a dedicated counsellor who plays a pivotal role in providing emotional and psychological support to students facing personal or academic challenges. This holistic approach to student care underscores our commitment to nurturing not only their academic growth but also their mental and emotional well-being.

1. **Mentor-Mentee Programme:**The institution is dedicated to provide a supportive and enriching educational environment for its students through its mentor-mentee program. This program pairs experienced and knowledgeable faculty members with students, creating a nurturing mentorship relationship that extends beyond the classroom. Through regular meetings, guidance, and personalized support, mentors assist mentees in setting academic and career goals, navigating the challenges of college life, and fostering personal and professional growth. The mentor-mentee program not only enhances the academic experience but also instils a sense of belonging and accountability within the student community.

1. **E-Learning Module:** Today's students and online learners expect quick, bite-sized, personalised content. Considering such necessity, the faculty at MERI have developed a suite of e-learning modules. This innovative approach is characterized by pre-recorded lectures presented in various engaging formats such as videos, demonstrations, interactions, case studies, and other audio-visual mediums. They include an introductory module which gives an overview of the topic, and separate detailed modules on each topic. The spectrum of e-learning materials is vast and can be used in tandem with blended learning for a holistic pedagogical approach. They are self-paced, enabling students to go at their own rate, and can be accessible by a computer or any other device, such as a smartphone or tablet. Unlike classroom teaching, with online learning the students can access the content an unlimited number of times. This is especially required at the time of revision when preparing for an exam. MERI's strategic deployment of e-learning modules underscores their commitment to provide a dynamic and world-class educational framework.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The following focal areas are listed as the institution's special qualities and attributes since these are where the institution devoted its efforts.

1. Experiential Learning through Live Projects, Harvard Business Simulations & FDPs

Live Projects: Experiential learning holds immense importance in the realm of education due to its profound impact on the holistic development of individuals. Unlike traditional classroom learning that primarily focuses on theoretical knowledge, experiential learning emphasizes active engagement, hands-on experiences, and reflective practices. Keeping this in view, the institution has provided tremendous priority in the introduction of live projects as a mandatory part of the curriculum across all courses as an outcome of learning beyond the classroom and experiential learning. A Live Project Consists of hands-on Practical Training, Industry Exposure, Assignments, Tests, Mentorships & Networking with Industry People.The students actively worked in teams, and visited various organizations, shopping malls, flea markets, and governmental offices, and finally came up with interesting observations and reports. The student team worked under faculty guidance, using knowledge they have gained in their programs of study, to address the specific business problem. The results of the live projects were delivered by the students through reports and presentations.Students brought fresh perspectives to business problems. The institution received an overwhelming response from students, this gave them a sense of responsibility and accountability as well.

Harvard Business Simulation Course Pack:MERI is now Licensed Partnerof Harvard Business Publishingfor its Simulations. The course gives the students an opportunity to relate concepts learnt in classroom, experiment with various strategies, make tough decisions, and face consequences in real-time. The simulations are introduced in various disciplines such as Organizational Behaviour, Marketing, Global Collaborations, Entrepreneurship, and Analytics.

FDPs:MERI every year conducts two Faculty Development Programmes (FDPs) for faculty upgradation and knowledge enhancement before the commencement of both odd and even semesters. Each programme revolves around a distinct theme, which could encompass areas such as cutting-edge research methodologies, innovative pedagogical tools, experiential learning strategies, and effective student engagement practices. This thematic approach ensures that the participants are exposed to the latest advancements and best practices in these critical areas. Additionally, the FDPs facilitate direct interaction between participants and renowned experts in the respective fields. This interaction not only imparts valuable insights but also offers a unique mentoring opportunity, particularly for faculty members aspiring to publish their research in esteemed academic journals. Such FDPs play a pivotal role in

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nurturing a culture of continuous learning and professional growth among faculty members.

2. Launch of MERI Startup Hub

The institute has also planned to boost the entrepreneurship culture amongthe students. Keeping this in view, the college launched its start-up hub named, MERI Start-up Hub headed by Dr. Anjali Nigam. The overall objective of the MERI StartupHub at MERI College is to establish the practical application of knowledge to facilitate entrepreneurship.By allowing potential students to get the chance to submit their creative ideas through competitions and brainstorming, and also examining original and creative ideas or concepts put forth by students, researchers, and faculty members from a range of societal and commercial sectors.Students are supplied with resources to design prototypes beneficial for promoting agriculture and rural development, which is also the one of goals of the incubation center. It also serves as a platform for students to transform their ideas into technological innovations.A beginning was made to develop our students and convert inventions into a crucial driver for economic progress, and ideas and innovations, which flow gradually with the start-ups. The major startups started by the students are Carpool, De Zaina (e-aggregator for Budding Fashion), baniyababa.com, and Yourstartup 9 etc.Students are encouraged to gain hands-on experience and better Industrial Exposure.

Post launch, the department has organized number of activities and programmes including 'Corporate startup connect Forum 3.0 on 5th May 22, 'Entrepreneurship & Innovation Growth Fest 1.0' on startup India Day 16th January 22, and, 'Women entrepreneurs & Innovation Growth Fest 2.0' on 8th March 22, 'Creativity & Innovation workshop series 4.0' in May 22. It aims to provide necessary facilities for start-ups, such as mentoring, fund-raising, and technological support. Every member is nurtured by industry experts, management, and faculty.The MERI Start-up cell is eager to conduct a variety of seminars, speaker sessions, creative competitions, and games for prospective entrepreneurs and to help them by offering the tools they need, including funding, mentorship, consulting, and networking.This centre acts as a complete support system that provides hands-on experience in innovation and entrepreneurship. Every member is nurtured with the industry experts, management, and faculty.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The institution stands as a beacon of educational excellence, excelling across various domains. From innovative teaching methods to comprehensive student support, research initiatives, and a vibrant campus culture, the institution strives for excellence in every facet of its operations.

1. Research Incentivization: The institution fosters a culture of research excellence through an annual incentive program for faculty members. Those publishing two research papers annually receive a significant incentive, resulting in a substantial increase in research output and quality. This initiative not only enriches academic knowledge but also addresses real-world challenges, making a tangible impact on society.

2. Open Door Policy and Collaborative Governance: Embracing inclusivity, the institution operates on an open-door policy, fostering transparency and collaboration among students, staff, and faculty. Using a matrix authority model, it emphasizes shared decision-making, maintaining a hierarchical structure led by coordinators, heads of departments, deans, and vice presidents. This flexible hierarchy ensures swift adaptation to change, nurturing a culture of trust and cooperation.

3. Student-Driven Clubs and Social Sensitization: The institution thrives on a diverse array of student-driven clubs, spanning cultural, social, and academic interests. These clubs serve as platforms for students to engage with society, promoting empathy and understanding of community needs. Through outreach programs and awareness campaigns, students are sensitized to societal challenges, instilling a sense of responsibility and a desire to contribute meaningfully.

4. Holistic Student Support: The institution prioritizes student well-being through a robust grievance redressal mechanism and dedicated counseling services. It provides a safe space for students to voice concerns and seek resolutions promptly, emphasizing both academic and emotional support. Additionally, a mentor-mentee program pairs students with experienced faculty, fostering personal and professional growth.

5. E-Learning Module and Experiential Learning: Recognizing the need for flexible learning, the institution offers a suite of e-learning modules, enabling students to access engaging, self-paced content. These modules, accessible across devices, support blended learning approaches and facilitate unlimited revision. Furthermore, the institution emphasizes experiential learning through live projects, Harvard Business simulations, and Faculty Development Programs (FDPs). Live projects provide hands-on training and industry exposure, while FDPs ensure faculty stay abreast of cutting-edge methodologies and pedagogies.

6. MERI Startup Hub: In a bid to foster entrepreneurship, the institution launched the MERI Startup Hub, providing a platform for students to transform ideas into innovations. Through competitions, mentoring, and funding support, the hub encourages students to engage in entrepreneurial ventures. It organizes events, seminars, and workshops, facilitating networking and learning opportunities, creating a supportive ecosystem for budding entrepreneurs.

7. Institution also get recognition as a Scientific and Industrial Research Organization (SIRO) adds another layer of credibility and excellence to its profile. Being registered by the Department of Science and Technology (DST) signifies the institution's commitment to advancing scientific research and innovation. This prestigious certification solidifies the institution's reputation as a hub for cutting-edge research and development, further

enhancing its position in the academic and scientific communities.

In summary, the institution's best practices not only ensure academic excellence but also nurture socially responsible individuals and future entrepreneurs, making a significant impact on the educational landscape and society at large.

Concluding Remarks :

In the vibrant tapestry of education, our institution stands as a beacon of excellence and innovation. Through a multifaceted approach, the institution has not only excelled in diverse domains but has also profoundly impacted the lives of its students and the communities it serves.

At the heart of this success story lies a commitment to nurturing academic brilliance, fostering innovative thinking, and embracing inclusivity. The institution's research incentivization program has transformed faculty into prolific researchers, contributing significantly to the scientific community. Their dedication has led to groundbreaking solutions that resonate far beyond the boundaries of academia, impacting society positively.

The open-door policy and collaborative governance structure have created an environment of transparency and trust. This openness has fostered a culture where students, faculty, and staff collaborate harmoniously, enhancing the institution's vibrancy. The multitude of student-driven clubs not only enhances students' educational experience but also instills a deep sense of social responsibility. These clubs have become the driving force behind impactful community outreach programs and awareness campaigns, shaping students into empathetic and responsible individuals.

The institution's emphasis on holistic student support is exemplary. The robust grievance redressal mechanism, counseling services, and mentor-mentee programs underscore the institution's commitment to the well-being of its students. This holistic approach ensures that students not only excel academically but also grow emotionally and professionally, preparing them for the challenges of the real world.

Moreover, the institution's recognition as a Scientific and Industrial Research Organization (SIRO) and its registration by the Department of Science and Technology (DST) signify a commendable dedication to advancing scientific research and innovation. This prestigious certification places the institution at the forefront of scientific endeavors, amplifying its contributions to the realm of knowledge.

Furthermore, the establishment of the MERI Startup Hub showcases the institution's dedication to nurturing entrepreneurship. By providing a platform for students to transform ideas into viable innovations, the institution is not just imparting education but also fostering a spirit of entrepreneurship, ensuring that its graduates are not job-seekers but job creators.

In conclusion, Management Education and Research Institute is not merely an educational institution; it is a crucible of transformation. It molds students into critical thinkers, compassionate leaders, and innovative problem solvers. As it continues to push boundaries, embracing research, innovation, and inclusivity, it reaffirms its commitment to shaping a future where knowledge is not just imparted but is a force that drives positive change in the world. The institution's journey is not just about what it teaches but how it inspires; it's not just about education but about nurturing lifelong learners and visionaries. With a legacy of excellence and a future brimming with possibilities, our institution remains dedicated to nurturing brilliance, fostering innovation, and illuminating the path to a brighter tomorrow.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 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** Answer before DVV Verification: <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>33</td><td>25</td><td>75</td><td>49</td><td>40</td></tr></table> Answer After DVV Verification : <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>29</td><td>22</td><td>70</td><td>51</td><td>33</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: <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>34</td><td>29</td><td>35</td><td>40</td><td>45</td></tr></table> Answer After DVV Verification : <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>53</td><td>15</td><td>22</td><td>19</td><td>23</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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** 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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	82	60	50	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	13	5	11	26

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 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.*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	60	52	48	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	34	23	31	10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |

| 4.1.2 | *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26287.64 46	74.2587	58.48649	71.08267	58.17528

Answer After DVV Verification :

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

| 530.00 | 74.25 | 58.48 | 71.08 | 58.17 |

Remark : As per the revised data and clarification received from HEI, based on that heads related to infrastructure and augmentation is not given in the audited statement so DVV input is recommended accordingly.

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
501	366	86	357	292

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
450	289	56	275	200

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
501	367	86	357	293

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
501	367	86	357	293

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	00	00	00

Remark : As per the revised data and clarification received from HEI, based on that without certificates the claim could not be considered so DVV input is recommended accordingly.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	35	18	10	85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	00

Remark : As per the certificates provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
501	572	535	301	358

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	14	10	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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* 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** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
79	71	53	40	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	65	51	39	31

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	10	10	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification:

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

| 573 | 572 | 535 | 301 | 358 |

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1572	1382	918	750	734

2.1   **Number of teaching staff / full time teachers during the last five years (Without repeat count):**
Answer before DVV Verification : 94
Answer after DVV Verification : 109

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26956.32196	492.12806	306.12668	380.85508	352.34496

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1020.42	492.12806	306.12668	380.85508	352.34496