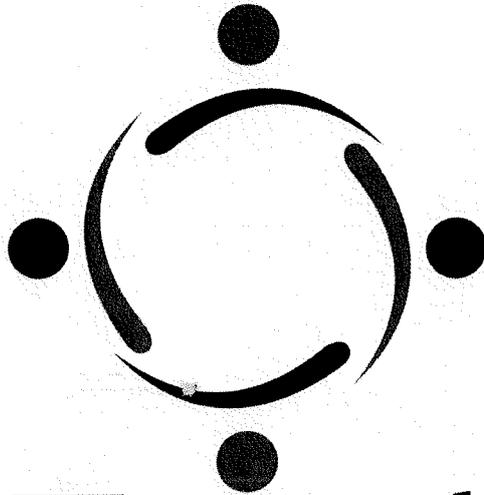


INSTITUTIONAL DEVELOPMENT PLAN



TeamLease[®]
Skills University
Putting India to Work



3rd Floor, Park Paradise, Ring Road, Vadsar, Kalali, Vadodara, Gujarat-390012

www.teamleaseuniversity.ac.in

Preface

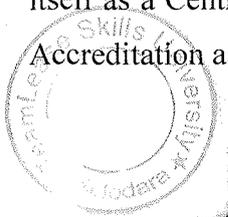
The Institutional Development Plan (IDP) of a skills university is a strategic blueprint that sets the foundation for the university's growth, transformation, and long-term sustainability. As we navigate an era characterized by rapid technological advancements, evolving industry needs, and an increasingly globalized economy, there is a pressing need to redefine educational frameworks to make them more dynamic, responsive, and aligned with the skills required for the future. This plan is an outcome of rigorous research, stakeholder consultations, and an in-depth analysis of emerging trends in skills-based education. It reflects our commitment to fostering an environment that empowers students with the knowledge, practical skills, and innovative mindset necessary to thrive in a competitive world.

The IDP outlines our vision, mission, and strategic priorities for the coming years, focusing on key areas such as curriculum innovation, industry integration, faculty development, infrastructure enhancement, research excellence, and community engagement. By leveraging our strengths and addressing existing challenges, this plan aims to position the university as a leader in skills education. We are confident that, through collaborative efforts and continuous improvement, this development plan will serve as a catalyst for achieving our aspirations, driving impactful change, and contributing meaningfully to society's growth. The University plans to implement the Institutional Development Plan in a phased manner. An indicative timeline will be followed divided into short-term, medium-term and long-term phases typically spanning over a period of 5-10 years.

The success matrices of Curriculum Development and Review, Strengthening Industry Partnerships, Faculty Recruitment and Development, Infrastructure Enhancement and Strengthening Student Support Services would be addressed on a priority basis as prime objective of short-term phase (1-2 years) of the development plan.

Expanding academic offerings, Research and Innovation Initiatives, Enhancement of Digital Infrastructure, Community and Outreach Programmes and Alumni Engagement may fall under the mid-term phase (3-5 years) of the development plan.

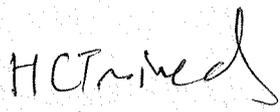
Once, these milestones are reached, the focus will be on Sustainability and Growth by adopting Continuous Improvement and Evaluation. The University will aim to establish itself as a Centre of Excellence and achieve Re-Accreditation by NAAC and International Accreditation as a part of the long-term phase (6-10 years) of the development plan.



COMMITTEE CONSTITUTED FOR PREPARING THE INSTITUTIONAL DEVELOPMENT PLAN

The following committee was constituted for preparing the overall Institutional Development Plan for next five to ten years.

Name	Designation	Role
Prof. (Dr.) Avani Umatt	Provost	Chairperson
Prof. (Dr.) H.C Trivedi	Registrar	Member
Ms. Neeti Sharma	Management Representative	Member
Dr. Nandita Acharya	IQAC Coordinator and Head, Department of Life Skills	Member
Dr. Navtej Bhatt	IQAC Co-Coordinator and Head, Department of Information Technology	Member
Dr. Ashutosh Sandhe	Head, Department of Commerce and Management	Member
Mr. Jayendra Goswami	Controller of Examinations	Member
Mr. Kishore Yagnamurthy	AVP-Finance, TeamLease Services	Member
Mr. Navin Patil	AVP-HR, TeamLease Services	Member


 Registrar
 TeamLease Skills University
 Vadodara

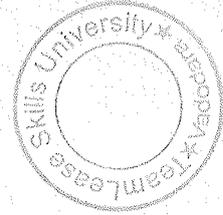


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INSTITUTION DEVELOPMENT PLAN
(As Part of Implementation of National Education Policy 2020)

INSTITUTIONAL BASIC INFORMATION

(I) INSTITUTIONAL PROFILE

Name of the Institution: TeamLease Skills University

Complete Address of the HEI: 3rd Floor, High Rise, Park Paradise, Ring Road, Vadsar,
Kalali, Vadodara, Gujarat-390012

Year of Establishment of HEI: 2013

Category of the HEI: State Private

Website URL: <https://www.teamleaseuniversity.ac.in/>

AISHE Code: U-0781

NAAC Accreditation Status: 1st Cycle, March 2022, B Grade with 2.01CGPA

Head of the Institution: Prof. (Dr.) Avani Umatt

Contact Details:

Mail ID: provost@teamleaseuniversity.ac.in

Mobile No. +91 9327205525

Registrar of the Institution: Prof. (Dr.) H.C. Trivedi

Contact Details:

Mail ID: registrar@teamleaseuniversity.ac.in

Mobile No. +91 9054160760

IQAC Coordinator: Dr. Nandita Acharya

Contact Details:

Mail ID: iqac@teamleaseuniversity.ac.in

Mobile No. +91 7863019014

NEP Coordinator: Dr. Navtej Bhatt

Contact Details:

Mail ID: navtej.bhatt@teamlease.com

Mobile No. +91 9723723000



(II) INSTITUTIONAL SWOC ANALYSIS

Strengths:

- Sound and transparent Governance system
- Strong Implementation of Degree-linked Apprenticeship Programme leading to intensive Industry-Academic linkage
- Adequate laboratory facilities for practical based learning having industry level equipment
- Promoted by TeamLease Services Limited, India's one of India's leading providers of human resource services ensuring industry support
- Learner-centric approach to put India to work through Education, Employability and Employment
- Emphasis on Skill Component in teaching-learning process
- India's 1st and only Skills University accredited by NAAC (2022)
- Secured position on Indian Institutional Rank Framework
- Active involvement in committee to decide the norms for assessment and accreditation of Skills Universities/HEI by NAAC.

Weaknesses:

- Understanding of Skills University viz-a-viz Conventional University
- Space constraint for future expansion
- More emphasis on research and publications required
- Facilities for differently abled students to be more strengthened

Opportunities:

- Promotion of self-employment and entrepreneurship
- More customized Industry-Oriented Technical Programmes based on specific job roles
- Introduction of skill based UG and PG Programmes to cater to the needs and changes in the industry
- Set up of Innovation and Incubation Centre
- Initiating industry-linked research activities
- Organization of capacity building programmes for Higher Academic Institutions including corporate sector



- Supporting and providing opportunities for admissions to non-formally and informally skilled workers into higher learning skill-based programmes
- Offering of Online and Distance mode Education

Challenges:

- Increase awareness and acceptance of skill-based degree programmes
- Becoming a hub for skills-based education
- Development of own campus



(III) INSTITUTIONAL DEVELOPMENT PLAN

(A) EXECUTIVE SUMMARY

TeamLease Skills University (TLSU) is India's first skills university, established under Public-Private Partnership (PPP) with the Government of Gujarat under Gujarat Private Universities Act, 2009, vide the Gujarat Government Gazette published on 16th April 2013 and the Notification (No. GH/SH/10/GPU/2013/218/kh-1, dated 22nd April 2013) of the Education Department, Government of Gujarat, Gandhinagar.

The primary mission of the university is to combine apprenticeship with other forms of learning and strike the right balance between degrees, skills and employment pathways by providing a continuous learning platform for skilling, up-skilling or re-skilling to learners to be equipped for job.

TLSU is sponsored by TeamLease Education Foundation (TLEF), a Company formed under Section 25 of Companies Act, 1956. TLEF now TeamLease Foundation is promoted by TeamLease Services Ltd., which is one of India's leading providers of human resource services company with a motto of 'Putting India to Work'.

The National Assessment and Accreditation Council (NAAC) has accredited the university at "B" grade in the year 2022, making TLSU as India's 1st and only Skills university being the recipient of the same. The university has also been ranked by the Indian Institutional Rank Framework (IIRF) and placed 117th position at the national level, 13th position at the state level and 17th position at the west zone level.

The university has already submitted the application under section 2(f) of the UGC Act 1956 which will enable the university to avail central assistance from the Government of India or any organization receiving funds from the Central Government.

The university has successfully uploaded the data of All India Survey on Higher Education (AISHE) for the academic years 2020-2021, 2021-2022 and 2022-2023 and has been certified by The Ministry of Education, Department of Higher Education, Statistics Division, New Delhi after having satisfactory audit for the same by the Government.

The university presently has Six departments (1) Commerce and Management (2) Hospitality and Tourism (3) Information Technology (4) Mechatronics (5) Health, Life, and



Applied Sciences (6) Life Skills (LS) and one Centre for Industry and Knowledge Partnerships (CIKP).

All the departments are well equipped with ICT enabled classrooms, laboratories, and workshops along with a well stacked library facility creating thereby a conducive environment for teaching-learning process.

The University is in the process of compliance with the guidelines suggested by the National Academic Depository (UGC) towards maintenance of records.

The syllabi of different programmes of study are in tune with National Education Policy (2020) in terms of the Standard Operating Procedure suggested by the Gujarat Government for its Implementation.

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 the 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 – Short term and Undergraduate Certificate, Diploma, Degree, Postgraduate and doctoral Programmes in various Disciplines as per requirement
- To conduct and publish research related to apprenticeships, skill gap and talent need analysis for the furtherance of the objectives of the University
- To collaborate with industry, Universities and institutions in India and abroad for offering skill based academic programmes, training, research and development
- To ensure dignity, relevance and mobility of qualification

(B) GUIDING PRINCIPLES/DEVELOPMENT OBJECTIVES OF TLSU

1. Academic and Fiduciary Governance

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.

Degree holders do not necessarily cut it for India's MSMEs (Micro, Small and Medium Enterprises). 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.

As a Skills University, TLSU enables the merger between education and skills to ensure skill-based education, where students learn in a combination of classrooms alongside gaining required industrial hands-on experience.



The University believes in strong pillars of 3 E's-

Education: Provision of theoretical background and practical exercises

Employability: Facilitating skill development

Employment: Supporting students' pursuit of employment and career development.

And also, one of the unique features of the university include the distinctive **4 classrooms - 4 qualification corridor**, to include a combination of On-Campus, Online, On-site and On-Job-Training options for training with flexibility of multiple exit and entry, as the need of the learner may be and as per the NEP (2020).

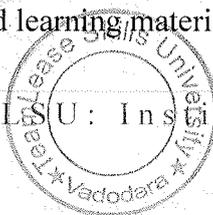
Our Programmes are designed to integrate development of skills into education, as well as knowledge in the skills system, which allows students to gain on job experience when training at the workplace and also ensure that students are more likely to be a better fit for the requirement of the employers.

The curriculum is designed with active inputs from the industry and in turn is very dynamic. For each new qualification, a skill gap or need analysis is done/for revision of the old programme, a report with approval of concept note by Provost/Academic Council is first sought at. A feasibility study including financial aspects is then conducted which is further taken ahead by the respective head of the department to identify required infrastructure and define eligibility criteria for students as well as faculty/trainers. The draft curriculum is then prepared in consultation with industry representatives. The proposal is then put across the Board of Studies for the approval/further modification.

Such industry linked skill-based programmes lead to better employment outcomes for individuals, higher returns on investment for employers and higher productivity in the economy. This is how TLSU is set out on its mission of "Putting India to Work".

2. Curriculum and Pedagogy

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, instructor-led virtual sessions, 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 workload for the students that is 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 add to job oriented educational initiatives. TLSU is creating an active base for industry-institution collaboration. The role of visiting faculty, mainly from the industries and industrial associations, is 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 workplace 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.

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.

The University has 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.

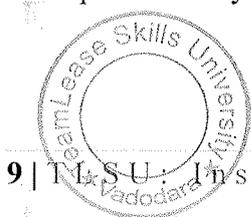
Our unique framework called '**Blended mode of teaching**', facilitates learning by engaging with the online and offline environment. It encourages students to be critical thinkers and problem solvers and nudges them to learn by doing.

The University has adopted a **continuous evaluation system**. It is recognised 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.

The University strives to follow the Outcome Based Education system.

3. Integration of Skills into Academics at all Levels

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.



TeamLease Skills University, lays emphasis on skills-based courses and each of the courses in different programmes have direct bearing on Employability/Entrepreneurship/Skill Development.

TLSU designs its programmes keeping in view the need to inculcate

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Entrepreneurship Skills and Applications is taught across all programmes which allows the students to earn even while they are studying.

4. Faculty and Staff

The faculty at the University consists of distinguished scholars with relevant industrial experience or expertise to impart the needed skill sets to the University learners. The faculty members are involved in the publishing of research papers, attending workshops, seminars and conferences to enhance their professional skills.

The TeamLease Skills University has a hiring philosophy with an aim to attract and employ applicants who are most suitable for the current and future needs of the business and to establish TeamLease as a quality employer attracting high quality applicants at all times and ensuring that the best applicant is hired.



The commitment of the University is to ensure that all the recruitment and selection processes are carried out in accordance with the “Equal Opportunities Policy”, to use progressive, consistent, fair recruitment and selection methods and to continually help develop the skills and talents of our people.

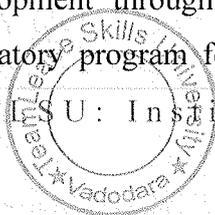
The HR follows the following Audit Mechanism

- Job Requisition/Vacancy
- Sourcing: All candidates are selected on specific predefined parameters. These parameters may differ based on job roles.
 - Job knowledge / Technical skills
 - Attitude
 - Experience
 - Educational background
 - Career focus
 - Communication skills
 - Personality
- Document Verification
- Selection: The selection round comprises of-
 - HR Interview
 - University Interview
 - Demonstration (For Teaching Positions)
 - Final Discussion Round
- Offer Letter Rollout
- Reference Check
- Joining Formalities
 - Pre-onboarding and Onboarding

The employees receive an Employee handbook wherein all the requisite instructions for the staff and faculty have been mentioned.

The Performance Management Policy is applicable to its employees. Employees also receive recognition for their continuous service contribution over a period of time.

The Learning & Development (L&D) team at TeamLease aims at increasing productivity, enhancing the quality and up-skilling the employees. “Digiversity” an e-learning platform is used for learning interventions where multiple behavioural and leadership programs have been created for the employees to learn at their own pace. The L&D team designs the learning journey of an employee from day one and carves the path towards her/his development through multiple interventions. Corporate Induction for all levels is a mandatory program for all new employees to complete within 2 days of joining. This



program is on Digiversity and has 3 modules (Organizational Overview, Business Overview and POSH). The organization also provides Professional Development Assistance Programme to its employees.

5. Governance and Compliance

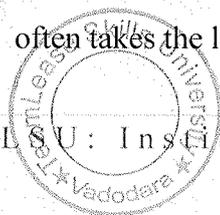
The institution practises decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions.

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)
- 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

Heads of Departments also participate in the Management Process wherein the Head of the Department

- oversees the Teaching Plans of His /her departmental members.
- is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties.
- enjoys the privilege of convening departmental meetings where the programmes for the entire term are decided.
- often takes the lead in planning Seminars, Workshops, Career Counselling sessions,



Remedial measures, Interdepartmental or/ and Inter-College Exercises, Departmental excursions and Study tours.

- is at liberty to introduce creative and innovative measures for the benefit of the students.
- organizes and conducts the Parent-Teacher meetings in which the academic progress of the students is communicated to their guardians.
- in consultation with the respective 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.
- decides on the nature, pattern and duration of special and remedial classes for the students of his/her department.
- takes the initiative, at times to organize alumni chapters of the department within the larger framework of the Alumni Association of the University.
- in consultation with respective departmental teachers enjoys total flexibility in planning and organizing seminars from the UGC sponsored level to that of students' seminars.

Internal Quality Assurance Cell (IQAC) established in the University, documents all activities in chronological order and tracks improvements. It promotes a quality culture by internalizing best practices and developing action plans to improve academic and administrative performance. It also ensures timely submission of accurate reports to the state and national level statutory bodies and department of higher education.

Various Cells/Committees and Clubs have been constituted at the University level to oversee the responsibilities and compliance with respect to several academic (Curricular and co-curricular), administrative and managerial aspects of the University functioning as per the internal decisions as well as UGC guidelines received from time to time.

The University also follows a unique system of Performance Management which 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. This is carried out to support the people to succeed through clear KRA's or accountabilities, ongoing support, personal development and recognition of achievements. The Performance Development routine applies to all full-time permanent staff at TeamLease. The cycle is from April to March.



6. Research and Development

The university has submitted the application under section 2(f) of the UGC Act 1956. This will enable the university to avail central assistance from the Government of India or any organization receiving funds from the Central Government. This will boost up the research and development activities at the University Level.

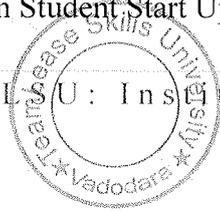
The leadership at TeamLease has been presenting White papers from time to time which are in-depth reports on specific topics presenting problems along with solutions. These white papers are printed as well as broadcasted in the media from time to time.

Few studies conducted and published by TeamLease include

- Skills Strategies for a Strong, Sustainable and Balanced World of Work- for Importance of designing and implementing comprehensive skill development strategies for creating future-proof business and a more sustainable future of work (TeamLease Degree Apprenticeship, Feb 2023)
- Apprenticeship Outlook Report-is a Bi-annual thorough study on the apprentice engagement in India, covering 14 cities and 24 industries, surveys 500+ employers on Apprentices' sentiment on organizations, reasons for engagement, roles and education levels
- Annual Stipend Primer Report- on Current trends in apprenticeship stipend pay outs across India so as to draw Inferences to make a detailed analysis of the stipends received by apprentices with varied educational levels across 24 industries and 14 cities. Shows stipend trends across cities, roles, industries as well as the stipend payouts against benchmark.

The Faculty members of different departments actively take part in State, National and International Level Seminars, Conferences and Symposia. They have presented papers in these academic conglomerations and have received acclamation for their commendable work. The research papers/articles have been published in UGC approved journals and indexed in SCOPUS and Web of Science.

The students of the Commerce and Management Department carry out minor research projects to understand the nuances of research and gain a foundational base for the same. The students of all the departments pursue the course Entrepreneurship Skills and Application which helps them to hone their research and development skills. Various seminars/webinars have been organized on Intellectual Property Rights (IPR)-Patent and Design Process and also on Student Start Up and Innovation Policy-2.0 and attended by staff and students.



7. Infrastructure and Technology

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. All the departments enhance their laboratories for faculty and students to carry on teaching/learning and research related activities. To foster innovation and entrepreneurship among students, the University has 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.

The University has 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. The University faculty use multiple learning management system tools. The University has its own UMS (University Management System) and LMS (Learning Management System)

Other facilities like fire-alarm and firefighting 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 (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.



The TLSU library is automated with the SOUL 2.0, which is the latest version of the software. 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. Software for University Libraries (SOUL) is a state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre; the software was designed to automate all housekeeping operations in library. It includes various modules like Acquisition, Catalogue, Circulation, Online Public Access Catalogue (OPAC), Serial Control, Administration module.

8. Planning and Implementation

The University has been accredited with B Grade by NAAC in March 2022. The following are the recommendations made by the peer team for the quality enhancement of the Institution. The University is committed to work towards the recommendations and plan and implement them for benchmarking the institution.

- Recruitment of qualified teaching and non-teaching staff on priority
- Encourage faculties to undertake research projects and to participate in seminars and conferences etc.
- Improvement of Library and e-resources with adequate budgetary provision
- Establishment of incubation centre for innovation and entrepreneurship
- Provide opportunity for learning languages including foreign languages to students for effective participation in global market
- Collaborate with national and international premier institutions
- Develop health, sports, and other extra-curricular facilities.
- Strengthen the linkage with local community by extending outreach programmes
- Explore the possibility of developing its own campus for future expansion

In addition to the recommendations given by NAAC peer team, the University foresees to go beyond its objective of 'putting India to work' by creating a pool of trained manpower for industry wide short term to degree programmes for Apprentices.

TeamLease Foundation (formerly TeamLease Education Foundation (TLEF)), funded by TeamLease Services Pvt. Ltd. established TeamLease Skills University in response to a national call for large-scale skill inculcation, for which the basis was laid by five key Reports mentioned below. In fact, much of the contents of these Reports have inspired TeamLease Services Pvt. Ltd to establish TLEF, and through it, the TeamLease Skills University.

Following is a brief account of the Reports which act as a guiding light for planning and implementation aspect of the University.

Over the years, about 20 ministries have created an infrastructure for skill development. Besides the Ministry of Rural Development (MoRD), Micro, Small and Medium Enterprises (MSMEs), Health, Tourism and several others have their own establishments for various skill inculcation efforts through formal and informal means. The results are minimal, as seen from economic deprivation and distress migration of labour in the unorganised sector, underemployment and unemployability among the educated and, lack of competently skilled in the organized sector resulting in decreased productivity, closure and labour issues. The recommendations from the following Reports have provided impetus for the large-scale skill inculcation movement.

- (i) Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector (CWPLUS), National Commission for Enterprises in the Unorganised Sector
- (ii) Study by the Human Development Unit of the South Asia Region of the World Bank on the Vocational Education and Training (VET) Sectors in India
- (iii) National Knowledge Commission Reports
- (iv) National Skill Development Mission and
- (v) XI Five Year Plan details on (2007-2012) of the Planning Commission, Government of India

(*Reference of all the above Reports: Proposal For Establishing TeamLease Skills University, Submitted to the Government of Gujarat by TeamLease Education Foundation now TeamLease Foundation)

All the documents stress on the VET (Vocational Education and Training) segment and Higher Education sector for tackling issues of deprivation, unemployment and productivity through innovative skill inculcation methods.

(i) CWPLUS Report

The contents of the Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector (CWPLUS) are of immense support in analysing socio-economic context. The CWPLUS Report indicates that below the economically upbeat creamy crust, exist the poor and vulnerable constituting 836 million or nearly 77% of the population (as on 2004-05). This segment consists of four groups– ‘extremely poor’, ‘poor’, ‘marginally poor’ and ‘vulnerable’. The studies further show that during the period since 1992, the



percentage of people in the 'poor and vulnerable' group has decreased only by 5%. The decrease in percentage of people in the 'poor and vulnerable' group has not eased the stress on the economy. Due to the increase in population, the total population in the 'poor and vulnerable' group has increased from 732 million in 1993-94 to 836 million in 2004-05, which gives an antithesis for the slogan of development initiated by globalization. It is seen that, out of the total work force of 458 million in 2004-05, 92% are unorganized workers (without any employment security and social security benefits), being distributed in agricultural and non-agricultural sectors in the ratio 2:1. Again, more than three - fourth of the unorganized workers belonged to 'poor and vulnerable' group. Among the labour force, the basic education and literacy is a challenging task. The literacy rate as of 2001 was 64.8%. The School drop outs by and large get into unorganized labour; the All India drop-out rates of 26.45%, 49.95% and 61.74% reported for 2005-06 for Classes I-V, I-VIII and I-X, respectively are quite disturbing. One of the reasons offered for low Gross Enrolment Ratio in tertiary level is high dropout rate at lower levels. The CWPLUS Report had suggested various measures to improve livelihood conditions of the unorganised sector that includes social security measures, specific public schemes with minimum wages and non-formal skill inculcation methods. The Report created a huge impact and awareness regarding the poor conditions of the unorganised labour and the need to get involved in a war footing to address the basic issues; consequently, many legislative measures were introduced on the welfare front and inclusive growth has been adopted as the main focal issue in the XI Plan Proposals. Modular Employable Skills Scheme for the unorganised sector has been one of the projects initiated.

(ii) Study by the Human development Unit of the South Asia Region of the World Bank (2007) on the Vocational Education and Training Sectors in India

The findings of the evaluative study carried out by the Human Development Unit of the South Asia Region of the World Bank in 2007 on the vocational education and training schemes reinforced the scenario of skill crisis that is prevalent throughout India. The study was made on the

- a. VE programs offered the Vocational Higher Secondary Schools
- b. Certificate level Craftsmen Training provided through Industrial Training Institutes (ITIs) / Industrial Training Centres (ITCs)
- c. Apprenticeship Training offered through MHRD for Engineering Degree, Diploma and Vocation Educational candidates and



- d. Apprenticeship Training offered through the Director General of Employment and Training under the Union Ministry of Labour and Employment for persons with age above 14 and with entry level attainment of Grade 8 to Grade 12.

The outcomes of the World Bank study were as given below:

- Regarding Vocational Higher Secondary School Education:

In the year 2000, there was a plan to admit 25% of higher secondary students in vocational stream; but only 3% seats were filled in vocational schools over the years. In relation to China, Russia, Indonesia, Mexico and South Africa, the enrolment in vocational stream is quite low in Indian Schools. Further, only one-fourth of the successful candidates were employed but not always in the same stream of their training. The industry involvement in vocational education has been minimal and there was a skill mismatch with the job requirement. The offer of courses was supply based. As higher qualification could fetch better wages, majority of the successful candidates took up higher studies in other streams instead of being employed with higher secondary qualification; higher secondary vocational education remained as the dead end. Lack of higher education avenues caused a stigma to the vocational stream. Another study made on the graduates of Vocational Higher Secondary Schools in Gujarat and reported in the Journal of Vocational Education and Training in 2000 indicated more or less similar outcomes.

- Regarding ITI and ITC Products:

The labour market outcomes of the graduates were reported to be poor. More than 50% remained unemployed. As in the case of vocational schools, there was a mismatch of skills, and the offer was supply based. The course content was obsolete.

- Regarding Apprenticeship Training Programmes:

It revealed that the majority of them were not employed in the trades they were trained.

The Report calls for restructuring of VET programmes with market relevance, inclusion of general academic components and employability aspects in the vocational curriculum, avenue for vertical academic mobility for the vocational stream pass-outs of Higher Secondary Schools, maintaining demand-supply balance, incorporation of National Qualifications Framework, etc. These findings have created a rethinking in the skill inculcation scenario for reorganizing the existing initiatives and introducing new measures such as creation of new ITIs, Centres of Excellence, Grant of new Polytechnics, rejuvenation of Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal (the apex

institution for Vocational Education under Higher Secondary Sector and a unit of National Council for Education, Research and Training), etc.

(iii) Recommendations of the National Knowledge Commission Reports, 2006-2009

The NKC Reports provided recommendations under various sections

a. Recommendations under VET segment

NKC considers VET to be an important element of the nation's education initiative. In order for VET to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education to make them flexible, contemporary, relevant, inclusive and creative. Through consultations with industry groups, academics, civil society and practitioners, NKC has deliberated on ways and means to strengthen these initiatives and recommends the following long and short-term strategies.

- Increase the flexibility of VET within the mainstream education system
- Quantify and monitor the impact of vocational education
- Expand capacity through innovative delivery models
- Enhance the training options available for the unorganised and informal sector
- Strengthen the current institutional structure
- Ensure a robust regulatory and accreditation framework
- Ensure proper certification
- Undertake a re-branding exercise

b. Some of the Recommendations under Higher Education Segment

The NKC Report had made quite far-reaching recommendations in the Higher Education sector, which were reflected in the XI Plan proposals.

- Restructure undergraduate colleges-Some of these affiliated colleges could be remodelled as community colleges, which could provide both Vocational Education and Formal Education.
- New undergraduate colleges could be established as community colleges and be affiliated with the Central Board of Undergraduate Education or State Boards of Undergraduate Education, or with some of the new universities that are established.

(iv) National Skill Development Mission- Report on a Call for Mass Scale Skill Development Measures

Keeping in view economic development, the need to exploit the demographic dividend, and the lessons learnt in vocational education and training initiatives, the Government of India had formulated National Skill Development Mission in 2009 and drawn a detailed road map

for skill training of 500 million of the population by 2022. The gigantic task called for cooperation of central and state ministries, private initiatives and NGO participation. The policy document called for coordinated action between the Central and State Governments for optimum use of resources and infrastructure and planned action. The recommendations are to be executed through three key bodies: National Skill Development Mission, National Skill Development Board and National Skill Development Corporation. Several policy options are in place with a focus on the unorganized sector to meet domestic and global skill requirements. The National Skill Development Corporation is required to ensure active participation of the private sector to give special training to young men and women, workers and technicians. Many of the Central and the State Ministries are involved in the process. A call has been given to use innovative teaching-learning methods and deploy multiple modes of teaching, such as face-to-face teaching, distance mode, satellite mediated instruction and online mode. One of the recommendations pertains to facilitating mobility between academic and vocational streams.

(v) XI Five Year Plan Proposals (2007-12) of the Planning Commission, Government of India

The recommendations of XI Five Year Plan Proposals of the Planning Commission on

- a. Education and
- b. Skill Development and Training relevant to the present context are given below:

XI Plan Document on Education:

The XI Plan document on 'Education' discusses the recommendations on Education sector. On the Vocational Education sector the following recommendations have been given:

- The emphasis will be on demand-driven VE programmes in partnership with employers. The current programmes will be restructured with emphasis on hands-on training/exposure, vertical mobility, and flexibility.
- Greater emphasis will be placed on the services sector and, therefore, on soft skills and computer literacy. There will also be emphasis on development of generic and multiple skills so that persons may respond to changes in technology and market demands. Generic skills that cut across a number of occupations would enable an individual to transfer from one field to another during his/her working life.



- Other features will include compulsory partnership with employers who could provide trainers and arrange for internships, give advice on curricula, and participate in assessment and certification.
- Only 5% of the population can receive skill training through the formal system. The remaining about 4 crore unskilled and semi-skilled persons, who are already working, will be given continuous or further training for upgrading their skills through a variety of delivery systems, including part-time, sandwich system, day release system, block release system, open and distance learning system, etc.
- VE programmes preparing for occupations in Farming, Artisan Trades, Crafts, Small and Medium Enterprises, particularly for self-employment, will include entrepreneurship development and elementary training in ICT to enable persons to take responsibility for production, marketing, management, and rational organization of enterprise.
- Setting up of additional 210 community colleges, mainly in northern, western, and eastern parts of the country will be supported on placement-based funding.

In sync with the establishment of the community Colleges, the advantages of Community Colleges as Constituent Colleges of the University would be

- Some of the domains offered in Community Colleges are less demanding by way of rigour of theoretical concepts. This would help students who have better levels of kinesthetic intelligence (sensory experiences), spatial intelligence and naturalistic intelligence than logical/mathematical intelligence; the last is required for hard-core Science and Technology studies.
- The Community Colleges would provide the bridge to move on to higher level University programmes from the Higher Secondary level. Such of those students, who need to decide their future studies, would be given counselling, guidance and opportunity to explore their course of options.
- The cost of education in Community Colleges is less than many of the Professional Colleges. The Management would seek various financial options for the students to complete their studies.
- The entry into the Community Colleges is simple, as admission is less competitive.
- The industry has a companion in CCs to train its workers for the renewal of skills and competences. The CCs are the educational solution for the varying pattern of jobs in the industry. The CCs can mitigate the stress and tension caused to the micro,

small and medium scale industry because of changing technology and globalized competition.

- The CCs can support skill inculcation for the labour migrated from agricultural sector and from other states.
- The non-traditional students can take up studies, hone their skills and obtain social mobility. The Community Colleges have flexible programme delivery facilitating educational opportunities to the unemployed and employed. The institution is not restrictive in age limit for entry. Full time and part-time programmes are offered.
- The local population gets support for community-based education and information.
- The Community Colleges have made significant contribution to GER at the tertiary level in many of the countries.

These recommendations are stated to bring out the importance given to vocational education at the national level.

XI Plan Document on Skill Development and Training:

The XI Plan document on ‘Skill Development and Training’ analyses quantitative and qualitative aspects of skill shortage. The Planning Commission stresses on the need to exploit the 25-year window of opportunity, called India’s demographic dividend, through large-scale measures of skill development for creating a pool of skilled personnel in appropriate numbers with adequate skills, in line with the requirements of the ultimate users such as the industry, trade, and service sectors.

TeamLease Skills University is constantly working towards its vision and mission in line with the project proposal submitted for the establishment of the Skills University to reach the outcomes as envisioned by the above reports.

9. Outreach

TeamLease Skills University conducts social awareness and career guidance workshops in different schools and colleges in the state of Gujarat. These extension activities lead to the holistic development of the student’s community at large. The team also organises different social awareness activities initiated by the Government of India to create awareness about the social wellbeing of the people. The NSS unit at the University organizes and conducts various activities within as well as outside the campus. Two annual camps have been organized at a village Raghavpura to spread awareness and sensitize the society by and large towards social, moral, ethical, environmental issues and part of national interest.

To let the thoughts of industry reach to the common man, TLSU along with TL organizes several interviews/discussions with senior personnel of industries to highlight recent development, industrial practices and in turn the requirement for skilling, upskilling and reskilling to create awareness amongst not only first-time job seekers but employed learners as well.

10. Student Services

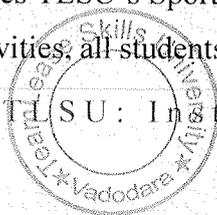
The University considers the holistic well-being of our students a priority. University carries out many initiatives to ensure our students are healthy and happy. Student Support, Engagement are aimed at engaging students on all aspects relating to their physical and mental wellbeing. Blood donation 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.

The University has the Following Clubs for curricular, co-curricular and extra-curricular engagement of students:

RasRang Club: RasRang Club aims at moulding students' personality, making them responsible citizens demonstrating universal, national and human values. It strives to provide a platform for activities to sensitise students towards universal, national and human values, national identity, fundamental duties, constitutional obligations, communal and cultural harmony and social cohesion.

The main focus of the club is to organize fun, co-curricular and extra-curricular activities throughout the year to motivate the students. The activities include socio-cultural events that act as stress busters for the students and faculty members. 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, Women's Day and competitive events.

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: The objective of the club is to encourage the information sharing, creative and competitive spirit for different technical activities under a single umbrella by creating 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.

As per the guidelines of UGC, issued from time to time, the University has constituted various cells for the student’s safety, betterment and grievance redressal if any-

- Student Grievance Redressal Cell with appointed Ombudsperson
- SC/ST/OBC Cell
- Prevention of Sexual Harassment (POSH) Committee
- Anti-Ragging Cell

The details of all the grievance redressal cells have been uploaded on the website and also on display at notice boards of the University along with the process of filing complaints and important contact numbers in case of any emergency. The minority cell sensitizes the students towards the scholarships and freeships provided by the government under different schemes.

The students are also helped out in issuing passes for travel in public transport-bus/train at a concessional rate.

The campus has ample facilities for washrooms on various floors.

The campus also houses a canteen which is operational during University working hours for the students as well as the faculty members.

There is a health room for students with a bed as well as necessary first-aid services and a doctor on-call request for medical emergency purposes.

Ramp facility is made available at the entrance gate of the University and also wheelchairs for PWD.

A suggestion box is installed near the admin area wherein students can drop in their complaints/suggestions to be timely and amicably dealt with.



Each department of the University follows a mentor-mentee system wherein each student is allocated a faculty member who remains in constant touch of the students and their parents/guardians and feedback is taken at regular intervals for addressing their concerns.

TeamLease Skills University closely follows up with the alumni of the University. Every alumnus has been considered as an important stakeholder. 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 at the University.

All the departments keep the record of the alumni and contact them as and when required. The Alumni feedback is also taken by the University.



INSTITUTIONAL DEVELOPMENT PLAN FRAMEWORK

(I) PHYSICAL INFRASTRUCTURE

(A) Overview

The physical infrastructure of a university campus typically includes a range of facilities designed to support academic, administrative, recreational, and residential needs. Key components consist of academic buildings such as lecture halls, laboratories, and libraries equipped with advanced technology to facilitate learning and research. Administrative offices, student service centres, and faculty lounges support the campus's operational functions. Recreational areas, including sports fields, gymnasiums, and wellness centres, provide spaces for physical activities and relaxation. Additionally, student hostels, dining facilities, and common areas foster a vibrant campus life. The campus interconnected by well-maintained roads, pathways, and green spaces, creates an environment conducive to learning and community engagement.

(B) Physical Infrastructure Development Plan

TeamLease Skills University ensures effective and optimal utilisation of infrastructure and has prepared a masterplan for its expansion to meet the future requirements. Being a Skills University, TLSU intends to follow and strengthen multiple platforms of learning as along with on-campus programmes, the University caters to Degree Apprenticeships as well. (Work Based Learning and Work Integrated Learning)

The University aims to strengthen the physical infrastructure with regards to the following platforms of learning:

1. **On Campus** means conventional learning in the Classroom/labs in the University campus.
2. **Onsite** means learning in the classrooms/labs set up at premises of employer establishments which have suitable arrangements. It can be undertaken in any employer establishment situated anywhere in India or abroad subject to the terms of the MOU in writing between the University and the employer establishment.
3. **Online** means learning online through self-learning and virtual classrooms and will include
 - a. learning videos with recording or dubbing or editing facilities for graphics and animation.

- b. e-content for reading and improving comprehension of students.
 - c. tests and assignments that test the understanding.
 - d. discussion forum that clarifies the doubts of the students.
4. **On Job Training (OJT) Mode** of learning shall include apprenticeship training at the shop/ offices of the employer establishment in terms of the MOU of the Skills University and the employer establishment. On Job Training (OJT) can be undertaken in any employer establishment situated anywhere in India or abroad subject to the terms of the MOU.

The On Job Training for the on-campus students will be scheduled based on the students' selection through interviews as well as through preference.

The planning for improving the physical infrastructure on campus to promote smooth conduction of academic and administrative activities includes:

- More number of computers of latest configuration and software in IT laboratories
- Upgradation of Health, Life and Applied Sciences laboratory
- Upgradation of Hospitality and Tourism laboratory
- Upgradation of Mechatronics Laboratory
- Installation of Air Conditioners in the auditorium
- Movable furniture in the auditorium instead of fixed furniture
- Movable furniture in the Corporate Training Centre instead of fixed furniture
- Renovation of Boys common room
- Better amenities in Girls common room with rest area
- New Language Laboratory with modern gadgets
- Smart Boards in the Classrooms
- Separate Cabin for faculty members department wise
- Storage: Additional Racks/Cupboards
- Media room upgradation
- Additional Library Space
- Additional Reading Room Space
- Construction of Gymkhana with needed equipments
- Renovation of canteen
- Printer machines upgradation for each department
- Separate Hostel facilities for boys and girls (on need base and demand)

Green initiatives like:

- Waste Composting/Recycling of canteen waste
- Rainwater harvesting
- Tapping of Solar power
- Plastic free initiative for canteen and campus-Initiation from refraining from one-time use plastic.

(II) DIGITAL INFRASTRUCTURE

(A) Overview

The digital infrastructure of a university campus encompasses the technologies and systems that support digital learning, communication, administration, and research. This includes a robust network infrastructure with high-speed internet, Wi-Fi coverage across the campus, and secure data centres that store and manage institutional data. Digital classrooms equipped with smart boards, projectors, and audio-visual systems enhance interactive learning experiences. Learning Management Systems (LMS), online libraries, and digital repositories provide students and faculty with easy access to educational resources. Cloud-based services and software facilitate collaboration and remote learning. Additionally, cybersecurity measures, digital communication tools, and administrative platforms streamline campus operations, ensuring a seamless digital experience for the university community.

(B) Framework for Digital & Information and Communications Technology (ICT) Infrastructure and Roadmap

- Hi-speed internet facility to promote online systems without buffering time.
- Wi-Fi coverage across the campus with required security features for access for the students and staff alike.
- Full-fledged implementation of information security management system that addresses people, process and technology.
- University mobile based application for dissemination of information to students and faculty alike.
- Student management software.
- Purchase and upgradation of gadgets required for the media room.
- Upgrading the already existing Learning Management System to make it more robust.

- Upgradation of university website.
- Upgradation of online student services portal
- Promotion of extensive and exhaustive use of generative AI for academic enrichment purposes.
- Linking university data-storage system with personal Cloud storage in synchronization.
- Upgradation of systems to facilitate access to online resources and MOOC and SWAYAM courses.
- Upgrading software for Examination Management System for implementation of Outcome Based Education (OBE) in a more robust manner.

(III) ACADEMIC INFRASTRUCTURE

(A) Overview

The academic infrastructure of a university campus consists of facilities and resources that support educational and research activities, providing an environment conducive to learning and intellectual growth. This includes well-equipped classrooms, lecture halls, seminar rooms, and specialized laboratories for different programmes all designed to facilitate hands-on learning and experimentation. Libraries with extensive collections of books, journals, and digital resources serve as knowledge hubs for students and faculty. Research centres and innovation labs foster advanced studies and interdisciplinary collaboration. Additionally, digital learning tools, such as Learning Management Systems (LMS) and online databases, are integrated to enhance accessibility to educational content and resources, ensuring a comprehensive academic experience that supports both traditional and modern pedagogical approaches.

TLEF (now TLF) has established TeamLease Skills University as a Vocational University with a vision to establish a cluster of Community Colleges, as its Constituent Colleges.

TeamLease has expertise in vocational training and experience in placement services through wide contact with industry. TeamLease ensures industry relevant and demand-based curriculum and has the necessary resources to offer Comprehensive Skill Education (CSE).

TLSU programmes will provide a vertical link to the pass-outs of Vocational Higher Secondary Schools, which can synergize enrolment in these institutions. Measures will be taken to offer higher education avenues to ITI and Polytechnic pass-outs as per Gujarat



Government Resolution through General Administration Department (No. RVB – 102011 –U.O. 190. K dated 15, May 2012). TLSU plans to offer consultancy, skill upgrade and continuing education services to the Micro, Small and Medium enterprises. With the support of the Government of Gujarat, TLSU will participate in skill inculcation of the informal labour and community enrichment education. The proposal discusses the details of organizational structure of the University, its location, academic offerings, establishment of Community Colleges, curricular design methodology and research areas. TLSU will employ a blended mode of instruction using faculty expertise, hands-on training, cloud computing capability, VSAT infrastructure and industry interaction. While offering its multipronged services, which are unprecedented in the Indian university system, TLSU will follow Gujarat Private Universities Act, 2009 in its policies, programmes, processes, decisions and activities.

While illiteracy debilitates a significant section of the population from gainful employment, the issue of educated unemployed is also serious. In the present scenario, the reports on higher education, discuss the industry perception of low employability rates of Indian graduates drawn from various disciplines. The tragedy is that large number of educated unemployed and dearth of skilled work force co-exist. The reasons suggested for unemployable nature of the graduates are lack of domain specific competence, work related skills and non-relevance of the curriculum.

Since a nontraditional approach is required for supporting the issue of large-scale skill development in domains not covered under traditional Universities; the TeamLease Skills University vies for it. The University conforms to the Gujarat Private Universities Act, 2009, while adopting an innovative approach for skill inculcation.

(B) Development & Improvement of Innovative Academic Infrastructure

- In order to facilitate Comprehensive Skill Education, TLSU will offer the following types of Programmes through its Campus and Community Colleges:
 - **VET for the Organised Sector:** Degree Programmes with Multiple Exit and Multiple Entry (as per guidelines of NEP 2020 as well as in line with NCrF) are proposed to be offered through TLSU. Through its Programmes, the University intends to provide vertical mobility to Vocational Higher Secondary School (VHSS) stream pass-outs. Efforts will also be made for articulation arrangements with other Universities for providing another option

for completing the Degree Programme. In future, the University Campus will be offering Postgraduate and Doctoral programmes. The career progression programmes will be offered for the benefit of the workforce. The career entry and skill training programmes will be made available for the benefit of graduates from other systems.

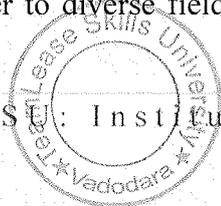
- **VT for the unorganized Sector:** Skill Training initiatives for the unorganized sector will be undertaken on PPP mode. This could enhance income levels of the unorganized sector.
 - **Community Education:** The Life Skills Programmes, Community Welfare Programmes, and Training Programmes for the Community Workers/ NGOs/ Public Service Officials will be offered.
 - **Support to Micro, Small and Medium Enterprises:** Programmes will be conducted for training the employees of industry/organisations. Consultancy support will be made available for Micro, Small and Medium Enterprises.
- Adopting experiential classroom teaching methods and techniques to focus on developing interdisciplinarity and metacognitive abilities.
 - Inclusion of more interdisciplinary courses, value added courses, courses on Indian Knowledge Systems, Yoga and Meditation, etc. as per the guidelines of NEP 2020.
 - The nomenclature of different courses in all programmes to be as-
 - VAC: Value Added Course
 - SEC: Skill Enhancement Course
 - AEC: Ability Enhancement Course
 - MIL: Multidisciplinary/Interdisciplinary Course
 - MCC: Major Core Course
 - DMC: Disciplinary Minor Course
 - Towards the attainment of multidisciplinary education, including credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education in the curriculum.
 - The credit framework guidelines as laid down in NEP 2020 and SOPs as envisaged by Department of Higher Education, Government of Gujarat to be followed.
 - Aligning the existing as well as new programmes offered by the University to NSQF/NHEQF/NCrF levels.
 - Further strengthening the Multiple Entry Multiple Exit (MEME) options for the students to complete their education.

- Ensuring the credit transfer for migrating students by following the procedure for NAD/ABC.
- Implementation of Outcome Based Education (OBE) in a more robust manner.
- Strengthening the Continuous and Comprehensive Evaluation Framework of the Examination system.
- Credits shall be mapped to assessment, where 1 credit would be assigned 25 marks. Assessments being holistic in nature, the final result of each course shall be determined on the basis of continuous assessment and performance during the Semester End Examination, in the ratio of 40:60 in case of theory programme and 60:40 in laboratory programme (practical). On-Job-Training (OJT) will be jointly supervised, assessed and graded by the Faculty Supervisor of the University and Mentor of the Industry, involving Industry Evaluation (50%) and University Evaluation (50%). The minimum pass criteria shall be also specified at 40% for each component of assessment as per the existing pattern.
- Conducting Bridge Courses as well as Remedial Classes on a need basis for students.
- Feedback from the students at the end of every semester.
- Parents feedback to be collected during the parent teacher's meeting.
- Alumni feedback on outcomes of the programme.
- The University intends to engage the alumni in various activities and also make use of linkages for students' internship, OJT, placements etc.
- Industry feedback on performance of students during OJT as well as during external examinations conducted at the end of each semester.
- Periodical Academic Audit Team visits to the departments (Twice in a Semester).
- Regular Departmental review meetings with the Dean Academics
- Submission of Departmental monthly reports to the IQAC.

(IV) RESEARCH AND INTELLECTUAL PROPERTY INFRASTRUCTURE

(A) Overview

The research and intellectual property infrastructure of a university campus is designed to support innovative research, knowledge creation, and the protection of intellectual assets. This includes advanced research laboratories, specialized equipment, and innovation centres that cater to diverse fields such as science, engineering, technology, and social sciences.



Collaborative research spaces and interdisciplinary hubs encourage cross-departmental partnerships and innovative problem-solving. Libraries equipped with extensive digital and print resources, as well as access to global research databases and journals, provide essential support for academic research. Additionally, dedicated offices for technology transfer, patent filing, and intellectual property management guide faculty and students through the process of securing patents, copyrights, and trademarks, while fostering a culture of innovation and entrepreneurship. These resources are crucial in bridging the gap between research and commercialization, ensuring that intellectual property is protected and leveraged for societal impact and economic development.

(B) Development of Research & Intellectual Property Infrastructure and Enabling Research and Development

The organization envisages initially two Research Centres to be established:

- Centre for Labour markets.
- Centre for Technology in Education.

The Labour Policy Research is critical as the unorganized sector forms a major part of the workforce and the ground rules are not clear for the sector causing considerable hardship to the work force. Added to it, informalisation of formal sector is taking place through what is called structural changes within the organized sector. It arises due to outsourcing and contractualization/casualisation of workforce. This is happening in sectors like services, construction, hospitality and security services. In such cases, the increasing presence of unorganized workforce with no or less skills is alarming. Whether there should be any provisions/enforcement for such organized sector/companies to provide skills to indirect workforce, whether training of such workforce by the employer can be made compulsory? What are the mechanisms of training? Another issue is whether service sector should be given a special thrust, as it is the fastest growing area. Inquiry is needed into training pedagogy and trainer preparation for the informal sector.

Similarly, technology in education is a vital area of research, as technology can provide powerful support in pedagogy and can increase access. Technology has a democratizing effect in that location-based imbalance in expertise can be alleviated through beaming of lectures of experts and materials using media. Research can throw light on optimization of ICT facilities, minimization of costs, utilization of student-friendly delivery mode and on-demand examination. The University plans to extensively use blended mode of delivery and

would like to evolve appropriate combination of media to provide effective support services to the students, for which research would be a productive support. Research work will be started in other areas gradually.

With a view to avail financial assistance from the Government of India or any organization, the university has already submitted the application under section 2(f) of the UGC Act 1956.

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, Health, 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).

To further promote research and development infrastructure and environment, the University foresees:

- Locating funding agencies and passing on the information about the same to faculty members and encouraging them to apply for minor and major research projects
- Establishing a Researcher's Forum wherein faculty and students can present their research papers and discuss their ideations
- Conducting FDP on Research Methodology and Current trends in research
- Training on research ethics
- Subscribing to the UGC care list of journals and E- Resources in the library
- Statistical software package training for research enthusiasts
- Workshops on current trends in research and innovation -Robotics, IoT, Data Analytics, Mobile Application Development, AI in Healthcare, AI for personalized services, etc.
- Procuring requisite software for plagiarism check
- Applying and developing an incubation/start-up centre
- Research Collaborations with different partners from academia as well as industry
- Carrying out research and development aimed towards patenting

(V) SUPPORTIVE AND FACILITATIVE INFRASTRUCTURE

(A) Overview

The supportive and facilitative infrastructure of a university campus encompasses various facilities and services that enhance the overall student and faculty experience, promoting a holistic environment for learning, well-being, and community engagement. This infrastructure includes student service centres, counselling and health facilities, career development offices, and academic advising centres, which provide essential support for student success and well-being. Recreational facilities, such as sports, gyms, and wellness centres encourage physical fitness and stress relief, while cultural centres, auditoriums, and art spaces foster creative expression and community engagement. Accessibility features, such as ramps, elevators, and assistive technologies, ensure inclusivity for all members of the campus. Additionally, on-campus dining options, student housing, and transportation services contribute to a vibrant campus life, making the university a conducive place for both academic and personal growth.

The University has been promoting all round development of the learners-physical, social, emotional and intellectual. It also promotes the social and emotional wellbeing of its staff members.

At present, to promote inclusiveness at the campus, the facility of ramp and wheelchairs has been made available. The university has a Health Check-up room also utilized as a rest room in medical conditions.

The University has a Placement Cell for the students. It helps the students for OJT placements and also for job assistance. Qualified counsellor is available on campus whenever required.

The canteen facility during University hours caters to the meal requirements of staff and the students.

The sports club takes care of the recreational facilities on the campus having many outdoor and indoor games provision.

The rasrang club organizes various cultural events in the auditorium and University grounds. It also organizes monthly get togethers for staff with the purpose of celebrations and enjoyment.

Various webinars are being organized for staff on physical and emotional wellbeing by HR team of TeamLease.



(B) Development of Supportive and Facilitative Infrastructure

To further strengthen the supportive and facilitative infrastructure the University aims at:

- Better suited rest rooms for differentially abled persons.
- Upgradation of health check-up room with more facilities and required infrastructure.
- Girls common room with sanitary pad dispensing machine and incinerator machine for sanitary pad disposal in washrooms.
- Appointment of dedicated placement officer for overlooking and fostering the activities of career guidance and the placement cell.
- Staffing of qualified counsellor for personal counselling of students on various issues.
- Further escalating outdoor and indoor sports facilities apart from existing sports facilities namely- Foosball, Basketball, Badminton and Volleyball.
- Establishment of a gym for students and staff.
- More frequently organizing and conducting picnics/excursions/field trips/outbound programmes for staff and students.

(VI) INFRASTRUCTURE FOR NETWORKING AND COLLABORATION

(A) Overview

The infrastructure for networking and collaboration on a university campus is designed to facilitate interaction, knowledge exchange, and partnership among students, faculty, researchers, and external stakeholders. This includes modern conference halls, seminar rooms, and co-working spaces equipped with audio-visual technology for hosting workshops, symposiums, and collaborative projects. Digital collaboration tools, such as video conferencing systems, cloud-based platforms, and Learning Management Systems (LMS), support both in-person and remote collaboration, enabling seamless communication and teamwork. Additionally, well-designed social spaces, such as lounges and cafeterias, serve as informal environments for networking and idea sharing. The integration of these physical and digital resources ensures a dynamic environment where academic and industry collaboration can thrive, driving research, innovation, and professional development. Several MoU's have been signed by the University to facilitate the student's growth and

achievement both for on-campus programmes and Degree Apprenticeships due to full industry support.

The globalisation is the key to success for any field. Even in education field the importance of it has been significant. The TeamLease Skills University is actively working on the programmes to cater to job roles and opportunities, not only nationally, but for the international job market. 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 the projects the University was successful in establishing and strengthening networking with foreign institutes.

(B) Development of Networked Infrastructure

For the further development and improvement of networked infrastructure, the university aims at:

- Arranging more guest lectures from industry experts on the latest job requirements and skills needed to enhance employability
- Further enhancing association with industry experts in terms of inclusion as panellist/(s)/ Members on Board of Studies, Academic Council and for Course Designing, Short-term Training Programmes and also conducting FDPs
- Signing long-term MOUs with local industry for student internships, training, and placement
- Planning visits to varieties of local industry to give practical exposure to the students while learning
- Motivating and Training Faculty of different departments to offer consultation service to local industry as well as academia
- Upgrading the Corporate Training Centre with modern gadgets
- Active involvement of Alumni Association in the developmental activities of the university
- Accelerating Third Party Assessments and Course Endorsements

(VII) GOVERNANCE INFRASTRUCTURE

(A) Overview

The governance infrastructure of a university comprises the organizational frameworks, policies, and systems that ensure effective management, decision-making, and accountability across all levels of the institution. This infrastructure includes governing bodies such as the Board of Management and various academic and administrative councils that establish strategic directions, policies, and regulations. Administrative offices, including those for the registrar, finance, human resources, and legal affairs, facilitate the smooth operation of the university, ensuring compliance with regulatory standards and efficient resource management. Digital governance platforms provide tools for transparent decision-making, data management, and communication among stakeholders. Additionally, mechanisms for faculty, student, and staff representation in governance, such as committees and forums, promote inclusive and participatory decision-making processes, fostering a culture of collaboration, transparency, and accountability throughout the university community.

The University functions as per the Organogram under the able guidance of the Governing Body. Requisite hierarchy is maintained wherein various academic as well as administrative bodies work independently as well.

At present the following cells/committees/clubs are functional at the university level with representation of students as well as parents and members of society wherever required as per the norms:

- Internal Quality Assurance Cell
- Student Grievance Redressal Cell
- SC/ST Cell
- Prevention of Sexual Harassment (POSH) Cell
- Anti Ragging Cell
- Rasrang Club
- Sports club
- Aavishkaar Club
- NSS Committee
- Training and Placement Cell
- Healthcare Committee

- Canteen Committee
- Infrastructure Management Committee
- Website Upgradation Committee
- Third Party Assessment Committee
- Examination Committee

Besides these, Nodal officers/Coordinators have been appointed for communication to government authorities and different higher education agencies pertaining to time-to-time information related to the higher education institution.

(B) Roadmap to Improve Governance

The University believes in collective leadership and democratic way of functioning. Carving out a roadmap for effective governance, the University envisions

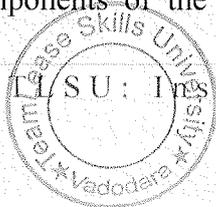
- Delegating duties, roles and responsibilities as per the Organogram of the University
- Organizing and conducting regular meetings of statutory bodies like Governing Body, Board of Management, Academic Council and Board of Studies
- Organizing and conducting regular meetings(monthly/weekly) of Finance Committee, Controller of Examinations and IQAC
- Weekly Departmental review meetings with Dean Academics
- Monthly Review meetings for different cells/committees/clubs to be organized
- Monthly and Annual reports of activities/events conducted by various departments as well as cells/clubs/committees to be submitted to the IQAC
- Regular feedback from all the stakeholders
- Workshops on developing leadership skills and teamwork for the teaching as well as non-teaching staff

TLSU keeps track of its compliances through TL RegTech, a leading regulatory technology company transforming Compliance. TeamLease RegTech offers a cloud based, multi-tenant, web and mobile Compliance SAAS solution that tracks all compliances and now has advanced workflows for automation of Labour and Secretarial compliance.

(VIII) FINANCIAL INFRASTRUCTURE

(A) Overview

The financial infrastructure of a university plays a crucial role in supporting its academic mission, operational efficiency, and long-term sustainability. Analyzing the various components of the university's financial system, including revenue generation, budget



allocation, and expenditure management help to highlight the effectiveness of current practices and identify areas for improvement. A strong financial foundation not only enables the university to achieve its strategic goals but also ensures its stability and growth in an increasingly competitive environment.

(B) Roadmap for Improving Financial Infrastructure

The State of Gujarat has a large potential for skill development to cater to the needs of the growing industrial requirements. Keeping in line to this, the University has projected financial growth in skilling and assessment for different skills sectors like- Capital Goods Sector, Automotive Sector, Electronics Sector, BFSI Sector, Retail Sector, Transport & Logistics Sector, Healthcare Sector, Tourism & Hospitality Sector, Textile Sector, Food Processing Sector, Chemicals & Petrochemicals, Pharmaceuticals, Life Science Sector, IT-ITeS Sector, etc.

The projection includes estimation of learners, trainers, operational staff, marketing expense and budgeted revenue and is presented as under:

Projection of Learners, Trainers, Operational Staff, Marketing Expense and Budgeted Revenue

Particulars	C FY	FY 2	FY 3	FY 4	FY 5	Grand Total
Total learners to be assessed and certified	15300	22950	30600	38250	45900	153000
Total trainers to be inducted (1:50)	306	459	612	765	918	3060
Operational staff 1:1000	15	23	31	38	46	153
Budgeted Revenue (Avg realization @ Rs 800/trainee (Value in Crs))	1.22	1.84	2.45	3.06	3.67	12
Capex @ 5%	0.06	0.09	0.12	0.15	0.18	0.61
Marketing & Advertising @ 10%	0.12	0.18	0.24	0.31	0.37	1.22

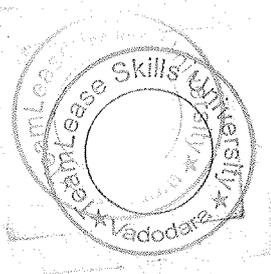


Apart from this, the financial growth of the University in terms of Income, Expenditure and Surplus for the next five financial years is presented as under:

Financial Details

Particulars	FY 24	FY 25	FY 26	FY 27	FY 28
Income	in lacs	in lacs	in lacs	in lacs	in lacs
Academic Receipts	142	152	163	174	186
Training Receipts	7220	7725	8266	8845	9464
Corporate Training Receipts	1472	1546	1623	1704	1789
Income from Investments	21	22	23	24	25
Interest Earned	16	17	18	19	20
Waiver of Loan from Sponsoring body	0	0	0	0	0
Other income	194	200	206	212	218
Total (A)	9065	9662	10628	11691	12860
Expenditure					
Staff Payments and Benefits	115	138	166	199	239
Training Expenses	7554	7932	8329	8745	9182
Administrative and General Expenses	797	853	913	977	1045
Repairs & Maintenance	6	7	8	9	10
Financial Cost	23	25	28	31	34
Depreciation & Amortisation	31	28	25	23	21
Other Expenses	115	127	140	154	169
Total (B)	8641	9110	10021	11023	12125
Surplus for the year (A-B)	424	552	607	668	735
Balance of Surplus carried to General fund	424	552	607	668	735

- ❖ As TLSU is governed by TLF, a section 8 company, hence Income/Expenditure Statement is maintained instead of Profit and Loss Statement



Concluding Remarks

The Institutional Development Plan of TeamLease Skills University serves as a comprehensive roadmap to foster growth, enhance academic quality, and build a future-ready workforce. By prioritizing a dynamic curriculum, robust industry partnerships, state-of-the-art facilities, and inclusive learning environments, the plan envisions a transformative journey that aligns with the rapidly evolving demands of the global market. This development strategy not only focuses on equipping students with technical skills but also emphasizes critical thinking, innovation, and entrepreneurship, ensuring holistic growth for both learners and the institution.

Moving forward, the successful implementation of this plan will require the collective efforts of all stakeholders, including faculty, staff, students, industry partners, and the community. Continuous assessment, feedback, and adaptation will be crucial in refining our strategies to achieve the university's vision of becoming a leading institution in skills education. Together, we are committed to creating a sustainable and forward-looking ecosystem that nurtures talent, encourages lifelong learning, and contributes significantly to the socio-economic development of the region and beyond.

