SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TECHNO INSTITUTE OF HIGHER STUDIES

TECHNO INSTITUTE OF HIGHER STUDIES, 331, ANAURA, NEAR INDIRA
CANAL (KISAN PATH CROSSING), AYODHYA ROAD, LUCKNOW-226028
226028
www.tihs.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Techno Institute of Higher Studies is a private institution run by The Sri Narain Educational Trust affiliated with the University of Lucknow, Lucknow. Started in 2010 Techno Institute of Higher Studies is a multidisciplinary institution. The curricular changes are customized to emerging trends. A Choice-Based Credit System was introduced and gave opportunities to redesign the curriculum to suit ICT-based Teaching-Learning Outcome Education implemented and focused on developing core competencies of the learners. The institute reached the status of an Institute with Potential for Excellence.

The institute functions are organized to make optimum use of infrastructure and to cater to the growing number of students. In tune with its policy on inclusivity, Techno Institute of Higher Studies reaches out to all sections of society particularly first-generation learners, the marginalized, and the economically disadvantaged.

Vision

To be an epitomic institution of higher learning of global standards through Teaching, Research, Training and Consultancy.

Mission

To run a trustworthy, quality based, professional institute with an objective to provide a positive, vibrant and diligent learning environment, creating constructive path towards integration of management education with industry orientation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Adequate and well maintained infrastructure.

- Participatory governance that ensures duties are assigned.
- Curriculum created to take into account recent developments in higher education.
- ICT-based teaching-learning courses that are skill-embedded, value-added, foundational, online, self-learning, and add-on.
- E-Government in the Exam System and Admission,Administration, Finance, and Accounts.
- 27 useful MOUs, such as support projects that are interdisciplinary and pertinent to society.
- Well maintained power backup system.
- Registered Alumni Association.
- Good strategy for the slow learners and fast learners.
- Transport system is available for students as well as staff.
- Value education and ethical studies to help students develop their moral character

- When there are natural disasters, staff members and students volunteer to provide relief efforts by relieving supplies.
- Strong ties between alumni and national chapters.
- Both individual and group mentoring and counseling are available.
- Campus: Wi-Fi-capable, environmentally friendly, plastic-free, accessible to all
- Green and clean campus.
- Support in the form of money and materials for worthy students
- Training in Entrepreneurial Skills.

Institutional Weakness

- Our consultancy, although structured and research-based, has not yet generated significant revenue.
- We are seeking International Fellowships to enhance our opportunities.
- Currently, there is an inadequate diversity among our students and staff.
- The number of students passing Government Exams is relatively low.
- We need to establish more collaborations with the Corporate Sector and mobilize CSR funds.
- Maintaining our sprawling campus comes with high costs.
- Participation of faculty in workshops, conferences of National and International Level is required.

Institutional Opportunity

- With higher-quality teachers, more patents can be filed.
- Improved ICT infrastructure enables faculty to create additional e-resources and fosters an active Institute-Industry interface.
- Recognition through MHRD schemes opens doors for launching additional projects and government-linked incubators.
- The Institute has opportunities to explore National linkages.
- Faculty resources available to provide coaching for competitive exams.
- The expertise of Staff can be tapped to offer structured consultancy and generate revenue
- National Collaborations for research.

Institutional Challenge

- Non-implementation and delayed implementation of the government scheme.
- Developing strategies to enhance student diversity both domestically and internationally.
- Ensuring rural-based students can access online education in the new-normal scenario.
- Implementing faculty and student exchange programs with nationally and internationally renowned institutions.
- Supporting students to stay focused despite media distractions.
- Addressing traditional parental concerns regarding the placement of their daughters.
- Providing financial aid to support economically disadvantaged students.
- Exploring alternative green practices as encouraging bicycle use is impractical due to the college's location on the highway.
- The Institute's status presents challenges for staff and students to set exceptionally high standards.
- No proper funding by the government.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Techno Institute of Higher Studies introduced Outcome Based Education (OBE)

In 2011 to the rising demands in the field of Higher Education. Techno Institute of Higher Study aligns its curriculum with the University of Lucknow, ensuring

transparency and effectiveness in planning and implementation. In its continued mission of empowering youngsters to achieve their dreams with their efforts. The institute has been offering so many courses.

Through multi-level systems, the institute continuously upgrades courses, pedagogy, and infrastructure to meet evolving needs. Flexibility is maintained through the retention of elective papers, allowing responsiveness to changing environments. With dedicated stand-alone papers in both undergraduate and postgraduate programs. The college's robust community outreach facilitates rich discussions on these issues in curricular and co-curricular activities.

Short-term add-on programs are offered to enhance students' self-development and professional skills. Internship opportunities in diverse sectors including development, education, and industry are encouraged.

The Institute fosters disciplined behavior, critical thinking, and decision-making skills in students, incorporating professional ethics. It offers integrative growth courses, and outreach initiatives, and promotes fair play, equity, sustainable practices, and gender equality. TIHS values feedback from stakeholders, formalizing and standardizing processes to enrich teaching and learning experiences across all courses.

Faculty members actively participate in academic and industry bodies, ensuring alignment with changing academic and socio-economic landscapes. Their expertise contributes to the evolution of responsive curricula and teaching methodologies.

Techno Institute of Higher Studies values feedback from stakeholders, formalizing and standardizing processes to enrich teaching and learning experiences across all courses.

Teaching-learning and Evaluation

The Institute welcomes students from diverse backgrounds, promotes inclusivity through the Equal Opportunity Cell, and offers an Orientation Program to help students understand program outcomes and facilities.

The institution employs student-centric teaching methods, focusing on diverse students' needs and abilities. It uses hands-on activities, experiments, and projects, fostering collaboration and interaction.

Faculty encourages live projects, internships, and competitions. Lectures use integrated technologies, and students are assigned faculty mentors. Participative learning is enhanced through group discussions and technology-enhanced presentations.

With a highly qualified faculty, many adorned with excellence awards, The institute prioritizes innovation and professional development among its staff.

The Institute enhances exam formats, maintains high academic standards, and hosts orientation programs. It uses an 80:20 ratio for UG courses and has a Grievances Redressal Cell for student and employee complaints. Assessment is integrated into learning.

The institute adheres to the University of Lucknow's curriculum, ensuring a standardized learning experience with refined learning objectives and outcomes, emphasizing real-world application.

TIHS has implemented an outcome-based education system to enhance education quality, analyzing student achievements and highlighting career options through hierarchical program outcomes and PSOs.

The Techno Institute of Higher Studies has a high pass rate of 81.51% for final-year students in the 2021-2022 academic year, compared to 88.82% in the previous years. The institution focuses on fostering creativity, innovation, and excellence, aiming to equip students with global skills for entrepreneurship and professional proficiency. The institution has a robust grievance redressal mechanism, and its distinguished alumni contribute nationally.

Research, Innovations and Extension

With a vision to nurture new ventures TIHS Lucknow has created an ecosystem for innovation including research and seminar committee. IQAC, career counselling cell and other initiatives. They function in coordination with one another to create and transfer knowledge, for monitoring and issues related to the enhancement of research, innovation, and entrepreneurial skills among the faculty and students, thus fostering overall growth.

Plagiarism is worth mentioning practices. Our faculty has published high-quality Research Papers and also chapters in proceedings of conferences /seminars.

The teachers and students have participated and presented papers in conferences/ seminars /workshop/training pogroms conducted by other institutions.

The main objective of our institution is knowledge creation and innovation practices to promote UG &PG students to explore new opportunities in the field of research.

Drafting research Papers and reporting oral and poster presentations and exhibitions are also given due importance

The Research and Seminar committee assists and encourages students and faculty for interdisciplinary and collaborative research and publications.

Fieldwork, assignments project reports, dissertations education tours, and visits being the part of curriculum at UG &PG Level students are motivated by their concerned academic supervisors to conduct local issue-based research-oriented works. The topics for dissertations are always selected from recent and relevant research areas for the benefit of society.

Infrastructure and Learning Resources

An institute's identity is determined by its quality of education and efficient services. Its infrastructure and policies are crucial for efficient academic and administrative activities. IT facilities, physical facilities, and environmental initiatives are essential parts of it. The institute's productivity and efficiency are positively impacted by the efficient use of physical, academic, and support facilities. The infrastructure development aims to provide an environment conducive to teaching and learning facilities through ICT facilities. Such as the wireless internet, computer labs, and cloud computing. It features smart classrooms, media labs, and various laboratories. The institute has an auditorium where 200 people can be accommodated and is powered by a solar panel system for power. The institute also has a meditation room, and career guidance cell and also provides transportation services.

- Assess infrastructure needs based on student growth and new courses.
- Maintain and upgrade institute facilities regularly.

The institute library, equipped with digitalization and TECH-LIB Library management software, offers access to online journals, databases, and more. Its aesthetically designed environment includes deep study and research spaces for faculty members. The institute library provides information on E-resources, sources, rules, and E-content developed by faculty members.Information Technology (IT) plays a vital role in imparting modern education, offering access to information and resources through a comprehensive ICT infrastructure. It features Wi-Fi-enabled campus computers, software, printing facilities, and a media lab. The IT Help Desk assists with technology-related issues and oversees IT infrastructure institute has a well-established security system which includes CCTV, NVR, and DVRs.

Student Support and Progression

This institute prioritizes the well-being and success of its students. A robust network 6 of committees, led by staff and student representatives, fosters development in all aspects of student life: academic, emotional, physical, financial, social, and even spiritual. These committees work together to ensure students graduate not only knowledgeable but also well-rounded individuals who are prepared to contribute positively to society.

The Institution's Students Committee enhances leadership and teamwork skills, guiding various committees and organizing campus events. It collaborates with staff on initiatives like career fairs and financial aid programs, fostering a dynamic environment.

The institute has been providing financial assistance to students from government organizations and with a steady increase in students receiving scholarships and free ships from these institutions, indicating a growing commitment to student welfare.

The Career Guidance Cell arranges regular campus drives. 165 students have secured placements.

The institute offers a comprehensive guidance program for 165 graduates, equipping them with the tools to excel beyond the classroom, and a fair and supportive environment with a robust grievance redressal system.

The institute prioritizes co-curricular activities as a core part of the student experience, allowing students to

discover their talents and reach their full potential. The institution fosters healthy competition with a democratic student council and faculty support.

The institute maintains a robust alumni association, and provides guidance, mentorship, financial assistance to its graduates, fostering a supportive environment and empowering them to achieve their academic goals.

Governance, Leadership and Management

The institute leadership fosters an open, interactive environment, encouraging stakeholder participation for effective decision-making and policy formulation. This collaborative approach adapts to academic landscapes, ensuring responsiveness and excellence in the pursuit of excellence.

The Institute prioritizes employee health and welfare, offering professional growth, financial coverage, and training. It encourages academic achievement, administrative improvement, and research. IQAC provides in-service programs for workplace professionalism.

The institute generates revenue through fees, consulting, and training, and scrutinizes budgeting, resource mobilization, and financial management through regular audits.

The chief finance officer oversees internal control and auditing, ensuring the accuracy of financial transactions and financial status through the institute's finance department and external audits.

The institute enhances labs, library, IT Department, and sports infrastructure, and conducts lectures, workshops, and conferences, with the Accounts/Finance Committee deciding purchasing guidelines and a treasurer overseeing annual book and balance sheet audits.

TheIQAC is a key playerat THIS inmaintaining education quality through qualitative measures, reevaluating curricula, and reformative measures. It operates quality assurance, assists learners, and has an online feedback system for students for quality-related institution processes.

The IQAC plays a vital role in the development and application of quality benchmarks/parameters for various academic &administrative activities of the institution.

It organizes workshops and seminars on quality-related themes and promotes quality circles and institutions' wide dissemination of the proceedings of such activities.

The IQAC aims to improve education and research quality, facilitate technological advancement, provide training, initiate best practices, collect data, and conduct quality workshops and conferences while setting up documentation processes.

Institutional Values and Best Practices

The Techno Institute of Higher Studies promotes gender equity, environmental sustainability, and professional competence through a co-educational system, separate dorms for female students, and awareness programs. They focus on renewable energy, waste management, and water conservation, using solar energy, and encouraging citizen participation.

The institute also educates students and the community about sustainability, utilizing renewable energy and LED technology for energy efficiency.

At TIHS, we believe in open communication. We maintain complete transparency in all aspects of our operations, including financial matters, academic programs, administrative procedures, and auxiliary services. The Commitment to transparency fosters trust within our community and allows us to continuously improve.

The Institute is dedicated to fostering a welcoming and accessible environment for all. We prioritize the needs of Persons with Disabilities (PWDs) by ensuring every building has ramps, wheelchairs, and specialized washrooms. The administrative block is also equipped with a lift. Additionally, we provide scribes for students with disabilities (Divyangjans) to ensure equal access to education.

The institute and hostel campus promote responsible waste management practices. Our Environmental Education Committee and Green Club actively work towards cultivating eco-consciousness within the student body.

The institute promotes inclusivity by celebrating national and international days, promoting cultural appreciation, and preparing future citizens with social responsibilities. Programs cater to the elderly and disabled, and staff and students are educated on constitutional rights and obligations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TECHNO INSTITUTE OF HIGHER STUDIES
Address	TECHNO INSTITUTE OF HIGHER STUDIES, 331, ANAURA, NEAR INDIRA CANAL (KISAN PATH CROSSING), AYODHYA ROAD, LUCKNOW-226028
City	LUCKNOW
State	Uttar pradesh
Pin	226028
Website	www.tihs.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SEEMA WALI	0522-9839506777	9839506777	-	registrar@tims.edu.in
IQAC / CIQA coordinator	ABHISHEK DWIVEDI	-	7897001306	-	naac@tims.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttar pradesh	University of Lucknow	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	22-06-2016	View Document
12B of UGC	20-01-2017	View Document

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
NCTE	View Document	03-03-2015	24	

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	TECHNO INSTITUTE OF HIGHER STUDIES, 331, ANAURA, NEAR INDIRA CANAL (KISAN PATH CROSSING), AYODHYA ROAD, LUCKNOW-226028	Urban	1.24	6910.13

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	BA (Journalism),Depatment Of Journalism And Mass Communication,	48	Intermediate	English,Hindi	120	29
UG	BCom,Department Of Commerce,	48	Intermediate	English,Hindi	140	85
UG	BCom,Department Of Commerce,HONORS	48	Intermediate	English,Hindi	60	41
UG	BBA,Department Of Management,	48	Intermediate	English,Hindi	60	58
UG	BEd,Department Of B Ed,	48	Undergraduate	English,Hindi	100	36
UG	BSc,Department Of Science,	48	Intermediate	English,Hindi	120	56
UG	BVA,Department Of Visual Arts,	48	Intermediate	English,Hindi	120	86
UG	BCA,Department Of Computer Science,	48	Intermediate	English,Hindi	60	60
PG	MA (Journalism),Depatment Of Journalism And Mass Communication,	24	Undergraduate	English,Hindi	50	15

| PG | MCom,Department Of Commerce,COMMERCE | 24 | Undergraduate | English,Hindi | 50 | 25 |

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				81			
Recruited	0	0	0	0	0	0	0	0	44	31	0	75
Yet to Recruit	0				0				6			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	10	3	0	13
Yet to Recruit				2

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	0	0	2
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**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.	0	0	0	0	0	0	13	9	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	28	17	0	45
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/M CH	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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	230	9	0	0	239
	Female	201	11	0	0	212
	Others	0	0	0	0	0
PG	Male	15	0	0	0	15
	Female	23	2	0	0	25
	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	104	102	73	76
	Female	67	72	71	84
	Others	0	0	0	0
ST	Male	1	1	3	3
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	305	264	180	136
	Female	269	209	136	111
	Others	0	0	0	0
General	Male	374	347	285	244
	Female	391	348	284	256
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1512	1344	1033	911

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute is rightly envisioned to offer multidisciplinary and interdisciplinary education, like the educational philosophies of Socrates and Confucius. However, the Institute is bound by the syllabi of the affiliating universities (University of Lucknow, Lucknow). LU has pioneered in the implementation of NEP 2020 from the academic session 2021-22. The Institute follows the NEP syllabus as implemented by LU for BBA, BAJMC, MAJMC, B.Com., M.Com., and B.Sc. (PCM/ZBC) programs from the session 2021-22 but BCA adopted the NEP form the session 2023-24. These programs feature a flexible, multidisciplinary curriculum that enables multiple entry and exits at the end of 1st, 2nd, and 3rd years of undergraduate and 1st year of postgraduate program education. However, programs like BVA and B.Com. (Hons.) are yet to adopt NEP due to LU's non-adoption of NEP for these courses. Similarly, B.Ed. has not adopted NEP due to compliance with NCTE regulations. While the Institute aims to embrace NEP principles across all programs, it respects the regulatory frameworks set forth by LU and NCTE.
2. Academic bank of credits (ABC):	TIHS Lucknow, registered in the National Academic Depository (NAD), affirms its commitment to comply with the regulations of affiliating universities. This involves accurately recording student credits earned in the ABC program once it is introduced. The institute recognizes the importance of following established guidelines to ensure the integrity and recognition of student achievements.
3. Skill development:	TIHS consistently conducts Add-On Skill Enhancement Courses to equip students with essential life skills. The institute runs a 'Training and Placement Cell' as a Best Practice for students to boost their soft skills as per needs of the industry or entrepreneurship. TIHS is currently adopting skill-based courses under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) initiative. Additionally, internships, live projects, role plays, and hands-on laboratory training play integral roles in sharpen students' skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institute is committed to fostering multiculturalism through its courses and diverse cultural activities organized by various committees. These activities aim to instill an appreciation for the

	profound knowledge embedded in the Vedas and Indian Scriptures, contributing to scientific advancements for the benefit of humanity. Bilingual teaching methods are employed across programs, offering students the flexibility to answer in English or Hindi during semester-end examinations, except for BCA, BBA, and B.Com (Hons) programs. This approach reflects the Institute's dedication to inclusive education and the promotion of cultural diversity in academic pursuits.
5. Focus on Outcome based education (OBE):	The Institute has already implemented the NEP 2020 envisioned outcome-based education (OBE) system. The purpose of OBE is to assess students' knowledge and skill levels and to monitor and enhance the quality of instruction. The achievement of POs and COs is used to evaluate the learning level both directly and indirectly.
6. Distance education/online education:	During the pandemic, our institute swiftly adapted to the challenges by implementing regular online classes across all courses offered. Though lectures were not recorded, our dedicated faculty members conducted live sessions through virtual platforms, ensuring that students received real-time interaction and engagement. Furthermore, online quizzes, assignments, and assessments were seamlessly integrated into the learning process, maintaining the rigor and standards of our educational programs.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
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	NONE

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
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.	NONE
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.	Majority of students over 18 are aware of voting rights and registered as eligible voters.

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
1512	1344	1033	910	728

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: 123

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	51	55	38	31

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
295.98856	113.25331	67.47986	49.38345	39.74990

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Techno Institute of Higher Studies is undoubtedly one of the most prestigious educational Institution in Uttar Pradesh, offering both Undergraduate and Postgraduate courses.

- Instructors employ creative teaching methods to cultivate an interactive and satisfying learning atmosphere for their students.
- Precise attention is inclined to present research scenarios, experiential learning, and developmental awareness.
- The Institute pursues **Lucknow University's curriculum** standards, with a clear and aligned learning objective ensured through a defined standard operating procedure.
- Academic council creates course guidelines monitored by the **Board of Studies**. Future course execution is planned at **semester-end meetings**.
- The Academic Calendar is meticulously organized and recorded, fostering collaboration between the **IQAC** and **Board of Studies** to maintain curriculum integrity and enhance student achievement.
- The Institute's "**Outcome-Based Learning**" system aligns results with its mission and vision for a holistic approach to education.
- **Add-on courses** as a certificate program have been included to enhance personal and professional skills, cultivate competencies, and foster employability.
- **Assessment and feedback** are used to track student development, provide guidance, and offer mentoring, recording curricular designs, learning objectives, teaching approaches, and assessment activities.
- Mentor- Mentee meeting provides specific insights, Guidance, Motivation; Emotional Support is exploring Career, Setting Goals.

Methodology adapted by the Techno Institute of Higher Studies for Systematic and Effective Curriculum Delivery

- The time dedicated to teaching each subject in every course is in sync with the total number of hours prescribed by the University.
- **Periodic Semester Examination** is conducted as an online/offline examination with objective and subjective examination patterns per the University's norms.
- Classrooms are equipped with **Advanced Technology**, including **ICT tools like** computers, laptops, tablets ,smart phones, internet units, social media , Metaverse, Cloud Computing Services, virtual reality with **Upgraded Laboratories**,
- **PowerPoint Presentations**, **Expert Lectures**, **Animations**, and, Upgraded Laboratories to

enhance the learning experience.

- **Remedial classes** are arranging for those students who have consistently not performing well so the Classes are designed for a manner that allows students to improve their skills.
- To ensure learning outcomes of the curriculum, **continuous evaluation** and **internal assessment** are carried out skill development programs are different through **Brain storming sessions, Case Studies**, **Industrial/Field Visits**, **Internships**, **Live Projects**, **Dissertations**, **Group Discussions**, **Presentations**, **Personality Development** and **Grooming Classes**, and **Guest Lectures** (practical & theory evaluation too).
- The **lecture plans** of each faculty member are thoroughly reviewed by their respective Head of the Departments and Academic council.
- The **mentor-mentee meetings** guide council students on professional goals and placements and use counseling analysis to identify gaps and prompt action.

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: 39

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](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 23.56

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
734	226	00	214	128

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:

For a disciplined soul, a proper code of behavior is a vital requirement.

- The Institute equips its students with the critical thinking and decision-making skills necessary to solve the ethical dilemmas, societal injustices, and disparities they could run against in the workplace.
- **Professional Ethics** are incorporated into every step of the pedagogy at the Institute, making them a crucial part of the curriculum.

- The Institute has launched a few integrative growth courses, including stress management, life management, and a few **Add-on Courses** in various fields for overall development
- By developing social and leadership skills, these courses help students to enhance their lives on both a professional and personal level.
- The Institute regularly holds outreach initiatives for all courses.
- There is also a **media lab** for studying the technical aspects of film creation.
- The institute offers students extra-academic activities to engage with socio-economic issues, allowing them to apply their knowledge in practical settings and gain a deeper understanding of their actions' impact on others and the environment.
- In collaboration with Rotary Club Barabanki, the **Cultural Committee** has adopted a primary

school, established a **Rotaract Club**, and organized numerous charitable events including the **Muskaan** Donation Drive and awareness campaigns (Swacchata Abhiyan).

- To promote fair play and equity, co-curricular activities, including theatre, street plays, and painting constests, are frequently coordinated.

- An annual preventive health check-up camp called '**Sanrakshan**," in association with the Rotary Club of Barabanki is organized.
- The Institute gives its pupils the information and abilities needed to handle today's environmental challenges.
- The Rotaract Club had taken many **eco-friendly initiatives**, like a **Tree Plantation Drive**, to promote sustainable practises in collaboration with the institute. To reduce the environmental impact of carbon emissions.
- Transport facilities could be made accessible on demand.
- Interactive workshops like **Spiritual learning** with the Brahma Kumari, Mention on the University Workshops on positive thinking, motivational lectures, **Josh Talk**, LMA shaping young minds programs, and seminars on career-oriented motivational sessions are frequently organised. Students got appropriate **Career Guidance** by their mentors and counsellors.
- **The President** Ms. Vidhi Aggrawal, **The Manager** Ms. Abhilashsa Shukla, and **The Principal Dr. Seema Wali**, had put in a lot of effort and by their Instructions regarding rules and regulations are made the Institute a **Gender egalitarian** place.
- The Institute conducts awareness programs on workplace harassment and ragging prevention to ensure a harassment-free environment.
- The Institute ensures that its graduates are not just competent professionals but also moral leaders who can positively impact society.
- The institute encourages students to use alternative transportation methods like buses, carpools, walking, and biking, and promotes the use of longer-lasting, reusable products.

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: 10.12

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

Response: 153

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: 57.33

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
631	635	395	454	373

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	880	880	880	820

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: 22.25

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
333	319	188	212	178

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
333	319	188	212	178

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: 24.39

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:

The institution endeavors to incorporate **Experiential, Participatory, and Problem-Solving approaches** by developing innovative teaching and learning methodologies that provide a deep learning experience for diverse students in the digital age. The college faculty follows Student-centric methods of teaching for focusing on providing students with an active and engaging learning experience. These methods prioritize the student's needs, interests, and abilities, allowing them to take ownership of their learning process. Although with hands-on activities, experiments, and projects allow students to actively engage with the material they are learning. It encourages students to take risks and learn from their mistakes, enabling them to retain information better. A student-centric methodology that emphasizes collaboration and interaction. The common lecture method is supported by group work, discussions, and debates, allowing students to learn from their peers and develop their communication and teamwork skills. with the gain knowledge by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The faculty encourages students to engage in live projects, internships, and in-house training while providing guidance. Additionally, competitions are organized to foster a competitive spirit, stimulate the generation of new and innovative ideas, and promote the pursuit of excellence.

Lectures are delivered using integrated learning technologies, such as computers and projectors, to present information through PowerPoint presentations.

To facilitate the effective delivery of presentations, the UG-level program sessions are equipped with desktop computers, sound systems, and Wi-Fi connections. Additionally, USB slots are provided to ensure seamless connectivity. The completion of a group or individual projects and assignments fosters a sense of collaboration and interactivity among students. Each student is assigned a faculty mentor who provides assistance and support. Group discussion serves as a pedagogical tool that enhances students' abilities in creative thinking and analytical reasoning. Engaging students in discussions allows for the cultivation of an environment that fosters the development of their articulation skills. Students acquire the skill of analyzing information critically and forming independent conclusions. By assuming the role of a character, students can gain insight into their perspective through role play. Focused on discussions as a primary method of learning, often facilitated by a teacher. The utilization of technology and synchronized content in Micro Presentations helps students improve their presentation skills and creates a powerful visual impact. The students learn organizing and presentation skills.

It is an approach where student organizers and learners are positioned as recipients and learners. Quizzes evaluate the efficacy of teaching and assess student's comprehension of the concepts. As students get some realistic problems and solve it by Trying multiple solutions until finding one that works. As studies facilitate the connection of theoretical concepts with practical situations, allowing students to address open-ended questions and enhance their critical thinking skills. Innovative components within the modular assessing panel, such as, quizzes, poster presentations, games, simulation exercises, and demonstrations, facilitate participatory learning among students.

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: 91.51

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
67	67	55	38	32

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: 22.78

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
15	13	13	7	6

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute consistently improves exam formats, maintains academic rigor, and provides regular student access to evaluation information, using a transparent protocol for both internal and external assessments.

- The institution's **"Academic Calendar"** informs students about the **Testing and Evaluation Master Plan.**
- The Academic Council and **COE** have approved the improvements, adhering to regulatory bodies like **UGC** and **LU.**

For assessing a student's internal performance, the following standards are used:

- The institute conducts an induction program for students, outlining its grading policy, attendance requirements, and internal assessment process.
- The continuous evaluation approach educates students on their academic standing and internal grades, fostering a competitive mindset among them.
- Students are mandatorily provided with the course outline, question paper Performa, and marks distribution during semester.
- Assignments, PPT, viva or internal exams are the basis of the evaluation.
- The institute uses a ratio of **80:20** for **UG courses, 75:25** for **NEP courses**, and **70:30** for **PG** programs to adhere to university regulations.

Table- Distribution of Internal examination programme marks in UG and PG courses

S.No.	CATEGORIES	UG COURSES (NON N.E.P.)	UG COURSES (N.E.P.)	PG COURSES

				(NON N.E.P.)
1	PROJECT/ASSIGNMENT	10	10	15
2	PRESENTATION	05	10	10
3	ATTENDANCE	05	05	05
TOTAL		20	25	30

The faculty is provided ample space for continuous assessment, and external examinations are conducted in accordance with the University's prescribed scheme.

The UGC (Grievance Redressal) Regulations 2012 establish a Grievances Redressal Cell to handle student and employee complaints, allowing registration through Complaint Drop Box or ICC Policy.

Mechanism to deal with examination related grievances is:

The institute employs a transparent and efficient process for resolving evaluation grievances, with the Examination Cell handling issues and implementing a set protocol.

The following steps are initiated by the Examination Cell to ensure smooth and robust implementation of internal examinations.

- Department Heads/Mentors oversee the efficient implementation of evaluation systems and procedures, holding regular meetings with faculty members as needed.
- Students with grievances regarding university exams are advised to contact the Examination Cell, who will educate them on the necessary protocol to follow.
- Issues of revaluation/retrieving photocopy of the answer script are also taken into consideration.
- A follow-up is done by the cell once the grievance is submitted in the University.
- Timely updates are given to the students until the issue is resolved at the earliest.

Students with issues with university exams are advised to contact the Examination Cell for guidance on the appropriate protocol to follow.

The Examination Cell handles internal exam issues, with faculty members and department heads handling minor grievances. Major issues are brought to the Cell for resolution, following University of Lucknow norms and keeping parents informed.

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:

This has adopted an **Outcome-Based Education System (OBE)** for all programs. The educational process instills students with the competencies and orientations necessary for success.

- As a constituent institute of the University of Lucknow, the Institute follows the **University's authorized curriculum** of University of Lucknow.
- The **Program outcomes (POs)** and **Program-specific outcomes (PSOs)** form the basis of the **Course Outcome**. Every Program has established relevant objectives that define a particular course.

- The objectives and accomplishments visually represent the student's performance. The documentation also lists the **Student's Accomplishments** and various jobs they have gotten since graduating from different Programs.
- Program, Program-specific, and course outcomes are evaluated and enhanced during each **Departmental Meeting** before the syllabus is presented to the academic council.
- Subject area experts are invited to participate in the **Academic Council** sessions and offer suggestions on the outcomes of each course. These ideas are considered to ensure that the syllabus and its outcomes are complete and correct and that any necessary changes are implemented.
- The **IQAC,HODs, and Academic Council** assist the **Principal** for enhancement in preparing the institute **POs** and **Cos.**

Program outcomes and course outcomes are evaluated and enhanced in the presence of members of **IQAC, Academic Council**, **HoDs**, **and** the **Principal.**

 The curriculum and the POs and COs are published on the institute's **website**. Results are readily accessible to all, including prospective students and employers. This transparency can attract students suitable for the Program and help companies recognize the abilities and knowledge that Program graduates possess.

- The IQAC, in coordination with all departments, conveys the Program Outcomes and Course Outcomes to the respective Heads of Departments, faculty, and students.
- The Program Outcomes, Program Specific Outcomes, and Course Outcomes are prominently showcased on both the institute's website and on notice boards.
- The University of Lucknow's program syllabi explicitly outline the Program Outcomes and Course Outcomes .
- Students learn about the Program Outcomes (POs) and Course Outcomes during the Orientation Program.
- The institute clarifies program objectives in the Orientation Program for first-year undergraduate and postgraduate students, establishing specific outcomes for each course, and highlighting program-specific objectives through career opportunities.

The Extra curriculum, POs& COs, and Syllabus of each Program are clarified in the orientation session

- The curriculum, which covers POs, PSOs, and COs, has been made available in **electronic form** as well as in **hard copy** to every member and student.
- The mission and goals of the institute are available on the institute's website, in the prospectus, and the Annual report.

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:

Procedure for evaluating POs and PSOs

The program evaluates students' abilities and knowledge through direct and indirect methods. Direct assessments relate course results to university exams, internal tests, and homework assignments. The Program Assessment Committee determines the PO achievement level. Students also complete assignments after modules.

Every semester, ONE internal examinations are held for the following objectives:

To verify that students have attained the appropriate degree of competency at the module level.

To assess whether or not appropriate COs are attained. Mapping is done with the relevant COs following the student's performance in responding to each question to determine the subject's specific CO's achievement level.

An essential assessment method to determine the following crucial factors is the alumni survey:

The curriculum aligns with industry-required abilities, with objective attainment assessed through employer surveys and student exit surveys, evaluating graduates' knowledge, skills, attitudes, and impact on future strategy framing.

2.6.2 Attainment of CO, PO & PSO

The University of Lucknow provides course outcomes, which are determined using Bloom's Taxonomy action verbs for varying learning levels, in the initial year of study.A committee of senior faculty members regularly reviews course outcomes and their correlation with program outcomes, ensuring they align with societal and professional expectations.

Course attainment is determined by student performance, feedback, and course outcome, assessed through student exit surveys, parents', employers', and alumni surveys.

Attainment of Course Outcomes

The department uses various methods to assess course objectives in the Outcome Based Education program, including indirect and direct techniques. Direct techniques involve tests, assignments, exams, seminars, lab assignments, and mini-projects.

TABLE 1 : DIRECT ASSESSMENT TOOL USED FOR CO ATTAINMENT

S.No.	DIRECT ASSESSMENT METHOD	METHOD OF ASSESSMENT	FREQUENCY DESCRIPTION
1	Internal Assessment Test	Twice in a Semester	Internal Assessment grades are based on two examinations at the end of each semester, assessing the achievement of course objectives and outcomes, with the average being used.
2	Lab Assignments/experiments	Once in a week	Lab Assignment/Experiment is a tool for evaluating students' practical knowledge and problem-solving skills, requiring a minimum of ten experiments per lab course.
3	End Semester Examination	Once a Semester	A lab assignment or experiment is a qualitative performance assessment tool used to evaluate students' problem-solving abilities and practical knowledge, with a minimum of ten experiments required for each course.
4	Practical Semester Examination	Once a Semester	A lab assignment or experiment is a qualitative performance assessment tool used to evaluate students' problem-solving abilities

			and practical knowledge, with a minimum of ten experiments required for each course.
5	Class / Assignment Test	Twice a Semester	It is a measure that is used to regularly evaluate a student's comprehension ability.
6	Presentations	As per the requirement	Presentation is a metric used to assess a student's knowledge, communication, and presentation abilities in seminars, which either cover core course themes or current topics.

TABLE 2: INDIRECT ASSESSMENT TOOL USED FOR CO ATTAINMENT

S.No.	Indirect Assessment Method	Assessment frequency	Method Description
1	Course Exit Survey	End of Semester	After students have completed the course, gather a range of data regarding the learning objectives.

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: 81.96

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
312	284	279	175	190

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
395	384	313	213	208

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: 3.9

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: 0

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
00	00	00	00	00

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:

The institute has implemented innovative teaching methods and practices to foster an innovation ecosystem and facilitate knowledge creation and transfer over the past five years.

- Science department faculties use laboratories and set up interesting experiments to illustrate the lectures.
- Computer science faculties utilize **ICT**-based teaching techniques such as **PPT** presentations and **OHP** for their teaching methods.
- Students have been assigned some innovative projects and assignments that help them prepare for the topics comprehensively.
- Regular tests, group discussions, etc. help with better teaching and learning.
- **Visit** the CSIR institute and nearby sanctuaries by the Science department and BJMC department.
- Besides this, special guest lectures by renowned experts from different fields help make the

process of teaching and learning more innovative.

- The library is undergoing full digitalization, focusing on cataloguing and book issuing, as it is fully committed to this process.
- **Faculty Training Programmes** are organized by the institutions to empower and enable the use of various tools and technology for improved teaching and learning methods.

- The Institute is known for fostering knowledge trends and has numerous graduates who have contributed to the development of various departments and institutes nationwide.
- The Institute has made recent decisions to support faculty, students, and society in conducting innovative research to enhance entrepreneurial skills and create innovative startups.
- These facilities are now built to serve researchers, business owners, and startups by giving them access to labs for material testing, web design, computer coding, high-throughput computing, etc.
- The Institution also holds frequent training sessions and workshops to promote and develop entrepreneurial skills.
- Through frequent training and awareness initiatives, we also consistently support our academics and other social innovators in the process of knowledge production and transfer.

Unique Teaching Techniques adopted by Institute

- The visits to industrial units and corporate houses have been conducted on regular basis which gives real time experience to student.
- We include case studies according to the topic in order to make courses easy to understand and learn.
- Students are engaged in the subjects by being asked to role-play successful leaders and managers in various situations, fostering curiosity and interest.
- We give team assignment to students to know the power of team work.

We can divide our Teaching Techniques in Three major parts

1. **Basic Methods: -** we deliver lectures by the expert to clear concepts of students which help them to understand the topics.
2. **Advance Methods: -** we provide to students various type of facilities like
    1. Computer lab
    2. Video lab
    3. Audio lab
    4. Smart class
    5. PPT
    6. E-Library
    7. OHP
    8. Guest lectures
    9. Workshops
3. **Reality Touch Methods: -**

1. Regularly we made visit to industries and corporate bodies.
2. We include case studies according to the topic in order to make courses easy to understand.
3. Students are engaged in the subjects by being asked to role-play successful leaders and managers in various situations, fostering curiosity and interest.

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: 28

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
4	4	10	4	6

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.2

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
09	03	02	05	05

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: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	01	01	02	02

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:

Extension programs enlighten students about contemporary social concerns, improving and empowering all facets of society, particularly the underprivileged and the differently abled.

- Engage faculty and students in social responsibility, community building, and nation development.
- For social transformation in education, women's emancipation, and an inclusive society.
- The **Cultural Committee** adopted a primary school with **the Rotary Club** Barabanki, founded a **Rotaract Club**, and planned multiple charitable events, including **the Muskaan Donation Drive** and **awareness initiatives (Swacchata Abhiyan)**.
- **Community Outreach Programs**

Students participate in philanthropic activities, including the joy of giving, social awareness campaigns, and distribution of clothes in slum areas and entertain them with various activities visits to NGOs promoting major community involvement.

- The Rotaract Club has implemented numerous eco-friendly, sustainable activities, including tree planting drives etc.

- The **Lucknow Management Association's molding young minds programs**, **Josh Talks**, workshops on **positive thinking**, **motivational lectures**, **career-oriented motivating sessions** and **interactive workshops** like **spiritual learning with the Bramha Kumari** are among the engaging events consistently conducted.

- Co-curricular activities, including theatre, street dramas, and painting/photo exhibitions, are routinely held to raise public awareness.

- The Institute commemorates notable occasions like International Yoga Day, Human Rights Day, International Women's Day, and other significant occasions.

- Numerous conferences, webinars, occasions like National Cancer Awareness Day, Health camps collaborating with Sahara Hospital, health classes and clinics, Hygiene workshops, and endeavors for women's empowerment are frequently held.

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:

The institute takes tremendous pride in actively engaging in extension activities. It is a source of great honor to have received recognition and awards from both governmental and officially acknowledged bodies, commending its endeavors to strengthen connections with the community and contribute to meaningful real-world projects. The institute is unwavering in its commitment to addressing urgent global challenges and eagerly anticipates broadening its impact by extending its outreach through workshops, events, and forging partnerships with local organizations. The institute has been actively engaged in philanthropic activities for the last five years, with the staff and students committing time and resources to help those in need. The institute is proud to receive several awards for its contributions to society, which inspires me to make a positive impact. Together, we can create a better world for all.

The details of awards and recognition received are listed below:

- Recognition for Standing against the challenges in the life And being Role Model in the community by **MU**.(2023)
- Felicitated for Valuable contribution in the field of Health Industry by **Khushi Foundation**.(2023)
- Recognized for Outstanding contribution in the field of Entrepreneurship by **UP Artist Association**.(2022)
- Felicitated in Tulsi Jayanti –Awadhi Diwas And Samman Samaroh by **Awadhi Vikas Sansthan**.(2022).
- Felicitated in 29th Kalakaar Milan Samaroh /Vishwa Hindi Rangmanch Diwas by **UP Artist Association** in (2022).
- Felicitated by **UP Artist Association** in(2021)
- Appointed as the **Y.I. Chair CLIMATE CHANGE** for (2021)
- **UPAA Award** (2020) for Epitomic Contribution to the Field of Education
- **Women's Achievers Awards** (2020) for Epitomic Contribution to the Field of Education on International Women's Day
- **Excellence in Education Award** by **the Governor of U.P** in (2019).

- The 'Mission Road Safety' project by the Rotaract Club of Techno was honored with a special **recognition award at the ROAR RSAMDIO Awards**.

Awards received by Students for their accomplishments are as follows:-

- Won gold medals in **sports** like cricket, football, volleyball, or basketball, excelled in cultural events and competitions like Taekwondo, long jump or archery at the district level.
- Received Bronze Medal for achieving the highest views on their **news** content
- Recognized as an esteemed Indian fantasy author and mentioned in the India Book of Records for exceptional writing skills in the Feature Writing Competition.
- Has shown remarkable talent and achievement in various artistic fields and has been recognized and celebrated in the India Book of Records.

- Their paintings have impressed many in YI's painting competitions and art competitions and some are the youngest tattoo artist in India listed in the Book of Records.

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: 90

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
10	21	16	23	20

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: 1

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 true identity of an institute is determined by the caliber of education provided and precisely how effectively it serves the pupils that attend. For running academic and administrative activities with the highest level of logistical and functional output, the Institute's visionary policymakers have created an excellent infrastructure and a comprehensive system of policies and procedures.

In today's contemporary education, **information technology (IT)** facilities play a crucial role. The Institute has **Wi-Fi, computers with enhanced software, printing facilities, Ed-Tech upgraded classrooms, a media lab, online learning management systems, an online (N-LIST, National Library and Information Services, Infrastructure for Scholarly Content)** and **offline library**, and other ICT-based resources.

The **Maintenance unit** constantly assesses potential improvement areas and projects for building and remodeling, ensuring the institute's physical facilities are secure, easily accessible, and in accordance with all applicable rules and regulations. Institute's cleanliness and sanitary upkeep is the domain of the housekeeping crew.

The institute has the necessary facilities, including a **generator**, a **solar power system** that supplies power to the entire institute, and an **online UPS** to safeguard extremely delicate equipment from voltage variations.

The institute has set up a **meditation room** to help people unwind. The **Cell for Career Guidance and Placement** also offers counseling. A well-equipped **gym with a trainer, a dance studio, a music studio, and a sports court with hockey, football, squash, throw ball, volleyball, table tennis, cricket, badminton, basketball, carom, and chess** are accessible. Sports assist in maintaining physical fitness, fostering strong teamwork and leadership skills, and enhancing mental wellness. Sports competitions and other inter-college contests are frequently held.

A **Rotaract Club** consistently conducts an array of environmental sustainability and eco-friendly initiatives, like plantation drives, rallies, and notable days to raise environmental awareness. The Institute is plastic-free, sustainable, clean, and energy-efficient. **Transport services** are offered on demand.

Under the supervision of the **Hostel and Mess Committee**, separate **dormitories** for men and women

have been installed. An established **vigilance and surveillance system** with a **central alert notification system** is operational in both the academic building and the hostel.

Proper **fire safety** measures—a **fire extinguisher, a fire extinguisher ball, fire hydrants, sand bucket fire extinguisher, and water tanks (specifically for fire emergencies)—are** installed at regular intervals throughout the entire institute. To prepare everyone for fire situations, **simulated drills** and **regular fire safety training** are held. To be prepared for any emergency, fire safety measures undergo routine maintenance.

The IT/Marketing Cell administers and maintains the Institute's information and data resources. It ensures that the technology and information systems at the institute are up-to-date and accurate. It also ascertains that the data belonging to the institute is consistent, safe, and easily accessible to authorized people.

The Accounts and Finance Cell procures administrative and teaching department materials, manages financial transactions using **TELLY** software, and adheres to legal taxation procedures.

Efficient use of physical, academic, and support facilities enhances organizational productivity and efficiency, necessitating regular assessments and improvements by competent management.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 100

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
295.98856	113.25331	67.47986	49.38345	39.74990

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](#)

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 of an educational institute contributes to the academic infrastructure. The Institute has transformed its library into a top-notch education resource center that accommodates the faculty and students' ardent inclinations for knowledge and intellect. An excellent learning resource centre with an extensive collection of print and digital resources in terms of quality and quantity is essential in this contemporary era of internet-based information explosion and quick accessibility. The library offers total support to students all year for both their academic and professional growth.

The library offers thorough and reliable data on **management, business, commerce, mass communication, and science**. It has an extensive collection of **printed books and e-books, print and electronic periodicals, a wide selection of databases, reference books, case studies**, DVDs, CDs, and other materials. The numerous library sections also cover **general readings, internal journals, past examination papers, and recommended readings**. The Institute has access to the online library **N-LIST (National Library and Information Services, Infrastructure for Scholarly Content)**.

Utilizing the most cutting-edge library management technology, **TechLib**, the library is thoroughly **automated**. By implementing the cataloguing and module, a database of the textbooks and purchasers is produced. The circulation module handles the issue and return processes for the library. TechLib 7 enables library to serve its users more efficiently. A list of books and reminders is generated periodically in an automated manner. Acquiring serials, keeping track of issues, providing reminders for missing issues, and creating binding lists are all done digitally. **Bar code scanning** is used for the issue/return process in library. A team of competent and well-versed librarians helps students find the information they need from reading materials, internet databases, or e-resources.

A 60-seat reading room, several internet workstations, an intranet server, a fiber optic connection, and the latest ICT are all available inside the library. It has a dedicated computer lab for research with access to e-resources and e-databases.

A **book bank** program has been initiated with the goal of assisting students by providing them with

textbooks for the entire academic year in accordance with the rules and regulations.

With integrated **fire safety systems**, the library is ideally situated, well-kept, and aesthetically pleasing to facilitate learning for students. This massive library houses a wide range of reputable and well-known journals. The contents of the library are freely accessible to all students, teachers, and employees.

Name of ILMS software	:	Tech Lib 7
Nature of Automation	:	Fully
Version	:	Seventh
Year of Automation	:	2019

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:

Information Technology (IT) facilities play a critical role in modern-day colleges and universities. These facilities help students and faculty to access the information and resources they need to succeed in their academic and professional pursuits. The continuous up gradation of the technology and required infrastructure is one of the priorities of the Techno institute of the higher studies and for that the computer lab is well designed according to the need of technology and there is **50** mbps **LAN** facility employs **3- layer** switching model comprising of core, distributed and access layer switches. Online ups for power back up and **GENSETSOLER PANEL** for computer lab power back is planted overthere. As well as there is a very handsome surveillance and vigilance network is also working as 29 cameras and C.C TV is working over there.

The following is a detailed description of the it facilities available at a typical college campus, including Wi-Fi.

Wi-Fi: Wi-Fi is a vital component of a modern-day college campus. It provides students and faculty with wireless access to the internet and other online resources, such as email, learning management systems, and online libraries. The college's Wi-Fi network has a strong and reliable signal that can be accessed from all areas of the campus. The Wi-Fi network is regularly updated to ensure that it remains secure and up-to-date. The institute provides a bandwidth of 50 mbps leased line connections. and the latest version of the WI-FI facility is installed in the Institute.

Computers: The institution has 125 computers with the latest software, available in various public areas, and regularly updates them to ensure reliability and efficiency.

Software: The institution provides students and faculty with access to a range of software tools, including office productivity tools, specialized software for academic subjects, and multimedia tools. The college regularly updates this software to ensure that it is up-to-date and that it meets the evolving needs of students and faculty.

Printing Facilities: Printing facilities are another critical component of a college's IT facilities. This facility is widely available and easily accessible to students and faculty. Colleges also have a system in place to manage the cost of printing, such as print quotas or cost recovery systems.

IT Help Desk: The IT help desk is staffed by knowledgeable and friendly technicians who are able to assist with a wide range of issues, from software problems to hardware malfunctions.

Virtual Classrooms: Virtual classrooms are allowing students to participate in classes and lectures from remote locations. These classrooms provide a facility to students and faculty to continue Teaching-Learning process,

Online Learning Management Systems: Online learning management systems in colleges manage course content, facilitate communication, and offer features like discussion forums, file sharing, and virtual classrooms for effective learning.

Cloud Computing: The institution takes advantage of this technology to provide students and faculty with access to data and applications from the institutions devices.

Mobile Devices: Colleges support these devices by providing robust Wi-Fi coverage, mobile apps, and other resources that make it easier to use these devices on campus for enhancement in Teaching – Learning Process.

4.3.2

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

Response: 14.97

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

Response: 101

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](#)

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: 96.34

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
293.76	97.34	67.08	47.25	39.72

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](#)

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: 24.23

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
376	289	232	228	214

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[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: 3.24

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
20	38	50	44	27

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

5.1.4

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

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

Response: A. All of the above

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

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: 13.47

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
17	38	46	42	24

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
312	284	279	175	190

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

5.2.2

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

Response: 0.75

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
08	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](#)

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: 0

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
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	[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: 29.2

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
19	38	9	42	38

File Description	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:

An educational institute's genuine identity is observed in the caliber of its graduates, who carry their alma mater's legacy with them wherever they go. The prestige of an institute is based on the standard of its graduates, who promote the institute's name wherever they work.

The Techno **Alumni welfare society (TAN)** has always prioritized strengthening connections with alumni. The primary objective of the committee is to enhance interactions between the institute, alumni, and existing students. **The committee is dedicated to fostering a connection for mutual well-being and progress.** The Committee annually hosts its **get-togethers** and **alumni meetings**. In such a manner, so that the institute may enhance communication with the alumni and maintain regular contact with them.

Reunions, alumni websites, local activities, gatherings at professional conferences, and **alumni travel programs** keep the alumni in touch. The committee establishes a link between the institute and the alumni by updating existing students about the accomplishments of the alumni. The alumni of the Institute work predominantly in the fields of banking, media, business, MNCs and other public services.

The institute is working on getting registered under the **Societies Registration Act of 1860**.

Following are some ways in which the alumni association assists in the institute's development:

- Occasionally, alumni serve as **brand ambassadors** during **placements** and encourage current students by having their seniors in the company.
- Alumni let students know about any further **job postings**.
- **Organizing** lectures, guest lectures, and alumni forums
- Empower current students with **career counseling**.
- Alumni provide invaluable **feedback**, which is beneficial in designing the curriculum.
- Alumni provide the institute with invaluable books and other **resources**.
- Qualified alumni become members of the **admission board**.
- Chosen alumni are members of **IQAC**. Their contributions are crucial in fostering advancements and quality improvements.
- Alumni participate in **conferences** and **seminars** as speakers, participants, and sponsors.
- As **visiting faculty**, alumni engage with the institute.
- The **mentor-mentee program** serves as a conduit for communication between alumni and existing students.
- As facilitators and activity supporters, alumni participate in student-driven clubs and committees.

The association aims to create a platform for alumni-student interactions with the dual purpose of maintaining alumni ties to their old institute and helping current students acquire **peer mentoring**. A **portal** created exclusively for alumni has been launched to inform them of the institute's progress.

To enhance student recruitment and employment networking, associations act as an interface for alumni support. This kind of connection boosts the self-confidence of the current pupil. The institute appreciates its graduates since they serve as brand ambassadors and uphold its reputation.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute was established in 2010 thanks to the Honorable chairman, Mr. R.K. Agrawal. The UGC, MHRD and the State of Uttar Pradesh oversee its operations as a unit of the University of Lucknow. The institute is managed by a Board of Trustees (society), which is recognized under the Society Registration Act of 1860.

The institution's governing council ensures its vision is upheld, while management fosters a participative work culture, encouraging all parties to support the institution's expansion. The institution's policies prioritize employee freedom and accountabilities, focusing on collaborative administration and representation of stakeholders. HoDs and faculty members are included in committees, while student council members ensure representation in various bodies.

VISION-

"To be an Empirical institution for global learning through teaching, research, training and consultancy."

MISSION-

- To establish a professional institute integrating management education with industry orientation for a positive environment.
- To promote multidisciplinary research and explore new knowledge frontiers.
- To adopt global best practices for teaching and innovation in all programs.
- To promote global knowledge linkages for knowledge generation, dissemination, and application.
- To create a nurturing, spiritual learning environment.

DECENTRALIZED FRAMEWORK

- Techno group's effective leadership involves decentralization, participative management, committee-based governance, and review meetings.
- Techno group's Participative Management fosters shared leadership, quality, and decentralization.
- Top management grants the principal and Academic Advisory Committee flexibility to lead college academic activities.
- College and IQAC work on quality improvement through committees with assigned responsibilities.

LEADERSHIP THROUGH PARTICIPATIVE MANAGEMENT

- To handle administrative and academic activities, the institute has created a decentralized decision-making architecture that involves professors, staff, and students. To improve quality and excellence in both the academic and administrative spheres, HODs must approve leave requests, and participative management encourages team leadership.
- The principal and board of studies manage the institute's academic programs independently, regularly discussing actions for achieving objectives.
- The Board of Studies reviews academic matters, approves new programs, and develops courses in compliance with UGC standards.
- The institute organizes quality enhancement meetings with IQAC, obtaining reports on committee formulation and implementation.
- While department HODs carry out their obligations, the principal oversees the institute's administrative and academic responsibilities. Committee collaboration among faculty members is supervised and tracked by IQAC.
- The institute's success relies on adapting thechanges in academic and societal environments.

Decentralized leadership in participative management empowers individuals, promotes collaboration, and encourages diverse perspectives.Educational institutions improve through vision, mission, decentralized leadership, and participative management.Participative management fosters trust, transparency, open communication, stakeholder involvement, and innovation.Participative management with a clear vision, mission, and decentralized leadership promotes inclusive institutions,adapting to changing circumstances, and delivering high-quality education.

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:

The institution's leadership, guided by decentralized principles, maintains a clear vision and accountability, promoting committee involvement in decision-making processes within a clearly defined organizational structure

   1.**MANAGER**

The constitutional head of the institute is in charge of hiring, rules and regulations, and sustaining a connection between Management and Institution.

1. **PRINCIPAL**

Is the chairperson and oversees all administrative, academic, and public operations involved in the day-to-day activities of the institute.

1. **NON-TEACHING STAFF**

- **ADMINISTRATIVE OFFICE**

Has an admissions cell in charge of ensuring the fairness and efficiency of the admissions process.

- **ACCOUNTS**

The Chief Finance Officers approve funding for academic and physical infrastructure, remuneration, and financial estimates, ensuring a thorough analysis and approval process.

- **INFRASTRUCTURE/MAINTENANCE CELL**
- The individual regularly evaluates building and remodeling projects to ensure the institute's facilities are secure, accessible, and compliant with regulations.
- **IT/MARKETING CELL**

Ensures that the Institute's information and data resources and infrastructure are up-to-date, precise, consistent, safe, and simple for authorized personnel to access

1. **TEACHING STAFF**

- **HODs**

Coordinate and attend all departmental activities, ensuring that all co-curricular, extracurricular, and academic events are executed successfully.

- **FACULTIES**

Faculty contribute to academic achievement and student personality development through teaching, learning, and organizing various nature-related activities.

- **ACADEMIC COUNCIL**

The council,comprising all professors and select associate and assistant professors, evaluates course curricula's relevance and makes pedagogy recommendations before authorizing it.

- **LIBRARY COMMITTEE**

Under the librarian's guidance,the academic amenities and resources of the library are being enhanced.

- **CURRICULUM & RESEARCH CELL**

The Academic Deans render the curriculum thoughtfully created and incorporate recent developments in

various areas of study.

- **EXAMINATION CELL**

The Internal and End Semester Examinations, as well as the result announcements, are meticulously managed by the Exam Controllers.

- **IQAC**

The IQAC oversees, organizes, and maintains records of the institute's Quality Assurance and Quality Enhancement actions.

- **CAREER GUIDANCE & PLACEMENT CELL**

Students receive career guidance and counselling from counselors as needed.

- **INTERNAL COMPLAINTS COMMITTEE (ICC)**

The Sexual Harassment of Women at Workplace Act of 2013,UGC Regulations of 2015, and the Handbook on Sexual Harassment of Women at Workplace all require confidential reporting of harassment complaints, aiming to improve safety and security.

- **GRIEVANCE REDRESSAL CELL**

The complaints of the students and teachers are promptly addressed.

The Proctorial Board has full authority to uphold discipline, preserve peace and order on campus, and handle other security-related issues.

- **ANTI-RAGGING CELL**

The Prevention and Prohibition of Ragging Act (1999) and its Amendments, which are enforced by the **Anti-Ragging Cell**, make our institute ragging-free.

- **CULTURAL MANAGEMENT COMMITTEE**

Organizes the Annual activities, workshops, skill-training sessions, and other events meticulously.

- **HOSTEL & MESS COMMITTEE**

Caters to the students' dietary and housing needs

- **INTERNAL FEEDBACK COMMITTEE**

Gather student and teacher feedback on the institute, teaching environment, and processes to create an Action-taking report.

- **TECHNO ALUMNI WELFARE SOCIETY**

The Alumni Association adds alumni by building a support system for them, assisting with professional progress or changes later on.

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 Institute recognizes that its employees' health and welfare are paramount since both are solid foundations for its growth and advancement.

The institute offers:

- Opportunities for **professional growth** alongside efficient welfare programs for the faculty and non-teaching personnel.
- Offer employees coverage for their finances and health.
- **Regular training, workshops, and seminars** to ensure professional development.
- Faculties are urged to achieve **academic achievement**, while non-teaching staff are recommended to improve their **administrative capabilities**.

EFFECTIVE WELFARE INITIATIVES

- The Institute's leadership values the **well-being** of their employees. It allows them to pursue higher education, undergo training programs, and attend national and international seminars, symposia, conferences, and workshops.
- The Institute encourages its teachers to **pursue research programs**; some of them have been awarded **Ph. D**.
- **Medical check-ups** and **wellness programs** are conducted periodically to prioritize health and well-being.

PERFORMANCE APPRAISAL SYSTEM

- A **reward system** is developed to encourage greater efficiency from staff members, individually and collectively, to fulfill organizational objectives. The institute allows employees to reflect on their duties and responsibilities, ensuring they meet expectations and contribute to the organization's success.
- By incentivizing performance and recognizing outstanding contributions, the reward system helps to motivate employees and foster a culture of excellence.
- Regularly assess the performance of employees on all essential criteria allowing for identifying **areas of improvement** and providing opportunities for growth and development.
- A **regular faculty evaluation** is conducted each academic year.
- Assessing faculty Performance through

- Self-evaluation
- Student feedback
- Evaluation from their HoDs, peer group, and Management.

- Feedback from students provides valuable insights into different aspects of a teacher's performance:

- Proficiency in the subject matter they teach
- Their timeliness, commitment, and self-control
- Ability to communicate effectively
- Involvement in the community
- Capacity to guide and support students.
- Ability to blend academic information with extracurricular or environmental concerns, enabling a

more thorough perspective.

- Evaluating their capacity to implement matters from one course to another.
- Participation both within and outside the classroom. Faculty's availability to respond to inquiries and give additional resources outside of class time.
- Capacity to create appropriate assignments, tests, quizzes, exams, and projects that effectively gauge students' comprehension of the course material.
- The course delved on time into a broad spectrum of topics and offered in-depth coverage.

- After analyzing the results, the Management shares the findings with the relevant teachers as directed by the principal.
- The evaluation of **non-teaching** personnel is conducted **monthly**.

- Every month, the Management ensures that the staff members receive their promotions, **reviews, paychecks, and reimbursements on time**.
- To promote **workplace professionalism** and ensure that all employees have the appropriate training and knowledge, **IQAC** provides a range of in-service and **capacity-building programs** for teaching, non-teaching, and support staff.

File Description	Document
Upload 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: 0

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
00	00	00	00	00

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[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: 26.23

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
80	00	00	00	00

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
14	14	13	13	14

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[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:

Since the institute is self-funded, the primary method of resource mobilization is through fee deposits. Various other ways of generating financial revenues involve:

- Consulting and Training
- Grants for research projects
- Participation fees for conferences and seminars sponsored by the institute
- Sponsorships of numerous conferences, seminars, and activities

- Scholarships acquired indirectly through economically weaker section students

The Institute is enhancing its financial management and resource mobilization, ensuring transparency and thorough scrutiny of its revenue and expenses through regular audits.

.**Internal Audit**

The chief finance officer oversees internal control and auditing, monitoring financial transactions, verifying data, and ensuring accurate answers to audit questions, including operations verification and fast reimbursement payment.

External Audit

The statutory auditor inquires about **books of accounts** quarterly and annually to conduct an external audit. They inspect bank and cash receipts, purchase orders, bills, bank statements, and other legal papers. The books of accounts are reviewed, and then the queries are sent to the finance controller. The institute's finance department presents an explanation before generating the financial statements. The Institute's financial statements realistically declare, in conjunction with the audit report, that the books of accounts fairly reflect the Institute's operational activity and financial status for the relevant financial year.

Resources Utilization

The institute has a committee member, a library, and several affiliated committees to organize, divide, allot, and use funds. Each fiscal year's end financial audit guarantees these resources are used efficiently. The student fees are thoroughly audited and used for both faculties and staff salaries and to finance the growth of the institution.

Students now have access to more intellectual and physical resources owing to improved labs, library, IT, and sports infrastructure. Numerous lectures, workshops, national and international conferences, field tours, guest lectures, and industry visits are being conducted.

The **Chief Finance Officer** decides on the guidelines and process for buying each item. Before purchasing any item, at least three quotations from distinct vendors are compared. All purchases are made using a tender technique. Every transaction is based on vouchers. All payments, both recurring and one-time, are made via checks or other electronic methods, and all receipts are deposited in the bank. Only management-authorized people can conduct a transaction through the bank. **Tally Software** handles accounting, so authorities can monitor each transaction.

Numerous fundraising events had been executed for the institute.

The Institute's internal control and check systems are adequate, displaying the appropriate precision without any errors. The auditor notifies the appropriate head of any changes that should be made to the internal check and control processes to make them more efficient and effective. If modifications are needed, they are then implemented. A full-time treasurer oversees the upkeep and audit of the institute's annual books and balance sheet. The institute employs trained **chartered accountants** and skilled **audit staff** in a distinct internal audit department. The institute's financial statements are audited regularly by licensed independent auditors.

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:

For an Educational Institute, quality maintenance in education is a top priority. Through qualitative measures, IQAC plays a crucial role in standardizing the institute's teaching-learning process. All program curriculums are reevaluated on a regular basis in accordance with the UGC's Model Curriculum. By locating and proposing innovative uses for teaching aids and creating appropriate infrastructure, IQAC aims to raise and maintain the standard of education.

IQAC has implemented reformative measures like the establishment of "**add-on courses**" and **career counseling** to bridge the industry-academia gap. According to the XII Plan norms for the establishment and monitoring of the internal quality assurance cells (IQACs), which are in accordance with UGC norms, IQACs are operational in the institute. The institute's quality assurance (QA) and quality enhancement (QE) activities are planned, supervised, and tracked by the IQAC. To plan, direct, implement, and evaluate the teaching (curricular and non-curricular) and publication activities in the institute, the IQAC has a regulatory meeting on a quarterly basis. Different strategies and procedures are used by IQAC to accomplish its goals which are: -

1. **ASSISTANCE AND GUIDANCE FOR FAST LEARNERS AND SLOW LEARNERS**

All newly admitted students are given an orientation program by the institute to familiarize them with course structure, programs' various courses, examination scheme, and employment opportunities. The college has implemented a policy to distinguish between advanced/fast learners and slow learners as of the 2022–2023 academic years by-

- Entry-level exam
- First-term performance
- Evaluation of their prior coursework and score

The person in charge of the class or the mentor will analyze and assess the data to classify students as fast or slow learners and then administer appropriate guidance based on their circumstances.

The institution envisioned and carried out particular programs for slow learners, like mentor-assisted counseling, guest lectures, remedial classes, and class assessments. These activities help slow learners understand complex subjects more readily, recall answers to questions, have clarity in their understanding of experiments, cope with English language difficulties, enhance their confidence, and aid

in overall growth. The institute also provides special activities for advanced learners, including conferences and seminars, poster writing, group projects, and participatory learning, to encourage creativity and leadership. Additionally, it helps advanced students strengthen their subject knowledge, self-confidence, and scientific temperament.

1. **RESPONSE FEEDBACK SYSTEM**

IQAC created an offline and online Proforma to get feedback from students on their courses, objectives, teaching style, and accessibility of learning technologies. Over the past five years, an online feedback system has been implemented to enhance the effectiveness of student feedback, thereby improving teaching and learning quality.

Faculty members receive student feedback to improve teaching, while students post suggestions on the institute's dashboard. The data resources cell analyzes the system, built by IQAC.

The goal of IQAC is to increase administrative effectiveness among both teaching and support employees. While the registrar monitors the non-teaching personnel, the institute has a **Proctorial board** that works well to prevent ragging offences and check the antisocial element among students and teaching staff.

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: B. Any 3 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	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:

A co-educational system is practiced at the institute. Without discrimination, the institute offers each student an equal opportunity to succeed. The institute promotes equality by imbibing gender equity into its organizational culture through:

- **Grievance Redressal Cell**

The Grievance Redressal Cell of the **Internal Quality Assurance Cell (IQAC)** confidentially lodges any internal complaints, student or faculty grievances, or harassment complaints under **the Sexual Harassment of Women at Workplace** (Prevention, Prohibition, and Redressal) **Act**, **2013; the UGC** (Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) **Regulations**, **2015;** and the **Handbook on Sexual Harassment of women at workplace**, **2015**.

The cell has initiated various measures to avoid harassment and improve the safety and security of women in the institute.

- **Anti-Ragging Committee**

The **Prevention and Prohibition of Ragging Act** (**1999**) **and its amendments**, which are enforced by the Anti-Ragging Committee, are responsible for a ragging-free environment.

- **Security and Surveillance**

The well-being of female students is a prime concern. The institute has separate dorms for men and women. An established vigilance and surveillance system with **36 CCTV cameras** and a **central alert notification system** is present in the academic building and the hostel. The security personnel are on duty around the clock.

- **Events and Awareness Programs**

The institute promotes gender equality through various programs, including seminars, webinars, and events like digital financial literacy, National Cancer Awareness Day, and health camps. It also hosts women's empowerment initiatives and preventive health checkup camps.

The Institute has strived hard to become a **gender-egalitarian** place owing to the efforts of the President, the manager, and the HODs.

- **Green Practice**

The institute is committed to ecological sustainability and has started a green campus initiative to reduce pollution and personal carbon footprints. Environmental restoration efforts include the construction of **greener buildings**, **rainwater harvesting**, **Vermi composting, the creation of green spaces,** and the installation of **solar panels** as a substitute for conventional electricity.

- **Sustainability Clubs and Volunteer Programs**

The **Cultural and Management Committee** formed the **Rotaract Club,** which frequently organizes a variety of environmental sustainability and eco-friendly initiatives, including **plantation drives**, **rallies**, and **notable days** to raise environmental awareness.

'**Sanrakshan**,' a preventive health checkup camp, is organized annually by the Rotary Club of Barabanki in cooperation with recognized hospitals in the area.

- **Disabled -Accessible, Barrier-Free Environment**

At the institute, numerous measures have been implemented to increase accessibility for the Special. By building **disabled grab bars, lifts,** and **ramps** to make it simpler to enter classes, **accessible bathrooms**, **signage**, and **assistive technology**, the **Infrastructure Maintenance Cell** promotes the comfort of individuals with disabilities.

The Institute is promoting equity and equality among its students by incorporating human values and ensuring their professional competence, while also promoting environmental consciousness and responsibility.

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](#)
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: C. Any 2 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](#)

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:

The institute inclusively fosters a multicultural and pluralistic mentality by welcoming diversity with open arms and making sure all stakeholders from every background are treated **equally** in terms of

representation and treatment. Being mindful of its commitments to help its students and employees develop their overall personalities, the Institute has strived to impart constitutional ideas, duties, and responsibilities, particularly the **Fundamental Duties**. In this institution, various initiatives and facilities are activity being implemented to promote tolerance, harmony and cultural understanding among students and teachers.

The institute instills in its faculty the ideals of respect, tolerance, and peace to educate young minds with the intelligence required to comprehend the **diversity** of contemporary India. Through its governance, academic, extracurricular, and administrative activities, the institute aspires to build an **inclusive** community that traverses religious, cultural, regional, communal, language, and socio-economic borders. The institute promotes diversity, respect for pluralism, gender ratio and non-discrimination.

National celebrations

The institute enthusiastically observes national festivals to encourage respect and integrity for the nation and foster a sense of nationalism and solidarity. Federal celebrations such as **Human Rights Day**, Republic Day, and Independence Day are commemorated. Painting competitions for the **Jashn -e- Azadi** have been organized.

Teachers' Day is observed to honor the vital contributions educators bring to students' lives and to recognize the role academia plays in promoting social and national advancement.

Environmental Days are observed to sensitize people to issues like global warming and other environmental concerns. The Institute has launched Green Campaigns to assist in preserving the natural environment as part of its obligatory responsibility. Environmental initiatives, including **tree plantation drives** and **awareness campaigns**, had been planned to promote **sustainable** practices at the institute.

Cultural Celebrations and Events

The institute promotes secularism by integrating diverse students, celebrating festivals, showcasing cultures, and facilitating national integration through various cultural events.

Events Concerning Physical and Emotional Well-Being

The Institute hosts special lectures, seminars, and workshops on physical, mental, and spiritual well-being, engaging young people in self-discovery and awareness through meetings with spiritual leaders.

Community Outreach Programmes

Social outreach initiatives are conceived and implemented at the institute. To encourage significant community involvement, students participate in philanthropic activities involving the pleasure of **giving**, **social awareness programmes** in adjacent villages, and visits to **NGOs**.

Safe, inclusive environment for Women

The institute understands how crucial it is to raise young women into responsible adults. It is statutorily mandated to have a **Grievance Committee** and an **Anti-Ragging Committee a**n order to educate students and teachers about gender issues and to **empower women**. These channels settle complaints (if

any) and vehemently condemn any unlawful and unethical behavior.

The institute has **special accessible infrastructure** to involve people with impairments (divyangjan).

By practicing extant laws and regulations like the **Reservation Policy**, the **National Policy for Persons with Disabilities**, and the **National Policy for the Empowerment of Women**, the Institute works to foster in its students a true attitude of open-mindedness and concord. The Institute is creating an organization that is extremely diverse, multicultural, multiregional, and multilingual.

7.2 Best Practices

7.2.1

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

Response:

BEST PRFACTICE 1: GREEN PRACTICE

2. OBJECTIVES OF THE PRACTICE

The institute aims to address environmental concerns by equipping students with knowledge and skills, developing resilient solutions for society's environmental, social, and economic needs, enriching society's environmental heritage, and cultivating novel norms.

To safeguard the ecosystem that encompasses the institute, the environment needs to be preserved.

- Minimize pollution and human carbon footprints.
- Solar panels are deployed to reduce reliance on non-renewable energy sources.
- Create an authentic waste-management system.
- To reduce redundant paper usage.
- A regular "green audit" is undertaken to maintain a green campus.

3. THE CONTEXT

The Institute is launching a green campus program to educate young people about the importance of conserving the environment and promoting sustainable lifestyles.

4. THE PRACTICE

1. The campus is implementing a greening project, focusing on energy efficiency, waste management, and recycling, using time-bound methodologies and prioritizing sustainable practices like energy, waste recycling, and water harvesting.
2. Alternative energy sources and measures for minimizing energy consumption

- Adopting LEDs or CFLs in place of conventional bulbs
- Opting for LCD computer displays is a prudent choice.
- Leveraging cross-ventilation and natural skylight mitigates energy consumption.
- The institute is utilizing green, renewable solar energy

E-learning and digital library: Using E- resources to read are strongly advised. Instead of employing paper to communicate, email is now frequently adopted.

1. Monitoring and regulation of diverse biodegradable and non-biodegradable waste

General, food, synthetic, and technological waste are distinct categories, with some naturally degradable like paper and food scraps, while others, like plastics and metals, are non-biodegradable.

Efficient waste disposal involves source segregation, control techniques like landfills, composting, recycling, incineration, color-coded bins, discouraged chemical usage, and prohibited radioactive substance use in laboratories.

Campus Bio-waste is managed through waste segregation and solid waste recycling, thereby contributing to the production of organic fertilizers.

1. **Environmental Conservation of Water**

The Institute developed a bore well system to ensure adequate water availability, addressing concerns about the potential loss of life on Earth if not conserved..

Rainwater harvesting is a sustainable method for retaining water, aiding in the replenishment of groundwater needed in hostels and gardens.

1. **Green Campus Initiatives through Sustainability Clubs and Volunteer Programmes**

- The Cultural Management Committee of TIHS has partnered with **ROTARY CLUB** Barabanki and adopt a primary school.
- To advocate for ecological consciousness, the Rotaract Club consistently organizes a variety of environmentally sound and eco-friendly ventures, encompassing plantation drives, rallies, Swachata Abhiyan program, and notable days.
- Co-curricular activities, including street plays, art exhibitions, and theatre performances, are frequently organized to increase public awareness.
- Transportation facilities are made available on demand to mitigate the harmful environmental impacts of carbon emissions.
- Furthermore, a solar power system has been installed to deter the use of conventional energy sources.
- Landscaping has been accomplished using trees and plants (including ornamental, medicinal, and fruit trees).

The Institute fervently endorses the "7 R's" of sustainability: *REDUCE, REUSE, RECYCLE, RETHINK, REPAIR, REGIFT, RECOVER.*

BEST PRACTICE 2- MEDITATION: CALM IN THE CHAOS

2. OBJECTIVES OF THE PRACTICE

Stress in modern institutions is causing lower output, higher absenteeism, and decreased morale. Meditation, a practice dating back thousands of years, is a potent tool for improving mental and emotional health. It focuses on introspection and personal development, and with consistent effort, its benefits become apparent.

By quieting the mind and focusing on the present moment, meditation can help lower stress hormones and promote a sense of calm.

- To train our minds and our attention to stay present and focused.
- Learning and observing thoughts and feelings without judgment can enhance self-awareness, leading to a better understanding of motivations and emotional triggers.
- To develop a more balanced emotional response to situations, reducing reactivity and fostering emotional well-being.
- To promote relaxation and prepare the mind and body for restful sleep.
- Meditation will create space for new ideas and solutions to problems to emerge.

THE CONTEXT

Meditation is a cost-effective, universally accessible tool that can help institutions address stress, anxiety, focus,emotional intelligence,employee retention and morale,fostering a positive, productive, and successful environment.

THE PRACTICE

Meditation helps maintain focus, acknowledge distractions, and avoid judgment, starting with short sessions of 5-10 minutes daily, promoting consistency and regular practice.

- Appointed a staff member or outsource a meditation instructor to lead group sessions..

- Underutilized spaces in the institution used for meditation, like libraries, gardens, or empty classrooms during breaks.
- Start meetings or classes with a short mindfulness practice, like a few minutes of focused breathing or a body scan meditation.
- Distribution of flyers, posters, or online content about the benefits of meditation and how to get started.
- Some staff or students have positive experiences with meditation, and they encourage them to share their stories to inspire others.
- The institution can tailor meditation practices to meet its specific needs, such as stress management techniques for workplaces or focus-enhancing meditations for students.
- The Meditation Room provides a quiet, distraction-free environment for practice, allowing for even a few moments of quietness during a busy day.

MINDFULNESS MEDITATION

- By observing thoughts and feelings without judging ourselves raising of present moment awareness.

MANTRA MEDITATION

- For achieving the state of quiet mind and focused vision repeat a Mantra in their mind.

MOVEMENT MEDITATION

Walking meditation combine movement with mindfulness, keeping the body engaged while focusing on the present moment.

- **YOGA**: Institutions practice yoga for emotional integration, spiritual elevation, and meditation, promoting relaxation for students and faculty.
- **WALKING:** Walking provides students and faculty with a profound meditation setting, allowing them to enjoy being alive and be present in their bodies and present moment.
- **Dancing:** This sacred dance practice is a form of meditation that utilizes rhythm, attentiveness, and intuitive state to explore and express one's soul identity.

Meditation is a journey that enhances the well-being of members in institutions by fostering a calmer, more focused, and self-aware community, leading to a more positive and productive environment.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

MEDITATION: CALM IN THE CHAOS

OBJECTIVES OF THE PRACTICE

In today's fast-paced and demanding world, a wide range of institutions—be it schools,businesses, or healthcare facilities—are increasingly confronted with the pervasive issue of stress and its significant impact on the overall well-being of individuals. Stress in these environments not only affects mental and emotional health, but it also leads to serious consequences, such as decreased productivity, a rise in absenteeism, and a noticeable decline in morale. As employees, students, or healthcare workers grapple

with their day-to-day responsibilities, the cumulative stress can hinder their ability to perform optimally and maintain a sense of balance.

In response to this growing concern, the practice of meditation has emerged as a highly effective and accessible solution. Meditation, traditionally known for its deep roots in religious and spiritual practices, has evolved into a widely recognized tool for fostering mental clarity and emotional well-being. It is the act of focusing one's attention and quieting the mind, often by centering on the breath, a sound, or a mantra. This ancient practice, once predominantly linked with Eastern philosophies, has now gained mainstream acceptance across various fields and communities as a proven method to combat stress and promote inner peace.

The benefits of meditation are manifold and can be experienced by anyone willing to invest in the practice. For those who are curious about incorporating meditation into their daily lives, it is important to understand that meditation is more than just a technique—it is a journey of self-discovery and personal growth. As individuals begin to explore meditation, they may uncover deeper aspects of their mental and emotional states, cultivating greater self-awareness and resilience.

While the transformative effects of meditation may not always be immediate, the focus lies on the practice itself. With consistent effort and dedication, the benefits of meditation gradually unfold over time. These benefits may include improved focus, reduced anxiety, enhanced emotional stability, and a heightened sense of well-being. By embracing meditation, individuals not only learn to manage stress but also develop the ability to face life's challenges with a calm and centered mindset. Ultimately, meditation offers a pathway to greater balance, inner peace, and long-term well-being in the modern world.

- By quieting the mind and focusing on the present moment, meditation can help lower stress hormones and promote a sense of calm.
- To train our minds and our attention to stay present and focused.
- To learn and to observe your thoughts and feelings without judgment. This heightened self-awareness can lead to a better understanding of yourself, your motivations, and your emotional triggers.
- To develop a more balanced emotional response to situations, reducing reactivity and fostering emotional well-being.
- To promote relaxation and prepare the mind and body for restful sleep.
- Meditation will create space for new ideas and solutions to problems to emerge.

THE CONTEXT

Meditation is a powerful tool for institutions to address various challenges, including stress, anxiety, focus, emotional intelligence, employee retention, and morale. It reduces stress hormones, promotes relaxation, enhances concentration, and fosters emotional intelligence. Meditation also helps in reducing burnout, high turnover rates, and decreased morale. It is cost-effective, easy to integrate into schedules, and universal, transcending cultural and religious backgrounds. By prioritizing well-being and emotional intelligence, institutions can create a more positive, productive, and successful environment for all members.

THE PRACTICE

Meditation involves train your attention to stay present in the moment. This can be done by focusing on your Mantra (a repeated word or phase), or even bodily sensations. it's natural for your mind to wander. when this happens, gently acknowledge the distraction and bring your focus back to your chosen anchor(breath, mantra, etc.) Don't judge yourself for getting lost in thought, simply return your attention.

- Starts with short meditation sessions, even just 5-10 minutes a day. Consistency is key. so we promote it to do in a regular mode.
- Appointed a staff member or outsource a meditation instructor to lead group sessions. These sessions done in person or virtually.
- Underutilized spaces in the institution used for meditation, like libraries, gardens, or empty classrooms during breaks.
- Start meetings or classes with a short mindfulness practice, like a few minutes of focused breathing or a body scan meditation.
- Distribution of flyers, posters, or online content about the benefits of meditation and how to get started.
- If some staff or students have had positive experiences with meditation, encourage them to share their stories to inspire others.
- Tailor the meditation practices to the specific needs of the Institution. For instance, stress Management techniques might be most relevant in workplaces, while focus-enhancing meditations could benefit students.
- In the Meditation Room, a quiet and distraction-free environment for the practice has been given in the institution, however, even a few stolen moments amidst a busy day be beneficial.

MINDFULNESS MEDITATION

- By observing thoughts and feelings without judging themselves raising of presentmoment awareness.

MANTRA MEDITATION

- For achieving the state of quiet mind and focused vision repeat a Mantra in their mind.

MOVEMENT MEDITATION

Walking meditation combines movement with mindfulness, keeping the body engaged while focusing on the present moment.

- **YOGA**: The Institute has practice for yoga. This is not just exercise and Asanas.
- **DANCING**: Dancing serves as a movement meditation, connecting individuals with their bodies, emotions, and the present moment The institute has practicedDance-based meditation to encourage mindfulness, Body awareness, and emotional release.
- **SITTING MEDITATION:** Sitting meditation is a practice that involves focusing on one's breath and body posture while calming the mind and promoting relaxation. The Institute has in practice for Sitting Meditation.

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

5. CONCLUSION

Additional Information :

Stress in modern institutions is causing lower output, higher absenteeism, and decreased morale. Meditation, a practice dating back thousands of years, is a potent tool for improving mental and emotional health. It focuses on introspection and personal development, lowering stress hormones, promoting calmness, and enhancing self-awareness. Meditation can also promote relaxation and prepare the mind for restful sleep. It can help address stress, anxiety, focus, emotional intelligence, employee retention, and morale, fostering a positive, productive, and successful environment.

Meditation can be practiced in various ways, such as mindfulness, mantra meditation, movement meditation, yoga, walking, and dancing. Institutions can tailor meditation practices to meet their specific needs, such as stress management techniques for workplaces or focus-enhancing meditations for students. The Meditation Room provides a quiet, distraction-free environment for practice.

Concluding Remarks :

The Techno Institute of Higher Studies (TIHS) is a private institution affiliated with the University of Lucknow that has been transforming its curriculum since 2010. It has introduced a Choice-Based Credit System and focuses on ICT-based teaching-learning outcomes, aiming to cater to all sections of society, particularly first-generation learners. The institute aims to empower students through quality education, fostering a culture of service and professional growth. They prioritize providing educational opportunities for those from rural areas, economically disadvantaged backgrounds, and first-generation learners, preparing them to thrive in the competitive, technology-driven job market.

The institution has strong infrastructure, participatory governance, and a well-maintained curriculum. It offers ICT-based teaching-learning courses, e-government, and a well-maintained power backup system. The campus is environmentally friendly, green, and clean. However, the institution faces weaknesses such as insufficient revenue generation, lack of diversity among students and staff, low government exam passing rates, and high maintenance costs. Opportunities include higher-quality teachers, improved ICT infrastructure, and opportunities for national linkages.

TIHS Lucknow has an innovation ecosystem, including a research and seminar committee, IQAC, and career counselling cell, which work together to enhance research, innovation, and entrepreneurial skills among faculty and students. The institute's leadership promotes an open environment, prioritizes employee health, welfare, academic achievement, administrative improvement, and research.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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* 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 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>01</td><td>00</td><td>00</td><td>00</td><td>00</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>734</td><td>226</td><td>00</td><td>214</td><td>128</td></tr></table>

Remark : DVV has considered the supporting document and made changes accordingly |
| 2.1.1 | **Enrolment percentage**

2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**
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>631</td><td>649</td><td>395</td><td>454</td><td>373</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>631</td><td>635</td><td>395</td><td>454</td><td>373</td></tr></table>

2.1.1.2. **Number of sanctioned seats 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>880</td><td>880</td><td>880</td><td>880</td><td>820</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>880</td><td>880</td><td>880</td><td>880</td><td>820</td></tr></table> |

	Remark : DVV has considered the supporting document and made changes accordingly
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)*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	23	14	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	13	7	6

Remark : DVV has considered the supporting document and made changes accordingly

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:

2022-23	2021-22	2020-21	2019-20	2018-19
09	03	04	05	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	03	02	05	05

Remark : DVV has considered the supporting document and made changes accordingly

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
10	02	01	02	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	01	01	02	02

Remark : DVV has considered the supporting document and made changes accordingly

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
295.98856	113.25331	67.47986	49.38345	39.74990

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
293.76	97.34	67.08	47.25	39.72

Remark : DVV has considered the supporting document and made changes accordingly

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.**

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has considered the supporting document and made changes accordingly

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	51	63	38	31

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	51	55	38	31