# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## XIM UNIVERSITY

XIM UNIVERSITY , 12(A) NIJIGADA KURKI HARIRAJPUR PURI
752050
www.xim.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September  2022**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

XIM UNIVERSITY the erstwhile Xavier University was established on 6th July, 2013. On 3rd April 2021, the Odisha Legislative Assembly enacted the Xavier University, Odisha (Amendment) Act 2021, rebranded Xavier University as XIM UNIVERSITY. According to its regulations, the University has its main campus in Nijigada Kurki, Harirajpur, Puri District, and an additional campus in Bhubaneswar's Xavier Square, which houses one of the schools the Xavier Institute of Management.

Currently, XIM UNIVERSITY regards itself as a prestigious University committed to providing a superior education to its students. XIM UNIVERSITY is built on the 34-year tradition of XIM (Xavier Institute of Management, Bhubaneswar), the country's top world-class business school. The ethos of XIM UNIVERSITY defines its identity as men and women for and with others.' Our faculty, staff, and students come from various religious and ethnic backgrounds, but we all want to be men and women for and with others.

History was made in October 1987 with the establishment of XIMB (Xavier Institute of Management Bhubaneswar), XIM UNIVERSITY's flagship management institute which, over the past 34 years has been recognized as a premier Business School in the country. It aspires to lead the nation in management education by focusing on research and innovation. Our intellectual capital rankings consistently have been in the Top Five in the country. Presently it hosts eleven schools offering Doctoral, Masters and Under-graduate programmes. These schools are listed as follows:

1. Xavier Institute of Management

2. School of Human Resource Management

3. School of Rural Management

4. School of Commerce

5. School of Communications

6. School of Sustainability

7. School of Economics

8. School of Computer Science and Engineering

9. School of Governance and Public Affairs

10. Xavier Law School

11. School of Human Settlements

12. School of Liberal Arts

The various bodies and authorities responsible for the governance of the University are in place and are functioning as per the University ACT, 2013 & UGC Regulations. The governance of the organization constitutes the following bodies/committees:

- Board of Governors
- Board of Management
- Academic Council
- Finance Committee
- Other statutory and non-statutory bodies

**Vision**

To be a leading global Jesuit University, innovative in academia, grooming compassionate and resilient leaders to lead organizations for a just, equitable and sustainable society.

The University lives up to its vision of faith and spiritual inspiration and strives to build a just and humane society. It stands by the poor in their struggle for justice, it stands for the rights of the displaced persons, it promotes compassion, ethics and care for the environment as path to bring about global peace and sustainable development.

**Motto**

The excellence that XIM UNIVERSITY has displayed through the years has become an example, a legend for all to imitate and follow. This aligns with our motto – *Semper Excelsius* – Ever Higher.

**Mission**

# In the spirit of Magis, XIM UNIVERSITY strives to:

- Promote innovation in learning and the total ecosystem.
- Nurture multidisciplinary thinking and lead next practice research.
- Serve society by empowering all sections of society.
- Lead digital thinking in social and developmental issues.
- Establish trust in the higher education arena.

**VALUES**

- Integrity
- Excellence
- Inclusiveness
- Compassion
- Sustainability

Our students learn the values of experience, curiosity, global experiences, and '"cura personalis,'" which

translates as 'whole-person care.' There is a strong desire to be the first to respond to society's demands, and to promote sustainable societies that motivate the state's and country's futures by acting as a catalyst for change. This worldview emphasizes education for moral character, flexibility, world affirmation, and faith that supports justice.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. A Legacy With World Class Infrastructure: XIM UNIVERSITY is a green and smart campus spread across 55 acres and 20 acres in two campuses.

2. Academic Innovation: The multidisciplinary adaptable Choice Based Credit System (CBCS) .

3. The School of Rural Management is a unique rural intervention effort, dedicated to our aim of producing social value by fulfilling the changing demands of rural enterprises, government, and development organizations.

4.The School of Human Resource Management is an elite program that develops people-sensitive human resource leaders.

5. The University offers two unique programs of study: Sustainability Management and Urban Management.

6.The University's School of Communications is  Odisha's first state-of-the-art, high-quality Media School.

7. The School of Commerce, the Xavier Law School, the School of Economics, the School of Governance and Public Affairs, and the School of Computer Science and Engineering, are educational initiatives designed to provide holistic and integrated career-oriented academic excellence culture.

8. Faculty and Research: XIM UNIVERSITY has many illustrious faculty members who are products of some of the best national and international institutions with numerous publications sponsored projects and numerous collaborations/MoUs for research.

9. Student Support and Grievance Redressal: XIM UNIVERSITY is home to a varied, multi-cultural population of students from all across the country.

10. It has a robust Single Window Student Services, Mentoring program, and Counselling service. There are various committees in place to ensure the safety and security of students/staff such as the Anti-Ragging Committee, Internal Complaints committee, etc

11. Centers of Excellence: XIM UNIVERSITY offers various centers of excellence dedicated to comprehending and improving the world we live in today.

12. Technology Integration

13. Industry Integration

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14. Social Initiatives: Social activities such as livelihood creation, plantation, and hygiene, as well as the government's skill development programs, all aided in reaching out to neighboring villages.

15. National Recognition- University has figured in the prestigious NIRF ranking.

**Institutional Weakness**

- Scale diminutive Students and faculty from other countries

**Institutional Opportunity**

- To encourage faculty to conduct purposeful, society-oriented research by obtaining research funding, publishing articles, and claiming patents.
- Through NSS, the adjacent rural community will be developed.
- By conducting applied research, we can address society's demands.
- A Women Entrepreneurship Development Cell could be established as a collaborative effort to nurture and inspire the creative minds of female students by providing them with opportunities to showcase their ideas and assisting them in developing their ideas into entrepreneurial ventures in the fields of Agriculture, Horticulture, and Tourism.
- Reputable national and international agencies can play a critical role in beginning collaborative research and projects that benefit national interests.

**Institutional Challenge**

- In comparison to federal and state government institutions, the University faces challenges obtaining both direct and indirect government financing through its different schemes.
- As a private University, it is difficult to obtain significant funding from government agencies.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

XIM UNIVERSITY offers industry-relevant academic programmes. Strong curriculum and high-quality teaching underpin the University's rigorous academic programmes. This aligns with the university's focus on innovation, industry integration, and internationalisation. XIM UNIVERSITY has implemented a flexible, Choice-Based Credit System to provide a high-quality education. The  Choice-Based Credit System uses,

- blended learning,
- classroom sessions,
- workshops/seminars/certification programmes, and
- industry-relevant projects and assignments.

The programmes include behavioural science, communication skills, foreign language, and short-term inter-disciplinary Study Abroad Programs that emphasise global exposure.

**Design Of Curriculum -** Local, regional, national, and global academic needs drive periodic curricular revisions and implementation frameworks. All courses in the programmes are reviewed twice a year to reflect new developments. Each school has a Strategic Academic Advisory Board (SAAB) comprised of industry and discipline representatives. Summer internships, final placements, leadership presentations, seminars, and workshops help students and teachers make industry connections. Immersion 12-hour/eight-class courses enhance students' knowledge. The interdisciplinary focus is maintained by faculty from the University's many schools.

**Academic Flexibility-** Adopting a Credit-by-Choice System provides academic flexibility (CBCS). Feedback from stakeholders and alumni influences new courses. The programme can be tailored to the student's preferences and goals through industrial ventures, summer internships, etc.,

**Curriculum Enrichment -** Students can take value-added courses to meet industry standards and prepare for careers. Most students participate or engage in field trips, internships, projects, and industrial training. Gender diversity, environmental consciousness, sustainability, human values, and professional ethics are emphasised to prepare students to be ethical and socially responsible corporate citizens. In the last five years, the university has offered 2866 courses in 21 programmes. These courses cover essential knowledge, values and ethics, the environment and sustainability, technology, communication and cross-cultural exposure.

## Teaching-learning and Evaluation

XIM UNIVERSITY has been proactive in addressing the knowledge gaps and educational demands of its students. Both slow and advanced learners benefit from practise projects, including Case Studies, In-class Assignments, Management Games, Role Playing, Industry Visits, Industry Talks, Internships, additional reading resources, bridge courses, and regular quizzes and assessments. The programmes are held to familiarise the students with the University teaching learning and evaluation process include :

- Structured Orientation programme
- Enrolment of students in value-added courses in communication skills, personality development, and soft skills
- Robust academic counselling service for students

**Student Performance And Learning Outcomes-** Learning outcomes are evaluated using direct and indirect ways to define instructional and organisational gaps in order to provide an action plan for further integration into strategic planning. Internal evaluations include activities, a class test, and a session assessment, whereas external evaluation includes an examination at the end of the semester or trimester.

**Evaluation Process And Reforms -**The Examination Regulations are quite stringent, and examination timetables are scrupulously adhered to and crafted date sheets are uploaded to UMS. Date sheets are uploaded to AIS and invigilation requirements are meticulously followed. Students can access examination-related FAQs via AIS.

- Students' leadership abilities are enhanced through student-run groups, 24x7 activities, and students' engagement in multiple extracurricular activities as student organisers.
- Regular Guest lecturers, corporate connect programmes, industrial visits, and expert presentations by scientists and public personalities all contribute to the necessary exposure.
- Hospital visits, mock trials, art exhibitions, fashion shows, therapy sessions, optometry-eye camps,

military training programmes, community outreach programmes, and entrepreneurship awareness all contribute to a progressive teaching and learning experience.

The Academic Manual, which is heavily influenced by the Blooms Taxonomy, reflects the outcomes of all XIM UNIVERSITY programmes. The Learning Outcomes are extremely quantifiable. The pedagogy used is aligned with the desired Learning Outcomes.

**Student Satisfaction Survey -**The teaching-learning process is continuously evaluated based on the results of a department-administered feedback or satisfaction survey. The indirect approach is based on student, teacher, employer, and alumni input.

## Research, Innovations and Extension

XIM UNIVERSITY regularly upgrades its research facilities to promote research, consulting, and other intellectually stimulating activities. The Bloomberg Lab, Information Technology Lab, LIFE Lab, and Communication Lab were built to support the University's research programmes.We have a faculty benefits policy that details faculty entitlements for research and consultancy activities, such as seed money for new ventures, and a TRW system that allows faculty to choose between teaching, research, or a combination of the two.

**XIM UNIVERSITY publishes the following journals**:

- Vilakshan is a double-blind peer-reviewed Journal of Management of Xavier Institute of Management
- Research World, Journal of Case Research, and
- International Journal of Development and Social Research (IJDSR).

In five years, the faculty of XIM UNIVERSITY have published 770 papers, 25 books, and 84 book chapters. XIM UNIVERSITY's institutional systems foster information sharing, mutual understanding, sustained research engagements with potential stakeholders, and meaningful collaborations. The Xavier Council of Innovation, a business incubator, helps entrepreneurs launch their own ventures. The research and innovation initiatives have led to a large network of national and international relationships, joint projects, and student exchanges.

- Research, Innovations And Extension **-**Excellent pool of SRFs, JRFs, and Fellows on national fellowships.
- Resource Mobilization For Research - 30 sponsored research projects worth INR 865.49 lakhs over the period of five years. The seed fund of Rs 140.49 lakhs over a five-year period demonstrates the University's research prowess.
- Innovation Ecosystem**-** Incubation center with support facilities like computers, software and network connectivity dedicated IPR cell/Incubation center
- Consultancy**-** The research prowess and academic skills are manifested through about Rs 1134.72 lakhs earned from various consultations and training.
- Extension Activities**-** The University's commitment to social justice and outreach is evident in the various socioeconomic programs developed over the last five years, culminating in a near-unique experience with the University's annual mega blood donation camps.

- Collaboration- Along with a slew of collaborative activities between departments, the University has signed over 43 national memorandums of understanding and 10 international memorandums of understanding with various organizations in the public and private sectors.

**Infrastructure and Learning Resources**

XIM UNIVERSITY has incorporated natural beauty into campus and building landscaping. The Institutes and Departments also have a well-equipped seminar and conference rooms. Since its inception, the University has incorporated state-of-the-art infrastructure, named as UMS formerly known as  Academic Information System (AIS) for Online Education, which has become critical during this time of nationwide lockdown—providing students with online library resources and a repository of books and case studies away from campus.

**Physical Facilities:**

- XIM UNIVERSITY is spread across two campuses spanning over 75 acres land and  218479 sq.mt built-up area
- 121 Classrooms,3 laboratories, 13 computer labs, 04 Seminar halls and 02 Auditorium with a seating capacity of 850 & 300 respectively and 15 hostels.
- Adequate Fire extinguishers in the premises to comply with the requirements of fire safety.
- Indoor and outdoor sports facilities , Health care Center with Medical Staff and Ambulance facility.
- ATMs in the premises cater to the requirement of the students and staff.

**Library As A Learning Resource Center:**

- XIM UNIVERSITY has 2 libraries spread across a total carpet area of 3140 SQM, with a total seating capacity of 370 and more.
- The library has 71850 books,  19921 online journals, 27240 subscribed e-resources and about 334 printed journals.
- Establishment of Bloomberg Lab: first of its kind in the eastern region of India
- University has developed an Integrated Library Management System (ILMS) named "*Library Information System"* (LIS).

**IT Infrastructure:**

- The system consists of a fiber-optic cable network linking more than 1500 LAN, 500 Wi-Fi points: 856 computers catering to the smooth functioning of the organization. On both campuses, all university network members have 24/7 access to greater than 1 GBPS leased lines.
- ICT devices such as Multimedia projectors, public address systems, Smart TV's and Biometric Attendance modules etc.
- CCTV cameras are mounted for 24/7 monitoring.
- In the department of IT and Computers, the devices are installed with an anti-virus package.
- An ERP server, a thin client, a leased line system and cyber security tools.

Provision of UPS facility that offers automatic backup in the event of major power failure.

**Student Support and Progression**

**Student Support:** The University has a well-established system of student support, and many programmes are offered to assist students with their activities. The University provides help through scholarships, a University fund, and career-oriented value-added courses. The University has constituted committees for anti-ragging, women's grievances, sexual harassment, and other grievance redressal. The induction programme is aimed to assist students in comprehending the University and its structure. Bridge courses are designed to bridge the gap between disciplines and to assist students in acquiring the expected abilities for the core academic achievement. The Sports Officer is responsible for supervising pupils participating in various sports activities.

**Student Progression:** The University offers resources for higher and vocational education, skill development, competitive exams, placements drives and entrepreneurship through career counselling.

**Student Participation And Activities:** XIM UNIVERSITY, in collaboration with the central cultural committee, organises University events and provides a platform for students to showcase their creative abilities through a variety of activities. The Committee is composed of students and academic representatives from its component colleges. This committee's mission is to organise cultural events for students each year and to give a place for students to demonstrate their intellectual and artistic abilities. The different events organised as part of the fest assist the developing students with a sense of teamwork and leadership, endurance and self-discipline, and general personality development. The Committee's mission is to organise intra-University sporting events, plan athletic activities for the yearly Fest, and promote participation in external sporting events. Students are also encouraged to participate in district, state, national, and international sporting contests, as well as social organisations such as NSS.

**Alumni Engagement:** The "XIM UNIVERSITY Alumni Association" was founded in 2017 and registered under the Societies Registration Act-1860. Numerous Alumni hold prominent positions and contribute Rs 2,70,622/- to the growth of the parent organisation. Alumni assist with business placements, internships, and occasionally present guest lectures to provide our students with an understanding of the current corporate landscape.

**Governance, Leadership and Management**

XIM UNIVERSITY has an Internal Quality Assurance Cell (IQAC) to oversee the implementation and improvement of quality standards and initiatives through a combination of internal and external evaluation. IQAC conducts periodic audits to improve teaching-learning procedures, structures, and methodologies.

**Institutional Vision And Leadership:** Statutory bodies such as the Board of Governors (BOG), the Board of Management (BOM), the Academic Council (AC), and the Finance Committee, as well as non-statutory bodies such as the Dean/Director/Faculty, work collaboratively to advance the University's Vision and Mission.

**Strategy Development And Deployment:** The National Education Policy (NEP) 2020 triggers the restructuring and consolidation of institutions in India, Transforming higher education institutions into large

multidisciplinary universities with 3000 or more students

**Student Needs And Expectations Are Changing:** Students from pan India and their desire to merge classroom instruction with other systems such as course-era and Swayam, as well as MOOCs. Aspirations of students are no longer limited to traditional fields of learning, Greater number of students are exploring newer non-traditional courses and students are more confident in entering non-conventional careers.

**Our Key Strategic Assets And Goals**

1. **Highly differentiated learning experience**

**Goal:** XIM UNIVERSITY will create a highly unique student learning experience that is rooted in value-driven innovations derived from multidisciplinary research and that fosters the attitudes and skills necessary for students to be lifelong learners.

2. **Fully Integrated Alumni-led Corporate Relations**

**Goal:** XIM UNIVERSITY will design, build, and strengthen collaborations and networks with our 8000+ alumni to foster integrated corporate involvement driven by faculty and alumni.

3. **Distinctive themes of excellence**

**Goal:** XIM UNIVERSITY will strengthen its schools, centers, initiatives, and laboratories through organic connections with leading corporations, governments, non-governmental organizations, and other universities in order to establish a more reputed institution devoted to the creation and dissemination of knowledge for the benefit of its community of stakeholders and society at large.

4. **Lifelong Learning Orientation**

**Goal:** XIM UNIVERSITY will provide a diverse range of undergraduate, postgraduate, doctorate, diploma, and certificate programmes with the goal of promoting and equipping participants for lifelong learning.

**Institutional Values and Best Practices**

**XIM UNIVERSITY** places a premium on fundamental human endeavors such as environmental sustainability, gender and disability sensitivities, community development, human values promotion, and national unification. It demonstrates financial and academic transparency as well as a prescribed code of conduct for University administrators. All academic and extracurricular events and activities are meticulously documented and monitored via an innovative online IT platform.

**XIM UNIVERSITY'S strengths** include its student-centered approach and green initiatives. Both are consistent with the Mission of the organisation, The Student Centric Approach ensures that students have a Choice-based Credit system, the course curriculum is designed to promote learning via doing or experiential learning. Internships and student projects.

Similarly, Rural Living and Learning Experiences (RLLE) prepare students from predominantly urban backgrounds to live in and appreciate rural environments and challenges. Students that travel to ecologically vulnerable locations such as Chilika, for example, get an appreciation for the importance of activities and practices. Law students have access to a MOOT courtroom to develop a model courtroom experience. Students studying media and communication have access to live studios and are also responsible for shooting and recording events. There are numerous student organisations and committees that focus on specific student interests, such as The Social Responsibility Cell, SPICAMACAY, Speak-Up, and ILLUMINATIX the Media Cell. Additionally, meritorious students are recognized, and scholarships are made available to worthy pupils.

The University's green projects are diversified. They are geared toward environmental protection, as evidenced from the hostels' reliance on solar panels for electricity and hot water, as well as the presence of Bio-Gas plants in various locations, sensor-based energy conservation, and the Sewerage Treatment Plant's efficient use for landscaping and sanitation. Additionally, the digital way of learning and functioning promotes the elimination of paper waste.

The University is well-equipped with cutting-edge infrastructure, a sensitive and well-trained human interface, courses and curricula, an easily accessible grievance redressal mechanism, and well-structured guidance and counseling services. Value education and professional ethics are carefully integrated into courses through appropriate pedagogy and community integration activities such as the Social Awareness Program and seminars on pertinent subjects.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
|---|---|
| Name | XIM University |
| Address | XIM UNIVERSITY , 12(A) Nijigada kurki Harirajpur Puri |
| City | Nijigada Kurki Harirajpur |
| State | Orissa |
| Pin | 752050 |
| Website | www.xim.edu.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Vice Chancellor | Fr. Antony R Uvari S.j | 0674-23777831 | 9437486686 | 06758-239694 | vc@xim.edu.in |
| IQAC / CIQA coordinator | Andrew Dutta | 0674- | 9178964980 | 06758-239694 | iqac@xim.edu.in |

| Nature of University | |
|---|---|
| Nature of University | State Private University |

| Type of University | |
|---|---|
| Type of University | Unitary |

| Establishment Details | |
|---|---|
| Establishment Date of the University | 06-07-2013 |
| Status Prior to Establishment,If applicable | Autonomous College |
| Establishment Date | 12-10-1987 |

| Recognition Details | | |
|---|---|---|
| **Date of Recognition as a University by UGC or Any Other National Agency :** | | |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 05-04-2019 | <u>View Document</u> |
| 12B of UGC | | |

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

| Location, Area and Activity of Campus | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** | **Programmes Offered** | **Date of Establishment** | **Date of Recognition by UGC/MHRD** |
| Main campus | XIM U NIVER SITY , 12(A) Nijigada kurki H arirajpur Puri | Rural | 55 | 222107 | B.A., B.Sc., B.Com., BBA., BBM, B.Tech., MA., M.Tech., M.Com., MBA., M.Sc., Ph.D | | |
| *Institutes* | *Xavier Square , Bhuban eswar - 751013, Dist - Khorda, Odisha, India* | *Urban* | *20* | *80938* | *MBA, PhD* | *06-07-2013* | *05-04-2019* |

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

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

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|---|---|

| SRA program | Document |
|---|---|
| AICTE | 104041_3752_1_1658399337.pdf |
| BCI | 104041_3752_8_1652504874.pdf |

**Details Of Teaching & Non-Teaching Staff Of University**

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | | | | 38 | | | | 31 | | | | 86 |
| Recruited | 35 | 3 | 0 | 38 | 15 | 7 | 0 | 22 | 53 | 28 | 0 | 81 |
| Yet to Recruit | | | | 0 | | | | 9 | | | | 5 |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 153 |
| Recruited | 100 | 53 | 0 | 153 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 220 |
| Recruited | 203 | 17 | 0 | 220 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 33 | 4 | 0 | 15 | 6 | 0 | 46 | 23 | 0 | 127 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 1 | 0 | 0 | 0 | 1 | 0 | 7 | 4 | 0 | 13 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

**Distinguished Academicians Appointed As**

| | Male | Female | Others | Total |
|---|---|---|---|---|
| Emeritus Professor | 0 | 0 | 0 | 0 |
| Adjunct Professor | 4 | 1 | 0 | 5 |
| Visiting Professor | 311 | 80 | 0 | 391 |

**Chairs Instituted by the University**

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|---|---|---|---|
| 1 | NABARD | Chair Professor | NABARD |
| 2 | Finance Department of Government of Odisha | Center of Excellence in Fiscal Policy and Taxation | Finance Department of Government of Odisha |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 391 | 359 | 0 | 0 | 750 |
| | Female | 241 | 316 | 0 | 0 | 557 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 336 | 132 | 0 | 0 | 468 |
| | Female | 220 | 137 | 0 | 0 | 357 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 28 | 13 | 0 | 0 | 41 |
| | Female | 34 | 17 | 0 | 0 | 51 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|---|---|
| **Does the University offer any Integrated Programmes?** | Yes |
| **Total Number of Integrated Programme** | 2 |

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|---|---|---|---|---|---|
| Male | 36 | 18 | 0 | 0 | 54 |
| Female | 37 | 27 | 0 | 0 | 64 |
| Others | 0 | 0 | 0 | 0 | 0 |

**Details of UGC Human Resource Development Centre, If applicable**

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

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|---|
| Doctor Of Philosophy | [View Document](#) |
| School Of Commerce | [View Document](#) |
| School Of Communications | [View Document](#) |
| School Of Computer Science And Engineering | [View Document](#) |
| School Of Economics | [View Document](#) |
| School Of Governance And Public Affairs | [View Document](#) |
| School Of Human Resource Management | [View Document](#) |
| School Of Human Settlements | [View Document](#) |
| School Of Liberal Arts | [View Document](#) |
| School Of Rural Management | [View Document](#) |
| School Of Sustainability | [View Document](#) |
| Xavier Institute Of Management | [View Document](#) |
| Xavier Law School | [View Document](#) |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The university embraces the National Education Policy's Vision of providing high-quality education to develop human resources in our country as global citizens. A discussion among faculty members was started on the key principles of NEP, such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In light of the NEP, the university has planned to establish new interdisciplinary centers that will integrate various departments, in addition to the existing inter/multidisciplinary research and academics. All programmes are designed accordingly so that students have the greatest possible flexibility in selecting elective courses from other departments. It can be stated that the University is actively working toward the implementation of the NEP's recommendations. |
|---|---|
| 2. Academic bank of credits (ABC): | The Academic Bank of Credits (ABC) will be extremely beneficial to students. The ABC will digitally store academic credits earned from various Higher Education Institutions in order to award degrees based on the credits earned by students. It will allow students to take courses that are relevant to their vocational, professional, or intellectual needs. It will also allow them to choose appropriate exit and re-entry points. Students will be able to choose the best courses or combinations based on their aptitude and thirst for knowledge. Rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college, the ABC can allow students to tailor their degrees according to specific modifications and specifications. XIM University has initiated the process to implement the Academic Bank of Credit concept. Action plan for further NEP 2020 implementation: a. XIM UNIVERSITY will identify courses to be offered to other UGC ABC scheme participating universities. b. Following appropriate approval from authorities, the Mark statement structure and result processing systems would be upgraded to make them compatible with the ABC structure. |
| Institutional preparedness for NEP | |

| | |
|---|---|
| 3. Skill development: | XIM UNIVERSITY has established an Incubation Center known as Xavier Council of Innovation to strengthen the innovation and entrepreneurial initiatives at the University. a. XIM UNIVERSITY will offer a bouquet of skill courses ranging from entry-level skills to highly specialized skills in each of the disciplines at XIM University b. XIM UNIVERSITY will collaborate with the industry to offer more skill enhancement courses so as to help students to have employability skills. This will help in nurturing and grooming future-ready professionals who will be able to analyse situations from multiple perspectives and get to the real root of any problem – they will be able to think critically, solve problems creatively and communicate their thoughts effectively. c. For Faculty-members: Need-based FDPs are curated to train the in-service faculty members in major areas: active learning, differentiated instruction, alternative assessment, instructional design, outcome-based education, and hybrid mode of education |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | In collaboration with ICCR and SPIC MACAY, demonstration lectures and events to promote our heritage are organized. Collaborations with world-class universities and experts to design and teach multidisciplinary courses on Indian Knowledge Systems, Languages, Culture, and Values a. Certificates, diplomas, multidisciplinary programs and degrees on Indian Knowledge Systems and Indian heritage are proposed to be started. b. Outstanding local artists and crafts persons to be invited as Artists-in-Residence and master instructors to promote local music, art, languages, and handicraft. c. A unique programme to cultivate an appreciation of our diversity, culture, and traditions. d. The university will host events, lecture series, and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values. e. Build a repository that will create pre-recorded teaching-learning material, e-content and documentaries that will allow for the spread and promotion of our heritage |
| 5. Focus on Outcome based education (OBE): | Learning outcomes have been appropriately defined at the programme and course levels, and appropriate learning experiences have been designed and delivered to facilitate the achievement of the stated learning outcomes. Outcomes are evaluated, and |

| | |
|---|---|
| | attainment analytics are used to improve academic quality. The process outlined above would be strengthened further, and attainment levels would be closely monitored in order to modify the pedagogy and/or the evaluation as needed. The mapping of indirect assessments and their attainment will now be the focus of the next phase of OBE implementation. |
| 6. Distance education/online education: | The National Education Policy 2020 envisions a complete overhaul of the higher education system to overcome barriers to equity, inclusion, and diversity. According to the policy, HEIs that meet certain criteria should offer ODL and online programmes in order to reach out to geographically and socioeconomically disadvantaged groups. a. XIM UNIVERSITY is making use of Learning Management Systems (LMS) to support online classes. XIM UNIVERSITY is focussing on creating digital and interoperable infrastructure that can be utilised by multiple platforms Teachers use the central UMS platform to impart effective daily level classroom management. The University's education mode is Information and Communication Technology (ICT) enabled, and the faculty are well–equipped to conduct classes using PowerPoint presentations, 2D/ 3D graphical depictions, simulations, audio-video clips, and presentations. b. The use of remote servers is also made to enhance online learning and course delivery. The University faculty continuously undergo various training to upgrade their ICT skills for course delivery, content development, teaching and use of library resources to build their research capabilities suitably. c. E-learning is encouraged among the students. d. ICT-based tools like video – conferencing, simulations, online sessions, web-based learning, and interactive whiteboards allow access to a wide range of information. e. Video-making skills and infographic tools are substantially used for effective teaching and learning. Application of ESRI's ArcGIS Desktop and QGIS desktop comes in as a handy tool. f. Teachers also use world-class business case repositories such as Harvard Business Cases and the Bloomberg Data Repository that can be accessed and used to bring real-world dilemmas and problem scenarios to the academic environment. |

# Extended Profile

## 1 Program

### 1.1

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22 | 18 | 17 | 15 | 11 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

### 1.2

**Number of departments offering academic programmes**

**Response: 11**

## 2 Students

### 2.1

**Number of students year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2224 | 1830 | 1767 | 1701 | 1535 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 791 | 807 | 774 | 739 | 677 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

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**2.3**

**Number of students appeared in the University examination year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2137 | 1764 | 1695 | 1625 | 1483 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**2.4**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 0 | 4 | 0 |

# 3 Teachers

**3.1**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 716 | 615 | 555 | 509 | 471 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**3.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 141 | 137 | 135 | 112 | 104 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**3.3**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 155 | 149 | 143 | 120 | 110 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

# 4 Institution

**4.1**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17808 | 21199 | 28641 | 21816 | 19109 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 795 | 587 | 565 | 525 | 520 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**4.3**

**Total number of classrooms and seminar halls**

**Response: 121**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 856**

**4.5**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12900.88 | 18946.19 | 21397.36 | 11650.46 | 12172.01 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

The Organisation was established in 1987 as a result of a "Social Contract" between the Government of Odisha and the Odisha Jesuit Society. It is internationally recognised as a world-class business school that offers superior management programmes and cultivates futuristic leaders with strong ethical and value foundations. Which is extremely sensitive to the national, regional, and local needs of the community, state, and nation at large; it is the first University to address the need and demand for sustainability by developing unique master's, undergraduate, and doctoral programmes through the establishment of the School of Sustainability, the School of Human Settlements, Governance and Public Affairs, and the Masters in Business Finance, among others.

The University offers breadth and depth in the functional areas of management, technology, leadership, and higher education's knowledge space. The University is distinguished by its philosophy of "Inspiring Futures." The University embodies the 'Magis' ethos of excellence in education, and its aim is to empower people to live remarkable lives. The University's vision states unequivocally that it will be the first to respond to society's demands and facilitate the development of sustainable communities, acting as a catalyst for change. Periodic curriculum evaluations are conducted, and a committee is created to address the following points:

- Emerging fields in the industry
- Global trends
- Policy changes at the state and national level
- Societal changes at the local level

Each school has its own Strategic Academic Advisory Board (SAAB), which the University has created and established. The SAAB is composed of senior academicians and practitioners in the relevant field who make recommendations regarding the curricular and co-curricular structures and processes essential to accomplish the school's objective.

The demanding curriculum, combined with high-quality teaching and a blended learning strategy, supports students in developing the necessary characteristics and internalising ideals for effective organisational leadership. Due to the fact that this entails more than the acquisition of certain ideas and instruments, a variety of instructional approaches are employed, including case studies, industry talks, simulated games, group discussions, small group seminars, and laboratory exercises. Additionally, students acquire practical knowledge through project assignments, seminars by famous researchers and executives, and summer training in the industry. These immersion courses, seminars, and projects are aimed at developing and assessing novel management and societal solutions. The performance of each student is regularly evaluated through class participation, quizzes, projects, mid-term, and end-of-term assessments.

The University's student exchange programme is extremely well-designed, in keeping with its credit transfer policy. The adoption of an Independent Research Project or the completion of a Capstone Project in which students apply what they have learned in class to an action project and write about their learning and experiences contributes to the development of domain knowledge, competence, and behavioural change.

The technology-enabled learning environment, abundant academic resources and a strong intellectual capital foundation, as well as online research databases, create the ideal setting and platform for turning bright minds into dynamic and socially conscious managers and leaders.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

**1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**

**Response:** 100

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

Response: 22

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 22

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Details of Programme syllabus revision in last 5 years | View Document |
| Link for additional information | View Document |

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

**Response:** 100

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 716 | 615 | 555 | 509 | 471 |

| File Description | Document |
|------------------|----------|
| Programme/ Curriculum/ Syllabus of the courses | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 19.41

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 139

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 716

| File Description | Document |
|------------------|----------|
| Minutes of relevant Academic Council/BOS meeting | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented  (Data for the latest completed academic year).**

**Response:** 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 22

| File Description | Document |
|------------------|----------|
| Minutes of relevant Academic Council/BOS meetings | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**

**Response:**

**PROFESSIONAL ETHICS**

The University's vision statement is crystal clear: "Enabling people to live remarkable lives and be the light of the world." An education policy that is congruent with this vision places a premium on professional ethics that encompasses human values. During induction, XIM UNIVERSITY educates all its students about gender issues and the significance of diversity in the learning process in light of our vision and mission. Similarly, courses such as 'Company Ethics' discuss the moral and ethical difficulties that a business manager faces when making business decisions throughout the organization's numerous business functions.

**ENVIRONMENT & SUSTAINABILITY**

The School of Rural Management offers courses in 'Social Analysis and Developmental Interventions' and 'Rural Production and Livelihood Systems,' which emphasize the transmission of ideas and case studies on sustainable development, sustainable livelihoods, social development, and gender equity. Additionally, required fieldwork, dubbed Rural Living and Learning Experience (RLLE), enables students to gain an appreciation for the local environment and an empathic understanding of society.

Students pursuing a B.A./BBA, LLB (H) degree at the Xavier Law School are required to take up a course in 'Public International Law and 'Environmental Law' (which includes legislation governing the protection of wildlife and other living organisms, as well as animal welfare). The school hosts workshops as part of the neighboring villages'/schools' and colleges' 'Law Day' celebrations to educate the community about its legal rights. The neighboring villages, schools, and colleges participate in such workshops.

The University has developed a School of Sustainability, which offers undergraduate and postgraduate programs in environmental studies and sustainability management. The syllabus is designed around three inescapable pillars (Equity, Justice, and Well-Being in the social, economic, and ecological realms), making it cross-cutting and transdisciplinary in nature.

**GENDER**

The School of Human Resource Management offers an exclusive second-year course, 'Managing Diversity and Inclusion,' which educates students on the numerous dimensions of gender and other forms of diversity, including people with disabilities. The School of Economics offers courses in 'Indian Society and Culture,' 'Justice, Ethics, and Utilitarianism-Philosophical Foundations,' and 'Environmental Issues.' The course concludes by emphasizing the importance of gender analysis in all development projects, particularly those designed to assist governments in reaching out to the poorest and most disadvantaged elements of society.

**HUMAN VALUES**

The MBA in Business Management and MBA in Human Resource Management programs both provide courses such as 'Human Resource Management and 'Organisational Behavior' that address issues of human values, gender equality, and their consequences for business organisations. On the other side, business management courses such as 'Design Thinking for Company Managers' equip our students with the ability to address any business problem from a human-centered perspective.

| File Description | Document |
|---|---|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | View Document |

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

**Response:** 162

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 162

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

**1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 46.26

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1217 | 858 | 795 | 717 | 653 |

**1.3.4 Percentage  of students undertaking  field projects / research projects / internships  (Data for the latest completed  academic year).**

**Response:** 31.38

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 698

| File Description | Document |
|---|---|
| List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template) | [View Document](#) |

## 1.4 Feedback System

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers,  4) Alumni**

**Response:** A. All 4 of the above

| File Description | Document |
|---|---|
| URL for stakeholder feedback report | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | [View Document](#) |

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

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

| File Description | Document |
|---|---|
| URL for feedback report | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1 Demand Ratio (Average of last five years)**

**Response:** 18.75

2.1.1.1 **Number of seats available year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1591    | 1175    | 1130    | 1050    | 1040    |

| File Description | Document |
|------------------|----------|
| Demand Ratio (Average of Last five years) based on Data Template upload the document | [View Document](#) |
| • Any additional information | [View Document](#) |

**2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)**

**Response:** 15.34

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 170     | 99      | 91      | 81      | 36      |

| File Description | Document |
|------------------|----------|
| Average percentage of seats filled against seats reserved (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**

**Response:**

The endeavour is to move a learner from low to advance level; thus, the course plans at all three levels, undergraduate, graduate, and doctoral, are logical, reflecting overview, theory and theoretical framework, applications, and contemporary use. Prior to the start of each session, the course plans are shared on the UMS ( formerly known as Academic Information System Portal (AIS)), along with a detailed reading list and evaluation criterion. The continuous evaluation process is used to comprehend the outcomes of learning, such as (quizzes, test, classroom participation, assignments, report writing, midterms, end term etc.) The weighting of the component of the mark distribution is indicated in ascending order. This keeps students and faculty informed of progress and obstacles. For undergraduate and graduate students, the University uses the UGC-recommended ten-point scale.

**SLOW LEARNERS APPROACH**

1. The feedback system with each component aids both slow and advanced learners.

2. Doubt clearing sessions and extra classes.

3. Equality of opportunity for all learners to participate in competitions, conferences, seminars, etc.

4. The UMS ( formerly known as Academic Information System Portal (AIS)) is continuously updated for students to check their progress.

5. The attendance criterion is a quintessential element to enhancing student progress and gauging students' interest levels.

6. Faculty members assess each student's unique area of difficulty and assist slow learners. For example, because the descriptive answer is not a strong suit for a student, the use of pointers or flowcharts to represent the answer is encouraged.

7. Peer learning mechanism- group discussion, fieldwork, expert interactions, and teamwork presentations enable enhancing EQ and IQ levels.

8. Confidence helps performance, so the key is prompting students to ask questions, encouraging especially the weak ones.

9. Most often, faculty associate with students in their research, which imparts hands-on learning and improvement.

10. Revision at regular intervals.

**ADVANCED LEARNERS APPROACH**

1. The advanced learner is encouraged to work on live projects with Industries.

2. Advanced reading material, stimulation exercises and assignments are given; difficulty level is raised.

3. The better-performing students get an opportunity to be a part of the student-elected body.

4. Opportunity to collaborate for international research.

5. They actively participate in the research work carried out by the center for excellence within the University.

6. An advanced learner is encouraged to go for higher studies nationally and internationally and partake in competitive exams.

7. Constant academic counseling is provided to maintain the performance of faculty and course mentors.

8. The regularity in attendance is another parameter for maintaining performance.

9. High scorers are encouraged through the award of medals and certificates.

10. An advanced scorer is encouraged to independently drive research projects (IRP)

## LEARNERS APPROACH APPLICABLE TO BOTH

1. Regularity, timeliness, and attendance.

2. Constant, consistent monitoring, evaluation, and feedback

3. Zero tolerance toward plagiarism

4. Revision at regular intervals

The institute promotes the "learning outcome approach" for assessment purposes, which emphasizes learning, i.e., teaching pedagogy, by structuring the course around knowledge, skill, and competence. This method explains standards, motivates students, improves the quality of assessments, and reports on learning. One of the primary reasons for this approach is the diverse nature of the offered interdisciplinary and transdisciplinary courses, which necessitates both qualitative and quantitative application.

| File Description | Document |
|---|---|
| Upload Any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**

**Response:** 16:1

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 2.3 Teaching- Learning Process

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

**Response:**

Project work is an essential component of the hands-on learning that all students must complete during their final year – (capstone projects) Students participate in national and international competitions for real-world exposure, knowledge enhancement, and networking (link) Field Visits – such as the Sustainability Discovery Program, Rural Living and Learning Experience, and the E4L programme for undergraduate students, which adapts the learning by doing approach Industrial Visits. Industry-Academia Interface-Immersion courses, leadership and alumni talks, guest lectures, and student exchange programmes are all available.

**PARTICIPATIVE LEARNING:**

Role-playing and stimulation exercises; role-playing-based instruction, particularly in management, law, policy, economics, and communications, among other subjects is encouraged. Collaboration-All schools have domain-specific committees of interest that organize a variety of student-centered activities involving students from various departments. The organization of the various events fosters leadership qualities as well as a spirit of collaboration and teamwork. We encourage debates, presentations, and group discussions. Students, with faculty supervision, organize Group Discussions, Debates, and Seminars in which they delve into the nuances of the subject and share their findings with the entire class. Individual and group work is required for group work, assignments, projects, practicals, and workshops. Self and peer evaluation both contribute to participation-based learning.

**PROBLEM-SOLVING METHODOLOGIES:**

Analyses and Argumentation of all examination questions require analysis and reasoning. Free internet access in the library and on campus encourages self-education and discussion. Case studies are an integral part of nearly all programmes. Each semester, all UG and PG programmes administer an online quiz. Under the direction of faculty, research groups were formed in each department. These groups included students of various years who work in emerging fields, creating business plans, mock trials, and summits . This is a critical methodology for identifying issues and possible solutions. Assisting students in becoming more familiar with the software (tools) and programmes such as R, SPSS, GIS, Python, Power Point presentations, and videos, as well as providing exposure to labs helps students develop a more hands-on approach.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

**Response:**

Teachers use the central UMS ( formerly known as Academic Information System Portal (AIS)) platform to impart effective daily-level classroom management. The University's education mode is Information and Communication Technology (ICT) enabled, and the faculty are well–equipped to conduct classes using PowerPoint presentations, 2D/ 3D graphical depictions, simulations, audio-video clips, and presentations. The use of remote servers is also made to enhance online learning and course delivery. The University faculty continuously undergo various training programs to upgrade their ICT skills for course delivery, content development, teaching and use of library resources to build their research capabilities suitably. E-learning is encouraged among the students, and through various projects and assignments, they learn new tools and techniques of ICT, which further enables them to shape their capacities in tune with the current market trends. ICT-based learning in the University has shifted the paradigm focus of education from constructing knowledge to acquiring it through knowledge transmission as a continuous and evolving process for the students. Through ICT based approach, the students are encouraged and supported to self-learn and build their competencies accordingly. The learning approach is more analytical and problem–solving in nature. ICT-based tools like video – conferencing, simulations, online sessions, web-based learning, and interactive whiteboards allow access to a wide range of information.

For instance, in many transdisciplinary courses, theoretical and practical sessions are taken by ICT and advanced software like Lucidchart, Qgis, Arc GIS, Homer, Gabi for LCA, SPSS and other management analytical tools. Software linked to LCA mapping has been embedded in multiple courses(link). Practical Sessions are conducted online through applications. Microsoft Office, especially PowerPoint and Excel, are used for presentation purposes. Video-making skills and infographic tools are substantially used for effective teaching and learning. Application of ESRI's ArcGIS Desktop and QGIS desktop comes in as a handy tool in today's world with robust user interface and geospatial tools to solve these wicked problems. For some courses, teachers also use world-class business case repositories such as Harvard Business Cases and the Bloomberg Data Repository that can be accessed and used to bring real-world dilemmas and problem scenarios to the academic environment. The School of Sustainability has the air quality measurement instrument APM 154 by LATA Envirotech. The APM 154 system is a manual method for sampling ambient particles and is based on impactor designs standardized by US-EPA for ambient air quality monitoring.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide link for webpage describing the " LMS/ Academic management system" | [View Document](#) |

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 16:1

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 141

| File Description | Document |
|---|---|
| Upload year wise, number of students enrolled and full time teachers on roll. | [View Document](#) |
| mentor/mentee ratio | [View Document](#) |
| Circulars pertaining to assigning mentors to mentees | [View Document](#) |

## 2.4 Teacher Profile and Quality

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

**Response:** 93.04

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | [View Document](#) |
| List of the faculty members authenticated by the Head of HEI | [View Document](#) |
| Any additional information | [View Document](#) |

**2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years**

**Response:** 85.37

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 127 | 117 | 111 | 99 | 84 |

| File Description | Document |
|---|---|
| List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years | [View Document](#) |
| Any additional information | [View Document](#) |

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 5.94

2.4.3.1 **Total experience of full-time teachers**

Response: 838

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation, dept and experience details | [View Document](#) |
| Any additional information | [View Document](#) |

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 4.77

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 2 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of award letters (scanned or soft copy) | [View Document](#) |
| Any additional information | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the**

**declaration of results year-wise during the last five years**

**Response:** 31.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 48 | 28 | 28 | 28 | 26 |

| File Description | Document |
|------------------|----------|
| List of Programmes and date of last semester and date of declaration of results | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 0.08

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 0 | 4 | 0 |

| File Description | Document |
|------------------|----------|
| Number of complaints and total number of students appeared year wise | [View Document](#) |
| Any additional information | [View Document](#) |

**2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**

**Response:**

The University has been implementing reforms to its examination procedures on a continuous basis. The examination system is tightly integrated with the information technology infrastructure and is fully automated. The University's examination system is scientific, transparent, efficient, and reliable.After

admission to XIM UNIVERSITY, each student is assigned a User ID and password for AIS in order to facilitate effective and timely online communication with faculty and the examination section.

**PROCEDURES AND PROCESSES COMPLIED**

1. While the respective course plans are uploaded, the weightage and evaluation components are clearly specified.

2. Mid-term exams and end-term exams are conducted at regular and specified intervals.

3. Examination notification is notified through the UMS ( formerly known as Academic Information System Portal (AIS)) notice board along with the code of conduct for an exam.

4. The exam rooms are well equipped with CCTV cameras.

5. The question paper template is shared, along with the invigilation duty chart, with the respective faculty, which mandates transparent distribution of mark and instructions.

6. The question papers are uploaded on google drive, which can be accessed by the Controller of Examination office only.

7. Post the end-term exam, the assessment (results) is uploaded within 30 days.

8. The faculty share the feedback on the papers with the students.

9. The Controller of Examination does the tabulation of the marks after which, the faculty is supposed to verify and sign on the same.

10. Finally, the grade sheet is released by the Controller of Examination for the reflection of the same on UMS ( formerly known as Academic Information System Portal (AIS)). The students can obtain a hard copy of the consolidated mark list by requesting mail to the Controller of Examination.

11. Students' educational credentials are verified from the data, which is available as a softcopy in UMS ( formerly known as Academic Information System Portal (AIS)). The scanned copy of the transcripts is also stored as a soft copy by the Controller of Examination office.

12. In the case of a grievance, the student can request reevaluation within7 days.

13. If the student is held for malpractice, the paper is cancelled/debarred, and the committee is constituted to investigate the matter.

14. The debarred student can appeal and reappear for the exam with permission given by the respective Dean of the school.

**CONTINUOUS INTERNAL ASSESSMENT FOR PG PROGRAMMES–**

PROCEDURES AND PROCESS COMPLIED: -

- Class Participation     :  5-15%
- Quizzes/Assignments  :  15-30%
- Individual Project      :  15-25%
- Group Project           :  10-20%
- Mid Term exam          :   20-30%
- End term exam          :   30 – 40%

**CONTINUOUS INTERNAL ASSESSMENT FOR UG PROGRAMMES** –

PROCEDURES AND PROCESS COMPLIED: -

- Quiz                  :  20%
- Assignment            : 10%
- Mid-Semesterexam    : 30%
- End-Semesterexam    : 40%

**OTHER ADD-ON FACILITIES**

- There are eight well-equipped computer labs where online examinations and quizzes are conducted.
- A question bank is created whereby a soft copy of the Question papers is stored for future references.
- Overall, the examination section is almost paperless.

| File Description | Document |
|---|---|
| Year wise number of applications, students and revaluation cases | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.5.4 Status of automation of Examination division along with approved Examination Manual**

**Response:** 100% automation of entire division & implementation of Examination Management System (EMS)

| File Description | Document |
|---|---|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | [View Document](#) |
| Current Manual of examination automation system | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual reports of examination including the present status of automation | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The institution has stated learning outcomes  (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

The learning outcomes are articulated in the form of 'vision', 'mission' and 'values' in the curriculum adopted across all the programmes and courses taught in the University. The overall learning outcome emphasizes 'management knowledge and competencies with a development perspective' for its Postgraduate-level programmes. The learning outcomes also include instilling students with the values of quality, ingenuity, veracity, and commitment'. The thrust is on developing competencies in the requisite stream or field of study and inculcating moral and ethical values.

The curriculum of the University envisages the learning outcomes in the form of objectives. The broad objectives per se across courses are enlisted below:

- Develop functional/business skills
- Develop analytical skills
- Develop collaboration and team work attributes
- Develop communication skills
- Develop ethical responsibility

All course descriptions are stored in XIM UNIVERSITY's Learning Management System, dubbed the UMS ( formerly known as Academic Information System Portal (AIS)). Each student has access to a system that clearly states the program's objectives and outcomes for each subject. To summarise, Learning Outcomes are discussed with students at the start of each course, and the Program Outcomes, Programme Specific Outcomes, and Course Outcomes are incorporated into the curriculum for display on the University website, which is accessible to all stakeholders, including faculty, students, industry, and alumni.

| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Paste link for Additional Information | [View Document](#) |

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

**Response:**

The Programme Outcomes (POs) and Course Outcomes (COs) are **drafted in-sync** with the **vision** and **mission** of the Institute. The faculty develop the Course Objectives and Course Outcomes (COs) by matching the syllabus with the content. The suggestions from the academicians of other institutes and industry experts are obtained and duly incorporated to arrive at course content. Modifications are carried out and approved in the Academic Council of the Institute and later the POs, PSOs and COs become operational.

- Faculty members assess students' learning outcomes through Continuous Internal Assessment in the form of **Quizzes**, **Assignments**, **Class Participation**, **Mid-Term** Examinations, and **End-of-Semester** Examinations.
- At the conclusion of each course, students must provide thoughtful **feedback** that is **focused** on the **course's learning outcomes**. Following the distribution of grades to students, faculty members have access to the feedback provided by students.
- Faculty members utilize this feedback to enhance their performance in subsequent years. **Management incorporates** student feedback into its **annual evaluation** of **faculty members**. The University curriculum aims to assess the PO, PSO, and CO's **both formally and informally**; the performance of fieldwork, live projects, dissertations, and internship terms is evaluated by the respective organizations and faculty, allowing for **concurrent assessment** of learning.
- Throughout the programme, students' sensibilities and sensitivities are given special consideration. It is **quantified informally** through extracurricular activities and various field projects that students complete as part of their various courses.
- Most importantly, **feedback enables** the identification of curriculum gaps and learning difficulties. Within the institutional structure, **a faculty team** serves as a facilitator for similar activities. These faculty members **meet** informally with **corporate executives** on a regular basis to gather feedback about our student's performance during the interview process. This informal **feedback is shared** during faculty body meetings to improve student's learning outcomes.

The **program's and program-specific outcomes** are evaluated using both **direct** and **indirect** methods. **Direct methods** include direct examinations or observations of students' knowledge or abilities in relation to quantifiable course outcomes. Students who acquired knowledge and skills in their subject area, as well as their capacity for critical thinking, are evaluated through Continuous **Internal Evaluation**, **End Semester Examinations**, and **Class Participation**. Attainment of these outcomes is exceptional, with

a pass rate of nearly 100% over the last five years.

With regards to **indirect methods** the Program Outcomes (which include Program Specific Outcomes, as well as Course Outcomes) are achieved and evaluated:

- The University has **introduced** several **value-added courses** across various programmes, which have resulted in our students qualifying for various competitive exams and pursuing entrepreneurial endeavors.
- Most departments host **seminars**, **presentations**, and **internships** on social and environmental issues.
- The University also imbibes an **impressive research culture** with both students and faculty involved in impactful research, evidence of which can be extracted from the faculty publications, research-oriented pedagogy and student achievements.

Several of our alumni get admitted to foreign as well as institutions of national repute.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for Additional Information | [View Document](#) |

**2.6.3 Pass Percentage of students(Data for the latest completed academic year)**

**Response:** 100

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

Response: 791

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 791

| File Description | Document |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Paste link for the annual report | [View Document](#) |
| Link fo any additional information | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.09

| File Description | Document |
| --- | --- |
| Upload database of all currently enrolled students | [View Document](#) |
| Upload any additional information | [View Document](#) |

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.09

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

Any educational institution's reputation is built on scholarship, research productivity, and innovation. A University's success in achieving its objectives is highly dependent on faculty alignment with all aspects of the University's research initiatives. Thus, the current research policy aims to assist the University and faculty in achieving excellence and contributing to organisations and society at large; to accomplish this, the Teaching, Research, Administration, Consulting, and Training "TRACT" system has been scientifically and harmonically designed in such a way that "faculty is neither overburdened nor underperforming." Having sufficient space and time to hone their skills in their respective domains. This process has resulted in the University amassing a sizable collection of significant publications and monographs. TRACT's current rubric encourages faculty to expand their skill set and reach in tangible ways.

| File Description | Document |
|---|---|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | [View Document](#) |
| Any additional information | [View Document](#) |
| URL of Policy document on promotion of research uploaded on website | [View Document](#) |

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 27.67

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 84.10 | 16.70 | 12.94 | 18.14 | 6.47 |

| File Description | Document |
|---|---|
| Minutes of the relevant bodies of the University | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | [View Document](#) |
| Any additional information | [View Document](#) |

**3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 4.45

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 10 | 7 | 5 | 6 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the award letters of the teachers | [View Document](#) |

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

**Response:** 68

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 12 | 13 | 8 | 21 | 14 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

**3.1.5 Institution has  the following facilities to support research**

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3.  **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

**Response:** A. 4 or more of the above

| File Description | Document |
|---|---|
| Upload the list of facilities provided by the university and their year of establishment | [View Document](#) |
| Paste link of videos and geotagged photographs | [View Document](#) |

**3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR  and other recognitions by national and international  agencies (Data for the latest completed academic year)**

**Response:** 36.36

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR  and other similar recognitions by national and international  agencies.**

Response: 4

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-version of departmental recognition award letters | [View Document](#) |

## 3.2 Resource Mobilization for Research

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

**Response:** 20.34

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 4.29 | 0 | 13.00 | 3.05 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |
| e-copies of the grant award letters for research projects sponsored by non-government | View Document |

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**Response:** 845.15

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 148.92 | 272.91 | 155.75 | 139.61 | 127.96 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |
| e-copies of the grant award letters for research projects sponsored by government | View Document |

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

**Response:** 5.77

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

Response: 30

**3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 26

| File Description | Document |
|---|---|
| Supporting document from Funding Agency | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 3.3 Innovation Ecosystem

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

**Response:**

The Xavier Council of Innovation, a University-affiliated incubation center, provides a risk-free environment for budding entrepreneurs to launch a business venture. The Xavier Council of Innovations (XCI) promotes the translation of ideas and innovations from management, scientific, technological, and knowledge capital to economic development, social justice, and successful entrepreneurial ventures at academic, technical, and research and development (R&D) institutions. Through regular seminars and workshops, the incubation center encourages and promotes self-employment in the community. It collaborated closely with the Odisha government in putting together the six-part programme. It held its most recent Annual General Meeting on 19th September 2021 and has previously supported over 70 entrepreneurial ideas.

- Additionally, the University has research centers, learning centers, and other centers dedicated to imparting knowledge and inspiring young minds through hands-on experience and scientific discovery.

**OUR RESEARCH CENTERS**

- Center of Excellence in Fiscal Policy and Taxation
- Center for Sustainable Ecological System
- Center for Business and Society
- Center for Corporate Governance
- Center for Humanities and Compassion Studies
- Center for Business Analytics and Digital Transformation

The establishment of these research centers at the University is a step forward in supporting our community of teachers who demonstrate their commitment to academic excellence and service to others for the greater good by exploring and addressing a diverse range of issues.

**OUR LEARNING SUPPORT CENTERS**

XIM UNIVERSITY  organises many learning activities throughout the year to help its stakeholders create projects, build curriculum resources and management lessons. The following learning centers provide a way forward for opportunistic learning.

- Library
- IT labs
- Bloomberg Lab
- Communication Lab
- Computer Labs

**DOMAIN-SPECIFIC CENTERS**

- Center for Urban Management and Governance
- Center for Executive Education

The Environmental Lab was established to support scientific research towards sustainability testing monitor/pollution levels in soil, air, and water. This lab has also supported faculty-driven projects.

Listed below are few of the projects undertaken by XIM UNIVERSITY:

- Development of nanostructured magnetic material-based adsorbent for the removal of Fluoride from water (SERB, File No. ECR/2016/000589).
- Phyto-health investigates phytoplankton functional type, photoacclimation and grazing dynamics in the Chilika lagoon: A pigment chemotaxonomy approach. (SERB). Hydro-chemical budgeting at the river-sea interface: role of the tide and river runoff in Mahanadi estuary (MOES) Transfer of Knowledge.
- The University has Multiple MoUs to showcase the work initiated, e.g., the WIPRO Foundation and UNICEF.
- Hands-on learning through research helps students perform better in SIP and student exchange—over 36 international exchange MoUs.
- The SIP, Community work and live projects are yet another platform through which the faculty mentor and student can transfer their knowledge to tangible outcomes.
- Research Publication, Case study creation, Training and workshop, conference and seminar.
- The University has a platform called the University Dialogue Series – that encourages students and faculty to present and share their research ideas.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

**3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property**

**Rights (IPR),entrepreneurship, skill development during the last five years.**

**Response:** 100

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 34 | 43 | 9 | 3 | 11 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

**Response:** 8

3.3.3.1 **Total number of awards / recognitions received for** *research /* **innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 1 | 1 | 2 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e- copies of award letters | [View Document](#) |

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work  2. Presence of Ethics committee  3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** B. 3 of the above

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards  1.Commendation and monetary incentive at a University function**

**2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website**

**Response:** D. 1 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 0.16

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 17

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

Response: 108

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| URL to the research page on HEI web site | [View Document](#) |

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response:** 2.48

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 108 | 56 | 42 | 65 | 41 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 3.12

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 101 | 134 | 52 | 63 | 43 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

**3.4.7 E-content is developed by teachers :**

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

**Response:** D. Any 2 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Give links or upload document of e-content developed | [View Document](#) |

**3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**

**Response:** 5.54

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

**3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**

**Response:** 19.5

## 3.5 Consultancy

**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual  and encourages its faculty to undertake consultancy.**

**Response:**

Net income to be shared at two-thirds and one-third with the provision of 10% University overhead from the gross amount received between the Faculty and the University.

| File Description | Document |
|---|---|
| Upload soft copy of the Consultancy Policy | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Paste URL of the consultancy policy document | [View Document](#) |

**3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**Response:** 1134.72

3.5.2.1 **Total amount generated from consultancy and corporate training  year-wise during the last five years (INR in lakhs).**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 55.4 | 199.0 | 478.30 | 224.84 | 177.18 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Audited statements of accounts indicating the revenue generated through consultancy | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.6 Extension Activities

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

**Response:**

Faculty, staff, and students at the University participate in a variety of **activities**, organise **events**, and conduct **camps** to raise awareness and funds for social causes and economically disadvantaged individuals, and to fulfil social responsibility as an integral part of their education.The University makes the following **efforts** to **sensitise students** and indoctrinate them in the roles and responsibilities of **good citizenship.** There are dedicated student cells in the University that undertake all socially responsible activities and initiatives.

- Faculty and student volunteers organise various camps such as **blood donation**, **plantation drives**, and the Cleanliness Drive (**Swaccha Bharat Abhiyan**). They also organise the RRLE programme, in which budding **rural managers** spend dedicated time in rural settings to learn about their operations, and the ULE programme, in which **urban management** students **volunteer** their services to the town in collaboration with the hosting organisation.
- **Udaan** is organised by the student body, specifically the Social Responsibility Cell (SRC), in collaboration with the **Society for Nature**, Education, and Health (SNEH), where students celebrate Friendship Day with the organization's underprivileged children.
- On Diwali, students from the University **volunteer** to help various **orphanages** and old age homes celebrate the festival.
- Students Committees organise a variety of **sporting events** for physically and socially disadvantaged students to participate in.
- **Health camps** and **walkathons** are held to raise awareness about HIV/AIDS, diabetes, healthy living, and stress management.
- Collaborations with corporate entities to organise **socially responsible programmes** and events.
- Celebration of significant **national and social holidays** such as Independence Day, Republic Day, Road Safety Day, World AIDS Day, and Earth Day.
- Organizing activities to raise **awareness of gender equality**, **girl child rights**, and **women empowerment** among the general public and community. SRC's Young Adult Education

- programme is a significant initiative.
- **Water and Tree** Conservation Programme
- SRC organizes JOY of Giving week

Faculty and Students continuously take the initiative for educating the less fortunate and poor people in the neighbourhood locality.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

**3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out  during the last five years**

**Response:** 5

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 2 | 0 | 1 | 1 | 1 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copy of the award letters | [View Document](#) |

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 67

3.6.3.1 **Number of extension and outreach programs conducted  by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 22 | 8 | 12 | 7 | 18 |

| File Description | Document |
|---|---|
| Reports of the event organized | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**Response:** 22.41

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 723 | 365 | 204 | 198 | 559 |

| File Description | Document |
|---|---|
| Report of the event | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response:** 5.4

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 2 | 8 | 2 | 15 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Copies of collaboration | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 43

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 7 | 5 | 9 | 5 | 17 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the MoUs with institution/ industry | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

**XIM UNIVERSITY has :**

- **World-class facilities** for teaching and learning purposes.
- **Air conditioning**, **audio/video equipment**, **tablet pcs**, computers with large **monitor boards**, an **LCD pr** recording system and a **unified wireless** access point are all included in classrooms.
- Classrooms are equipped with **smart boards** for conducting **online** classes.
- **Seminar rooms** with air conditioning are used to host important events, seminars, leadership talks, guest L Group Discussions, International Programmes, Speaker Sessions, and Symposia.

**XIM UNIVERSITY maintains two general libraries**

- One in each campus. Additionally, the University has a library dedicated to the **Xavier Law School**.
- Over **70000 Books** and over **300 Periodicals** are housed in the three libraries. The University's Informatio and Library Services Departments have developed an Integrated Library Management System (**ILMS**) Du "Library Information System" (**LIS**).

**The computer resources and data center provides :**

- Information technology services to XIM'S stakeholders (CRDC). All University computers are connected v **LAN/wi-fi**, backed up by a **10 Gbps fiber optic network**.
- University network members have seamless Internet access. The new campus features a **digital telephony VoIP.** On both campuses, **Microsoft campus licensing** software is enabled.

The University's **teaching and learning processes** are distinguished by an **integrated learning** management s **Hibiscus**. By logging into one's account, faculty (permanent and visiting) can **upload course outlines** and **sylla attendance**, **assign grades**, **administer quizzes**, and engage in a variety of other activities with their students. **access all course materials** and their grades, and provide feedback to the faculty members teaching a particular their hibiscus account.

**Summary Of Infrastructure:**

| TYPE OF FACILITY | LOCATION | NUMBER | AREA/SIZE (SQ FT) | YEAR OF ESTABLISHMENT | US |
|---|---|---|---|---|---|
| Classroom | New Academic Block (New Campus) | 44 | 73,573 | 2013 | |

| Classroom | Old Academic Block (New Campus) | 24 | 53,349 | 2013 | |
|---|---|---|---|---|---|
| Classroom | Academic Block (Old Campus) | 13 | 18,851 | 1987 | |
| Classroom | New Campus International Center(Student Center) | 8 | 5834 | 2020 | |
| Classroom | New Campus International Center(School) | 27 | 40688 | 2020 | |
| Classroom | New Campus International Center-II | 5 | 6738 | 2020 | |
| Computer Lab | New Campus | 8 | 10,519 | 2013 | |
| Computer Lab | Old Campus | 5 | 4,414 | 1987 | |
| No. Of Computers In Computer Lab | New Campus | 536 | 10,519 | 2013 | |
| No. Of Computers In Computer Lab | Old Campus | 278 | 4,414 | 1987 | |
| No. Of Computers In Bloomberg Lab | Old Campus | 9 | 17300 | 2020 | |
| No. Of Computers In Bloomberg Lab | New Campus | 3 | 16500 | 2020 | |
| Engineering Lab-1 | New Campus | 1 | 1225 | 2022 | |

| | | | | | |
|---|---|---|---|---|---|
| Engineering Lab-2 | New Campus | 1 | 644 | 2022 | |
| Environmental Lab | New Campus | 1 | 1152 | 2018 | |
| Startup Room | New Campus International Center | 12 | 1679 | 2020 | O |
| Entrepreneurship Room | New Campus International Center | 1 | 3229 | 2020 | O |
| Software | New Campus | 16 | Nil | Nil | |
| Software | Old Campus | 11 | Nil | Nil | |
| Photocopier | New Campus | 19 | 16500 | 2013 | |
| Photocopier | Old Campus | 10 | 17300 | 1987 | |
| Library | No Of Books (Both The Campuses) | 71850 | 16500 (Library In New Campus) 17300 (Library In Old Campus) | 2013 | |

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:**

XIM UNIVERSITY places a premium on **cultural** and **athletic activities** that benefit its stakeholders. The **old campus houses** :

- one **basketball court**,
- one **volleyball court**, and
- one **lawn tennis court**.
- Three badminton court

The **new campus** features

- two **basketball courts**,
- one **volleyball court**, and
- two **lawn tennis courts**
- Two badminton court
- facilities for internationally popular games such as **billiards**, **table soccer**, **table tennis**, and **caroms**.
- Additionally, both campuses have **large playgrounds** for students, faculty, and administrative staff. These fields are used for **football**, **cricket**, and a variety of other **outdoor games**. Numerous cultural events and convocations are held on these grounds.
- Both campuses have **gymnasiums** that are open to male and female faculty, students, and administrative staff. **Gym instructors** who have received additional training constantly monitor the activities within the gyms.
- Additionally, the University has **yoga rooms** where **students, faculty, and administrative staff** can meditate and practice yoga under the guidance of an expert.
- The historic campus features a **single auditorium with 850 seats** (approximately). Additionally, the auditorium contains a green room for boys and girls, which is necessary for the preparation of cultural events. The **new campus's auditorium**, which will seat **approximately 3,500 people**, is currently **under construction**.

The details are as follows:

| TYPE OF FACILITY | LOCATION | NUMBER | TOTAL AREA/SIZE (SQ. FT) | YEAR OF ESTABLISHMENT | USI |
|---|---|---|---|---|---|
| Unisex Gym | Old Campus | 1 | 1323 | 1987 | |
| Unisex Gym | New Campus (International Center) | 1 | 3257 | 2020 | |
| Meditation/ Yoga Room | New Campus (International Center) | 1 | 2002 | 2020 | |
| Meditation/ Yoga Room | Old Campus | 1 | 1350 | 1987 | |
| Playground | New Campus | 1 | 83,959 | 2013 | |
| Playground | Old Campus | 1 | 114,594 | 1987 | |
| Volleyball Court | New Campus | 1 | 10,763 | 2013 | |
| Volleyball Court | Old Campus | 1 | 3,465 | 1987 | |
| Tennis Court | New Campus | 2 | 14,478 | 2013 | |
| Tennis Court | Old Campus | 2 | 14,531 | 1987 | |
| Basket Ball Court | New Campus | 2 | 15,285 | 2013 | |
| Basket Ball Court | Old Campus | 1 | 5,167 | 1987 | |

| | | | | | |
|---|---|---|---|---|---|
| Basket Ball Court | New Campus (International Center) | 1 | 8,159 | 2020 | |
| Multi-Purpose Hall/Recreation Center | New Campus (International Center) | 1 | 1808 | 2020 | |
| Mini Auditorium (400 Seats) | New Campus | 1 | 5376 | 2017 | Oc |
| Quadrangle | New Campus | 1 | 2128 | 2017 | Oc |
| Amphitheater | New Campus | 1 | 2000 | 2015 | Oc |
| Auditorium (850 Seats) | Old Campus | 1 | 5928 | 2003 | Oc |
| Atrium With Steps | New Campus (International Center) | 1 | 6458 | 2020 | Oc |

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

### 4.1.3 Availability of general campus facilities and overall ambience

**Response:**

XIM UNIVERSITY has two campuses. The old campus is located in Bhubaneswar city, whereas the new campus is on the city's outskirts. The total area of the old and new campuses **is 20 acres** and **55 acres**, respectively. Both campuses are beautiful, clean, and green, interspersed with wide internal roads. The campuses also have adequate lighting facilities, on every corner.

- The campuses are **entirely Wi-Fi** enabled. The campuses have **faculty residences**, **office complexes**, **libraries**, **data centers**, **computer labs**, **study labs**, **classroom complexes**, **auditorium complexes**, **residential complexes for students** and executive program participants, and many others.
- The old campus has **Management Development Center** (MDC) with all modern facilities like

**three suites**, **34 twin-sharing air-conditioned rooms**, and a **24hrs internet connection**. Apart from these, there are **four training halls** with **modern training aids**.

- The new campus also has a similar facility named the **International Center (IC)**. IC building has **indoor courts**, a **fitness room**, an **atrium**, **faculty cabins**, **classrooms, an examination hall**, etc. The University also has a separate **floodlit basketball court** and **tennis courts**, **indoor badminton courts**, a **gymnasium**, and **playgrounds for cricket and soccer**.

The administrative block of both campuses also has **separate administrative offices** for the Vice-chancellor, Registrar, Deputy Registrar, Academic Dean, accounts, and other administrative offices. The **academic block** houses the classroom complex, including **Career Advisory Services, exam halls and a library**.

- For drinking water, Water Purifiers with coolers have been installed in all the buildings.
- There is a structural ramp floor connected from reception to the academic block.
- Efforts are underway to enable differently able people to reach all the University buildings through ramps/lifts. Divyangjan facilities with provision of rails, ramps, Braille enabled lifts, special toilet, and wheelchair are available for differently abled people.
- The University has its own shuttle services and transport facility for its staff and faculty for commuting between the city and between the old and new campuses. Bank (State Bank of India and South Indian Bank) and ATM facilities SBI, AXIS Bank and SIB) are also available on both campuses.
- As an alternative energy source, solar panels have been installed at both campuses from which sufficient electricity is generated to run the offices. The University also has adequate DG sets for an uninterrupted power supply.
- Health Care Center for first aid treatment with trained doctors and nurses is available on both campuses. Ambulance Service is also available in cases of emergency.
- Other essential services available on the University premises include fire extinguishers, 24 hours security services, CCTV, pest control, fast food vending shops and parking facilities.
- Students can also avail themselves of vital services like **laser printer photocopying**, **washing machines**, **water coolers**, **geysers**, telephones, televisions, and indoor game equipment like foosball, pool table, carrom board, table tennis, etc.

The old campus has four post-graduate residential complexes for men and two for women. There is one post-graduate residential complex for men and two for women in the new campus. A residence facility is also available for undergraduate students with separate blocks for boys and girls. All the rooms have 24-hour internet connectivity.

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during**

**the last five years (INR in Lakhs)**

**Response:** 36.88

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3079.74 | 8448.55 | 11392.52 | 2576.54 | 4937.91 |

| File Description | Document |
|------------------|----------|
| Upload audited utilization statements | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System  (ILMS)  and has digitisation facility**

**Response:**

The University's information technology and library services departments have developed an Integrated Library Management System (ILMS) dubbed "Library Information System" (LIS. The System enables the administrator to enter new book records with minute details such as author names, publisher names, and any other pertinent information that is frequently searched. Thus, the primary focus of LIS is on digitalization in such a way that the majority of daily-level operations are managed via software. LIS provides a searchable web interface for library users to locate books and other resources. Firstly, the library follows the widely used Dewey Decimal Classification (DDC) guidelines for categorizing books by subject. Additionally, LIS assists users in locating books by author name, title, and subject. Secondly, LIS enables the widespread dissemination of information products and services, as well as resource sharing and networking. The library administration uses LIS to keep track of various items such as book issues and returns, magazine/newspaper subscriptions, and member dues. Maintaining book transactions is accomplished through the incorporation of bar codes into all books acquired by the library.

The Library has access to over 26000 electronic books. The scientific community at the University has access to more than 19000 online journals. The list includes titles from reputable journal databases such as Taylor and Francis, J-Gate, JSTOR, Elsevier (ScienceDirect), EBSCO, EMERALD, ProQuest (ABI Complete), IEEE Computer and CSDL, SAGE Publications, Economic and Political Weekly, and Journal of Case Research, among others. Additionally, the research community has access to a variety of macroeconomic, financial, and business databases, including Bloomberg, Taxmann, Statista, and Euromonitor International. IBI's products include India Business Insight, EMIS Intelligence, India Stat, EPWRF, Economic Outlook (EIS), CMIE-ProwessIQ, and Transfer Pricing Module.

The University's academic community can access the online resources mentioned in the preceding paragraph both on and off campus. Any user on campus can access these resources via the University's internal network services. Users from outside the campus can access online resources through the E-Resource Remote Access facility.

Generally, all University stakeholders have an account on "Hibiscus," an online portal developed by the IT team. The library's LIS system is integrated into Hibiscus. Students and faculty can access their Hibiscus accounts to check the status of borrowed books. Additionally, faculty members can submit requisitions for books, cases, journal articles, and other physical and online library resources.

XIM UNIVERSITY has become a member of the Developing Library Network (DELNET).

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 170.82

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 256.57 | 183.84 | 146.25 | 129.21 | 138.25 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Audited statements of accounts | [View Document](#) |
| Any additional information | [View Document](#) |

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 5.03

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

Response: 119

| File Description | Document |
|---|---|
| Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents) | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

**Response:** 82.64

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 100

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**

**Response:**

In keeping with its mission and vision, the XIM UNIVERSITY's Digital Resources Policy is based on **the principle that we safeguard these resources**. Each individual assumes personal responsibility for its appropriate and prudent use and agrees to adhere to the University's policy, **its regulatory bodies,** and the **IT/Cyber policies/laws** of the Government of India. The University possesses one of the best IT resources for an ICT-enabled education platform, with testing labs, digital university infrastructure, and a high-end data center. The **Computer Resources and Data Centre (CRDC)** at XIM University provides all IT and Computing resources to the students, faculty, and staff members of the university. The University provides desktops to all faculty and staff. All the computers are connected to the Campus **LAN/ Wi-Fi**, which is supported by an **Optical Fibre backbone**. The campus network covers the university academic blocks, administrative blocks, classrooms, libraries, hostels, and faculty residences. All members on the university

campus network have access to the internet **24/7 through a 1:1 leased line; 810 Mbps at the new campus and 600Mbps at the old campus.**

The CRDC has designed, developed, and implemented many software applications in the University and outside.

- UMS (HIBISCUS),
- HR System, Alumni Information System,
- Library Information System (LIS),
- Project-based Accounting Information System (PAMIS),
- Microsoft Dynamics NAV,
- Inventory Management System,
- Payroll System,
- Leave Accounting System,
- Contactless Biometric Face Recognition for Staff Attendance
- File Management System, Office Automation System, Examination On-Line (EOL), and I-Survey. XIM University UMS is a web-enabled application to suit the needs of the transforming university. XIM University is a member of the **University Alliance Programme of SAP** and has access to SAP (**Intro to S/4HANA with GBI and ERPsim**) systems with courses leveraging the SAP software. The university is covered under **Microsoft's Campus License program**, giving the students the option to run a selection of products, and any upgrades or downgrades of those products. XIM University has subscribed to **Microsoft Imagine Academy**. The University has acquired **Microsoft StorSimple** to scale up its hybrid storage capacity on campus and on the Azure cloud.
- XIM University has set up its own Data Centre with an in-house DNS server on the XIM cloud. It has the capability to host multiple websites with DMZ zone configuration. All the websites of the university are designed in-house and are **secured through SSL certificates**.

**IT BUDGETARY PROVISIONS**

- All the IT budgetary provisions are made, with prior discussion with the IT committee and subsequent approvals from the respective authorities.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

**4.3.3 Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 3:1

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Student – computer ratio | [View Document](#) |

**4.3.4 Available bandwidth of internet connection in the Institution      (Leased line)**

**Response:** A. ?1 GBPS

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Details of available bandwidth of internet connection in the Institution | [View Document](#) |

**4.3.5 Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Links of photographs | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response:** 0.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 47.01 | 76.80 | 18.10 | 10.83 | 3.92 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Audited statements of accounts | [View Document](#) |

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

**Response:**

The University ensures optimal **allocation** and **utilization** of the available resources for maintenance and upkeep of different. A reasonable budget is allocated every year for the maintenance of various facilities.

- The University has a robust online `utility service log'` built within the **University Management System.** This service attends to complaints from different **stakeholders** of the University regarding the facilities in any department like plumbing, carpentry, fire, AC, lift, housekeeping, electrical, IT, pest control, etc. in time.
- The University has an **Administrative Committee** (ATM) headed by the Registrar and Deputy Registrar that oversees buildings, classrooms, sports complexes, and labs which monitors the work of the committee members and conducts **periodic checks** to ensure the efficiency/working condition of the infrastructure.
- Adequate in-house staff is employed to **maintain hygiene**, cleanliness, and infrastructure on the campus. Classrooms, Staffrooms, Seminar halls, Library, Labs, Washroom, and other Offices are cleaned and maintained regularly by maintenance staff assigned for each floor/building. **Dustbins are placed on every floor** and in other required places.
- There are **full-time gardeners** and their teams who maintain the Gardens of the campuses.
- The optimum working condition of all properties/ equipment on the campus is ensured through **Annual Maintenance Contracts (AMC)**. The AMC purview includes maintenance of generators, Air Conditioners, Photocopier machines, Printers, Fire Equipment, Solar Panels, UPS, EPBX system, Internet Connectivity, CCTV cameras Water Purifiers and Water Coolers. The University has **trained and certified in-house** electricians, carpenters, masons, and plumbers. The In-charges submit **periodic reporting** on requirements of repairs and maintenance to the administrative office.
- For the maintenance of library infrastructure and facilities, the library committee and library administration have been responsible for purchasing, and procuring books, manuscripts, and other materials, as per the faculty members' recommendations. The committee procures some good publications from national and international publishers. A library **Information System (LIS)** is used for automating the Library Information. This System provides a searchable web interface to locate books and helps in day-to-day transactions. LIS gives answers to any query raised by clientele author-wise, title-wise and subject-wise. The **maintenance of the reading room** and stock verification of library books is done regularly by library staff. At the end of the Academic year, stock verification is done.
- The **Students Committee** maintains the sports facilities. The purchase department purchases the necessary goods and sports articles as per the sports secretary's recommendations and the hostel

administration.

- The **cleanliness of classrooms** is ensured by maintenance staff. All the classrooms have adequate audio/visual and seating facilities. The purchase committee is apprised of the requirements which are then purchased after approval from the Registrar/Deputy Registrar.
- The Maintenance department does **regular cleaning** of water tanks, proper garbage disposal, pest control, landscaping, and lawn maintenance. They are monitored through **regular inspection** by the Administrative Officer and Maintenance Officer. Upkeep of all facilities and cleanliness of student residential complexes is maintained through the Hostel Team. **Security personnel**, including women guards along with security supervisors, are employed to safeguard the whole premises.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 1.96

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 121 | 22 | 19 | 20 | 14 |

| File Description | Document |
|------------------|----------|
| Upload self attested letter with the list of students sanctioned scholarship | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 33.58

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 641 | 642 | 615 | 551 | 565 |

28-01-2023 11:38:48

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability  1. Soft skills  2. Language and communication skills  3. Life skills (Yoga, physical fitness, health and hygiene)  4. Awareness of trends in technology**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link to Institutional website | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees**

**Response:** B. 3 of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View Document](#) |
| Details of student grievances including sexual harassment and ragging cases | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 60

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 2 | 0 | 0 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 2 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Upload supporting data for the same | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.2.2 Average percentage of placement of outgoing students during the last five years**

**Response:** 78.64

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 620 | 624 | 615 | 551 | 565 |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.2.3 Percentage of student progression to higher education (previous graduating batch).**

**Response:** 6.32

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 50

| File Description | Document |
|---|---|
| Upload supporting data for student/alumni | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**

**Response:** 103

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 32 | 45 | 22 | 2 | 2 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of award letters and certificates | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.3.2 Presence of Student Council and its activities for institutional development and student welfare.**

**Response:**

The Student Executive Council (SEC) is the apex student body of XIM UNIVERSITY. As per the UGC guidelines,

- it oversees the functioning of the various student committees,

- presides over all student activities, and
- acts as a liaison between the student body and the administrative authorities of the college.

The **General Secretary**, the **Treasurer**, and the **Cultural Secretary** comprise the Council. The General Secretary, the Treasurer, the Cultural Secretary, the Human Resource Management (HRM) Secretary, the Rural Management (RM) Secretary, the Sustainability Management (SM) Secretary, the Urban Management and Governance (UMG) Secretary, and the Master of Business Finance (MBF) Secretary preside over the SEC.

The SEC serves as a forum for discussion of issues affecting the student body in general with the Vice-Chancellor, Registrar, Deputy Registrar, Dean (Academics), and Dean (Student Affairs).

The SEC's primary function is to

- ensure the smooth operation of all student activities at XIM UNIVERSITY.
- **schedule the academic calendar**,
- induct **new students**,
- organize the cultural **management fest**,
- allocate and **budget funds** for all committees,
- **conduct** and **moderate** elections for all positions of responsibility throughout the year,
- **resolve conflicts of interest** and other responsibilities as deemed necessary from time to time.
- **regulate** and **ensure** that every student must abide by the University guidelines and maintain the code of conduct.

One of the major events organized at the XIM campus was the **Business Excellence Summit (BES)** with the theme **"Innovating Business".** Two flagship events conducted every year by the council are **Xpressions and Xamboree**– Eastern India's **largest management and cultural** fest. Over the past 5 years, eminent personalities like Sunidhi Chauhan, Farhan Akhtar, Salim-Suleiman, Mika Singh, and Mohit Chauhan have graced the stage at both campuses of the University.

The Student Executive Council works to,

- ensure that each student has a **positive experience**, from the onboarding process to their daily campus life.
- ensure that students derive **maximum benefit** from their interactions and participation in a variety of activities, competitions, events, and conclaves, as well as their academic contributions.

"The Student Executive Council believes **in discipline, hard work**, and **dedication**.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**

**Response:** 68.2

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69 | 126 | 54 | 48 | 44 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

The XIM University Alumni Committee **plays a vital role** in nurturing the bond between the past, present and future students of the university. We ensure that the mission of "One Family" is achieved.

Our institution conducts an Annual Get Together (G2G) to bring together our alumnae and celebrate their success and journey. The alumni association has the following features:

- The Alumni Association is vital to the institution's growth.
- The Alumni body is **registered as a society** under the Society Registration Act, 1860, under the registration number 2285/65 of 2008/2009.
- The association is **led by a National Executive Committee** comprised of institute and alumni functional heads.
- Alumni representatives serve as President, Vice-President, and members of the National Board of Directors.
- The association is led by a **National Executive Committee** comprised of institute and alumni functional heads. Alumni representatives serve as President, Vice-President, and members of the National Board of Directors.

| File Description | Document |
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| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** E. <5 Lakhs

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for any additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

XIM UNIVERSITY sees itself as a global University delivering quality education to deserving meritorious students. The XIM UNIVERSITY affirms its mission of excellent quality higher education.

**VISION**

To be a leading global Jesuit University, innovative in academia, grooming compassionate and resilient leaders to lead organizations for a just, equitable and sustainable society

**MISSION**

In the spirit of Magis, XIM UNIVERSITY strives to:

- Promote innovation in learning and the total ecosystem.
- Nurture multidisciplinary thinking and lead next practice research.
- Serve society by empowering all sections of society.
- Lead digital thinking in social and developmental issues.
- Establish trust in the higher education arena.

**VALUES**

- Integrity
- Excellence
- Inclusivity
- Compassion
- Sustainability

The University has a well-defined governance structure and academic administration to achieve its vision, mission, and goals.

**ACADEMIC ADMINISTRATION:**

Strategic Academic Advisory Board (Saab)

Major Committees

**Committees for Academic Administration**

- Academic Committee
- Ph.D Programme Committee

- Executive PG Diploma in Management Committee
- Faculty Review and Development Committee
- Area Committee
- Scientific and Research Committee
- Research and Publication Committee
- ProAct / Quality Assurance Committee
- Admissions Committee
- Career Advisory Services (CAS) Committee

## COMMITTEES FOR STUDENT AFFAIRS

- Student Affairs Committee
- Student Mentoring Committee
- Anti-Ragging Committee
- Student Counselling Committee
- Student Grievance Redressal Committee
- Student Disciplinary Committee
- Examination Disciplinary Committee (EDC)
- Committee for Protection of Minor Students' Rights
- SC/ST/Minority Committee

## COMMITTEES FOR ADMINISTRATIVE SUPPORT

- Administrative Committee
- Library Committee
- Purchase Committee
- Information Technology and Computer Services Committee

## COMMITTEES FOR FAIR TREATMENT AND PROTECTION OF STAKEHOLDERS

- Ethics Committee
- Internal Complaints Committee for Sexual Harassment
- Employee Grievance Redressal Committee
- Resident Faculty Welfare Committee

## COMMITTEES FOR BRAND BUILDING

- Accreditation and Ranking Committee
- Committee for Skill Development
- Executive Education Committee
- Alumni Committee
- Media and External Linkages
- International Relations Committee

XIM UNIVERSITY is committed to inspiring the next generation of students seeking a superior quality of higher education. The University's mission is to fulfill it through the continuous introduction of new

courses and programmes that develop visionary, competent, committed, compassionate, and value-based leaders. It equips students with the knowledge, skills, and long-term perspective necessary for innovation, social service, and growth. Through various student forums, the University encourages students to cultivate learning opportunities outside of the classroom. Academic programmes are built on a 'learning-by-doing' model that promotes extensive interaction with all facets of the University's ecosystem, serving as a springboard for developing a leadership philosophy and resilient business practices. The University strives to live up to its vision of faith and spiritual inspiration and to contribute to the development of a just and humane society.

| File Description | Document |
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| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

**Response:**

The University promotes collective leadership and a democratic culture through a well-planned and structured process. This concept is carried out through the extensive delegation of authority granted to the Deans (Academics) and other Officers of the University's various Schools.

**DEAN (ACADEMICS)**

The Dean (Academics) of each School is appointed by the Vice-Chancellor and is entrusted with the responsibility of managing the school's operations. The Dean has the authority to make all academic and administrative decisions in accordance with the institution's vision and mission. The Dean has the authority to make decisions regarding:

- Developing policies, a road map, a budget, and a plan of action
- Contribute to the development of newly hired faculty at the School
- Curriculum and pedagogical review
- Creating a path to academic excellence

The Dean has the authority to establish various committees at the school level to recommend and monitor the effective implementation of the developed strategies and plans, further promoting participative management. The Vice-Chancellor appoints the Associate Dean, who assumes full responsibility for all academic and administrative matters in the Dean's absence (Academics).

**ASSOCIATE DEAN (DOCTORAL PROGRAMS)**

The Associate Dean, Doctoral Programs is appointed by the Vice-Chancellor and is responsible for:

- The doctoral program, from start to end - starting with admissions, selection of participants to the completion
- Formulation of strategies to improve intellectual capital

**ASSOCIATE DEAN (ADMISSIONS)**

Associate Dean, Admissions is appointed by the Vice-Chancellor and has authority in deciding and formulating strategies for the University's different courses' admission process.

**ASSOCIATE DEAN (CAREER ADVISORY SERVICES)**

Associate Dean, Career Advisory Services is appointed by the Vice-Chancellor and is given the complete administrative freedom to network with the industry to provide internship and employment opportunities.

**ASSOCIATE DEAN AND ASSISTANT DEAN (GLOBAL PROGRAMS)**

Associate Dean and Assistant Dean, Global programs are appointed by the Vice-Chancellor to manage the partnerships and collaborations with reputed international institutions for faculty and student exchange programs to develop and improve the University's intellectual capital.

**ASSOCIATE DEAN (STUDENT AFFAIRS)**

Associate Dean, Student Affairs, is appointed by the Vice-Chancellor. The University believes in a student-centerd environment, and thus, the Associate Dean is empowered to steer, guide, and motivate students to promote a holistic learning environment.

**ACADEMIC ADMINISTRATION**

The University has an Academic Council and Strategic Academic Advisory Board (SAAB) of each school to decide on the introduction, revision and reformulation of courses and syllabus. The Academic Council takes a decision based on inputs from the SAAB of the schools. Apart from these positions and bodies, the University also has various committees such as - Anti Ragging Committee, Students Committees, Grievance Cell, Internal Quality Assurance Cell (IQAC), where the representative of Faculty, Subject Matter Experts, Professionals from the industry, alumni and students are given importance. This reflects the University's effort to involve the stakeholders in the decision-making process and promote decentralization and participation.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1 The institutional Strategic plan is effectively deployed.**

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**Response:**

A review of the faculty teaching and research guidelines was undertaken with effect from 1st June 2020. To facilitate institutional growth and development, a new Teaching, Research, Administration, Consultancy, and Training (TRACT) system was implemented in two schools, namely the School of Business Management and the School of Human Resource Management. The new policy's objective is to establish a framework for measuring and incentivizing the work components of faculty members at the two schools. It recognizes that faculty members possess a range of competencies in areas such as teaching, research, administration, consulting, and training and provides them with opportunities to excel in those areas.

The workload structure as per the new TRACT system provides three different tracks- Research Track, Teaching and Research Track, and Teaching Track for faculty to choose for a block period. A block period of three (3) years has been provided to assess the deliverables in the areas of teaching and research while ensuring that faculty must fulfil the minimum workload criterion. The same will be used for computing the incentives and will guide annual review of the faculty by the Vice Chancellor. This policy promotes the strategic intent to encourage quality research and consultancy assignments for these two schools.

| File Description | Document |
|---|---|
| Strategic Plan and deployment documents on the website | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

**Response:**

Inheriting the legacy of Xavier Institute of Management, Bhubaneswar, which was established in 1987 and drawing from rich experiences of the Society of Jesus, of running educational institutions across the globe for more than 450 years, XIM UNIVERSITY, Bhubaneswar, since its inception in 2013, has envisaged scientific, administrative policies and systems for the University. The system in place has also been designed in compliance with all the statutory requirements along with the academic interest and general welfare of students and employees.

**ADMINISTRATION**

The administrative setup clearly demarcates the duties, responsibilities, accountability, and authorities at every stage. The administrative structure is as follows:

## STATUTORY AUTHORITIES

- **Board Of Governors** - This is an eighteen (18) member body and is the principal executive body of the University.
- **Board Of Management -** This board chaired by the Vice-Chancellor is the primary decision-making body responsible for ensuring the University's normal and smooth functioning.
- **Academic Council** - The Academic Council chaired by Vice-Chancellor is the University's principal academic body that exercises general supervision over the University's academic policies.
- **Financial Committee** - The committee is chaired by the Vice-Chancellor.

## STATUTORY OFFICERS

- **Chairperson** - The Chairperson of the Xavier Institute of Management Society is the Chairman of the Board of Governors of the University.
- **Vice-Chancellor** - **The Vice-Chancellor** is the University's principal executive and academic head appointed by Chairperson of the Board of Governors' approval.
- **Registrar** - **The Registrar**, is the University's administrative head and custodian of all the University's records and a common seal.
- **Dean (Academics)** - Academic head of individual schools.
- **Chief Finance Officer** - Responsible for the overall management of the finance of the University.
- **Controller Of Examinations -** Responsible for managing the examinations of the University

## OTHER OFFICERS

Many of the other important officers are:

- Associate Dean, Schools
- Associate Dean, Doctoral Programs
- Associate Dean, Admissions
- Associate Dean, Career Advisory Services
- Associate Dean, Global Programs
- Associate Dean, Student Affairs
- Associate Dean, International Relations
- Deputy Registrar
- Head HR
- Head Librarian

## APPOINTMENT

XIM UNIVERSITY is an equal opportunity employer, and high standards are maintained to recruit faculty and staff. Every year, before the academic session begins, the Deans (Academics) shall assess their

respective schools' personnel requirements and communicate the same to the HR Department. The recruitment procedure to be followed in filling up vacancies such as inviting applications, consulting the Deans (Academics) of the respective Schools, conducting seminars and interviews of the prospective candidates, etc., are facilitated by the HR department.

**SERVICE RULES, POLICIES AND PROCEDURES**

Conscious of the need for a pragmatic and responsive approach to the wide range of matters pertaining to the employees, the University continually aligns its personnel policies accordingly. The University has laid down service rules, policies, and procedures in 'Faculty / Staff Handbooks'. These handbooks codify rules relating to relevant aspects of personnel issues in an all-encompassing manner.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link to Organogram of the University webpage | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.2.3 Institution Implements e-governance covering following areas of operation**

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces | [View Document](#) |
| ERP (Enterprise Resource Planning) Document | [View Document](#) |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**

**Response:**

Our employees perform various roles, which are crucial for realizing the Vision and Mission of the University. Fair treatment, transparency, mutual trust and goodwill continue to be the bedrock of the symbiotic relationship between them and the University they are called upon to serve. On a reciprocal basis, the University is beholden to a duty of care.University offers a platform for the sustained career development of its employees.

## PERFORMANCE APPRAISAL SYSTEM

Employees' performance and conduct are assessed periodically to:

- Evaluate how far an employee has achieved the results during the assessment period and plan for better performance.
- Understand the gaps in knowledge and skill to plan guidance and training for employees for future capacity building.
- Determine the remuneration inclusive of annual increase to be paid to the employees and identify employees' potential so that a reliable succession plan can be built up.

The University follows the self-appraisal, peer appraisal, and reporting authority appraisal system for the employees.

## PARAMETERS FOR EVALUATION OF TEACHING STAFF

- **Teaching** (well-planned organized courses; delivery of material; student learning outcome expectations; innovation in subject matter and pedagogy; opportunity for out-of-class contact between instructor and students; to keep course content current)
- **Professional Activity** (developing new areas of expertise; conducting training programs, seminars and workshops; designing and conducting well-planned research and consultancy projects; publications in reputed journals; scholarly research; collaborating on research projects; interdisciplinary work).
- **Service** (active participation and preparedness regarding committee assignments and administrative roles and requirements; guidance to the students regarding their academic needs).

**OVERALL EVALUATION** (subject knowledge, research, and publication, sense of responsibility, engagement levels, commitment to work, ownership, student feedback, initiative, innovativeness, attitude, interpersonal relations)

## PARAMETERS FOR EVALUATION OF NON-TEACHING STAFF

The parameters are job knowledge, punctuality, sense of responsibility, willingness to work and learn, engagement level, commitment to work, ownership, skill set, competency, attitude, initiative, innovativeness, and personality traits.

## PROMOTIONAL AVENUES

Promotion to a higher grade/post is subject to the University's need, the availability of vacancies and the candidate(s) fulfilling the essential, and recommended eligibility criterion. The criterion for promotion are merit (performance and competency-based), sustainability, need, conduct, commitment, and allegiance to the University's cause. The eligibility criterion for promotion is per the norms of the University.

## WELFARE MEASURES

University takes care of all the employees by giving various allowances and benefits like DA, contributory PF, gratuity, medical expense reimbursement, LTA, and leave benefits like CL, EL, Medical Leave, Maternity Leave, Special Leave, and Official Leave. All the employees are covered under Mediclaim Policy and Accidental Benefit Policy. In-campus Residential accommodation, Sports, gym, canteen, and library facilities are available.

## THE UNIVERSITY PROVIDES SUPPORT TO FACULTY FOR:

- Faculty Development Programs
- Professional Body Membership
- National and International Conferences/Seminars
- Research Project
- Publishing articles in journals
- Publishing books
- Teaching in other institutions
- Teaching extra course
- Intellectual Products
- Professional Social Responsibility Activities
- Sponsored Research Program/projects

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 37.49

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and**

**towards membership fee of professional bodies year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 41      | 57      | 56      | 52      | 30      |

| File Description | Document |
|------------------|----------|
| Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) | [View Document](#) |
| Link for Additional Information | [View Document](#) |

| Other Upload Files | |
|--------------------|---|
| 1 | [View Document](#) |

**6.3.3 Average number of professional development / administrative training  Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 9.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 21      | 11      | 6       | 2       |

| File Description | Document |
|------------------|----------|
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.3.4 Average percentage of teachers undergoing online/ face-to-face  Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 21.68

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 65      | 62      | 13      | 4       | 4       |

| File Description | Document |
|------------------|----------|
| Details of teachers attending professional development Programmes during the last five years (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

**Response:**

The University makes every effort to mobilize resources and generate revenue from various projects. The University's primary source of revenue is the collection of student fees. As a not-for-profit institution committed to social justice, the University awards scholarships to members of the SC, ST, and economically disadvantaged classes. These funds are used to support the University's development and growth. Additionally, funds are used to cover the University's day-to-day administrative costs. Certain funds are designated for specific purposes such as student scholarships and faculty research. The University constantly encourages faculty members to apply for research grants from various funding agencies, which are then used to fund the research project in question.

**6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

**Response:** 827.32

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 143.26  | 301.84  | 176.4   | 118.86  | 86.96   |

| File Description | Document |
|---|---|
| Details of Funds / Grants received from government bodies during the last five years (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual statements of accounts | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

**6.4.4 Institution conducts internal and external financial audits regularly**

**Response:**

The University conducts both internal and statutory audit regularly. It has an extensive audit process. It maintains the proper financial books of accounts, including vouchers and receipts, as per the different statutory laws – Income Tax Act, Companies Act 2013, GST Act.

**INTERNAL AUDIT**

The appointed internal auditor carries it out. Internal Auditor carries out financial audit regularly and submits quarterly reports.The followings areas are covered under the internal audit:

- Thorough expenditure and revenue audit verification of day-to-day transaction.
- Timely deposit of all statutory dues like TDS, GST, EPF and ESI and verification of Collection of fees in time.
- Verification of fixed deposits and interest earned and accrued on it.

- Checking of BRS statement in regular interval.
- Ensuring that the financial transactions are recorded based on the accounting principles and standards.
- Verification of fixed asset addition and depreciation charged on it as per the Income Tax Act 1961.

**EXTERNAL AUDIT / STATUTORY AUDIT**

- The University accounts are audited half-yearly and annually by the statutory auditor duly appointed by the board members, the registered body. The statutory auditor audits the financial and statutory compliance aspects of the University. They submit financial statement and audit report to the governing board.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

**Response:**

As a quality enhancement and sustenance measure prescribed by the NAAC, the University established the Internal Quality Assurance Cell (IQAC) of XIM University in October 2020. Right from the inception, IQAC has been an integral part in developing a system for conscious, consistent and catalytic improvement in the overall performance of the University. The IQAC is committed towards internalization and institutionalization of quality enhancement initiatives in the University. It helps the institution in planning and monitoring. IQAC also gives stakeholders including Students, Teachers, Parents, Alumni, funding agencies and Community, a cross-sectional participation in the institution's quality enhancement activities.

IQAC has taken several initiatives in assuring and maintaining quality in all the fields of education. Some of the contributions are as follows:

**a.  IQAC aims to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.**

**b. Academic and Administrative Audit (AAA) (The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external**

**review. IQAC has institutionalized the AAA process by undertaking the third Academic and Administrative Audits (AAA). The Audit report and the teams observation has been instrumental in various changes that is being implemented in the University.)**

## c. NAAC Preparedness Evaluation Webinar

A Webinar was conducted online on the 20th of January 2022, for diagnostically evaluating 'Quantitative Metrics' (QnM) and 'Qualitative Metrics' (QlM) of NAAC, The resource persons of the webinar were Rev. Fr. Xavier Vedam, S.J., General Secretary, AIACHE New Delhi, and Prof A. Joseph Dorairaj, Professor of English, Gandhigram Rural Institute.

**DOCUMENTATION CENTER:** A centralized Documentation Center is established for the purpose of collecting, storing, updating, and processing all University-related information. This data is used for accreditation, ranking, and other compliance purposes. On a regular basis, the documentation center compiles information about faculty accomplishments, academic activities, administrative updates, and student activities. The University has an **Accreditation And Ranking Committee** which determines the surveys and ranking activities that will be associated with them, as well as their impact and utility to the University.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**Response:** C. 3 of the above

| File Description | Document |
|---|---|
| Upload e-copies of the accreditations and certifications | [View Document](#) |
| Upload details of Quality assurance initiatives of the institution (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Paste web link of Annual reports of University | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

**Response:**

The quality assurance committee monitors the implementation of the University's policies and procedures for effective management of the quality systems in relation to the core functions of teaching and learning, research and social responsiveness, and recommendations to promote a culture of continuous development. The committee meets regularly and recommends different measures towards achieving an effective and efficient governance structure.The Quality Initiatives taken by IQAC and the University,

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the University;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents, and other stakeholders on quality-related institutional processes.
- Organization of inter and intra University workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities of the University, leading to quality improvement.
- Acting as a nodal agency of the University for coordinating quality-related activities, including adoption and dissemination of good practices.

IQAC also guides and supports the Accreditation and Ranking Committee, which decides on the surveys to be associated with, its impact and usefulness for the University. The committee also scrutinizes the ranking form and relevant supporting documents before submission to the survey agencies. It also suggests and recommends relevant points for upgrading the University's research and publication, placement, and infrastructure after reviewing the University's position.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

The five core institutional values of XIM UNIVERSITY are:

1. Integrity
2. Excellence
3. Inclusivity
4. Compassion
5. Sustainability

Gender equity is deeply embedded within the institutional values of Inclusivity and Compassion. The University is committed to taking all initiatives and regulatory mandates to make it gender-responsive and a comfortable place for both men and women to study and work on campuses. It prioritizes the well-being and safety of all its stakeholders. Women's Day is celebrated to raise awareness among all stakeholders about women empowerment and by conducting special programs. The initiatives undertaken towards this are summarized below:

**SAFETY AND SECURITY**

- CCTV surveillance system is installed in the campuses across all blocks.
- The e-Surveillance system, which is monitored through internal staff via the control room, is active 24x7. The system has high-resolution cameras with an audio recording facility to safeguard against any untoward happening. This arrangement makes the women's community feel secure within the premises.
- Security personnel, both men and women, are deployed at all major locations within the premises.
- A dedicated hostel team with prefects, caretakers, and security guards work around the clock to ensure the students' safety and security, especially women.
- Hostel Manual of Policies lay down guidelines of discipline and decorum within the campus and residence. Any violation is strictly dealt with.
- The Grievance Redressal Policy is deployed to facilitate open communication for employees and students to vent their grievances.
- Structured anti-ragging committees and squads have been formed.
- Committees are constituted for Sexual Harassment (Prevention, Prohibition, and Redressal)
- The University has a strict deterrence policy towards alcohol consumption and prevention of drug abuse and deterrence towards causing bodily harm or mental harm and damage to infrastructure in accordance with the law of the land.
- It also plays a critical role in deterring cyberspace violations which are highlighted in the Manual of Policies.

**MEDICAL FACILITIES**

- The availability of a Doctor and Female Nurses within the premises ensures immediate medical care and facility to the faculty, staff, and students.
- A dedicated medical center, 24*7 ambulance, and first aid kit are also available.

**COUNSELLING**

- The University has a committee for counseling PG and UG students.
- The Hostel In-Charges, Senior Administrative Staff and Faculty Mentors are always available to help female students as per need.
- Faculty mentoring includes the inculcation of ethical and moral values and respect for gender diversity encourages inclusivity in all spheres.
- All senior officials and management representatives are always available for all the students to solve any problem or issue as and when required.

**COMMON ROOMS**

- Common restrooms for women are available on each floor of all hostels, and academic and administrative blocks of the campuses.
- There is a provision for a separate girls' common room as well.
- Gym facilities and indoor/outdoor game arrangements are also provided for female students.

**DAY CENTER**

- The venue for Daycare Center for young children for working female staff and married women students has been identified and it is in the process of being established.

| File Description | Document |
| --- | --- |
| Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Annual gender sensitization action plan | View Document |

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Geotagged Photographs | [View Document](#) |
| Any other relevant information | [View Document](#) |

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**7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste  management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The XIM UNIVERSITY is committed to contributing to a clean and green environment. All measures are taken to keep the campuses hygienic and environmentally friendly. The University has a population of more than 2000 people and all efforts are taken for its upkeep and maintenance. The campuses boast of huge lush green gardens and lawns with flowers, vegetables and fruit plants. The University has well-structured system for

- Solid Waste Management
- Liquid Waste Management
- Biomedical Waste Management
- E-Waste Management
- Waste Recycling System
- Hazardous Chemicals And Radioactive Waste Management

**Solid Waste Management:**  The solid waste in the campuses is categorized into wet and dry waste. Accordingly, throw bins are located strategically across the campus, which is color coded into green and blue for ease of use to maintain cleanliness and hygiene. The campus maintenance departments systematically manage the waste generated from the kitchen and mess, hostel and faculty quarters, offices etc. The University has Biogas Plant facility through which waste is converted to be used as manure for our plantations.

**Liquid Waste Management:** The University has a Sewage Treatment Plant and the wastewater is treated in the plant and then suitably used for gardening and sanitation purposes.

**E-Waste Management:** The University ensures the use of power-efficient equipment, LED bulbs, and lights. There are dedicated IT and Electrical teams to address issues and replace parts. The equipment like computers, printers, photocopy machines etc., which cannot be refurbished, is disassembled and segregated to send to recyclable units. E-waste generated on the campus is collected through the maintenance team and is disposed of through vendors.

**Waste Recycling System:** The installation of a Biogas plant, a Plastic-free campus, a Sewage treatment plant, and adherence to government norms for the e-waste management system are some of the University's steps toward waste recycling. The University advocates the conservation of resources to generate minimal waste and manage it from its inception to its final disposal. The University has undertaken joint initiatives with local NGO, Green-Earth, Garbage collection and Disposal Waste Management, and reducing the adverse effects of waste on health and the environment.

**Efforts for Waste Management include the following:**

- Dustbins have been put up throughout the campus for waste segregation.
- Organic composting of waste.
- Limiting the usage of non-biodegradable materials like plastic bags.
- Waste like plastic, metals, glass, cardboard, newspaper, and stationery are collected, segregated and sold to authorized vendors for recycling.
- University has adopted the mode of paperless transactions by the digitization of office procedures through electronic means.
- Use of paper printed on both sides is encouraged in print drafts before the final document, record notes of meetings, memos and notes in office practices as an environmentally preferred alternative to waste management so as to reduce pollution.
- Waste food and mess leftover and cafeteria are taken away by staff for hog/cattle feeding.
- Related to Biomedical Waste Management Sanitary napkins are disposed off properly using the incinerator installed at the girl's hostel.

| File Description | Document |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |
| Geotagged photographs of the facilities | [View Document](#) |

**7.1.4 Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |

**7.1.5 Green campus initiatives include:**

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly  pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

**Response:** A. Any 4 or All of the above

| File Description | Document |
| --- | --- |
| Various policy documents / decisions circulated for implementation | [View Document](#) |
| Geotagged photos / videos of the facilities | [View Document](#) |

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
| --- | --- |
| Reports on environment and energy audits submitted by the auditing agency | [View Document](#) |
| Certificates of the awards received | [View Document](#) |
| Any other relevant information | [View Document](#) |

**7.1.7 The Institution has disabled-friendly,  barrier free environment**

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and  information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Policy documents and information brochures on the support to be provided | [View Document](#) |
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Details of the Software procured for providing the assistance | [View Document](#) |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Inclusiveness per se is one of the core values of XIM UNIVERSITY and it seeks to promote this value with utmost sincerity, imbibing the same in its extensive academic and co-curricular activities with much rigour and zeal. Tolerance is practised and diversity is respected across all levels: faculty, staff, students, and all other stakeholders. The University has a very impressive blend and a mixture of local, regional, and international students representing the varied cultural diversities under one umbrella. The University strives to be at the forefront of respecting diversity in all aspects - gender, religion, and race and at the same time eradicating stereotypes and encouraging not only the students but the faculty and staff to be tolerant and respectful of one another. XIM UNIVERSITY undertakes many initiatives and endeavours and works to create a culture and environment of inclusivity.

**To work towards this objective, the University has taken the following steps:**

- The University has taken significant measures to educate, enlighten and enrich its students by respecting individual differences and diverse cultures and fostering an ecosystem of inclusivity and tolerance in both the curriculum and the extracurricular activities and programmes.
- The University's orientation programme seeks to imbibe this spirit and culture of tolerance and harmony right from the inception of new courses and programs.
- Formation of Ethics Committee, Grievance Redressal Committee, Counselling Committee, Committee for protection of minor student's rights, Anti-ragging committee, Prevention of Sexual harassment, and Anti-ragging squad are some of the institutional forms within the University working towards communal, socio-economic, gender and cultural harmony as well as tolerance and respect for other diversities.
- Celebration of important national days like Independence Day, Republic Day, Gandhi Jayanti, and festivals and pujas in the student community from Diwali to Eid and Christmas is a step towards building tolerance and harmony.
- Soft skills and communication classes are held to make students from diverse backgrounds effectively communicate with each other.
- Industrial visits, field trips, and rural visits help in embedding these values deep into the students' collective psychology and way of life.
- Various cultural and sports programmes are organized on the campus for students to mingle with one another and learn to respect diversity.
- The University offers a fabulous array of artistic and cultural opportunities. The University's two

- annual esteemed B-School events Xamboree and Xpressions, have made a distinctive mark in eastern India.
- Student-driven extracurricular activities through various committees and clubs of the University inculcate the spirit of teamwork and event management, which gives tremendous input to boost their business acumen
- Various fests, celebrations and events help to bring about solidarity and oneness among the students.

| File Description | Document |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document](#) |
| Any other relevant information | [View Document](#) |

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The University fosters and nurtures ethos and a bent of mind that is respectful of the Indian Constitution and citizenship. Sensitizing all the faculty, staff, and students about the importance of the constitution, the necessity to follow certain laid down rules and regulations as well as adhering to and fulfilling the constitutional obligations is undertaken on a regular basis both in a formal and informal manner. The University as a practice educates its employees and students about their rights, duties, and obligations as responsible citizens of the country. The students are encouraged to balance their profession and ethics and abide by the prevalent norms and rules by providing a safe, supportive, duty-bound learning environment.

**To work in this direction, the University has undertaken the following measures: -**

- The curriculum of various programs has courses designed on the Indian constitution, Values Professional Ethics, etc. for students to understand their fundamental rights, roles, duties, and responsibilities as conscientious citizens of the country.
- Celebration of National Days wherein faculty, staff, and students gather for the event and deliberate on issues of national importance.
- Various camps and social responsibility activities like blood donation camps, awareness on AIDS, Environment Day, Vigilance Week, Women and Child Rights, and the like are organized throughout the year for students.
- The students have the Research Methodology subject as a part of the curriculum with the objective to acquaint themselves with the ethics in research in connection with their contribution to society.
- The Social Responsibility Cell (SRC), a student body committee is committed to this very goal of promoting the well-being and facilitating the process of uplifting the vulnerable population and is an exemplar of the ratio that we all can get united and try to make a small but considerable

difference in the lives of those who are at the bottom of the pyramid.

- The University organizes various events to promote a clean and green environment.
- The University has policies, procedures, practices, and various codes of conduct for faculty, staff, and students that require adherence at all times which in turn facilitates in imbibing a culture where rules are followed and obeyed.
- The University has established a Center for Humanities and Compassion Studies to imbibe humane values of compassion and empathy towards people. The Center organises seminars and panel discussions from time to time, where the entire University community is invited.

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

| File Description | Document |
|---|---|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | [View Document](#) |
| Code of ethics policy document | [View Document](#) |
| Any other relevant information | [View Document](#) |

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The University is committed and dedicated to understanding the importance of national and international commemorative days and observes the same with great vigor and zeal year after year. It believes observing days of national importance promotes a strong work eco-system, and coherence among all stakeholders, and every member of the University is aware and takes pride in the valuable cultural heritage and legacy of the nation. Apart from the management level, the student bodies take up the onus of organizing functions on important Commemorative days like Institute Day, Joy of Giving Week, Swachh Bharat Abhiyan, Independence Day, Republic Day, Women's Day, and Yoga Day are celebrated. The students, staff, and faculty members celebrate each significant festival like Makar Sankranti, Holi, Dussehra, Diwali, Saraswati Puja, Ganesh Puja, Idul- Fitr, Good Friday, and Christmas every year. This includes activities that ensure creating an inclusive, tolerant, enriching, and friendly atmosphere within the University and across both its campuses. Various games, fun fairs, and cultural activities like drama, dance, and songs are

an integral part in these celebrations that give an opportunity for all to showcase talents, skills, and abilities. This establishes positive interaction among people of different racial and cultural backgrounds. As a mark of solidarity toward India's constitution, the University passionately nurtures a pluralist bent of mind toward all religious functions. It encourages the students and faculty to showcase the same.

"Xamboree" and "Xpressions" - the annual flagship events of the University are the most significant Management Cultural fests of Eastern India. These are events that aim to reach out to the best minds in business schools to test their business acumen, harness their untapped potential, and build positivity, team spirit, and a zeal to accept failure, learn, and grow. They are a three day events packed with business simulation games, cultural activities like dance and music competitions, drama, karaoke, fashion shows, musical instruments talent display, fun-filled games, and much more. The fests see the participation of more than 10-12 colleges and a footfall of over 10,000. Several events are hosted ranging from Business events such as Aaghaaz and Thirkan etc.

SPICMACAY University Chapter is affiliated with the national movement under the Odisha State Chapter. It envisions promoting and conserving Indian culture and heritage among University students by providing a rich and unique experience. It helps in making the students aware of the rich cultural heritage of the country and acquaints them with the glorious history of the nation. The committee organizes various programs, fairs, exhibitions, and competitions of Indian classical music, dance, paintings, crafts, yoga etc.

| File Description | Document |
|---|---|
| Geotagged photographs of some of the events | [View Document](#) |
| Annual report of the celebrations and commemorative events for the last five years | [View Document](#) |

## 7.2 Best Practices

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

**Response:**

**INITIATIVE 1: STUDENT-CENTRIC APPROACH**

**OBJECTIVES OF PRACTICE**

- To provide a holistic and meaningful learning atmosphere
- To create a platform for students for industry exposure and its ways of functioning
- To bridge the gap between academia and industry
- To provide scholarships to deserving and meritorious students
- For capacity building, all-inclusive and all-round development of the students
- To boost the students skills and abilities for suitably building their careers
- To ensure learning by doing
- To ensure that the different interests of the students are kept in mind.

**THE CONTEXT**

Student development in higher education integrates academic learning programs with larger issues of personal improvement and individual growth. It is about providing a student-centered holistic experience focused on understanding and demonstrating values, nurturing life skills, and acquiring knowledge.

Students undergo various problems of stress- personal, academic, physical, and mental. Students are new to professional college life. It creates a lot of stress, especially to hostel students who are away from family for the first time. Students from low educational backgrounds feel an inferiority complex and are hesitant in class and are unable to perform well due to inhibitions. Statistics reveal an increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is difficult at times to give personal attention to students. One solution, therefore, is a 'Mentor' who can form a bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress.

**THE PRACTICE : INDUSTRY EXPOSURE**

Students undertake various internships, industry visits, and field trips. Leadership talks, conferences, seminars, and workshops are a regular University feature. Various schools of the University offer exposure programs as a part of their curriculum like  Rural Living and Learning Experience (RLLE), SDP (Sustainability Discovery Programme), Urban Learning Experience (Urban Management and Municipal Immersion) program, the Media and Communication students get to work with people in the media and are also involved in shooting and photography of various events at the University.

**INFORMATION TECHNOLOGY (IT) INFRASTRUCTURE**

Our Digital Campus is driven by various resources to achieve desired goals and objectives as Digital University. Those resources are as follows:

1. Academic ERP solutions for e-Learning (LMS)
2. Online exam and resource materials
3. Accounting package
4. Software tools for research activity
5. Payroll software package
6. Inventory Management software package
7. Library Information System package
8. I-Survey tools and HR System
9. Authenticated based Online Journal and Database access
10. MAC-based authenticated solutions to all stakeholders
11. SAP access to students and Software Libraries for all stakeholders
12. Network Security Software
13. Microsoft Campus Agreement for using authentic MS software
14. High-end servers
15. CCTV surveillance system
16. Bloomberg Lab
17. Workstations for all faculty and non-teaching staff
18. Network backbone fiber optic support 10G
19. Computer LABS

20. Smart Interactive Panels and LED Projectors in the classroom
21. High-end equipment for audiovisual setup for classroom and conference hall
22. Video Conference facility
23. Campus LAN and Wi-Fi facility
24. 24 hrs. Internet / IT services
25. Adopting Cloud-based applications
26. ICT enabled: Virtual Interactive Learning (VIL) System

## FIRST OF ITS KIND IN THE EASTERN REGION OF INDIA

XIM UNIVERSITY Library has established a Bloomberg lab providing 12 Bloomberg Terminals, free for students and faculty members to use. With syllabus integration, users will learn how to use important analytical functions in the Terminal, conduct economic research and analysis, benefit from a wide range of pre-built analytical models, and more.

## ADDITIONALLY, THE XIM UNIVERSITY HAS TAKEN A PLETHORA OF STUDENT-CENTRIC INITIATIVES, SUCH AS:

1. The meritorious students are felicitated with a certificate of appreciation, cash prizes, and awards in the convocation ceremony organized every year. Some of these prizes are sponsored by large corporate houses.
2. Several student committees have been set up to provide opportunities for personal development, leadership skills, business acumen, and entrepreneurial skills.
3. Committees like the Student Affairs Committee, Counselling Committee and Anti Ragging Committee are set up to nurture an effective learning environment for the students.
4. Several value-added courses are offered to improve analytical skills, creativity and research activities through case studies, and live projects as part of the curriculum.
5. All the students are covered under a Health Policy of Rs.50,000 and an Accident Insurance Policy of Rs. 1 lakh.

## EVIDENCE OF SUCCESS

1. Our students have shown active participation in various national and international competitions and contests.
2. Many of the students have won medals and recognition in inter-college fests, business events, national debates, international projects, and a wide variety of sports as well as cultural events, thereby bringing accolades to the University.
3. The University has a good number of alumni in top leadership positions in well-known corporate houses and governmental and non-governmental organizations. Again, many of our alumni own successful startups, and many are well known and successful entrepreneurs in their domains.

## PROBLEMS ENCOUNTERED, AND RESOURCES REQUIRED

1. Though the classroom's online mode may be effective and convenient, the physical mode of teaching and mentoring is of utmost importance in building students' careers.
2. Students are also required to be more focused and have a clear mindset about their aims and goals in life.
3. The students must be dealt with in a very careful and affirmative manner. Attention and

concentration on studies, focus, and a zeal to perform should be instilled in them and reflected in them from within.

4. There is a need for student ownership and parental involvement in nurturing and helping the students make a promising career and life for themselves.

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## INITIATIVE 2: GREEN INITIATIVES

## OBJECTIVES OF PRACTICE

With many students and faculty residents inside the University premises, there is a very high amount of electricity and water consumption which is likely to have adverse impact on the health of the living beings and the environment as well. By adopting green practices, the University strives to align the outcome of its initiatives with an ecological and social mission.

Green campus initiatives are becoming an integral part of the modern-day education system and the institutions can act as pioneers in promoting these principles within society. Our University has initiated the green campus program in order to support a sustainable and climate-friendly environment. The main objectives for these initiatives were environmental awareness and education, the use of sustainable energy and energy efficient measures, comprehensive recycling and composting and green landscaping in the campus.

## THE CONTEXT

1. To encourage a healthy and eco-friendly environment in and around the University and seek to create awareness among one and all for sustainable development and human welfare of the University and all its stakeholders as well as contributing to our responsibility towards society by promoting green and clean environment for health and safety of everyone.
2. The green campus concept offers an institution the opportunity to take the lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to the environmental, social, and economic needs of mankind.
3. Save Energy is the motto of every day's work at our University.
4. In spite of the limited resources to overhaul and maintain the old infrastructure, the University has taken steps to become an environmentally conscious space and regulate its demand for limited natural resources.

## THE PRACTICE : FOCUS ON DIGITAL PLATFORM OF LEARNING

The University possesses one of the best IT resources for an Information Communication Technology (ICT) enabled education platform, with testing labs, digital University infrastructure, and data centers; Paper less documentation and record keeping is encouraged by building a strong IT infrastructure with LAN/ Wi-Fi/ high – speed internet and 24 hours connectivity. E-waste is prudently managed by optimum utilization of electronic goods like computers, printers, etc.

## PLASTIC-FREE INSTITUTION

The campuses commit to an unprecedented, comprehensive plastic plan, which eliminates all non-essential

single-use plastic. Unlike other plastic bans, the campus initiative goes beyond previously existing plastic reduction targets focused on food ware and plastic bags and addresses the spectrum of products and packaging used in campus academics, research, administration, and events.

## NO SMOKING AND NO TOBACCO ON CAMPUSES

The campuses of the University are smoke and tobacco-free. Consumption of tobacco/Pan/ Gutkha and smoking is strictly prohibited on the University premises and any violation is strictly dealt with. The Code of Conduct for the Faculty, Staff, and Students clearly mentions the same.

## SOLAR PLANT

Solar arrays set up on rooftops of both the campuses of the University help drive the solar power forward which boosts energy conservation and reduces the significant ill effects of greenhouse emissions. It also leads to a clean and healthier environment by reducing air pollution considerably. This is viable and economical from both perspectives, for the University as well as for nature and mankind.

## BIOGAS PLANT

The University has taken an initiative and set up a Bio-Gas plant to process waste. Biogas production reduces waste and produces energy. In addition, the residues from the digestion process are used as high-quality fertilizer. The biogas plant installed in the Old campus has a capacity to generate energy equivalent to around 1.5 commercial LPG cylinders by decomposing waste.

## SEWERAGE TREATMENT PLANT

The University has Sewerage Treatment Plants on both campuses. The wastewater is treated in the plant and then suitably used for gardening purposes.

## BOTANICAL GARDENS AND PLANTATIONS

Botanical gardens make unique contributions to climate change research, conservation, and public engagement. They host unique resources, including diverse collections of plant species growing in natural conditions, historical records, and expert staff, and attract large numbers of visitors and volunteers. Networks of botanical gardens spanning biomes and continents can expand the value of these resources

## WASTE MANAGEMENT PRACTICES

The installation of a Biogas plant, plastic-free campus drives, a Sewerage treatment plant, and adherence to the norms of government for an e-waste management system are some of the steps taken by the University toward waste recycling and its appropriate management.

## MINIMUM USE OF PHOTOCOPIERS/PRINTERS

All the students and employees of the University are encouraged to go paperless and limit printing and photocopying. The University has adopted paperless practices by the digitization of office procedures through electronic means. Use of paper printed on one side is encouraged in print drafts before the final document, recording meeting minutes, memos, and notes in digital mode is preferred.

**USE OF DUST-FREE CHALKS IN THE CLASSROOMS**

The University makes use of dust-free chalks only in all the classrooms. This considerably reduces the harmful effects of air pollution and is particularly very useful for faculty and students who have dust allergies and asthmatic symptoms. It helps maintain clear air.

**USE OF WASTE-SEGREGATION DUSTBINS ACROSS THE CAMPUS**

Dustbins have been installed throughout campus for waste segregation. Waste like plastic, metals, glass, cardboard, newspaper, and stationery are collected, segregated, and sold to authorized vendors for recycling. Waste food and leftover of mess and cafeteria is taken away by staff for hog/cattle feeding.

**ECO-FRIENDLY KITCHEN (CARBON NEUTRAL KITCHEN)**

Everything we do produces a carbon footprint. To lower our individual greenhouse gas emissions, a great place to start would be your kitchen. Being efficient with food storage, using appliances that conserve electricity, and selecting materials used for kitchen cabinets can have a tremendous impact.

**EVIDENCE OF SUCCESS**

1. We are saving energy and electricity of around 10-12 percent approximately inclusive of both campuses of the University.
2. Demonstrated water consumption reduction by approximately about 10 percent compared to the base case scenario by adopting necessary water-saving measures.
3. Natural resources are not wasted and are used in a recyclable form.
4. The waste is converted into a useful and utilizable resource.
5. Higher comfort levels inside all the University buildings, even in peak summer season because of plantations, solar plants, use of LED bulbs, and other environmentally friendly practices.

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

1. Locational disadvantage as we are prone to cyclones every year. This leads to disruptions and destruction of valuable flora and fauna of the campus.
2. Solar panels cannot withstand windspeed of more than 200kmph approximately. Therefore, most of the time, there are chances of these getting destroyed due to high wind speed and incessant rains.
3. Awareness in the locality outside the campus is equally important, and the University strives to educate and create awareness among the locals on relevant issues like the benefits of a green environment, conducting plantation drive programs throughout the year, making them aware of the demerits of alcohol and tobacco consumption and encouraging them to use biodegradable materials instead of plastic. However, the same bent of mind needs to be developed by the weaker sections of society to fully enjoy the advantages of sustainable drives and measures, leading to an eco-friendly and healthy atmosphere.

**NOTES**: The School of Sustainability is established to fulfill the University's social and environmental mission of transforming our society. Being the first of its kind in India, the School aims to create and nurture the next generation of managers and leaders who can anchor and accelerate.

| File Description | Document |
|---|---|
| Best practices in the Institutional web site | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

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

**Response:**

The University's main aim is to focus on student engagement across all levels to build their abilities and skills for future growth and enhancement. Our student-centric approach encompasses various modes of imparting education among the students and nurturing their moral, social and ethical values in tune with instilling confidence and building their careers according to their area of interest.

The University places very high importance of achieving academic excellence and making the students industry ready. The University believes that experiential learning is one of the most impactful and potential learning for students and motivates them to prioritize education and learn and grow. Every programme offered in the University across schools has mandatory component of learning by doing in all its courses.

Apart from classroom learning, the thrust is on practical learning experiences and educating the students through various learning initiatives like:

Immersion courses are offered to MBA degree students with the objective of providing insightful discussions on a specific topic. These are compact modules offered to students to provide exposure to specialized and emerging topics not covered in the regular course curriculum. The Immersion Courses are typically taught by guests or Visiting Faculty with special competence in that topic. Resource faculties are normally identified by the Area Coordinators and student representatives in consultation with the Dean (Academics). For each immersion course, the faculty has to engage in at least 9 hours of contact sessions.

**INTERNSHIPS** - Industry internship substantially increases the exposure of the students to real-world challenges and improves their employability potential. All students of the MBA courses and MURP courses are required to undertake internships in the industry as part of their course curriculum. These internships are usually undertaken for about 8 weeks during the summer, between the first and the second academic year. The internship programme is coordinated by the Career Advisory Services (CAS) team of the University. Each school has a faculty coordinator for CAS activities and there are also student CAS committees. All students are provided with internship opportunities. Performances of the students during the internship are monitored by their industry mentors. The industry mentors are required to fill an Evaluation Form. The CAS team maintains the records of the internship feedback and shares the same with the CAS coordinators.

**FIELD TRIPS AND INDUSTRY VISITS** – Students of various courses are regularly taken on industrial and field visits to provide them with real-life exposure. For some of the courses field visits for an

extended period are embedded within their course curriculum itself, over and above Summer Internship Programmes. For example, students of MBA (UMG) students stay in a small town and work in the Municipal Corporation or Municipality office of an Urban Local Body (ULB) for 4 to 6 weeks on day-to-day issues of urban management. This programme is coordinated with the support of the Department of Housing and Urban Development, Government of Odisha. Students of MBA (RM) stay in a village area for 4 to 6 weeks as part of the Rural Living and Learning Experience. Students of MBA (SM) also undertake Sustainability Discovery Programme.

**LEADERSHIP TALKS** – People of distinction from various professions are regularly invited by the University to talk and interact with the students and the faculty. Academic Deans of each school decide on the persons to be invited in consultation with the faculty members.

**SEMINARS/ SYMPOSIUM/ WORKSHOPS** – Each school organizes seminars and conferences in their areas of specialization. Eminent faculty members from India and abroad, and students are regularly invited to these events.

**INTERNATIONAL STUDENT EXCHANGE PROGRAMMES** - For advancing the quality of teaching, research, institutional capacity building and cross-cultural adaptability, internationalization is inevitable for any institution. Thus, it is among one the top priorities of the University. XIM UNIVERSITY conducts student and faculty exchange programmes, and collaborative projects with leading universities and institutions to foster the academic and cultural exchange of thoughts and ideas. Internationalization aspects are coordinated by the International Relations Committee (IRC) committee of the University. Different approaches to support international collaboration have been adopted like signing MoU as a part of a bilateral or multilateral agreement, letter of intent or letter of interest. The formal agreement is signed initially for a period of 3 to 5 years and then renewed based on mutual consent.

**TEAMWORK** – People in the industry are in most circumstances required to work in a group environment, and the ability to work in a team is a value highly appreciated by the recruiters. Thus, various MBA and other courses try to foster team spirit by encouraging students to take up group work and assignments. Group discussions and brainstorming sessions are regularly held.

**PRACTICAL COURSES** – Practical courses simulate real-life situations and help students to get prepared for working life. Several courses have incorporated such practical courses within their course curriculum. For example, Moot Courts for Law Students replicate courtroom experience. Students of MURP and MBA (UMG) are required to take up Studio Courses where students are required to come up with solutions to real-life challenges. They are also required to take up fieldwork, visit a government office, and engage with the stakeholders.

**LIVE PROJECTS** – Faculty members of the XIM UNIVERSITY often take up live projects and consultancies. These learning prospects focus on the skills and capacities pertinent to students' lives and positively influence their motivation to learn and develop themselves. Further, value-added courses, communication and soft skills training, a choice-based credit system, social responsibility activities, active engagement and programmes conducted by various student committees, all have effectively and efficiently contributed to enhancing the quality of education in the University and cumulatively have led to:

1. Improved domain knowledge of the students
2. Reduced semester backlogs and detention
3. Improvement in results

4.Enhanced placement

Boosted interest among students for higher studies and skill-building programmes.

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

# 5. CONCLUSION

## Additional Information :

Our students learn the value of experience, curiosity, global experiences, and 'cura personalis,' which translates as 'whole-person care.' There is a strong desire to be the first to respond to society's demands and to promote sustainable societies that motivate the state's and country's futures by acting as a catalyst for change. This worldview emphasizes education for moral character, flexibility, world affirmation, and faith that supports justice.

History was made in October 1987 with the establishment of XIMB (Xavier Institute of Management Bhubaneswar), XIM UNIVERSITY's flagship management institute which, over the past 34 years has been recognized as a premier Business School in the country. It aspires to lead the country in management education by focusing on research and innovation. Our intellectual capital rankings have been in the **Top Five in the country consistently**. Presently it hosts eleven schools offering Doctoral, Masters and Under-graduate programmes.

1. Xavier Institute of Management

2. School of Human Resource Management

3. School of Rural Management

4. School of Commerce

5. School of Communications

6. School of Sustainability

7. School of Economics

8. School of Computer Science and Engineering

9. School of Governance and Public Affairs

10. Xavier Law School

11. School of Human Settlements

12. School of Liberal Arts

## Concluding Remarks :

The XIM UNIVERSITY stands tall in its objective to inspire the next generation of students who aspire to a superior quality of higher education. The University's purpose is to continue to create innovative programmes that develop imaginative, competent, committed, compassionate, and values-driven leaders. It equips students

with the information, skills, and long-term perspective necessary for innovation, social service, and growth. Through different Student Forums, the University encourages students to establish learning opportunities outside of the classroom. Academic programmes are built on a "learning by doing" methodology that promotes significant interaction with all facets of the University's environment, serving as a springboard for developing a leadership mindset and sustainable business practises. Apart from academic activities, co-curricular activities such as sports, cultural, and community activities play a significant role in the students' lives.

**Administrative Decentralization And Participative Administration:**

The various bodies and authorities responsible for the governance of the University are in place and are functioning as per the University ACT, 2013 & UGC Regulations. The governance of the organization constitutes the following bodies/committees:

- Board of Governors
- Board of Management
- Academic Council
- Finance Committee
- Other statutory and non-statutory bodies

All decisions by the Vice Chancellor are participative with committees including deans, faculty, and other related stakeholders.

The Deans are delegated with necessary powers for admission of students, curriculum and syllabi framing, the introduction of value-added courses, budgeting,etc.

The Finance Committee ensures effective allocation and utilization of funds. The financial powers are decentralized with restricted limits as per norms of the institute to the Deans of various schools, the Registrar and the Vice-Chancellor.

Purchase Committee ensures the centralized purchase of equipment and other goods and services in a transparent and effective manner.

IT committee monitors the updating and maintenance of the website on regular basis with Faculty members, Students, IQAC members, , Representatives from the Examination section, Finance section and other centers

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.2 | **Percentage of Programmes where syllabus revision was carried out during the last five years.**<br><br>1.1.2.1. **How many Programmes were revised out of total number of Programmes offered during the last five years**<br>Answer before DVV Verification : 11<br>Answer after DVV Verification: 22<br>1.1.2.2. **Number of all Programmes offered by the institution during the last five years.**<br>Answer before DVV Verification : 21<br>Answer after DVV Verification: 22<br><br>Remark : DVV has made the changes as per 1.2 |
| 1.2.2 | **Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented  (Data for the latest completed academic year).**<br><br>1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.**<br>Answer before DVV Verification : 20<br>Answer after DVV Verification: 22<br><br>Remark : DVV has made the changes as per 1.1 |
| 2.4.4 | **Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**<br><br>2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**<br>Answer before DVV Verification:<br><table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2</td><td>4</td><td>2</td><td>2</td><td>5</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>2</td></tr></table> |
| 3.1.2 | **The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**<br><br>3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**<br>Answer before DVV Verification: |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 84.10   | 17.20   | 13.38   | 19.34   | 6.47    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 84.10   | 16.70   | 12.94   | 18.14   | 6.47    |

Remark : DVV has made the changes as per shared sanction-letter-Income and Expenditure pdf by HEI.

| 3.1.6 | **Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR  and other recognitions by national and international  agencies (Data for the latest completed academic year)** |
|-------|---|

3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR  and other similar recognitions by national and international  agencies.**
Answer before DVV Verification :  7
Answer after DVV Verification: 4

Remark : DVV has made the changes as only grants to departments and not to the individual from the e-copies.

| 3.3.3 | **Number of awards / recognitions received for research/innovations  by the institution / teachers / research scholars / students during the last five years.** |
|-------|---|

3.3.3.1. **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**
Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16      | 12      | 6       | 3       | 4       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 1       | 1       | 2       |

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

**1.Commendation and monetary incentive at a University function**

**2.Commendation and medal at a University function**

**3. Certificate of honor** |
|-------|---|

**4.Announcement in the Newsletter / website**

Answer before DVV Verification : C. 2 of the above
Answer After DVV Verification: D. 1 of the above
Remark : DVV has select D. 1 of the above as per shared report by HEI.

| 3.4.5 | **Number of research papers per teachers in the Journals notified on UGC website during the last five years** |
| --- | --- |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 192 | 86 | 59 | 82 | 51 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 108 | 56 | 42 | 65 | 41 |

Remark : DVV has considered publication in UGC care list only.

| 3.4.6 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** |
| --- | --- |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 104 | 135 | 55 | 69 | 46 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 101 | 134 | 52 | 63 | 43 |

| 3.4.7 | **E-content is developed by teachers :** |
| --- | --- |

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

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

| | |
|---|---|
| 3.5.2 | **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**<br><br>3.5.2.1. **Total amount generated from consultancy and corporate training  year-wise during the last five years (INR in lakhs).**<br>Answer before DVV Verification:<br><br>| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |<br>|---|---|---|---|---|<br>| 55.4 | 199 | 478.30 | 224.84 | 177.18 |<br><br>Answer After DVV Verification :<br><br>| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |<br>|---|---|---|---|---|<br>| 55.4 | 199.0 | 478.30 | 224.84 | 177.18 |<br><br>Remark : DVV has converted the value into lakhs. |
| 3.6.2 | **Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out  during the last five years**<br><br>3.6.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**<br>Answer before DVV Verification:<br><br>| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |<br>|---|---|---|---|---|<br>| 6 | 0 | 4 | 3 | 1 |<br><br>Answer After DVV Verification :<br><br>| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |<br>|---|---|---|---|---|<br>| 2 | 0 | 1 | 1 | 1 | |
| 3.6.3 | **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**<br><br>3.6.3.1. **Number of extension and outreach programs conducted  by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**<br>Answer before DVV Verification:<br><br>| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |<br>|---|---|---|---|---|<br>| 22 | 10 | 12 | 7 | 18 | |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22      | 8       | 12      | 7       | 18      |

Remark : DVV has excluded days activities.

| 3.6.4 | **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years** |
|-------|------|

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 723     | 486     | 204     | 198     | 559     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 723     | 365     | 204     | 198     | 559     |

Remark : DVV has made the changes as per 3.6.3

| 4.2.3 | **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** |
|-------|------|

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 308.91  | 233.27  | 187.09  | 148.33  | 161.38  |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 256.57  | 183.84  | 146.25  | 129.21  | 138.25  |

Remark : DVV has made the changes as per shared report of audit statement of books and journals including e-journals by HEI.

| 4.2.4 | **Percentage per day usage of library by teachers and students ( foot falls and login data for online access)  during the latest completed academic year** |
|-------|------|

4.2.4.1. **Number of teachers and students using library per day over last one year**
Answer before DVV Verification :  596
Answer after DVV Verification: 119

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

| 4.4.1 | **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years** |
|---|---|

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 2312.56 | 3108.14 | 2812.79 | 2361.01 | 2202.04 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 47.01 | 76.80 | 18.10 | 10.83 | 3.92 |

Remark : DVV has made the changes as per Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary by HEI.

| 5.1.4 | **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases** |
|---|---|

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has select B. 3 of the above as per shared report by HEI.

| 5.3.1 | **Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.** |
|---|---|

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|

| 66 | 118 | 60 | 8 | 8 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 32 | 45 | 22 | 2 | 2 |

| 6.5.2 | **Institution has adopted the following for Quality assurance**<br><br>**1. Academic Administrative Audit (AAA) and follow up action taken**<br><br>**2.Confernces, Seminars, Workshops on quality conducted**<br><br>**3. Collaborative quality initiatives with other institution(s)**<br><br>**4.Orientation programme on quality issues for teachers and students**<br><br>**5. Participation in NIRF**<br><br>**6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**<br><br>Answer before DVV Verification : A. Any 5 or more of the above<br>Answer After DVV Verification: C. 3 of the above<br>Remark : DVV has select C. 3 of the above as per shared reports by HEI. |
|-------|---|
| 7.1.10 | **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**<br><br>1. **The Code of Conduct is displayed on the website**<br>2. **There is a committee to monitor adherence to the Code of Conduct**<br>3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**<br>4. **Annual awareness programmes on Code of Conduct are organized**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. 3 of the above<br>Remark : DVV has select B. 3 of the above as per shared report by HEI. |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | **Number of programs offered year-wise for last five years**<br><br>Answer before DVV Verification: |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| 21 | 18 | 17 | 15 | 12 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22 | 18 | 17 | 15 | 11 |

| 2.2 | **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** |
|-----|----|

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 170 | 99 | 91 | 81 | 36 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 795 | 587 | 565 | 525 | 520 |