



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TEAMLEASE SKILLS UNIVERSITY

ITC BUILDING, ITI CAMPUS, TARSALI
390009

www.teamleaseuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Executive Summary

TeamLease Skills University was operational from 2014, with the approval by the Government of Gujarat under Gujarat Private Universities Act 2009. A self-financing private university sponsored by TeamLease Education Foundation promoted by TeamLease Services Limited, which is India's largest staffing solutions provider with a motto of '*Putting India to Work*'.

TeamLease Education Foundation thrives to promote vocational skills education dedicated to the inculcation of domain specific, workplace relevant and life related skills and competences for enhancing employability, work culture, enhanced productivity, economic development, social harmony and social life through offer of technology supported, industry relevant and low cost academic programs with employment at the heart of academic offerings with deployment of inclusive, distributed and low cost delivery methodology.

TeamLease Skills University (TLSU) is India's First Vocational Skills University, established under Public-Private-Partnership with the Government of Gujarat (Gazette Notification (Gujarat Act No. 18 of 2013) under Gujarat Private Universities (Amendment) Act, 2013 with a mission to facilitate willing individuals to acquire skills and capabilities, prepare them to get appropriate employment and ensure their competitiveness in national and international work environment. TLSU focuses on 3E's – Education (provision of theoretical background and practical exercises), Employability (Facilitating skill development), and Employment (provision of supporting hand to students in their pursuit for employment and career development).

Vision

To contribute to workforce productivity, socio-economic development and social harmony through well rounded and industry-relevant educational programmes with employment at the heart of academic offerings, technology at the heart of operations and academic mobility as the focus deploying inclusive, distributed and low-cost delivery methodology.

Mission

To enable all individuals acquire skills and capabilities, prepare them to get appropriate employment and ensure their competitiveness in National and international work environment.

OBJECTIVES

- To contribute to socioeconomic development through academic programmes, research, training and extension work
- To focus on vocational education and related academic programmes
- To offer academic programmes in which employers are at the heart of curriculum design, implementation, internship, assessment and job placement

- To inculcate domain specific skills, sector relevant job skills, generic and transferable skills
- To support placement initiatives through assessment for entry level competence and follow up measures for enhancement of employability
- To provide increased access and flexible approach
- To make available academic programmes from the campus and across Gujarat through Community Colleges established by the University as Constituent Colleges
- To deploy technology for improvement of student support services and learning experiences
- To deliver education via multiple modes - face-to-face teaching, practical, technology mediated instruction, e-learning, distance/online mode, print materials and on-the-job training as per programme requirement.
- To offer distance education based academic programmes.
- To offer modular programs - Certificate, Diploma, Associate Degree, Degree , Postgraduate and doctoral Programmes in various Disciplines as per requirement
- To set up Research Centres and carry out research work for the furtherance of the objects of the University
- To collaborate with industry, Universities and institutions in India and abroad for offering academic programmes, training, research and development
- To ensure dignity, relevance and mobility of qualification

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Pedagogy: Multi-modal, industry internship linked models of learning; Technology-based
- Faculty & Academics: Multi-faceted, industry-experienced faculty members
- Regular curriculum updation to keep in sync with changing industry requirements
- Industry Linkage: Work closely with over 500+ employers to understand their employment requirements, changing world of work and providing Lifeskills and Internship as part of curriculum and credits
- Promoters: Backed by TeamLease Services Limited (listed in 2016), India's largest staffing company with over 1,50,000 employees.

Institutional Weakness

- Understanding of Skills University vis-à-vis a Conventional University
- India's First Skills University, hence facing many teething problems.
- The basic concept of Skills University is hard to understand by all stakeholders – Parents, Students, Academicians, Policy Maker

Institutional Opportunity

- Unemployability is a bigger challenge than unemployment in India; only 15% of graduates are employable. Currently 39% of employers believe that a skills shortage is the leading reason for

vacancies in organizations. Hence there is a great opportunity for making youth employable.

Institutional Challenge

- Stakeholder understanding of a Skills University
- Awareness amongst local geographies
- Less awareness and understanding the landscape of employment in the fast changing scenario.
- The intersection of Education, Employability, and Employment
- TLSU degree provides Knowledge and Skills simultaneously, which is the need of the students and industry.
- Articulating convincing stakeholders has been a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

TeamLease Skills University follows a holistic, interdisciplinary curriculum that allows students to pursue academic interests (i) at their own pace (ii) explore diverse interests across all departments.

Courses are divided into core subjects (majors), and elective courses. Thus, our students have flexibility to experiment with their academic interests and pursue certain aspects in greater depth

The curriculum is regularly reviewed and updated. Courses are reviewed yearly and are based on feedback from faculty and students. A comprehensive programme-level review is undertaken every three years so that our teaching remains relevant to real-world needs. This includes review of course mix, specialisations, changes in student segments and market needs. Departments have their own advisory and programme review mechanisms to which external resource persons and professionals from the industry, civil society and, legal, medical and design segments are invited.

This is further enhanced through matching pedagogical innovations in teaching learning, described in the next criteria.

Teaching-learning and Evaluation

We have adopted **experiential learning methods**, with a keen focus on interdisciplinarity. The guiding philosophy of our pedagogic experimentation is a focus on metacognitive abilities or the ability of learning how to learn, both in the long duration and across divergent contexts.

Our unique framework called '**Blended mode of teaching**', facilitates learning by engaging with the online and offline environment. It encourages students to be critical thinkers and problem solvers and nudge them to learn by doing.

We have adopted a **continuous evaluation system**. We recognise that each course is different and thus requires a different system of evaluation: instructors decide on these components in advance, based on the learning objectives of each course. Each course and programme define the relevant levels of learning outcomes in

advance.

Our faculty consists of distinguished scholars with industry experience relevant to the domains they engage classes in.

Research, Innovations and Extension

The University supports faculty research through moderate teaching loads, teaching assistant support to increase available time for research, start-up grants, seed and challenge grants, international and national conference support, faculty development funds.

Infrastructure and Learning Resources

TeamLease Skills University is committed to the establishment and improvement of physical infrastructure to provide strong teaching, learning and research facilities to students and faculty for a conducive, comfortable and safe educational environment. The physical ambience, IT facilities, library resources, sports amenities and other infrastructure; together with stringent safety measures and security facilities are consistently and rigorously maintained, upgraded, to enhance the standard and to enrich the educational experience in the University. The following infrastructure, support and promote the learning experience:

- The classrooms, computer labs, seminar rooms and tutorial rooms cater to all the programmes requirements and to meet standards. All classrooms are equipped with internet, projector and audio equipment.
- We have library, computer labs with around 250 computers, reading and work areas for extended periods of time, allowing optimal utilisation of the infrastructural facilities. TeamLease Skills University Campus has a 50 MBPS internet connectivity and is fully Wi-Fi enabled, with each student given a unique user ID to make use of the facility. University provides access to an extensive set of online resources like INFLIBNET & DELNET.
- The University faculty use multiple learning management system & tools, like Google Classroom, blog, google websites, NPTEL materials.
- Other facilities like fire-alarm and fire-fighting cater to emergency and safety requirements. The entire campus is under surveillance of high-end CCTV cameras with 24X7 recording facility for safety and security purposes

Student Support and Progression

The University considers the holistic well-being of our students a priority. University carries out many initiatives to ensure our students are healthy and happy. Student Support, Engagement are aimed at engaging students on all aspects relating to their physical and mental wellbeing. Blood donation camps, health check-ups, Yoga camps, activities on traffic and road safety, health and fitness, workshops on the threats of substance abuse, self-defence for women students, talks on gender sensitivity, expert counselling for students identified with a psychological and adjustment issues are provided to ensure that students have access to tools and resources for their betterment and participate in the betterment of others.

Governance, Leadership and Management

The idea of the university was first put forth during the Vibrant Gujarat Summit in 2012. Eventually, TeamLease Services Ltd. established TeamLease Skills University in 2013 as India's first Skills University in Public-Private-Partnership with the Department of Labour and Employment, Government of Gujarat.

GUIDING PRINCIPLE

Degree holders don't necessarily cut it for India's MSMEs. They need a new type of employee—technical and teachable. Creating employable candidates is the guiding principle of the university – an attempt to bridge the huge employability gap between education and employment.

TLSU is different from traditional universities in three ways:

- 750 employers drive its governance, courses, and pedagogy
- It offers students four classrooms; On-campus, On-line, On-site, and on-the-job.
- It offers students four qualifications; Certificates, Diplomas, Advanced diplomas and Degrees
- TLSU provides a continuous learning platform for Skilling , UpSkilling and Reskilling to its learners - Students completing their Graduation, Apprentices or Working Professionals.
- TLSU engages all its stakeholders and provides a collaborative form of learning
- TLSU focusses on lifelong learning to enable lifelong employability
- TLSU creates a new source of higher education funding; Employers.

LEADERSHIP OF THE UNIVERSITY

1. Mr. Manish Sabharwal - Chairman & Co-Founder- TeamLease Services Limited & President TeamLease Skills University
2. Mr. Ashok Reddy - Managing Director & Co-Founder – TeamLease Services Ltd., Member of Governing Body - TeamLease Skills University
3. Mr. N. Ravi Vishwanath - Chief Financial Officer, TeamLease Services Limited., Member of Board of Management - TeamLease Skills University
4. Dr.Sandeep Singh Chib - Registrar, TeamLease Skills University
5. Dr. Avani Umatt - i/c Provost, TeamLease Skills University
6. Ms. Neeti Sharma - Senior Vice President, TeamLease Services Limited, Member of Governing Body, TeamLease Skills University
7. Sumit Kumar - Vice President, NETAP, TeamLease Skills University

Institutional Values and Best Practices

The University continuously encourages its members to initiate, develop, and improve original, pertinent and stimulating best practices, in education, research, student-centric activities, faculty development, and academic administration.

Institutional Values and best practices:

- Scale - We think big.

- Aggression - We are impatient, hungry and pushy
- Long View - We take the long view and do not take short cuts to achieve our goals.
- Learning and Improving - We believe that every day and every experience is a new learning opportunity.
- Align prose with poetry - Balancing planning and execution is the key to our success.
- Do well by doing good - We are both a company and a cause.

FOCUSSED ON SKILLING: Although changes have taken place in the labour market in the past, the life cycle of skills is now shorter than ever and the scale of change is unprecedented. People will therefore need new skills more often to stay employable, possibly for jobs that have not yet emerged. In decades to come, both technical and soft skills with an emphasis on transferable skills will be required to stay employable, well-rounded citizens.

FLEXIBLE LEARNING MODELS: Students can choose a combination of on campus, online on site, on the job learning models to maximize their learning at a time/pace, place, access, content, and/or delivery mode chosen by them. Flexible learning environments imply that the department adapts the use of resources such as staff, space, and time to best support personalization.

BACKED BY TEAMLEASE SERVICES LIMITED: There are many areas of collaboration between Universities and industries as well as knowledge partners which are mutually beneficial owing to the two-way delivery/sharing of expertise and knowledge.

FOCUSED APPRENTICESHIP INTEGRATED LEARNING: The idea is to bridge the skill deficit in industry by enhancing the employability quotient of the youth through apprenticeships.

- Create a workforce relevant to organization and Industry.
- Cost Effective way to create talent (vs Talent Acquisition).
- To enhance productivity by blending work-based learning with classroom learning.
- Create workforce relevant to organization and Industry.
- Real-time talent availability to cater to attrition.
- Optimize hiring Cost.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	TEAMLEASE SKILLS UNIVERSITY
Address	ITC Building, ITI Campus, Tarsali
City	Vadodara
State	Gujarat
Pin	390009
Website	www.teamleaseuniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor(in-charge)	Avani Umatt	0265-6189119	9945670708	0265-6189100	provost@teamleaseuniversity.ac.in
Registrar	Sandeep Singh	0265-6189123	7056724233	0265-6189113	registrar@teamleaseuniversity.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	22-04-2013
Status Prior to Establishment, If applicable	Other
Establishment Date	27-06-2011
Any Other, Please Specify	TeamLease Education Foundation

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	30-09-2019	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	ITC Building , ITI Campus , Tarsali	Urban	1	4645	UNDER GRADUATE		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	4				4				9			
Recruited	1	0	0	1	2	1	0	3	4	3	0	7
Yet to Recruit	3				1				2			
On Contract	0	0	0	0	0	0	0	0	0	1	0	1

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				20
Recruited	7	2	0	9
Yet to Recruit				11
On Contract	4	1	0	5

Technical Staff				
	Male	Female	Others	Total
Sanctioned				6
Recruited	3	0	0	3
Yet to Recruit				3
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	1	0	1	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1

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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	24	17	0	0	41
	Female	14	9	0	0	23
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	22-04-2013
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Commerce And Management	View Document
Hospitality And Tourism	View Document
Information Technology	View Document
Mechatronics	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	6	5	3
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 4

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
64	68	61	56	17
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	24	-	-
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
58	56	56	56	14
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	5	1	1

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
244	244	196	107	51
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	11	7	6	4
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	17	17	17	17
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution

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

2018-19	2017-18	2016-17	2015-16	2014-15
72	79	81	87	52
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
210	210	180	150	90
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 13

Total number of computers in the campus for academic purpose

Response: 262

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

2018-19	2017-18	2016-17	2015-16	2014-15
793	644	501	441	347

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Emerged from a deep realization and understanding of a huge gap that exists between industry needs and a predominantly theoretical education system prevalent in India which neglects the practical aspect of learning, training and hands-on-experience, TLSU adopts the blended mode (hybrid mode) of teaching involving a combination of face-to-face instruction, workshop/laboratory practice, web based learning, hands-on work for practical experience and on-job-training as well as facilitating 24x7 access to web based learning materials. The instructional methodology which lays stress on employability is the distinguishing feature of TLSU. The blended mode of instruction facilitates flexibility of study to the diverse age and occupational group of students. To facilitate triple focus ie 3 'E's : Education, Employability, Employment, TLSU prescribes a work load for the students that could be more intense than is followed normally by the universities.

TLSU believes in offering learner-oriented education where the student is an active participant in the teaching-learning process. Industrial visits, seminars, conferences, and project work will add to job-oriented educational initiative. TLSU is creating an active base for industry-institution collaboration. The role of visiting faculty, mainly from the industries and industrial associations, will be a vital input in the instruction.

TLSU designs its programmes keeping in view the need to inculcate- (i) Area competence (to shape its graduates as professionals) (ii) Employability skills (required for adjusting to the work place conditions) and (iii) Life skills (needed to transact activities in day-to-day life as a responsible citizen). The area competence is built through focal courses, which are a combination of domain based and allied courses. The employability skills and life skills are inculcated through generic courses and On-Job-Training (OJT) components. A significant time for on-job-training is allotted, which has a defined sequence of activities.

To address the skill gap, on-job-training (OJT) also known as internship, is an integral component of each academic programme, where students acquire workplace knowledge. OJT provides an opportunity to transfer theoretical concepts and practical based knowledge acquired during studies to the context of the workplace. Towards this aim, TLSU directs the students to suitable workplaces appropriate with their course work. The purpose is to provide the students an opportunity to observe the employees at work and to perform functions as directed and thereby facilitating learning by connecting the workplace practices to their course work. OJT helps students in becoming familiar with the workplace practices, behaviour, technology and systems. As a result of this, the students get job-relevant skills and enhanced employability.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years**Response:** 100

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

Response: 7

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

Response: 7

File Description**Document**

Details of program syllabus revision in last 5 years

[View Document](#)**1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years****Response:** 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
244	244	196	107	51

File Description**Document**

Average percentage of courses having focus on employability/ entrepreneurship

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 40.26

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

Response: 339

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

Response: 842	
File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 7	
File Description	Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

<p>1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</p> <p>Response:</p> <p>TeamLease Skills University focuses on 3 'E's as part of its curricular design methodology i.e., Education: to provide theoretical background and practical exercises; Employability: to facilitate skill development and Employment: to provide a supporting hand to students in their pursuit for employment and career development. Apart from conventional teaching methodology, the University believes and incorporates concepts and skills, by experiential learning to expose students to real life and real time workplace ethics; activity based learning, case based method of learning and presentations to build confidence; blended mode of teaching along with a student centric pedagogy for holistic development. To impart gender equality and sensitivity among the young adults, live projects and role plays are used. To inculcate the principle of equality, the University follows certain practices like uniform for students, student counselling etc.</p> <p>A significant time for on-job-training is allotted for development of students as it is not possible to provide knowledge of real workplace at the class room and secondly industry is now seeking pool of skilled workforce for the job ready employee hence there is a strong requirement of providing workplace experience to the student before he/she starts a professional career which also increases the knowledge for real workplace ethics and learning the workplace practices, behaviour, technology and systems. This also helps the student to get exposed to professional responsibility and ethics.</p>

In addition to these, various talks and events are organised to enhance the gender sensitivity, professional ethics, human values, clean environment, mock interview sessions are held to build confidence, for environment and swachta pakhwada was organised for 15 days, plantation drive is taken and students are involved in the process. Mandatory courses across all domains like personality and job skills, business ethics, as a part of Basics of Entrepreneurship etc., are offered in the curriculum to influence social, economic and administrative aspects and in turn build strong character of students prior to then stepping into the working environment.

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

Response: 0

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

File Description	Document
List of value added courses	View Document

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	68	61	56	17

1.3.4 Percentage of students undertaking field projects / internships

Response: 100

1.3.4.1 Number of students undertaking field projects or internships

Response: 64

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 27.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
26	35	15	13	0

File Description

Document

List of students (other states and countries)

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 0.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
420	420	360	300	180

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

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

Response: 14.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	41	20	26	6

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

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

Response:

Students of diverse background take admission in the academic programmes of the University, therefore, there are various issues/ differential requirements of the student population. One of the key issues observed by the University is the English language. Many students have been found to have poor English background, particularly those who have passed 10+2 examination from Hindi / Gujarati medium schools. Poor English background poses great difficulties to these students which results into their poor performance in various subjects. To address this issue, University offers English and Communications Skills in 3 levels during the graduation program. During orientation programme, students are informed about the handholding for English. Also, there are few courses which are in-built in the curriculum itself and are offered to address the differential requirements of the students.

2.2.2 Student - Full time teacher ratio

Response: 5.82

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Emerged from a deep realization and understanding of a huge gap that exists between industry needs and a predominantly theoretical education system prevalent in India which neglects the practical aspect of learning, training and hands-on-experience, TLSU adopts the blended mode (hybrid mode) of teaching

involving a combination of face-to-face instruction, workshop/laboratory practice, web based learning, hands-on work for practical experience and on-job-training as well as facilitating 24x7 access to web based learning materials. The instructional methodology which lays stress on employability is the distinguishing feature of TLSU. The blended mode of instruction facilitates flexibility of study to the diverse age and occupational group of students. To facilitate triple focus, TLSU prescribes a work load for the students that could be more intense than is followed normally by the universities.

TLSU believes in offering learner-oriented education where the student is an active participant in the teaching-learning process. Industrial visits, seminars, conferences, and project work will add to job-oriented educational initiative. TLSU is creating an active base for industry-institution collaboration. The role of visiting faculty, mainly from the industries and industrial associations, will be a vital input in the instruction.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 11

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 5.82

2.3.3.1 Number of mentors

Response: 11

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 45.88

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 62.62**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	5	4	3

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response:** 17.73**2.4.3.1 Total experience of full-time teachers**

Response: 195

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

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

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 11.76**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response: 18.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	18	22	15	20

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document

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

Response: 0

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

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

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

Response: 0

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

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

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

The evaluation process followed at the University is widely publicized to all its stakeholders (students, parents and faculty) and it is ensured that they have complete knowledge of the process at all stages. Various measures taken for this are as follows:

- a) All students are put through the orientation programme at the time of joining, where evaluation methods are explained.
- b) All subject teachers are required to explain the evaluation methodology to the students in the class of each course at the beginning of semester.
- c) Results of various examinations are made available to the students and their parents.
- d) There are Comprehensive & Continuous Evaluation (CCE) and Semester End Evaluation (SEE).
- e) In case of theory courses, the evaluation has 40% as CCE and 60% as SEE
- f) For a practical course, the evaluation has 60% as CCE and 40% as SEE
- g) Transparency is followed in CCE and SEE.
- h) After all the answer books of the end semester examination have been graded, teacher(s) teaching the course assign the letter grades. The result is moderated by a committee consisting of Provost, Dean and HOD. Approved result is published.
- i) Question papers are prepared and printed in one specially allocated room to ensure confidentiality. Computers in this room are not on the University network or internet. All question papers are then handed over to the Controller Of Examination(COE) in sealed covers one week before the examination. The office of COE takes care of all confidentiality and security during and after the conduct of examination.

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

(EMS)**B. Only student registration, Hall ticket issue & Result Processing****C. Only student registration and result processing****D. Only result processing****Response:** E. Only manual methodology

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

TeamLease Skills University has adopted an Outcomes-based Education Framework to track and improve learning outcomes achievement by students. The University's aim is that students achieve the competence level indicated by the learning outcomes from the respective programmes they undergo at the University. The University vision and common university courses drive the achievement of common University level Programme Outcomes, i.e. outcomes which are common across all programmes. While each programme has its own specific outcomes, these outcomes can be broadly classified into three categories:

1. Attaining domain knowledge and application

2. Understanding of society, community, country: These outcomes enable students to understand the context of their work and personal life and thereby play a more constructive role in their workplace and society and be sensitive to the needs of society, country and community they live in.

3. Personal development These outcomes enable the student to develop personal capabilities like communications, team-work, leadership and so on

Based on the desired Programme Outcomes, a portfolio of courses plus other learning components are designed and prescribed.

These include Programme Specific domain core courses, university wide common core courses, domain electives and university wide electives. The University has developed a framework that maps learning outcomes of the specific courses to the generic outcomes of the particular programmes. This is a dynamic and evolving framework that is updated periodically. Other learning activities also contribute to Outcomes. e.g. Projects, Internships, co-curricular and extracurricular activities.

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

Response:

All assessments, both continuous and end semester, in each of the programme and courses are geared to evaluate the extent to which students have been able to acquire the pre-decided learning outcomes and competencies. The course outcomes are linked with the graduate attributes and the programme outcomes. These attributes are adequately reflected in the programme output, i.e., job placement, global acceptance for higher studies, student performance in various competitions and feedback from stakeholders. Learning outcomes for all the academic programmes have been clearly articulated, documented and made available. The learning outcomes of each course are discussed among the faculty within the department and other university bodies such as BOS, Academic Council, etc., so that they are in-line with the programme outcomes. In order to make students aware of the learning outcomes of each course, mention of these outcomes is made mandatory in each course outline and every faculty member compulsorily mentions the learning outcomes in their lesson plans of their respective courses. All programmes are designed and delivered in a manner to develop ability to apply knowledge besides learning the concepts and theory.

2.6.3 Average pass percentage of Students

Response: 79.49

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

Response: 31

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

Response: 39

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: Yes

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

Response: 0

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

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

File Description

Document

List of teachers receiving grant and details of grant received

[View Document](#)

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

Response: 0

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

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

File Description

Document

List of teachers and their international fellowship details

[View Document](#)

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

Response: 0

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

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

File Description	Document
List of research fellows and their fellowship details	View Document

3.1.5 University has the following facilities

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

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Two of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document

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

Response: 0

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

File Description	Document
List of departments and award details	View Document

3.2 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of project and grant details	View Document

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

Response: 0

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

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

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

Response: 0

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

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

Response: 11

3.3 Innovation Ecosystem

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

Response:

At TeamLease Skills University we motivate students to work along with the faculty members and industry mentors to support in start up idea generation to the launching of their business. TLSU has been authorized by CED for the project "360 degree entrepreneurial training for SC/ST candidate".

Entrepreneurship is a part of the regular course facilitate incubation.

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	2	4	0

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

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

Response: 0

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

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

File Description	Document
List of innovation and award details	View Document

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

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	8	0	1	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document

3.4 Research Publications and Awards

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

Response: Yes

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

Response: Yes

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

Response: 0

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

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

File Description	Document
List of patents and year it was awarded	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0

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

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

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 3.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	7	7	4	5

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years****Response:** 1.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	8	3

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index**Response:****3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:****3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes**File Description****Document**

URL of the consultancy policy document

[View Document](#)**3.5.2 Revenue generated from consultancy during the last five years****Response:** 8.41**3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
2.10	2.95	1.36	1	1

File Description**Document**

List of consultants and revenue generated by them

[View Document](#)**3.5.3 Revenue generated from corporate training by the institution during the last five years****Response:** 3.24**3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
.268	.975	1.0	1.0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

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

Response:

TeamLease Skills University is conducting social awareness and career guidance workshops in different schools and colleges in the state of Gujarat. This extension activities leads to the holistic development of the students community at large. From last 5 years TLSU has sensitise over more than 5000 candidates from a different level of the society. The team is also organises different social awareness activities initiated by the government of India to create awareness about the social well being of the people.

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

Response: 0

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

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

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 78

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community

and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
26	41	4	3	4

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 88.93

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	68	61	25	17

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.7 Collaboration

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

Response: 2

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

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

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

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

Response: 85

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

2018-19	2017-18	2016-17	2015-16	2014-15
27	18	29	9	2

File Description	Document
Details of linkages with institutions/industries for internship	View Document

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

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	04	07	0	01

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

TeamLease SKills University is committed to the establishment and improvement of physical infrastructure to provide strong teaching, learning and research facilities to students and faculty for a conducive, comfortable and safe educational environment. The physical ambience, IT facilities, library resources, sports amenities and other infrastructure; together with stringent safety measures and security facilities are consistently and rigorously maintained, upgraded, to enhance the standard and to enrich the educational experience in the University. The following infrastructure, support and promote the learning experience:

- The classrooms, computer labs, seminar rooms and tutorial rooms cater to all the programmes requirements and to meet standards. All classrooms are equipped with internet, projector and audio equipment, multi-layer teaching wall to facilitate and deepen the learning experience.
- Our all departments enhance their laboratories for faculty and students to carry on teaching/learning and research related activities. To foster innovation and entrepreneurship among students, we have a well-equipped design and fabrication Maker Labs, with extensive facilities in mechanical and embedded systems. They enable design of complex systems and multiple levels of prototypes, from proof of concept to near production ready designs. These facilities are open to students from all disciplines.
- We have library, computer labs with around 200 computers, reading and work areas for extended periods of time, allowing optimal utilisation of the infrastructural facilities. TeamLease Skills University Campus has a 50 MBPS internet connectivity and is fully Wi-Fi enabled, with each student given a unique user ID to make use of the facility.
- The University faculty use multiple learning management system tools.
- TeamLease Skills University campus has excellent green cover with large open space and sufficient parking facilities.
- Other facilities like fire-alarm and fire-fighting cater to emergency and safety requirements. The entire campus is under surveillance of high-end CCTV cameras with 24X7 recording facility for safety and security purposes

TeamLease Skills University ensures effective and optimal utilisation of infrastructure and has prepared a masterplan for its expansion to meet the future requirements. The sponsoring body of the University, the TeamLease Education Foundation (TLEF), is one of the oldest and reputed education societies in Bangalore and has a large land bank made available to TeamLease Skills University, assuring seamless future expansion.

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

TeamLease Skills University's Sports Club deals with the extremely important activities of sports. To embrace sports along with academics this club has been developed, as it brings in the spirit of Leadership and Teamwork, coupled with delegation; that's exactly what drives TLSU's Sports Club. Be it the Annual Sports Week or the daily distressing sporting activities, all students and faculty alike participate wholeheartedly and reinforce the five S's of sports training are: stamina, speed, strength, skill, and spirit; but the greatest of these is spirit."

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 13

File Description**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

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

Response: 53.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
461	399	359	77	204

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Software for University Libraries (SOUL) is an state-of-the-art integrated library management software

designed and developed by the INFLIBNET Centre, the software was designed to automate all house keeping operations in library. Its includes various modules like Acquisition, Catalogue, Circulation, On-line Public Access Catalogue (OPAC), Serial Control, Administration module. currently TLSU Library partially automated with the SOUL 2.0.

The latest version of the software i.e. SOUL 2.0 is in operation TLSU Library. The database for new version of SOUL is designed for latest versions of MS-SQL and MySQL (or any other popular RDBMS). SOUL 2.0 is compliant to international standards such as MARC 21 bibliographic format.

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

Response:

TeamLease Skills University (TLSU) believes that a good library is pivotal to the growth of an educational institution and hence committed to developing a well-equipped and strong central Library to cater the information requirements of students and faculty members to pursue academic work and accomplish research goals. TLSU's mission for the Learning Resource Centre through its Central Library is to support the University in its quest to become an internationally, top-ranked, research driven skills University.

TLSU's Library has invaluable resources for the University community. The library has vast collection of books, magazines, journals, encyclopedia, dictionary, audio-visual material and it caters to those pursuing education and research in the field of Commerce and Management, Mechatronics, Hospitality and Tourism, Information Technology ,Heath ,Life and Applied sciences and Life Skills. The library is also well equipped with modern facilities and resources in the form of CD-ROM, books, journals, and project reports. To support higher education, the University library is equipped with Institutional Digital Repository and other electronics resources. The library is fully automated by using Library management software SOUL.(Developed By INFLIBNET).

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

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

Response: 1.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.11	2.50	1.36	3.38	.69

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

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

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 66.67

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

Response: 50

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

TeamLease Skills University has dedicated Internet Leased line of 50 Mbps connected to all the terminals throughout the Campus. Faculties and Students are free to access internet. All Ports (Points) are connected to the LAN of the Campus under TLSU Domain. Each faculty having individual laptop to teach their respective subjects.

Wi-Fi is available round the clock in the entire campus, to facilitate the students to concentrate on their academics and research works without any constraints.

The entire campus is Wi-Fi enabled with high speed internet connection to allow the faculties and students to access the internet no-matter wherever they are. The coverage is not just limited to the classrooms, instead it extends to all the facilities within the campus premises.

4.3.2 Student - Computer ratio

Response: 0.24

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: <50 MBPS

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 6.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
38.88	34.62	36.079	33.48	18.35

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The Registrar is in charge of maintenance, logistics and estate management of the University. The Registrar is also the coordinating body for all infrastructure and logistics related work in the University.

Systems and procedures for maintaining and utilizing physical, academic and support facilities:

General cleanliness of buildings and its surroundings and maintenance of high standard of Hygiene and Sanitation of common areas i.e. Wash rooms, Canteens/ Cafeterias etc.

1. Adequate cleaning staff, either internal or from outsourced cleaning agencies, with adequate Supervision manage regular cleaning and upkeep.

2.Frequency of cleaning

- Carpet area - at least twice a day.
- Wash rooms - four times a day.
- Cafeterias - as many times as on required basis.
- Tables need to be cleaned immediately after the use and the waste food removed to the closed bins kept a distance away. Bins are emptied twice a day. Kitchen and pantry - cleaned regularly throughout the day.

- 1.Cleaning material be accounted for and use of non-environment friendly substances like Acids be avoided
- 2.Staff working in cafeterias to observe the highest standard of hygiene.

Maintenance of lawns, hedges, potted and seasonal plants

- 1.During the rainy season, mass plantation of trees undertaken in consultation with forest department officials.
- 2.Lawns are mowed every 15 days, weeds removal and watering be done at a regular intervals.
3. Seeds of the seasonal plants are preserved for use in the next season by the gardener.

Improvement in security and safety

- 1.Security agencies are hired to provide guards to the Campus based on actual requirements.
- 2.Security Agency are given a comprehensive checklist of duties to be performed by them.
- 3.The guards are to be checked for their dress, turn out and discipline. They are to be in possession of a whistle and stick. Duties in the daily charter of the guards are:

Regulation of entry and exit

- Parking discipline and traffic control inside the campus
- Alertness to protect from theft and damage to the property
- Familiarisation with the use of First aid fire appliances
- Contacting Administrative Assistant or Security Personnel in charge in case of emergency
- Extending courtesies and guidance to visitors
- Crowd control in major functions

- 1.Monthly attendance sheet need to be signed by the Administrative Assistant
- 2.Annual review on the performance of the security
- 3.All campuses are provided with first aid fire appliances.
- 4.Protocol in case of fire incident by the persons available at the scene is defined.
- 5.All buildings are insulated against the dry heat of summers and prepared for efficient storm water drainage in the monsoons.

To achieve the above objective following responsibilities have been assigned:

Responsibilities of the Administrative Assistant of the Campus:

- 1.Daily inspection of the cleaning carried out by in-house/ outsourced staff and taking their

attendance.

2. Proper use of cleaning material and keep watch on the stock.
3. To ensure the cleaning is done at least thrice a day in wash rooms.
4. Staff employed for cooking to wear Apron and Cap. Serving staff to wear gloves.
5. Waste food at cafeteria be put in closed bins and removed every day.
6. Gardeners to water the plants and lawns at regular intervals. Lawn is mowed at least once in 15 days.
7. Seeds of seasonal plants be collected, dried and preserved for use in next season.
8. Hedges are trimmed at least once a month.
9. Checking of security guards for their discipline and performance of duties.
10. Parking areas to be marked and parking discipline impressed upon through security guards.
11. All first aid firefighting appliances are kept in serviceable condition and training imparted to other staff members for their correct use.
12. Requirements of repair/ replacement are reported. Monitoring of repair process, signing of completion report/ bills.
13. Before the arrival of pre monsoon all terraces of the buildings are checked for blockages of outlets, growth of trees to avoid leakages and damage to the buildings.

Responsibilities of Security Executive:

1. Surprise checks of guards deployed at all places at TLSU campus
2. Carry out night checks at least once a week between 11 PM to 1 AM to check the alertness of the guards
3. Identify the breaches in security and bring to the knowledge of Head Facilities and Services
4. Maintaining liaison with University police station for assistance whenever required.
5. Planning requirement of Additional guards whenever required.
6. Checking all the invoices of security agencies for their correctness.
7. Organising six monthly meetings with all the security agencies with Head Facilities and Services and Registrar.
8. Surprise checks of Canteen/ Cafeterias for maintenance of hygiene.

Responsibilities of Project / Maintenance Team:

1. Carry out Inspection of all the buildings and installations for addition/ alterations and repairs (buildings/ water supply/Electricity) along with Head Facilities and Services.
2. Work out rough costing.
3. Obtain priority and budget from the management for the works to be undertaken in the current year.
4. Initiate action for the quotations and finalisation of the contractors.
5. Supervise the progress of the work in terms of cost, quality and timeline.
6. Certify the bills for correctness.
7. Carry out market research on civil engineering field.
8. Submit quarterly progress report to the Registrar.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 12.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	0	0	0

File Description

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

Document

[View Document](#)

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

Response: 64.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
27	32	39	48	14

5.1.3 Number of capability enhancement and development schemes –

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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 26.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	24	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

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

Response:

The globalisation is the key to success for any field. Even in education field the importance of it has been seen significantly. The TeamLease Skills University is actively working on the opportunities for international student exchange programme through different international projects. The University had successfully completed two international projects for curriculum designing and faculty development programme, which included UK-INDIA Educational and Research Initiative (UKIERI) which was funded by the UK government for the project title “Reengineering the curriculum of Mechatronics for Formal and Informal sector” in collaborations with Colleges Northern Ireland, Northern Ireland, UK. The second

project funded by European Union was ERASMUS plus which mainly focused on the “Enterprise and Entrepreneurship” related opportunities. From both projects the University had got good networking with the foreign institute and have submitted the proposal for student exchange programme in collaboration with North West Regional College, Northern Ireland. The response from the foreign institute is awaited.

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 35.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	27	8	0	0

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 12.9

5.2.2.1 Number of outgoing students progressing to higher education

Response: 4

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations

during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20

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

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	00	0

File Description

Document

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

[View Document](#)

5.3 Student Participation and Activities

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

Response: 78

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	52	6	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

To encourage the development of the students, TeamLease Skills University offers opportunities to students to organise and participate in different cultural, sports and technical activities. For these the University has established three different clubs named RasRang club for cultural activities, Sports club to organise sports activities and Aavishkaar club to organise all the technical domain based activities. The objectives for each club are as below,

Rasrang Club:

The main focus of the club is to organize co-curricular and extra-curricular activities throughout the year to inculcate various skills into the students as well as various events that are fun for everyone; these include fun random and fun planned socio-cultural events for all TLSUites as stress busters during the busy schedule of academic and administrative activities. The faculty committee members plan a calendar of events and ensure their smooth conduct by guiding the student coordinators to plan and execute the activity or event. Some of the highlights of the club are Annual Day Celebration, Cultural Fest, Festival Celebrations, Teacher's Day, Library Week, Swatchhta Pakhwada and competitive events like Poster Making, Rangoli etc.

Sports Club:

It is extremely important to embrace sports along with academics, as it brings in the spirit of Leadership and Teamwork, coupled with delegation; that's exactly what drives TLSU's Sports Club. Be it the Annual Sports Week or the daily distressing sporting activities, all students and faculty alike participate wholeheartedly and reinforce the five S's of sports training are: stamina, speed, strength, skill, and spirit; but the greatest of these is spirit."

Aavishkaar Club:

A club to encourage the information sharing, creative and competitive spirit for different technical activities under a single umbrella.

Vision:

To create awareness of various technical happenings around the world among the students, academic and extracurricular activities, to encourage students to actively participate in related events, to represent our University by participating at National-International level skills competitions. Also we hope, it is our soul duty to prepare students technically advanced and prepare them to serve for the country well enough to compete with other established high tech countries and also emerging countries which are technically very sound.

To achieve our goal of excellence in the respective departments of TLSU, we are trying our best to provide base for those hardworking students so that they can grow, nurture and explore the opportunities, which are lying in front of them.

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

Response: 7.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	13	6	2	0

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

TeamLease Skills University is closely following up with the alumni of the University. Every alumni has been considered as an important stake holder, the University expects its alumni to play an important role in various areas like Industry connect, Entrepreneurship development programme, Fund raising, Career guidance activities and many other activities which support the active students of the University.

All the departments are keeping the record of the alumni and contact them as and when required. The University had developed Alumni feedback system under which the feedback from alumni has been

recorded in frequency of 1 month, 6 month and 1 year. Up to one year the feedback for their professional life and how the University's curriculum is helping them to progress in their professional life is being recorded. The feedback from the employers are also being recorded for the alumni.

The alumni also plays an important role to motivate and guide the active students of the University. Various guidance sessions and motivational sessions are being organised by different department throughout the academic year. They also helps in projects, internships and placements. Various events are organised ranging from technical, cultural, sports and social events.

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

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

A. Vision and Mission Statement:

Vision: To contribute to workforce productivity, socioeconomic development and social harmony through well rounded and industry relevant educational programs with employment at the heart of academic offerings, technology at the heart of operations and academic, mobility as the focus deploying inclusive, distributed and low cost delivery methodology.

Mission: To enable at all individuals acquired skills and capabilities, prepare them to get appropriate employment and ensure their competitiveness in national and international work environment.

Objectives: The objectives of TeamLease University are as follows:

- To contribute to socioeconomic deployment through academic programmes, research, training and extension work.
- To focus on vocational education and related academic programmes.
- To offer academic programmes in which employers are at the heart of curriculum design, implementation, internship, assessment and job placement.
- To inculcate domain specific skills, sector relevant job skills generic and transferable skills.
- To support placement initiatives through assessment for entry level competence and follow-up measures for enhancement of employability.
- To provide increased access and flexible approach.
- To make available academic programmes from campus and across Gujarat through Community Colleges established by the University as Constituent Colleges.
- To deploy technology for improvement of student support services and learning experiences.
- To deliver education via multiple modes- face-to-face teaching, practical, satellite mediated instruction, e-learning, distance mode, print materials and on-the-job training as per programme requirement.
- To offer distance education based academic programmes.
- To offer modular programs – Certificate, Diploma, Associate Degree, Degree, Post Graduate and doctoral Programmes in various Disciplines as per requirement.
- To Set up Research Centres and carry out research work for the furtherance of the objects of the University.
- To collaborate with industry, Universities and Institutions in India and abroad for offering academic programmes, training, research and development.
- To ensure dignity, relevance and mobility of qualification

6.1.2 The institution practices decentralization and participative management

Response:

Institutional Context of the Key Indicator:

The institution practises decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Heads of the various Departments in the University.

The Ways in which Heads of Departments participate in the

Management Process:

- The Head of the Department oversees the Teaching Plans of His /her departmental members.
- He/she is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties.
- He/she enjoys the privilege of convening departmental meetings where the programmes for the entire term are decided.
- He/she often takes the lead in planning seminars, workshops, Career counselling sessions, remedial measures, interdepartmental or/ and inter-college exercises, departmental excursions and study tours.
- He/she is at liberty to introduce creative and innovative measures for the benefit of his/her students. The English Department, for instance has the Reading Club, Heads of Departments plan, prepare and publish the departmental magazine or working paper in consultation with his/her Departmental colleagues.
- He/she organizes and conducts the Parent-Teacher meetings in which the academic progress of the students is communicated to Their guardians.
- He/she, in consultation with his/her department oversees the paper-setting, moderation, evaluation, and marks submission of all internal examinations of the department, and determines the admission and promotion criteria of the students.
- He/she decides on the nature, pattern and duration of special and remedial classes for the students of his/her department.
- He/she even takes the initiative, at times to organize alumni chapters of the department within the larger framework of the Alumni Association of the University.
- The Head is encouraged to conduct Summer Schools for Class XII students to favourably influence admission in his/her subject as was done by the Mechatronics Department in 2016-2017 and 2017-2018.

- The Head, in consultation with his/her departmental teachers enjoys total flexibility in planning and organizing seminars from the UGC sponsored level to that of students' seminars.

6.2 Strategy Development and Deployment

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

Response:

To improve academic programmes, build better lives with management skills for our students our institution plans the syllabus along with different strategies to achieve its goals which reflects in institutional perspective plans. We make almanac of the college in the beginning of the year. This is circulated to all the departments to reach our target. As per the almanac national or international seminars are conducted along with educational trips. We introduce new programmes with new combinations in UG as per the need of the hour which are certificate courses, add-on courses, and skill development courses. Teachers and students are encouraged to attend and present papers in reputed journals, national or international seminars etc. The college encourages the students for different educational trips like visiting industries for research, extension activities and also to extract finance from industries under corporate social responsibilities. An example or case study as per the strategic plan is that our college provides legal, health, psychological and placements counselling for our students which make them to stand on their own individuality.

The University management gives liberal freedom and tractability to the Dean Academics together with the department committees to lead all the academic activities of the University. They regularly meet and take necessary steps to formulate and implement strategic plans of the institution. Mentorship is introduced in all the departments and it is commendably supervised by the Vice Chancellor. They invite suggestions from senior staff and to study the impulses of the institute in general and take steps for further improvements as far as they are within the capacity and recommend the management for modifications. The following strategies are adopted by the institution to monitor and evaluate policies:

- Regular meetings of the Councils (Governing Body, Board of Management and Academic Council)
- The feedback system (Regular feedback from Stake holders, Alumni Members, Staff and Students)
- Periodical Academic Audit Team visits to the departments (Twice in a Semester).
- Regular visits of the Vice Chancellor to the departments and interaction with heads of the departments
- Heads of the departments monitor the system of each department regularly.
- Annual Evaluation and Presentation by each Department and Programme Committee Coordinators regarding their activities.

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

grievance redressal mechanism**Response:**

Sponsoring Body (SB)

Governing Body of the University (GB)

Board of Management

President of the University

Academic Council

Provost of the University

Registrar

Chief Finance & Accounts officer

Constituent

Colleges/ Units

Admin Staff

Finance & Accounts Staff

Academic Staff

Non-Academics Staff

Provost

1. Campus Admin Unit (Registrar)
2. Campus Academic Unit (Dean)
3. Community College (Dean)
4. Admission (Dy Registrar)
5. Examination (Controller)
6. Finance & Accounts (CFO)
7. IT-ITES (System Analyst)
8. Student Service (Senior Academic Addl. Charge)
9. Placement (Senior Academic-Addl. Charge)
10. Planning R&D (Senior Academic Addl. Charge)
11. Library & Documentation (Librarian)
12. Construction, Estate Management & Maintenance (Chief Engineer)
13. Public Relations & Publicity (Senior Academic-Addl. Charge)
14. Corporation Training Consultancy & International Services (Senior Academic Addl Charge)
15. Logistics (Dy Registrar)
16. HR (Dy. Registrar)
17. Incubation Cell
18. Extension Education

Campus Administration Unit

IT

1 Professor

1 Associate Professors

2 Asst. Professors

1 Attendant

Sciences & Humanities

English, Gujarati Mathematics Physics

1 Professor

1 Associate Professors

2 Asst. Professors

1 Attendant

Education Technology

1 Professor

1 Associate Professor

2 Instructional Designers

1 System Analyst

4 Content Writers

4 Multimedia Specialists

2 Programmers

2 Web Designers

2 VSAT Staff

1 Asst. Registrar

1 Assistants / CO

1 Attendant

ICT support for pedagogy, instr. Design, innovative Applicators and Training of Teaching & Support Staff- Driving Unit for Material Preparation and Teaching.

Sport, NCC,NSS & Cultural Unit

3 Academics (Add. Charge as NCC/NSS Cultural Unit Officers)

1 Physical Education Director

1 Assistants / CO

1 Attendant

Dean (Community Colleges)

CC1

CC2

CC3 (Principal)

CC4

CC5.22

**Administration
NCC,**

Academics Com & Mgmt, IT,

Library/Edl. Media

Sport,

Mechatronics, Sciences & Humanities

NSS & Culture

Unit

1 Students Data

1 Teaching

1 Library cum media Asst.

**2 Admission and Exam Support
Director**

2 Lab/Workshop Session

1 Assit. Physical Education

3 HR Matters

3 Internal Assessment

1 NCC & NSS Officer

**4 Student Facilities
Academics)**

4 On Job Training/Placement

(addl. Charge-from

**5 Maintenance & Cleanliness
Officer**

5 Support for Vsat/Online Learning

1 Cultural Unit

**6 Institutional Finance
Academic)**

6 Exam Duties

(Addl. Charge-form the

7 Local Purchase

1 Asst. Registrar	1 Principal
6 Assistant/ CO	3 Associate Professors
4 Attendants	6 Asst. Professors
3 Security Guards	1 Workshop Technician
	1 Technical Assistant
	1 Draftsman
	1 Store Keeper

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

Decision Making Processes and Effectiveness.

The process of shared governance is executed through clear roles and responsibilities, well-defined outcomes and a system of committee structures involving a large number from the university community in decision making at various levels. This will also to create opportunities to build administrative capabilities and create future leaders of the university.

Our sponsoring body, TeamLease Education Foundation (TLEF), engages with the University through the Board of Governors and the Board with the University through its executives and other members of the community on the board. The executive creates opportunity for its community particularly the faculty, students, and alumni to engage with the members of the Board. The Members of the Board lead several activities of the university through the standing committees and support the executive on various engagements with the society for the benefit of the university. This leads to a building of long-term relationship between the members of the board and the advisory board and the university. They also act as sounding board and guide to the university leadership.

The Board decision making is supported by its standing committees. The highest academic body at the university is the Academic Council which makes all policy decision regarding academics and related affairs. The Vice Chancellor chairs the Academic Council. Similarly, all Schools have a similar council

called the Faculty Council that is chaired by Dean of a School and is responsible for academic policymaking and related issues at the School. The University has two other committees, one for coordinating the recruitment across the university (i.e., the Faculty Recruitment Committee) and the other for faculty promotion and tenure processes (i.e., the Faculty Development and Evaluation Committee). Several other committees like the Library, Admissions, Career Development, Campus Engagement,

University Advising, Student Representatives, etc. will comprise faculty, staff, alumni and students.

The socialization of the faculty and staff with various leaders of the university and the Boards is crucial for creating a vibrant engagement between various stakeholders of the university and help develop a sense of ownership amongst the members of the university community. Various mechanisms that help in these

processes include annual board-university executive retreat, alumni events, events to engage with the larger society, various university celebrations, student-ambassadors programme, and board support for development and external linkages.

6.3 Faculty Empowerment Strategies

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

Response:

TeamLease University strives to attract the best staff for teaching and non-teaching through competitive compensation, challenging and supportive work culture. In addition to the standard regulatory

requirements of employee welfare, several welfare schemes have been introduced by the university for all its employees. These include,

- Group Life insurance for all employees
- Group Medical insurance for all employees and their families
- General health check-ups and Yoga camps have been held for staff and faculty, in addition to students.
- Tie-ups with laboratories for medical check up
- Availability of facilities like library and sports for University staff.
- Housing support in the initial period of the employees' move to the city and facilities to search for houses.
- Interest subsidy for faculty and staff on home loans.
- Relocation expenses for all faculty who move from other cities to TeamLease University
- Training in capacity enhancement, communication skills and IT skills for non-teaching staff

Alongside the particular welfare measures for staff and faculty, the University also routinely conducts faculty and staff get-togethers.

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

Response: 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

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

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

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

Response: 1.6

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

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

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document

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

Response: 13.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	1	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

Performance Management is the systematic approach for planning, implementing, reviewing and evaluating the performance of each employee in a university with a view to achieving university goals and employee development.

Performance Management

To support our people to succeed through clear KRA's or accountabilities, ongoing support, personal development and recognition of achievements

Applicability & Time Lines:

The Performance Development routine applies to all full time permanent staff at TeamLease. The cycle is from April to March.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

TeamLease Skills University and its sponsoring body, TeamLease Education Foundation (TLEF), have laid great stress on sound governance coupled with empowerment. Regular internal and external audits are carried out. The audit reports are placed evaluated by the management and also before the Board of Governance / Board of Management. As a further measure of transparency, The University Annual report also includes annual financial report. This is shared with several stakeholders.

List of Audit in last 5 years:

2014-15 - Manubhai & Shah CA - J D Shah

2015-16 - Manubhai & Shah CA - J D Shah

2016-17 - Manubhai & Shah CA - J D Shah

2017-18 - Manubhai & Shah CA - J D Shah

2018-19 - Manubhai & Shah CA - J D Shah

The University also conducts an Annual Review. The inputs from the Annual Review are fed into financial and strategic decisions of the University. From 2018-19, we have also begun the Undergraduate Learning Survey, a one-of-its-kind annual survey of key competencies of students in the University, to act as a signal for programme design, employer signalling and learning management.

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

Response: 79.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
28.52	23.6	1.31	6.49	19.28

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

Resource Mobilisation Strategy

Right from its inception, TeamLease University, as a self-financed institution, has focused on appropriate resource mobilisation strategy keeping in mind its vision of creating a leading, liberal education university in India, with high quality standards, supported by the sponsoring body, TeamLease Education Foundation (TLEF). Key elements of this strategy are:

Donations from Philanthropists and other trusts: TeamLease University and TeamLease Education Foundation enjoy a high reputation for their integrity and vision for education.

Fees: TeamLease University strives to keep fees reasonable with the aim to recover a reasonable amount of its operational expenditure from fees, and at the same time keep the fees affordable. For students requiring financial aid, a suitable financial aid policy has been implemented to ensure merit based blind admissions.

Grants: TeamLease University, being a self-financed institution, does not receive regular government grants. However, based on the initiatives taken in area entrepreneurship it has received approval for project specific grants from Government agencies like CED, International bodies like UKEIRI and European Union - ERASMUS +. These funds have enabled these initiatives to be partly funded by such grants.

Optimal Utilisation: TeamLease University follows the principles of empowerment with proper oversight to ensure sound financial governance, backed by regular financial audits. The university also ensures that the resources like laboratories, classrooms, libraries are shared across departments so that they have high utilisation. Several of our courses are offered across departments, thus increasing the efficiency of our faculty. Our IT systems ensure higher efficiency and effectiveness with smaller staff base. All our new facilities are created keeping energy efficiency and sustainability as important parameters.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Strategies IQAC shall evolve mechanisms and procedures for

a) Ensuring timely, efficient and progressive performance of academic, administrative

- b) The relevance and quality of academic programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure;
- g) services;

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

Response:

Emerged from a deep realization and understanding of a huge gap that exists between industry needs and a predominantly theoretical education system prevalent in India which neglects the practical aspect of learning, training and hands-on-experience, TLSU adopts the blended mode (hybrid mode) of teaching involving a combination of face-to-face instruction, workshop/laboratory practice, web based learning, hands-on work for practical experience and on-job-training as well as facilitating 24x7 access to web based learning materials. The instructional methodology which lays stress on employability is the distinguishing feature of TLSU. The blended mode of instruction facilitates flexibility of study to the diverse age and occupational group of students. To facilitate triple focus, TLSU prescribes a work load for the students that could be more intense than is followed normally by the universities.

TLSU believes in offering learner-oriented education where the student is an active participant in the teaching-learning process. Industrial visits, seminars, conferences, and project work will add to job-oriented educational initiative. TLSU is creating an active base for industry-institution collaboration. The role of visiting faculty, mainly from the industries and industrial associations, will be a vital input in the instruction.

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

Response: 0

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

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

Infrastructure to support and promote the learning experience:

Mechatronics Department has a well- equipped mechatronics, electrical, analog and digital electronics, microcontroller laboratories and mechanical workshop with latest industry equivalent equipment like CNC machines, Hydraulic, Pneumatics, PLC-SCADA, etc.

Hospitality and Tourism Department give real time hands-on training to students in the department's Industrial Kitchen, Bakery laboratory, Wah Wahh restaurant: a functional restaurant for F&B service, Computerised systems for Housekeeping and Front Office practicals.

Information Technology Department has adequate computers with latest software for BCA students as well

as working systems to train of all aspects of computer hardware and networking. Infrastructure to support common courses like computer skills and office administration, a course mandatory for each student. Words worth Language lab for improvement of communication and personality development.

Commerce & Management Department : In addition to concepts all programmes have practical courses to ensure domain related skilling as well as training in computerized accounting, Capital market operations etc.

Pedagogy

Experiential class room learning methods, focusing on interdisciplinarity and metacognitive abilities

Blended mode of teaching, and flipped class room, facilitates learning of concepts by engaging with the online and offline environment.

On-Job-Training: a mandatory component to transfer theoretical concepts and practical based knowledge to the context of the work place.

Continuous and Comprehensive evaluation across all course to ensure the achievement of learning objectives.

Clubs : various clubs are introduced like Rasrang ,Sports and Aavishkar club to organise extra curricular activities throughout the year to inculcate various skills in the students and maintain the enthusiasm of the learning.

Course Curriculum

A holistic, interdisciplinary curriculum designed to order to increase the employability quotient of the candidate by focussing on: Dynamic curriculum- open to revise our curriculum as an when required according to industry standards ;On-Job-Training; Life skills across all domains; Computer skills across all domains and Entrepreneur skills across all domains. A comprehensive program level review is undertaken to keep abreast with the changing needs of the industry.

Industry Connect

In order to put into practice industry-relevant course syllabi, TLSU involves employers in the relevant sector for curriculum design, guest lectures, internship, assessment and search for job openings.

Various workshops are conducted for the industry professionals for their awareness and development.

Counseling Room

In-house trained and registered psychologist to cater to the emotional difficulties of students which hinder their development like adjustment, issues, peer pressure, family difficulties, confidence and esteem issues.

Faculty mentor to counsel and engage students in academic remedial teaching to overcome academic challenges.

Placement:

We have 100 % placement across all domains. It is our pride to highlight that some of the students had multiple job offers.

Faculty profiles

Our faculty consists of distinguished scholars from across India and abroad who hold doctoral degrees from leading institutions. The faculty members are involved in the publishing of research papers, attending workshops, seminars and conferences to enhance their professional skills.

Other initiatives

University has taken up the responsibility to train the rural youth to provide 'employable skills training' under DDU-GKY Scheme. Presently 450+ trainees are undergoing training in Production Engg., Domestic Electric, Housekeeping, Food & Beverage Service, Apparel Design, Hand Embroidery,

Under National Employability Enhancement Mission (NEEM) regulations of AICTE, University launched its flagship scheme 'National Employability through Apprenticeship Program' (NETAP). Presently, more than 60,000 candidates have been placed as trainees to undergo hands-on skill training under various Industrial sectors across India. From its inception more than 1,00,000 students have been benefited in getting employability skills and employment.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 6

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

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

The university shows gender sensitivity. Follows safety measures. The university has full time security in the campus, CCTV facility on all the floors, class rooms, corridors and laboratories. There is a counsellor for the emotional needs of the students. Regular counselling sessions are done on appointment and need based, and awareness programs regarding the mental health and security of students. There are separate common rooms for boys and girls. These common rooms are used for the indoor sports, some personal time etc. The university organizes women's day celebration.

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 82

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0.56

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 0.56

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 99.44

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

With the increase in human population the generation of waste is increasing day by day. With the generation of higher waste the level of pollution and disease causing organisms and other issues caused by the waste are also increasing in the society. We at TeamLease Skills University are addressing the issue of waste management in a very serious way. The e-waste generated by the University is given to a vendor for further process of disposal. The other waste is separated in Food waste, paper waste and plastic waste. The waste generated under the above categories are disposed off in a systematic way, and given to the local garbage collection agency designated by the municipal authorities. Wasting paper is equal to cutting a tree, we at the University ensure that there is a minimal use of paper and only when required for the proper documentation purpose. The waste water of the University that is generated on daily basis is directed through proper channels in the municipal waste water drainage systems which is further taken by the municipality to the waste water treatment plants. The students are educated about the protection of environment and a sense of responsibility is inculcated in every person of the University to become responsible citizen of the country. It is ensured by the University that a minimum of waste is generated from our end which in turn helps us in keeping the environment healthy. As a part of the growing society we wish to leave a healthy place for the future generation to come and hence discourage the improper generation and disposal of waste.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water is the most important natural resource available to the mankind. Due to the constant abuse of the resource many countries in the world are facing a grieving problem of depleting underground water. The recent instances of South Africa running out of water, many Indian cities facing shortage of underground water for daily consumption and looming threat over Australia running out of water by the year 2020 are eye openers for the human kind.

We at TeamLease Skills University believe in protecting the nature and making our own efforts in leaving a better world to live for the generations to come, with better resources for their use. We discourage misuse of water by any person at the University and misuse is dealt with strict actions. The nature gives us water every year in the form of rain, the rainy season is the best opportunity for us to give back the water to mother earth. The University campus has open grounds with trees which help in sending the water back to the soil and promote underground water recharge. We also have a small system of water diversion by which the water is sent to an underground well and that helps in renewing the underground water resource.

The University has proposed the setup of a rain water harvesting system by which we would be able to preserve the rain water in the years to come and reduce our dependency on water that is supplied by the local municipal authorities.

7.1.7 Green Practices

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

Response:

The university's open area has a lot of green vegetation. Hence the campus is a lush green

Campus .Efforts are taken to plant trees. However, the University is conscious and proactive about the issues concerning green campus in terms of energy conservation, water conservation and the reduction of carbon footprints, in general. Appropriate action have been taken. The University has tried to retain the natural topography as far as possible to minimize heat island effect (non roof). Most of the terraces are ensured water proofing. Attempts have been also made to minimize the building footprint and water footprint.

Students are motivated to use public transport and staff uses car pooling to save fuel and reduce pollution.

Most of the communication is online so it reduces the use of paper in the campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.03

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.14	0.14	0.14	0.14	0.14

File Description**Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above**File Description****Document**

Resources available in the institution for Divyangjan

[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 68

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
26	38	1	0	3

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

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

7.1.12**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes**7.1.13 Display of core values in the institution and on its website****Response:** Yes**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 8

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	1	1	0

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

A nation stands great by the contribution made by the various personalities towards the growth and development of the nation. India being a country with history dating centuries has had a very large share of

eminent personalities who made their contribution and mark in the history of our great country, which has even led towards the growth of various global phenomena. Children are the future of any nation and they should know and celebrate the contributions made by the various personalities in bringing their nation to a level where they are presently. Supporting the same we at TeamLease Skills University organize various events commemorating the contribution made by the various personalities. The students are important part of those celebrations wherein they are encouraged to organize and participate in the event. The events organized throughout the year are as bellow:

- 1) Celebration of Republic Day:- 26th January: The Republic Day is celebrated every year with great zeal and enthusiasm by the teachers and students together to commemorate the adoption of our own constitution. Events like flag hoisting and awareness program is organized. The programs helps in creating awareness about the constitution and the rights, duties and responsibilities of a responsible citizen of the country.
- 2) Celebration of Independence Day:- 15th August: The celebrations of this milestone in the Indian History is marked by flag hoisting followed by cultural events organized by the students of various departments. Remembering the contributions made by the various freedom fighters and the depiction of their leadership skills and dedication towards the movement is the unique activity that is carried out by the University.
- 3) Teacher's Day (Birth Anniversary of Dr. Sarvapalli RadhaKrishnan):- 5th September: The contribution of a teacher towards the growth of any society is immense. They are craftsman who carve the future of a country. Recognizing their contribution towards the growth and development of the students at TLSU, the student fraternity organize events involving teacher's as participating audience. This is day where teachers are asked fun questions in form of quiz and various other events.
- 4) International Day of Yog:- 21st June: Yog is the way of life. Various asanas developed by the Indus-Saraswati civilization in Northern India over 5,000 years ago have been recognized by the entire world as one of the key factor contributing towards the physical and spiritual well being of a person. This day is celebrated by organizing an event where each and every person associated with the university takes part a performing the various yog assanas. Expert Yog instructors are invited to address the University and guide everybody in the performance.
- 5) Apart from these key main events various festivals are celebrated where every member of the university gets involved and celebrates the festival with great zeal and enthusiasm.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

To ensure good governance, transparency and accountability, the vision, mission and goals are clearly defined at all levels. The functioning of the university involves stakeholders and beneficiaries and are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions. Effective leadership by

setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. Course content, curriculum and pedagogy are periodically reviewed and upgarded to stay current and relevant.

TLSU is sponsored by TeamLease Education Foundation (TLEF), a Company formed under Section 25 of the Companies Act, 1956. TLEF is promoted by TeamLease Services Ltd., which is India's largest staffing solution company with a motto of 'Putting India to Work'. TeamLease has a track record of hiring 1 person every 5 minutes since last 5 years. TeamLease has offered jobs to over 17 lakh candidates since its inception, in 2200 different corporates spread in 1800 distinct locations across India.

Periodic financial auditing is conducted through internal auditors. Additionally, finance is controlled by the parent organisation. All the payments towards purchase of equipment, stationery and all logistics are made through formal procurement processes using cheque / online payments. The amount of salary of all the staff members is made in their bank account.

The courses along with their details like eligibility, tuition fees, examinations fees etc., run by the University are also uploaded on the website of the University. The admissions of the students are made through walk in and enquiries.

TLSU stands against ragging and has facilitated measures and policies to keep a check on the same. As per the orders of the 'Honourable Supreme Court of India', if any incident of ragging comes to the notice of the authority of the University, the concerned student should be given liberty to explain and if his/her explanation is not found satisfactory, the authority would expel him/her from the University.

TLSU is committed to promoting a positive environment that is conducive to personal and professional growth and ensures every student and employee is treated with dignity, respect and equality in the campus. The management will not tolerate any form of harassment and is committed to taking all necessary steps to ensure that students and employees are not subject to any kind of harassment. Specifically the law guarantees employees the right to employment in a workplace free from sexual harassment and gender discrimination. Similarly, for the benefit of women students as suggested by UGC, a committee is in place to combat any menace of violence and sexual harassment against women in the campus.

All necessary documentation under Section 4(1) (b) of RTI Act 2005 is available with University.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Title of the Practice : Skill Inculcation and Societal Enrichment

Objectives of the Practice :

It aims to facilitate skill inculcation and societal enrichment through traditional and non-traditional programs focusing on academic, vocational, professional, and life skill areas. This will facilitate the

employability of the students to a great extent. This helps in developing the students as a confident individuals and they can easily face the life challenges in an effective manner. They can transact it in day to day activities and become responsible citizens of the country.

The Context :

Keeping in view the competitiveness in the job market at the national and international level, TLSU focuses on 3 'E's as part of its curricular design methodology-

- Education: Provision of theoretical background and practical exercises
- Employability: Facilitating skill development
- Employment: Provision of a supporting hand to students in their pursuit for employment and career development. The teaching learning Pedagogy widely used based on instructional design and learner centric approaches using Blooms taxonomy.

The Practice :

The programs focuses on keeping in view the need to inculcate-

1. Area competence, to shape its graduates as professionals
2. Employability skills, required for adjusting to the work place conditions,
3. Life skills, needed to transact activities in day-to-day life as a responsible citizen.

The area competence is built through focal courses, which are a combination of domain based and allied courses. The employability skills and life skills are inculcated through generic courses and On-Job-Training (OJT) components. A significant time for on-job-training is allotted, which has a defined sequence of activities. The assessments are based on continuous assessment (CCE) and Term End Examination. Several online tools are used for online assessment like socrative, testmoz, etc.

For theory paper, the weightage of CCE is 40% and term end examination is 60%. Whereas for Practical paper the weightage is reversed. Collaborative and blended mode of teaching is used by taking inputs from the industry for skill enhancement. The teaching includes simulation and online games like Kahoot , moneybhai.com, is used for transacting the curriculum. Students get hands on experience of entrepreneurship skills based on live projects. technical skills through different events of Aviskaar club events. The depth and sharing of knowledge and skill development is done through usage of library resources using e-resource center, book talk. Initiatives like Book talk which motivates the students to read and talk about the book.

Evidence of Success:

The university focuses on the Education Employability and Employment. Students were employed by different companies, some have started their own entrepreneurship and some students went for higher studies. All students are very easily placed for On Job Training as they all are groomed as per the industry needs.

Problems Encountered and Resources required:

The challenges are quite a few like typical mind set of traditional teaching learning methodology versus

skill based teaching learning along with the kind of efforts expected from the students in the new way of skill based learning. For On the job training, joining hands with industry at large was a limitation that the university had during the early years. Industry evaluation of the same was a unique development in the curriculum which also had its difficulties.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Title of the Practice : Skill Inculcation and Societal Enrichment

Objectives of the Practice :

It aims to facilitate skill inculcation and societal enrichment through traditional and non-traditional programs focusing on academic, vocational, professional, and life skill areas. This will facilitate the employability of the students to a great extent. This helps in developing the students as confident individuals and they can easily face the life challenges in an effective manner. They can transact it in day to day activities and become responsible citizens of the country.

The Context :

Keeping in view the competitiveness in the job market at the national and international level, TLSU focuses on 3 'E's as part of its curricular design methodology-

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The challenges are quite a few like typical mind set of traditional teaching learning methodology versus skill based teaching learning along with the kind of efforts expected from the students in the new way of skill based learning. For On the job training, joining hands with industry at large was a limitation that the university had during the early years. Industry evaluation of the same was a unique development in the curriculum which also had its difficulties.

5. CONCLUSION

Additional Information :

Keeping in view the competitiveness in job market at the national level, TLSU focuses on 3 'E's as part of its curricular design methodology-

- Education: Provision of theoretical background and practical exercises
- Employability: Facilitating skill development
- Employment: Provision of a supporting hand to students in their pursuit for employment and career development

Concluding Remarks :

India is one of the fastest growing economies today, and its workforce is among the youngest, globally. In fact, by 2030, when majority of the countries will have middle-aged or elderly workforces, India will still have the advantage of a relatively young workforce. We can potentially be the machine that feeds the world with significant human resources, changing the very nature of employment and employability in India. Or it could turn the other way around, with a lot of young minds and able bodies going without prospects or without jobs. The truth is that today the Indian market still faces employment and employability challenges. There is a range of untapped opportunities in the form underdeveloped skill base and majority of the job creation being focused in the informal economy. Additionally, several challenges round talent acquisition and building plague the corporate sector.

With goals of becoming of a 5 trillion economy by 2025 and India poised to become a global leader, we at TLSU believe that life-long skilling, certification-linked promotions should become part of our DNA. There is no getting away from the fact that the market is becoming competitive and technology and disruption is not going to go away. With greater automation and more intelligent machines, the ability of human beings to earn a bigger income, based upon a general level of competence and knowledge will diminish. Employees will need to become a lot more specialized, have a lot more knowledge to grow their value in the marketplace!

The future will belong to the ones who are ready to accept change and adapt technology like new rules of the game. Skill development and sustainability has to be the focus of the curriculum in the near future. Nurturing human capital continues to be the most important driver of value, productivity and resilience for a modern corporation. If strategy is defined as the art of creating an unfair advantage, the only sustainable advantage is a culture of learning. TLSU has realized the urgency of 'employability'. Through our collaborations with corporate, we have started working together with industry by incorporating essential skills development in our curriculum.