# SELF STUDY REPORT

**FOR**

## 2nd CYCLE OF ACCREDITATION

## CENTRAL UNIVERSITY OF PUNJAB

CENTRAL UNIVERSITY OF PUNJAB, BADAL ROAD, VILLAGE GHUDDA
151401
www.cup.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2021**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The Central University of Punjab was established in 2009 by an Act of Parliament (No 25, of 2009). The University is accredited with 'A' grade by NAAC in the first cycle of Accreditation in 2016. It has secured 87th and 95th rank in the year 2020 and 2019 respectively in the University category.

The university has a mission to provide a wide range of instructional and research facilities across disciplines, promote innovation in teaching and research, and cross-pollinate new ideas, technologies and worldview.

The campus is environment-friendly and energy-efficient and its Master Plan has provisionally been certified with a five-star rating by GRIHA Council and TERI. It has 31 departments and 11 schools in Sciences, Technology, Education, Humanities, Social Sciences and Law disciplines. It offers PG and Ph.D. programmes in these disciplines. CBCS was introduced in 2015, a learning outcome-based curriculum in 2018 and graduate attributes based curriculum will be adopted from the academic session 2021. The curriculum focuses on research, skill development and entrepreneurship. Currently the University has 1**595 masters, 366 doctoral and 21 international students. The last five years average demand ratio was 38.43.**

Besides celebrating international and national commemorative days, students are encouraged to organise and participate in sports and cultural events. The University is committed to the social cause and provides opportunities for students to participate actively in all flagship programmes of Govt. of India and also indigenous sports, Food Carnival and Best out of Waste events.

The University has been a forerunner in terms of research projects and publications amongst the newly established Central Universities which is evident from the Faculty to Projects and Faculty to Publications Ratio. The University has implemented an Earn-While-You-Learn scheme for financially weak students since 2015. Despite the locational disadvantage, the University in a true sense is a multi-cultural mini India as it has students from 26 states, faculty from 19 states and non-teaching staff from 12 states. With a much-focussed approach, the university is undoubtedly poised to write a new chapter on the academic horizon of India.

**Vision**

The University envisions to transform the young minds to serve humanity through skill and innovation-driven teaching and research; values and community outreach. It strongly believes and strives to raise the benchmarks of teaching-learning, research, skill development, innovation and community outreach commensurating with its vision. The University has created a congenial eco-system for innovation-driven teaching-learning and research through the state-of-the-art research infrastructure and facilities.

The university has designed and implemented an innovative and holistic curriculum aligned to meet the national and local aspirations with the help of pedagogies that are learner-centric, inquiry driven and thought provoking along with continuous assessment of learning outcomes, and opportunities for skill development, innovation and entrepreneurship. The University inspires faculty to apply for extra-mural research fundings and publish their research outcomes in journals of international and national repute. The Univeristy mentors

students to compete for securing fellowships like NET-JRF conducted by UGC and CSIR, DBT-BET, ICMR, etc. and post-graduate and doctoral students are encouraged to apply for fellowships for pursuing doctoral and post doctoral research in institutions of higher learning. Majority of the faculty has extramural research grant(s) and good publications profile. MoUs are promoted with the institutions of national and international repute, industries and NGOs to promote collaborative learning and research and for sharing experiences. The teaching-learning is augmented with components of experiential learning viz. group discussions, projects, internships, case-studies, field visits, interviews and prototypes.

To inculcate values among the stakeholders, community development programmes play a significant role. The students and faculty are sensitised about different emerging social issues. Local communities are being empowered through community outreach programmes.

The university is resorting to e-governance through Samarth Project. The staff members have been trained in twenty-one administrative modules for reducing the response time and bringing transparency in the decision-making process and also to ensure participatory model of governance.

**Mission**

The mission of the university is to offer a wide range of instructional and research facilities for inter-, multi- and trans-disciplinary approaches to impart holistic learning; promote skill and innovation in teaching-learning, evaluation, research and consultancy; create an ignited workforce responsive to local, regional, national and global needs in tune with the requirements of academics, industry, business and administration; and address the issues and concerns of the community.

To achieve the mission, the university focuses on creating a student-centric and self-directed learning environment through brainstorming, cooperative, collaborative, flipped, ubiquitous and blended methods necessary for developing higher-order thinking and innovative skills. The students and teachers communicate with each other through various offline and online platforms such as Google classroom, Microsoft Teams, WhatsApp groups etc. Participative learning methods like team learning, peer learning, peer tutoring are being used by the students to enhance their learning experiences. Besides, the University also provides a challenging curriculum and pedagogy for advanced and dynamic learners as well as slow learners.

The University is continuously creating research facilities by procuring high-end equipment in the Central Instrumentation Laboratory and departments. The departments are allocated budget for infrastructure and translational research capacity building. To promote research, every faculty member is granted Seed Money. Collaboration with other institutes/universities and industries is promoted to solve local, national and regional issues.

The University has well-defined policies for the promotion of teaching, research, ethics and value system, consultancy, IPR, start-ups and entrepreneurship.

The University has a well-defined mechanism for evaluating research proposals and facilitating submission to the concerned funding agencies, for individual and University level research projects. The University organises lectures, special training programmes and workshops by eminent educationists, scientists and resource persons to provide a platform for faculty, students and staff for peer interaction and to update about emerging research areas and administration.

The university has created an IT-enabled system for admissions, teaching-learning, examinations, recruitments, and finance for creating a responsive, efficient and transparent management system.

To provide access, equity and equality in education, the University promotes freeship for socially and economically disadvantaged sections of the society for empowerment.

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

**Institutional Strength**

1. Research Ecosystem: The University has created an enabling ecosystem including high-end and high throughput instrumental and computational facilities for conducting cutting edge research. Faculty from science disciplines have individual research laboratory for planning and conducting quality research. This has led to good *per capita* research grants, publications, citations and *h*-index. Within a short span of 11 years, the University has attracted substantial grants from various funding agencies and published research findings in reputed national and international journals. The highest citation and *h*-index has increased the visibility of the University in higher education. The alumni of the University have got placement in institutions of repute for higher learning.

2. Coherent Curriculum: The curriculum of the university is based on learning outcomes and local, regional, national and global needs and includes interdisciplinary, value-added, entrepreneurship, skill-based and internship/projects/dissertation/field based courses.

3. Experiential Pedagogy: The University has embraced heutagogy, cybergogy, peeragogy for creating responsible learners.

4. e-Governance: e-Governance capacity building is being achieved through training of staff in ERP modules for creating transparent and efficient administration.

5. Robust Institutional Collaborations: MoUs are signed with national and international institutions and industries of repute for collaborative academic and research activities.

6. Community Outreach: The University has established strong social outreach by conducting various activities through faculty and students on issues namely poverty, literacy, malnutrition, potable water, environment, agriculture and health.

7. Faculty with International Exposure: A number of teachers have studied /worked in international institutions of repute.

8. Accreditation and National Ranking: The University has been accredited with 'A' grade by NAAC in the first cycle itself and ranked 87th and 95th by NIRF in 2020 and 2019 respectively.

9. Perception: Positive public perception of the University has attracted students from 26 States of India turning the campus into a mini India. Foreign students are also opting this University.

10. Residential Facility for Students: The University has developed a good infrastructure for comfortable stay of the students in the natural environment.

11. Large Campus Area: 500 acres of campus area provides ample scope for future expansion of infrastructure and academics.

**Institutional Weakness**

1. The university could not attract enough senior faculty owing to poor connectivity and also due to non-portability of old pension scheme.

2. Insufficient administrative and supporting staff: Additional requirement of officers and staff arises due to continuous expansion of academics and administration. For this reason, only in house training for upgrading the domain knowledge and skills of staff could be arranged and the University cannot afford to depute them for training outside.

3. Procurement of essential items through GeM is an issue because of locational disadvantage. Essential commodities like furniture, glassware, chemicals, stationary items, if and when required in small quantity, are quite often declined by the vendors to supply due to the remoteness of the University campus.

4. Since we are a budding University and offer only PG and Ph.D. programmes, a strong database of Alumni is lacking for leveraging benefits to the University.

5. Inviting big business houses for placement is an issue on account of less number of graduating students and rural setting of the University.

6. Despite a large University campus, expansion of infrastructure is an issue owing to fiscal uncertainty. We need to take loan from HEFA for building infrastructure and are required to pay back 10 per cent of the capital amount. The University does not have repaying capacity due to meagre IRG. Because of this, we are unable to diversify our academic programmes including introduction of UG programmes.

**Institutional Opportunity**

1. The University takes pride in its exceptionally qualified, young and committed faculty. Majority of the faculty are trained in the reputed universities/institutes at India and abroad. The faculty with their exposure possess the potential to provide ample opportunities for academic and research collaborations with such institutions.
2. The region where the university is located has several alarming social, environmental and health issues. This offers ample opportunities for faculty and research scholars to pursue research on these issues to find appropriate solutions. Therefore, the faculty has secured research grants from national level funding agencies for the research proposals revolving around such problems.
3. The University admits students in its various programmes on the basis of an All India Entrance Examination. As such, the student’s community of the University represents diverse cultural and social backgrounds. This provides opportunity for the University fraternity to understand, appreciate and

respect different cultural and social setups and helps to develop cosmopolitan mindset leading to strong bondage of brotherhood and national integration.

4. The strong research base including instrumental, computational, library facilities and expertise of the faculty provides an opportunity for taking up research in the challenging and emerging areas of local and national importance. There is an ample scope for the faculty members and research scholars of the University to excel in problem solving new age research.
5. NEP-2020 offers enormous scope for the University to make its learning system socially and economically relevant at the local, national and regional context. The reforms like multi-disciplinary holistic and flexible curriculum encompassing skill and entrepreneurial programmes along with shifting pedagogical and evaluation paradigms are of far reaching significance. Implementation of Academic Bank of Credits is another opportunity for satisfying the needs of diverse group of learners. This also offers to create enabling provisions in the extant ordinances and regulations. Turning this University into a research intensive institution is an added opportunity. All these offer enormous opportunities for the University to reimagine and redesign its academic and research priorities to create its own niche at the international level.

**Institutional Challenge**

1. Developing this University into a top class institution is a challenge due to its location in the rural area. Recruitment of senior faculty, retention of faculty, students and staff and expansion of infrastructure are the hurdles in the expected growth of the University.
2. Attraction of the students towards higher education is another challenge due to migratory trends prevailing in this region.
3. Attitudinal change of the students towards the purpose of educational objectives for real learning and igniting their mind with capacity for independent thinking and lifelong learning, is a big challenge. Towards this endeavour, not only developing 21st century skills, but also for upskilling and reskilling for meeting the requirement of the industry and society leading to placement, innovation, entrepreneurship and incubation are the associated issues.
4. Creating a mark at the International level through collaboration, exchange of students and faculty, joint and twinning programmes, joint research projects, etc. is a challenge.
5. Strengthening academia-industry collaboration especially for internship and consultancy for Internal Revenue Generation (IRG) are matters of great concern.
6. This region is known for excellence in the field of sports, especially in hockey, kabaddi, boxing, wrestling, athletics, shooting and cycling. Training of students to meet the standards in the above sports through enabling sports infrastructure is really a challenge.
7. Finally, capitalizing the strengths and opportunities and overcoming the weaknesses for improving the learning landscape for transforming young minds to become ideologues/thought leaders of the global repute is the challenge that the University is gearing up to negotiate with.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The Central University of Punjab has adopted the Choice Based Credit System/Elective Course System since 2015-16 and also developed the learning outcome-based curriculum since 2018-19 in all the programmes keeping in view the development needs at the local, national, regional and global levels. All programmes

undergo regular revisions for updating according to the latest developments. In the last five years from 2015-16 to 2019-20, the syllabi have been revised in 83.81% of programmes based on the recommendations of the Board of Studies, School Boards and the Academic Council. In all these programmes, 22.16% of courses have a focus is on employability, entrepreneurship and/or skill development and 14.98% of new courses have been introduced across all programmes offered during the last five years. The learning outcome of the programmes aims at developing transferable and life skills through value-added courses. In the last five years, 26 such courses have been offered to 1337 enrolled students constituting about 72.94% of total admitted students. The university focuses on skill-building through learning-by-doing including field projects, research projects and/or internships. In an effort to sensitize the students to ignite their minds, the university has integrated the cross-cutting issues relevant to gender, environment, sustainability, human values and professional ethics into the curricula in all the programmes. The university accords immense value to the feedback from stakeholders while designing and revamping the curricula. The feedbacks collected from students, teachers, parents and alumni using a structured format every semester is analysed and made available on the university website. The analysis of feedback is taken into consideration while designing and reviewing the syllabi. The university, thus, thrives to instil quality education and research in the institution.

**Teaching-learning and Evaluation**

The key indicators covered in this criterion are student's enrolment, student-teacher ratio, faculty profiles, evaluation process and reforms, and student's learning outcomes. The institution has been conducting teaching and evaluation by taking into consideration the learning outcomes/graduate attributes. The course contents are aligned with the learning outcomes. Hence, the evaluation system in vogue in the university is robust to assess the attainment levels of course outcomes. The assessment of student's learning is done by the University through various types of formative and summative assessments. Formative assessment modes such as assignments, seminars, surprise tests, term papers, field visits, case studies, internship, dissertations and projects are being used for assessing the attainment levels of course outcomes. The academic progress of advanced and slow learners is facilitated through tutorial classes, internship, dissertations/projects, field visits, participation in conferences, publication of research findings in reputed journals, awards etc. The University has adopted learner-centric methods, such as experiential learning, participative e-learning and problem-solving methodologies for enhancing learning experiences through brainstorming, cooperative learning, collaborative learning, flipped learning, ubiquitous learning, blended learning, debates, declamation, quizzes, team learning, peer learning, peer tutoring etc. Students and teachers communicate with each other through various online platforms such as Google classroom, Microsoft Teams, WhatsApp groups etc. The Teachers use ICT enabled tools including online resources for effective teaching and learning processes. The lectures are recorded and uploaded by teachers in the LMS/Google classroom for enriching the learning experiences of the students. The University has developed courseware under the e-PG Pathshala programme and MOOCs. The University has its knowledge repository for all the published works of faculty and students including dissertations/projects.

The IT integration and reforms in the examination procedures and processes have brought in considerable improvement in the examination management system of the institution with in-house applications /portals for Admissions, Fee Collection, End Semester Examinations, Results, generation of DMCs and Convocation. The University has adopted the National Academic Depository system for digital and safe electronic storage of all academic awards viz. certificates, degrees, marks sheets etc.

**Research, Innovations and Extension**

The Central University of Punjab is achieving excellence in quality through research and innovation. The research strength of the University is evident by the research publications in national and international journals of repute and the research grants earned by various faculty members from various funding agencies. The total number of projects from external funding agencies over the last five years is 119 amounting to 4742.93 Lakhs. The new faculty are encouraged to take up minor research projects in global thrust areas. An amount of 165.08 Lakhs has been allotted as research seed money during the last five years. The faculty has published 1110 research papers in the last five years. In addition, 269 publications including books and chapters in edited volumes, and papers in conference proceedings have also been published. The h-index of the University is 40 during the period under review. Two hundred and sixty research fellows supported by different funding agencies have been enrolled in the University during the last five years.

The University organizes seminars and workshops and is continuously strengthening the Institutional infrastructure. The Central instrumentation laboratory is equipped with hi-end analytical and biological equipment. The University has established a greenhouse used to create a climate-controlled conditions museum. The Art Gallery houses a vast collection of archaeological exhibits, including that of the Harappan Civilization, excavated from the Malwa region. The University provides academic and professional guidance and consultancy to various organisations related to industry, trade and business and is also creating a vibrant environment for young minds to help them turn their innovative ideas into viable business propositions.

The best performing researchers are encouraged by providing incentives /awards to promote the research culture. The research here is carried out within an ethical framework for carrying out research in diverse fields. The University has a Research Advisory Committee to periodically review and guide for progression of the cutting-edge research.

The University organizes a number of extension activities to help the neighbourhood community by sensitizing the students towards community needs. The students of the university actively participate in social service activities that also help in their overall development.

**Infrastructure and Learning Resources**

The campus of the Central University of Punjab has been designed environment friendly with state-of-the-art infrastructure and equipped with ICT enabled teaching-learning resources. The academic block has 36 classrooms, 112 laboratories for teaching and research.

The university has adequate facilities for cultural and sports activities. An area of 12,500 sqm has been developed as a lawn. It has 20-acres area specified for Botanical Garden and a Griha, Nakhshatara and Rashi Vatika. The art gallery is a part of the University Museum to exhibit the historical, cultural and archaeological significant monuments. There are four hostels two each for boys and girls with a total capacity of 1816 students and comfortable dining to accommodate 650 students at a time. The university has a guest house and a transit hostel. The University has its own Water Treatment Supply Centre, 66 KVA substation for power supply, a spacious cafeteria, covered parking area and a Health Centre.

The central library is equipped with the latest Integrated Library Management System SLIM21, web OPAC, University Knowledge Repository and Digitisation. The University subscribes to e-Library resources like e-journals (7479), e-books (1622), e-ShodhSindhu, Shodhganga and Databases (10). The average percentage of

expenditure for the purchase of books/ e-books and subscription to Journals/e-Journals by the university during the last five years is 97.79 Lakhs.

The University has the latest IT infrastructure with a total of 600 computers, four high-end rack server's and 12 blade servers and various software are for teaching and research. The University has campus-wide Ethernet and Wireless networking based on the Fibre backbone with more than 1000 nodes (users) and with two leased lines, one of 1Gbps bandwidth and another of 200 Mbps bandwidth.

The University also has 11 computer labs in various departments and follows IT Policy for the safe, secured, effective, target-oriented and lawful use of all ICT resources. The student computer ratio is 3:1 and it also has a media centre, audiovisual centre, lecture capturing system (LCS) and mixing equipment and software for e-content development.

The University has a very systematic approach and procedures for maintenance and utilization of different physical, academic and support facilities.

**Student Support and Progression**

The Central University of Punjab considers student support as an essential and important component of its functioning and progress. The state-of-art facilities at Central University are attracting great strength of students across the country as well as the international students. The University has raised a corpus “Students Financial Assistance Fund” to help the students in need. It also encourages the students to take up part-time jobs at the university to make them independent under the “Earn While You Learn" scheme.

A strong mentor-mentee system of the University provides Personal and Academic Counseling to students. Remedial coaching and special coaching classes are conducted for various competitive examinations. A significant number of students have cleared CSIR JRF/NET/SLET/ICAR-NET/GATE/GPAT examinations and joined world-class Universities and Institutes for higher education or Jobs. Language and communication skills and advanced training are provided through seminars and workshops in addition to courses in the regular curriculum.

Placement activities are organized to expose students to job opportunities, prepare them for group discussion and interview and develop entrepreneurial skills. The University has a registered Alumni Association and an Alumni Cell. The Grievance Redressal mechanism in the university actively handles students’ grievances. The university has a zero-tolerance policy towards ragging-related matters. An anti-ragging committee is in operation to prevent ragging, and no ragging instances have been reported in the last five years.

As a part of the “Fit India Campaign” Annual Sports cum Athletic meet is a part of the academic calendar. The students also participate in several co-curricular, extracurricular and cultural activities at Inter-University/state/Zonal and National levels and bring laurels like National Winners in National Youth Parliament. The university conducts special drives and campaigns to enhance life skills by celebrating International Yoga Day and events like a walkathon, half marathon, cyclothon etc. every year.

The university has a Student Council wherein students are nominated based on their merit and interest. These students actively participate in extracurricular; co-curricular activities; represent student’s problems and are

also engaged in various academic and administrative activities.

**Governance, Leadership and Management**

The Central University of Punjab is continuously reflecting its passion towards academic and research excellence in teaching pedagogies, assessment, research projects and quality publications. The initiatives like Unnat Bharat Abhiyan, Swachh Bharat Abhiyan, Digital India Campaign and several others are being undertaken on regular basis as part of community development. Top-down and bottom-up approaches are adopted to facilitate the participation of every stakeholder in all relevant activities i.e. Alumni Meet, Placement Cell, Curriculum Development Committee, Academic and Administrative Committee, Board of Studies, School Board, Academic Council, Executive Council, Planning Board and University Court. Special efforts are being made to revise the curriculum as per emerging needs.

The central store and purchase division facilitates the new purchases and proceeds on the endorsement of the indenter. GeM and GFR are strictly followed in the processing of purchase orders. Decentralization and participative management principles are pursued recruitment, promotion and other service-related matters of faculty and staff.

Building Committee, Project Monitoring Committee, House Allotment Committee and Space Allocation Committee work completely in coordination with each other for smooth execution of infrastructure development.

Investment initiatives from stakeholders require endorsement in the Building Committee, followed by Finance Committee and Executive Council for approval. CAG conducts the audit of annual accounts of the university. Annual property return is submitted by all the faculty and staff.

The strategic planning of the university emphasizes teaching/learning, co- and extra-academic excellence, research and development, skill development, innovation, entrepreneurship, capacity building/ human resource development, community development and outreach activities.

The university has undertaken a series of staff welfare initiatives: accommodation facilities, Transport facilities, House Building Advance well-equipped gym and fitness Centre, sports Centre with indoor and outdoor game facilities in the old campus till August 2020, Medical facilities: A 24x7 Health Centre with ambulance facility, Daycare facilities, Counselling Centre, Awards and Incentives.

The above-mentioned initiatives endorse the thrust of the university towards excellence in academic and administrative governance.

**Institutional Values and Best Practices**

The Central University of Punjab is committed to working for the betterment of Indian society. The university promotes gender equity, tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities for transforming students into better citizens of the country. It also creates awareness about constitutional obligations and fosters ethics and values. In the last five years, a number of gender sensitization programmes, Ek Bharat Shresth Bharat series events, Matribhasha diwas celebrations, Food carnivals, Swachha Bharat Mission events, National Youth Parliament events, VISAKA campaigns,

commemorating the days of national and international importance including Independence Day, Republic Day, Woman's Day, Environment Day, Constitution Day, Science Day, Sadhbavna Day etc. have been observed regularly in the university. The campus has a disabled-friendly, barrier-free environment and provisions of assistive technologies to help the students with special needs. The university prescribes a model code of conduct for the students, teachers, administrators, and other staff and encourages and recognizes performance with Best Student, Best Teacher, Best Researcher and Best Employee awards. A diverse range of internal and external audits are undertaken to ensure quality control and to get recommendations for further improvement.

Along with human resources, the protection of the environment and natural resources are also areas of concern for the university. The university promotes alternate sources of energy like solar, bio-gas etc. and follows best practices of waste management and waste recycling, conserves water through rainwater harvesting and water recycling, regularly undertakes green campus initiatives to increase tree-cover, and has GRIHA 5-star rating for the campus. The campus of the university has been designed to conserve energy using LED lights and power-efficient sensor-based equipment. The wastewater recycling system of the university has a state-of-the-art dual plumbing system. The vermicomposting unit helps in the management of biodegradable solid waste. A major portion of the 500-acre campus of the university is under green cover where a large number of natural flora and fauna flourish uninterrupted. The university campus is a plastic-free campus and the university undertakes environmental promotional activities in the adopted villages to create awareness in the society.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
|---|---|
| Name | CENTRAL UNIVERSITY OF PUNJAB |
| Address | Central University of Punjab, Badal Road, Village Ghudda |
| City | Bathinda |
| State | Punjab |
| Pin | 151401 |
| Website | www.cup.edu.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Vice Chancellor | Prof. R. P. Tiwari | 0164-2864101 | 9815323035 | 0164-2864111 | vc@cup.edu.in |
| IQAC / CIQA coordinator | S. K. Bawa | 0164-2864210 | 9815323035 | 0164-2864141 | iqacoffice@cup.edu.in |

| Nature of University | |
|---|---|
| Nature of University | Central University |

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

| Establishment Details | |
|---|---|
| Establishment Date of the University | 28-02-2009 |
| Status Prior to Establishment,If applicable | |

| Recognition Details | | |
|---|---|---|
| **Date of Recognition as a University by UGC or Any Other National Agency :** | | |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 20-03-2009 | View Document |
| 12B of UGC | 14-10-2014 | View Document |

| 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 | Central University of Punjab, Badal Road, Village Ghudda | Rural | 500 | 93690 | Forty Five | | |

# 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

| Type of Colleges | Permanent | Temporary | Total |
|---|---|---|---|

### Furnish the Details of Colleges of University

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

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

| SRA program | Document |
|---|---|
| AICTE | 104155_5703_1_1606293612.pdf |
| NCTE | 104155_5703_4_1606287904.pdf |
| PCI | 104155_5703_6_1620016741.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 | | | | 31 | | | | 62 | | | | 124 |
| Recruited | 6 | 3 | 0 | 9 | 25 | 5 | 0 | 30 | 71 | 19 | 0 | 90 |
| Yet to Recruit | | | | 22 | | | | 32 | | | | 34 |
| On Contract | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 7 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 89 |
| Recruited | 13 | 45 | 0 | 58 |
| Yet to Recruit | | | | 31 |
| On Contract | 9 | 0 | 0 | 9 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 46 |
| Recruited | 23 | 6 | 0 | 29 |
| Yet to Recruit | | | | 17 |
| On Contract | 6 | 1 | 0 | 7 |

**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/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 6 | 3 | 0 | 25 | 5 | 0 | 70 | 18 | 0 | 127 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |

| 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 | 2 | 6 | 0 | 8 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

| Part Time Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | 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 | 7 | 0 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |

**Distinguished Academicians Appointed As**

| | **Male** | **Female** | **Others** | **Total** |
|---|---|---|---|---|
| Emeritus Professor | 0 | 0 | 0 | 0 |
| Adjunct Professor | 5 | 0 | 0 | 5 |
| Visiting Professor | 6 | 0 | 0 | 6 |

**Chairs Instituted by the University**

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|---|---|---|---|
| 1 | Independent Chair | Sh. Guru Gobind Singh Chair | UGC |
| 2 | Independent Chair | Baba Satguru Ram Singh Chair | UGC |

**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 |
|---|---|---|---|---|---|---|
| PG | Male | 57 | 776 | 0 | 10 | 843 |
| | Female | 57 | 689 | 0 | 11 | 757 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 26 | 176 | 0 | 0 | 202 |
| | Female | 49 | 115 | 0 | 0 | 164 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Does the University offer any Integrated Programmes? | No |
|---|---|

**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 |

**Accreditation Details**

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|---|---|---|---|---|
| Cycle 1 | Accreditation | A | 3.06 | |

| | | | | |
|---|---|---|---|---|
| | | | | Peer Team Report_compressed.pdf |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|---|
| Applied Agriculture | View Document |
| Biochemistry | View Document |
| Botany | View Document |
| Chemistry | View Document |
| Computational Sciences | View Document |
| Computer Science And Technology | View Document |
| Economic Studies | View Document |
| Education | View Document |
| English | View Document |
| Environmental Science And Technology | View Document |
| Financial Administration | View Document |
| Geography | View Document |
| Geology | View Document |
| Hindi | View Document |
| History | View Document |
| Human Genetics And Molecular Medicine | View Document |
| Law | View Document |
| Library And Information Science | View Document |
| Mass Communication And Media Studies | View Document |
| Mathematics And Statistics | View Document |
| Microbiology | View Document |
| Performing And Fine Arts | View Document |
| Pharmaceutical Sciences And Natural Products | View Document |
| | |

| | |
|---|---|
| Pharmacology | View Document |
| Physical Education | View Document |
| Physics | View Document |
| Psychology | View Document |
| Punjabi | View Document |
| Sociology | View Document |
| South And Central Asian Studies | View Document |
| Zoology | View Document |

NAAC

# Extended Profile

## 1 Program

### 1.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 42 | 38 | 35 | 35 | 34 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

### 1.2

**Number of departments offering academic programmes**

**Response: 31**

## 2 Students

### 2.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1254 | 1153 | 984 | 807 | 511 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

### 2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 544 | 479 | 319 | 315 | 114 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**2.3**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2442 | 2074 | 1631 | 1287 | 872 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**2.4**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2 | 0 | 0 | 0 | 0 |

# 3 Teachers

**3.1**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1225 | 1086 | 1061 | 1013 | 654 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**3.2**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 156 | 121 | 118 | 106 | 90 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**3.3**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 220 | 157 | 150 | 150 | 147 |

| 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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 67433 | 52945 | 37382 | 11201 | 6508 |

| 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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 592 | 442 | 409 | 288 | 270 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**4.3**

**Total number of classrooms and seminar halls**

**Response: 36**

**4.4**

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

**Response: 657**

**4.5**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 7102 | 2746 | 150 | 14133 | 660 |

NAAC

# 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 university has adopted the CBCS since 2015-16 and a learning outcome-based curriculum since 2018-19 in all the programs **t**o enhance participation of learners in interdisciplinary/multidisciplinary courses relevant to local/national/regional/global needs. The teaching departments have identified developmental needs through stakeholders' interaction/feedback, field study, expert opinions, industry-academia interface, and SDGs. The departments, through Curriculum Development Committees, conduct meetings to develop the course content as per the needs assessed. The following instances reflect the local/national/regional/global relevance of curricula:

***Local Relevance***: The outcomes of the courses reflecting local relevance include Agricultural Economics & Agricultural Development and Management, Punjab Economy, Rural Economics (Economic Studies), Folklore and Literary Practices (English), Medieval Punjab (History), Agricultural Geography (Geography), Punjab Government and Politics (Political Science), Cancer Biology (HGMM and Zoology), Agro-Ecology (Botany), Chemistry of Natural Products, Green Chemistry (Chemistry), Principles of Food Processing and Preservation, Processing of Cereals, Pulses and Oilseeds, Processing of Fruits and Vegetable, Processing of Milk and Milk Products, Food Packaging (Food Science & Technology), Waste Management (Environmental Science), and Agribusiness and Rural Environment, Agricultural Marketing Management (Agribusiness), **etc.**

***National Relevance***: The learning-outcomes reflecting the national relevance include Introduction to Indian Economy (IDC), Indian Economy (Economic Studies), Indian English Literature (English), ?????? ????????????, ?????? ??????? (Hindi), Ancient, Medieval & Modern India, Indian Sculptures, Ethics of War & Violence in Indian History & Culture (History), Higher Education: Policy and Perspectives (Education), Geography of India, Regional Planning in India (Geography), Indian Society, Minorities in India, Polity and Society in India (Sociology), Political Institutions in India, India's Foreign Policy, India's Freedom Struggle, Indian Political Thought, Indian Govt. & Politics, Governance & Public Policy in India (Political Science), Principle of Stratigraphy and Indian Stratigraphy (Geology), Food Safety, Regulation and Policy (Food Science & Technology), Food and Agriculture Policy (Agribusiness), Indian Systems of Medicine (Pharmacognosy), Indian and Western aesthetics and art appreciation, Folk, Tribal and Craft Practices in India (Fine Arts), Law & Social Transformation in India, Protection & Enforcement of Human rights in India (Law), Indian Financial System (Commerce).

***Regional Relevance***: The learning-outcomes of the courses viz., Introduction to South Asian Regional Integration, India and its Neighbours, South Asian Political System (Political Science), Energy and Environment (Environmental Science), Nutrition and Specialty Foods (Food Science), Herbal Cosmetics (Pharmacognosy), Natural Resource and Watershed Management (Geology), etc. reflect regional relevance.

***Global Relevance***: The courses viz., Peace & Value Education, Education and Global Society (Education), Classics of World Literature (English), International Economics, Globalization & Development, International Trade & Investment (Economic Studies), Medieval & Modern World, Global Ethics of War & Violence (History), ????????? ???????????? (Hindi), Food Security, Sustainable Studies (Geography), Environmental Psychology, (Psychology), Social Exclusion and Inclusive Policies (Sociology), Western Political Thought, Introduction to International Relations, Politics of Globalization (Political Science), International Communication (Mass Communication), Recent Advances in Life Sciences, Science for Society (Biochemistry), International Agribusiness Trade (Agribusiness), International Business (Commerce), International Environmental Law, International Human Rights Law (Law) reflect the global relevance.

The curricula developed for all the programs focus on both program and course outcomes in tandem with the local/national/regional/global needs.

| 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:** 57.58

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

Response: 38

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

Response: 66

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | View 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:** 22.16

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 281 | 274 | 227 | 210 | 134 |

| File Description | Document |
|---|---|
| Programme/ Curriculum/ Syllabus of the courses | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Institutional data in prescribed format | 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:** 15.06

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

Response: 759

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

Response: 5039

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | 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: 42

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | 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:**

The university has integrated Professional ethics, Human values, gender, environment and sustainability in different courses of various programs to sensitize the students about these aspects. The following courses reflect these in the syllabi of different programs:

***Human Values and Professional Ethics***: The courses of Peace and Value Education (Education), Human Rights Education (Education), Culture Studies: Interpretations of Texts (English), ??????? ?? ???? ????? (Hindi), Ethics of War and Violence in Indian History & Culture (History), Society and Culture in Ancient and Modern India (History), Religion in Public Life (Sociology), Strategic Thinking and Culture (Political Science), War and Peace in International Relations (Political Science), Ethics and Governance (Political Science), Media Laws & Ethics (Journalism & Mass Communication), Bio-safety, Bio-Ethics and IPR (Taught in the Programs of Biological/Physical/Chemical Sciences Departments), Ethical Values and Scientific Temperament (Law), Research Methodology, Research Methodology & Biostatistics, Ethics for Sciences (Microbiology) reflect human values and professional ethics.

***Gender Studies/Issues***: The courses of Women Education (Education), ?????? ?????? (Hindi), Gender Geography (Geography), Gender, Health and Development (Geography), Sociology of Family and Gender (Sociology), and Inclusive Education (Education) reflect the integration of issues concerning gender.

***Environment and Sustainability***: The courses of Environmental Education (Education), Environmental Economics (Economic Studies), Environmental History (History), Introduction to Climate Change (Geography), Sustainability Studies (Geography), Natural Resource Governance and Policy (Geography), Advanced Urban and Regional Planning (Geography), Watershed Management (Geography), Environmental Psychology (Psychology), Population and Society (Sociology). Social Exclusion and Inclusive Policies (Sociology), Making of Modern India (Political Science), Introduction to Climate Politics (Political Science), Environmental Political Theory (Political Science), Environmental Geology and Natural Hazards, Natural Resource and Watershed Management, Introduction to Disaster Management, Oceanography and Climatology (Geology), Basics in Environmental Sciences, Ecological Principles, Water Pollution and Control Technologies, Natural Resource Management, Waste Management, and Environmental Impact Assessment and Auditing (Environmental Science), Ecology and Environment, Environmental Microbiology, Food and Dairy Microbiology, Industrial and Environmental

Microbiology, Principles of Ecology, Evolution and Developmental Biology (Microbiology) reflect the integration of environment and sustainability.

Catalyzing on these aspects, the learners have been empowered to substantially address the local issues while contributing to the socio-economic and technological advancements.

| 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 |
| Any additional information | View Document |

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

**Response:** 26

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

Response: 26

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to value added courses | View Document |
| Any additional information | View Document |

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

**Response:** 21.62

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1127 | 210 | 0 | 0 | 0 |

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

**Response:** 69.3

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

Response: 869

| File Description | Document |
|---|---|
| List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template) | View Document |
| Any additional information | View Document |
| Link for additional information | 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 |
| 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 |
| 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:** 44.17

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1030 | 764 | 726 | 515 | 507 |

| 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:** 64.58

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 411 | 294 | 255 | 168 | 179 |

| 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 Institution assesses the learning level of students through summative and formative evaluation through continuous assessment comprising surprise tests, mid-semester tests, assignments, term papers, and seminars to know their learning levels. Fast learners are provided with further opportunities for higher-level learning through challenging curriculum and learning tasks.

During internship/dissertation/projects/field visits, presentations are used for the evaluation of the students. The research scholars and post-graduate students participate in various Conferences and seminars at National and International levels to defend their research findings. This creates opportunities for advanced learners to interact with peers and scientists to develop skills required to pursue careers involving research in academia and industry. Ph.D. and Master's students are encouraged to publish research findings in reputed journals. Awards are given to advanced learners based on their overall performance in academics as well as extracurricular activities. The University encourages innovative ideas of students by conducting events such as 'Ideathon'. Students develop software for various administrative activities. The University motivates the students to participate in various international and national competitions like producing short films, ICT-based learning modules, etc. Experiential learning is also promoted through the "Earn While You Learn" Scheme.

The tutorial system, an integral part of the curriculum helps slow learners to overcome their learning difficulties. They are given suggestions for improvement in the tutorial classes. These classes are arranged for the slow learner to address their queries and satisfy their learning needs. The slow learners are helped by peer groups through peer tutoring. The institution has been using various online platforms, whereby the recorded lectures and open learning resources are provided to students to enable them to learn at their own pace and also for self-directed learning. Mentoring of slow learners is done in bilingual mode. Teachers and mentors make personal contacts and e-mails with the slow learner to identify their weaknesses and help them to overcome them.

Workshops and training programs are organized for providing hands-on experience to the learners (http://cup.edu.in/iqac_new/node/14). Advanced learners are assigned research projects with a higher level of difficulty for enhancing higher-order thinking skills whereas the learning levels of slow learners are enhanced gradually through various academic exercises. The "Exit Interview" is also conducted for the final semester students every year in order to assess the learning outcomes.

| 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:** 8.04

| 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:**

The university focuses on student-centric teaching methods which are planned while designing the curriculum of all programmes. In most of the programmes, experiential learning is being provided through practical courses that impart desired hands-on experience to the learners. These are conducted in the laboratory and/or field. The skill component focuses on providing field-based dissertation/projects/ internships in industries and premier educational institutions. These activities provide an opportunity for hands-on training, teamwork and exposure to real-life experiences. All the postgraduate students have to complete a project/ dissertation as a part of their programme which is invariably on innovative areas. The departments organize field visits and educational trips relevant to their programmes. (http://www.cup.edu.in/syllabi.php)

The problem-solving methods are being used by the students for their innovative projects/dissertations and for higher-order learning.

The other student-centric methods such as brainstorming, cooperative learning, collaborative learning, flipped learning, ubiquitous learning, blended learning, debates, declamation, quizzes etc. are also used in theory classes. Students and teachers communicate with each other through various online platforms such as Google classroom, Microsoft Teams, WhatsApp groups etc. Participative learning methods like team learning, peer learning, peer tutoring are being used by the students to enhance their learning experiences.

The students are encouraged to participate in role-playing through programmes such as “Youth Parliament”, “Ek Bharat Shresth Bharat” (http://cup.edu.in/ebsb.php), Nukkad Natak etc. To emphasize student-centric methods of teaching-learning, the transaction modes for every course have been incorporated in the curriculum to create awareness among faculty and students and their effective implementation (http://www.cup.edu.in/syllabi.php). Mentoring of students is also encouraged through a Memorandum of Understanding (MoUs) with foreign universities/institutions. The students are encouraged to take up case studies in order to gain field-based experience in learning. (https://drive.google.com/drive/folders/1mJZmU2DcjcIDgq0WGNuyuPoWEISwIOKx?usp=sharing)

**Virtual laboratories are being extensively used to train the students during the COVID-19 pandemic. (https://drive.google.com/drive/folders/10yh3NQSqQflTH_VnIyjiNUknLbePFO_w?usp=sharing)**

| File Description | 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:**

The university has a knowledge management system (KMS) (**http://kr.cup.edu.in/**) in which learning materials is uploaded by the faculty so that students may download it for use. Now, the university also has Learning Management System (LMS) **(https://lms.cup.edu.in/)** which is being used by faculty and students for online support of teaching-learning material. Besides, the lectures are recorded and uploaded by teachers in the LMS/Google classroom for enriching the learning experiences of the students.

The university teachers have developed two MOOCs i.e. Solid and Hazardous Waste Management and Biostatistics & Mathematical Biology which are offered on the SWAYAM platform (**https://onlinecourses.swayam2.ac.in/cec21_bt12/preview**). The courses are being offered successfully for the 5th run. Credits have already been transferred for about 1500 students to different institutions/universities/colleges on successful completion of these MOOCs. Proposals have also been submitted for the development of new MOOCs.

Under the innovative programmes, University has developed courseware as an online resource in four quadrants in Environmental Sciences under the e-PG Pathshala programme. About 530 modules developed in this project are available in e-PG Pathshala for download and use by the learners (https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=14). The videos of all these modules are made available on YouTube by INFLIBNET as open education resources (OER).

Some faculty members were also involved in the development of courseware in collaboration with other universities/institutions for the e-PG Pathshala programme. Under the PMMMNMTT (Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching) **(http://cup.edu.in/school_education/ccrped_activities)** the University has developed 80 e-modules for courses in Education which are translated in Hindi and Punjabi languages also.

The teachers are using ICT tools and resources such as Edmodo, Mentimeter, Google forms, Google classrooms, Microsoft teams. They also participate in various webinars, workshops and conferences using the online platform for updating their knowledge and improving teaching skills. The University has organized offline training on how to create an online learning platform using Moodle. The teachers are also using learning materials from open education resources such as e-PG Pathshala, NPTEL etc. The teachers are encouraged to attend refresher/orientation courses (ARPIT) offered on the SWAYAM platform. Many teachers upload the teaching-learning materials on Google Drive, YouTube and other online platforms so that students can use them at their own time and pace. Virtual labs were used by teachers where online demonstration of experiments in science was done during the COVID-19 pandemic. Further, digital podiums and interactive whiteboards are being used for teaching.

| File Description | 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:** 9.09

2.3.3.1 **Number of mentors**

Response: 138

| 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:** 71.71

| 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:** 98.49

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 149 | 119 | 115 | 106 | 91 |

| 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 |

**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:** 3.08

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

Response: 479.9

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation, dept and experience details | 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:** 44.84

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 7 | 18 | 11 | 11 | 6 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| e-copies of award letters (scanned or soft copy) | 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:** 19.6

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 9 | 6 | 4 | 18 | 61 |

| File Description | Document |
|---|---|
| List of Programmes and date of last semester and date of declaration of results | View Document |

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

**Response:** 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of complaints and total number of students appeared year wise | 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 adopted IT integration and reforms in the examination system through continuous internal assessment and end-semester examination. The University has developed in-house applications /portals for Examination Fee Collection (FEES JUNCTION - By TechProcess Payment Services (hdfcbank.com)), End Semester Examinations, Results (Results | Central University of Punjab (cup.edu.in)), generation of DMCs, and Convocation (6th Convocation of Central University of Punjab - Bing video). The students can access this portal anywhere anytime to register themselves, fill examination forms and download the admit card. Through this portal, attendance sheets for examinations are generated. The university has introduced an online end semester examination system w.e.f. session 2015-16. The software has the capability to shuffle questions and the four options so that the order of questions and options for each student is different. This is a user-friendly system that facilitates the declaration of results in a timely manner. During the COVID-19 pandemic, continuous internal assessment and end-semester

examinations were conducted through online mode using various online tools such as Google Forms, Microsoft Teams, and Mentimeter. The practical exams and Viva-Voce/public defense of thesis/dissertation/project report was conducted through online mode. The online system enabled the University to utilize the expertise of highly reputed academicians from all over India and foreign Universities/Institutes for external evaluation of Masters' dissertations of professional programs and Ph.D. thesis. Soft copies of the Ph.D. thesis are sent to external experts for evaluation. To expedite the process of thesis evaluation, the evaluation reports of external experts are received through online mode. During the COVID-19 pandemic, the final Viva-Voce is conducted through online mode which expedites the declaration of results. The examinations branch has developed its own result processing system which generates tabulation sheets and marks sheets with multiple security features and images of students. An in-house software for detailed marks card generation was developed which can easily import the result into Excel sheets and has the capability to download multiple DMCs at one click. The University was among one the first to adopt the National Academic Depository (NAD) (nad.gov.in) system for digital and safe electronic storage of all academic records viz. certificates, degrees, mark sheets, etc. All examination-related queries of the students such as issuing of DMCs, migration certificates, provisional degrees, etc. were addressed through online mode during the pandemic. The University has developed an in-house user-friendly Online Convocation Portal. The students who register on this portal have the option to get their degrees in-person or absentia.

| File Description | Document |
|---|---|
| Year wise number of applications, students and revaluation cases | View Document |
| Link for additional information | View Document |

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

**Response:** Only student registration, Hall ticket issue & Result Processing

| 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 Programme Outcomes were incorporated in the curriculum of every programme from batch 2018-20 onwards and the graduate attributes have been stated in the curriculum from the session 2021-23 for all the programmes and displayed on the University website (http://www.cup.edu.in/syllabi.php). The learning outcomes for each course are designed so that the mastery of specific aspects pertaining to the course material is accomplished. It is ensured that programme learning outcomes/ graduate attributes, the course learning outcomes and course content match with each other. A curriculum audit is conducted every year during which programme outcomes are evaluated.

The University has developed learning outcomes for different courses of the programmes taking into consideration the nature, aim and goals of each programme and discussions with various stakeholders such as academicians, industries, students, parents etc. The programme outcomes and course outcomes primarily aim at imparting content knowledge, developing understanding, competence, skills, communication, personality etc.

The programmes offered by the University cater to multiple interests and needs of the students from different states and around the globe. The effectiveness of any programme and course depends upon the statement of Programme and course learning outcomes. There is also an emphasis on the holistic development of the students in the curriculum as the learning outcomes also focus on imparting values, morals and ethics.

Every Department prepares its Curriculum with details such as Programme Outcomes/ Graduate attributes, Course Outcomes, Content, transaction modes, assessment, reference material, the total number of teaching hours and total credits for the course at the beginning of every academic year. The transaction modes for every course are in alignment with the learning outcomes of the course. The pedagogical tools and evaluation tools used in every course are also designed with respect to the learning outcomes. The assessment of the students enrolled in every programme is done based on the course learning outcomes in order to verify the attainment of learning outcomes. The Curriculum Development Committee (CDC) of every department revise the curriculum based on the feedback from students and various stakeholders. This Curriculum is then revised in the Board of Studies (BoS) and finally by the School Board. Once the curriculum is finalised, it is uploaded to the University website.

| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | 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 outcome is aligned with the course learning outcomes and the course learning outcomes match with the continuous assessment practices of every course. The examinations held in various courses are intended to evaluate the attainment of course learning outcomes. Every theory course follows a Continuous Assessment for 25 marks in which 10 Marks are assigned to the Surprise Test (by taking the average marks of the best two surprise tests held for 10 marks each), 10 marks are assigned for Term paper and 5 marks for Assignment(s). The Mid Semester Test-1 which is based on the Subjective Type Test is conducted for 25 Marks. The End Semester Test consists of two exams, in which one exam is of subjective type for 25 marks and the other of objective type for 25 marks. Hence, the evaluation of every theory paper is for 100 marks. Practical courses are also evaluated with weightage given for practical work, record, practical exam and viva voce.

Since the contents are aligned with the learning outcomes, the evaluation system in vogue in the university is robust to assess the attainment levels of course outcomes. The evaluation system involves assignments, seminars, surprise tests, term papers, field visits, case studies, internship, dissertations and projects. These are formative assessment modes for assessing the attainment levels of course outcomes.

The University keeps a record of the placement of its Alumni in order to check whether the curriculum is aligned with the needs of society and industries.

The students' and parents' feedback is collected through Google forms and personal interaction in online mode and analyzed to assess the attainment of learning outcomes. The results of feedback are publicized through the University website in the IQAC webpage.

The University also conducts exit interviews for the outgoing students in order to assess the attainment of programme outcomes. The department-wise Parent-Teachers meetings are also conducted from the session 2020-21 to evaluate the overall programme outcomes of the learners. The Alumni of respective departments update their achievements and experience in the industry and other service sectors which is used in the updating of programme and course outcomes.

| 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:** 99.63

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

Response: 542

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

Response: 544

| 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 |
| Link fo any additional information | View Document |
| Paste link for the annual report | View Document |

## 2.7 Student Satisfaction Survey

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

**Response:** 2.99

| File Description | Document |
|---|---|
| Upload database of all currently enrolled students | View Document |
| Upload any additional information | View Document |

# 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:**

The Central University of Punjab is a research-centric University. Research and innovation contribute directly to social well-being, culture, health, advancement of society, and economic development. Research activities flourish in an environment of academic freedom i.e the faculty and research scholars have freedom of inquiry and the right to disseminate the findings thereof. The University is continuously strengthening the Institutional infrastructure by adding new high types of equipment to the Central Instrumentation Laboratory and building research capacity at the departmental level by allocating funds for equipment on yearly basis. The University fosters strong personal and professional relationships among colleagues in the context of research development. The capacity for research is strengthened by the encouragement of its faculty to engage in research, industry connect, collaboration with other universities and scientific institutions of repute both in India and abroad that are consonant with the values of the university. The University educates its members in various matters of research integrity by adopting the specific appropriate policies like patent filing, etc., and provides developmental opportunities to the faculty for submitting research proposals to various funding agencies, attending special training courses or workshops, and also publishing high-quality research. The University administration encourages the best-performing research groups, by providing awards such as the Research award (for cumulative impact factor more than 10 and 15), the Best Student Award (for PG students and Research scholars), and Appreciation Certificates to promote the research culture. The University encourages new faculty to take up minor research projects in global thrust areas and earmarks appropriate budget for research seed money. Not only from internal sources, but it also raises funding support for research through external sources. The University has many facilities like cell culture, plant tissue culture, animal housing, and botanical garden for carrying out research in various areas. An approval for Herbal Garden has already been submitted to National Medicinal Board, Ayush, India. The Faculty members review the output of the research with their students on regular basis. The University has a Research Advisory Committee functioning under the chairmanship of Honourable Vice-Chancellor to periodically review and guide for the progression of the cutting-edge research. The members of the committee are stalwarts in their respective areas of expertise. The role of the Committee is to support and advise the implementation, development, dissemination of all research, review, and evaluation of the activities related to research. For the recruitment and promotion of faculty in addition to other academic responsibilities, research output is considered as one of the key criteria and it is assessed by conducting internal and external research audit. The faculty members and students of our university conduct good quality research, leading to significant publications, presentations in National/International conferences of repute. Most importantly, the University translates new knowledge, technology innovations, and tools emerging out the research carried out here into commercial products and thus, processes for benefit of the society. Through Intellectual Property Right (IPR) Cell, experts are invited to guide and provide directions for protecting the IPR.

| 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:** 31.82

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).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 38.55 | 7.5 | 4.5 | 35.98 | 72.55 |

| 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 |

**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:** 18.95

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 24 | 11 | 17 | 31 | 29 |

| 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:** 260

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 80 | 69 | 49 | 25 | 37 |

| 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 |
| Upload any additional information | 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:** 16.13

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: 5

| 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:** 10.12

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).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 6.93 | 0 | 0 | 0 | 3.19 |

| 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:** 4693.83

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 673.45 | 461.81 | 1342.99 | 982.03 | 1233.55 |

| 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:** 7.46

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

Response: 173

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

Response: 116

| File Description | Document |
|---|---|
| Supporting document from Funding Agency | View Document |
| Institutional data in prescribed format | View Document |
| Paste Link for the funding agency website | 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 University has established Incubation & Pre-incubation Cell, Innovation & Entrepreneurship Development Cell and Research & Technology Park to create a vibrant environment and platform for young minds, converting their innovative ideas into viable business propositions. The cells have a responsibility to ensure minimal financial risk to young entrepreneurs and support them in various avenues like relevant technology/science, financial or legal. For instance, the Incubation and Pre-incubation cell at the Central University of Punjab has been conceptualized to imbibe the Innovation and Entrepreneurship culture among the young minds to promote and sustain innovations right from the generation of an idea to the development of the start-up. The aim is to shape next-generation entrepreneurs. The incubator will provide a defined set of services to individuals or small companies. This includes flexible lease terms, specific office space, access to technology, technical assistance and financing. The technical assistance may include marketing, legal, finance, HR, and other business development services. The incubator will play a critical role in promoting knowledge transfer by locating similar or complementary entities close to each other.

The IICs of the University was established in November 2018 to promote innovation through multitudinous modes leading to an innovation promotion eco-system. The IIC-CUP is determined to promote and encourage the innovative practices and has conducted various awareness activities associated with Innovation, Start-ups, Entrepreneurship, IPR and patents.

Similarly, other cells are also committed to (a) nurture and encourage the idea into a start-up; (b) promote new start-ups based on novel or existing technologies/processed/ knowledge/innovations; (c) provide a platform for commercialization of technologies either developed by the university or by any academic/technical/R&D institution; (d) establish a network between academia, industries and government/private financial institutes; (e) mentor start-ups by providing scientific mentoring, legal and technical advising and helping them in matters related to Intellectual Property Rights. The activities under various cells are to (a) arrange meetings with the company founders based on the initial positive evaluation of the business plan/executive summary, (b) require further information from the applicant and ask the applicant to revise the executive summary and/or presentation, and (c) seek advice from various government bodies, including the sponsoring agencies such as DSIR, DST, TDB, NSTEDB, TIDE, MCIT, MSME, etc. Furthermore, the cells consider the technical/scientific infrastructure like for a company requiring scientific/technical infrastructure. The charges for such facilities will be determined after the request is received from incubate, and it will be ensured that facilities are available at nominal rates. All responsibilities will solely be of the incubatee for mishandling/mishappening in any case. The following services are extended free of cost by the university like Library facilities, Subscription to IT, Business, Management and Trade journals and newspapers, in meeting/conference room projection equipment and Tele or Video conferencing facilities and entrepreneurship meet. The university has already conducted the activities, including a webinar on Building an ecosystem of Incubation and Innovation, Ideathon and Machine Learning: An Innovative Learning in Biology.

| 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:** 8

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0 | 4 | 2 | 0 | 2 |

| 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:** 118

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 23 | 31 | 26 | 24 | 14 |

| 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

| File Description | Document |
|---|---|
| Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website | View Document |
| Any additional information | View Document |

**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:** C. 2 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| e- copies of the letters of awards | View Document |

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

**Response:** 7

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1 | 2 | 1 | 0 | 3 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

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

**Response:** 0.85

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

Response: 81

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

Response: 95

| File Description | Document |
|---|---|
| Institutional data in prescribed format | 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:** 9.39

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 388 | 200 | 187 | 182 | 153 |

| 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:** 2.28

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 63 | 71 | 67 | 48 | 20 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | 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:** B. Any 4 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Give links or upload document of e-content developed | View Document |
| Any additional information | 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:** 11.18

| File Description | Document |
|---|---|
| Bibliometrics of the publications during the last five years | View 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:** 44

| File Description | Document |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View Document |
| Any additional information | View Document |

## 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:**

The University has framed a policy on consultancy to develop a channel to provide knowledge and expertise to generate revenue for the university from industry and other external institutions/sources for

delivering solutions to challenging problems. This further facilitates the academia-industry interaction for catalyzing innovation, growth, and accelerating the development of new break-through. All consultancy and related activities are anticipated to deliver knowledge-transfer partnerships, excellent research collaborations, academic publications, and placement enhancement of University students. Consultancy Services are to be offered at the individual or institutional level to Industries, Service Sector, Govt. or private agencies, including National and International agencies in the niche areas of expertise available in the university by any individual or a group of teachers of the university alone or jointly with the expert(s) from other institutions. The consultancy services offered are the Professional Services, which include a variety of activities such as Adequacy reports, Feasibility Studies, Academic investigation, Development of Technology, Monitoring and evaluation works, Training & development activities, Technology Assessment, Assessment of Designs, Material, Energy, Environmental, Manpower or any other type of Analysis and Audits, Product Design; Process Development, Software Development; General Trouble-shooting, Retrofitting Exercises, Intensive efforts for transfer of highly-focused skills and expertise to select groups in specific organizations, vision and strategy statement and so on. Other extension activities may include action research and carrying out surveys, documentation, etc. However, routine academic activities comprising thesis/dissertation adjudication, question paper setting and moderation, examination, editorial, reviewer activities, Book royalty, honorarium for Expert Committee meetings, invited lectures, invited training programs, organization of conferences/workshops, etc., do not fall under the scope of this policy.

| File Description | Document |
|---|---|
| Upload soft copy of the Consultancy Policy | View Document |
| Upload minutes of the Governing Council/ Syndicate/Board of Management related to 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:** 7.84

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 3.02 | 0 | 4.4 | 0.42 | 0 |

| 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:**

The University organizes a number of extension activities to help the neighborhood community by sensitizing the students towards community needs. The students of the university actively participate in social service activities that also help in their overall development. The University has five units National Service Scheme (NSS), that are involved in the execution of these activities. The volunteers of different NSS units take part in various initiatives like organizing awareness camps, Swachh Bharat Abhiyan, blood donation camps, programmes on AIDS prevention, etc. Special awareness camps are held in the nearby five adopted villages (Katar Singh Wala, Jassi PauWali, Naruana, Ghudda, Jhumba and others). Activities addressing social issues like tree plantation, digital India Initiative, Health awareness (Diarrhea, Cholera, Malaria, Dengue etc.), road safety, environmental education, Beti Bachao Beti Padao, women empowerment, clean India and green India campaign; hygiene awareness, save animals & birds awareness sessions and natural survival techniques; pollution-free environment and de-addiction etc. The volunteers of NSS units also conduct door-to-door interactions with the residents of the above-mentioned villages to sensitize them with respect to sanitation behavior; awareness campaigns around better sanitation practices like using a toilet, hand washing, health & hygiene etc. The students are trained for segregation of solid waste; mobilize the community to build compost pits for producing organic manure. By participating in International Yoga Day, the students become stakeholders in ensuring a healthy body and mind. Other activities taken up by students include conducting awareness programmes on national integrity, AIDS awareness, blood donation, health check-ups, developing qualities of leadership, patriotism, maintaining discipline, character building, the spirit of adventure and the idea of self service.

In addition, different departments of the university are concerned and conscious about their responsibilities for shaping students into responsible citizens of the country by making them aware of social issues through various activities like environmental awareness, personal health and hygiene, tree plantation, soil and water testing, visit old age homes, orphanages and slum areas etc. The various drives, awareness camps and celebrations of important days like World Cancer Day, World AIDS Day, International Yoga Day, Constitution Day, Rashtriya Ekta Diwas) and other activities (Fit India Movement, Unity walk as well as Vigilance Awareness Walk, Plog Run/Jogging and collection of Single-use-plastic from the road while jogging) help students to be in touch with the society and community. Working together with other individuals, students learn to negotiate, communicate, manage conflict and lead. On account of the involvement of students in these extension and outreach activities they develop critical thinking skills and time management. Working outside the university campus with diversified social groups allows students to gain more self-confidence, autonomy, and appreciation for others. These

activities help them to become good leaders and well-mannered citizens.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for 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:** 10

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1 | 2 | 2 | 5 | 0 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| e-copy of the award letters | View Document |
| Any additional information | 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:** 193

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 43 | 42 | 44 | 35 | 29 |

| 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:** 194.86

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2074 | 1571 | 1297 | 2332 | 1287 |

| 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:** 13.4

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 20 | 14 | 14 | 9 | 10 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Copies of collaboration | 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:** 21

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2 | 3 | 7 | 4 | 5 |

| 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:**

The campus of the university is environment friendly, high-tech with modern facilities and ICT-enabled learning resources according to the requirements of the curriculum and norms of statutory/regulatory bodies. The university campus is designed according to its vision and strategic plan. The university has adequate state-of-the-art infrastructure facilities for teaching and learning.

- Each department is provided with sufficient well-equipped laboratories for teaching and research. Each faculty member is provided air-conditioned sitting space with a desktop computer/ laptop with internet connectivity, printer, storage, and 24-hour power supply
- The library committee keeps planning for the up-gradation of knowledge resources: books, journals, and subscription of online databases to update the faculty and students with recent research. The central library organizes book exhibitions so that faculty and students can suggest books. Plagiarism (Urkund and Turnitin) and grammar checker (Grammarly) software have been subscribed by the central library and provided to the faculty members for use by them and their students.
- The Central Instrumentation Laboratory is continuously upgraded with new instruments. The university has also procured software to facilitate research by the faculty and the student.
- The university campus is disabled (*Divyang*) friendly with accessible toilets, ramps, and elevators.
- The university campus has lively student residential areas (hostels). The hostels are within accessible distance from the academic block, library, and laboratories. The hostels have computer labs, a common room, reading rooms, and sports facilities.

A six-floor building having a covered area of 30413 square meters and can accommodate 2200 students. This Academic block is having common facilities like Central Instrumentation Laboratories. The first and second floors of Academic Block have Lecture rooms and a library. There is a total of 36 classrooms, out of these 21 classrooms are of 65 sqm areas having a capacity of 50 students and 12 classrooms are of 42 sqm area having capacity of 30 students, 02 classrooms of 19 sqm and one classroom of 16 sqm. There are well-equipped teaching and research laboratories on the second, third, fourth and fifth floor and Computer Centre with the latest IT infrastructure is on the third floor. A 190 seater seminar hall is available on the third floor. Common animal cell culture, plant tissue culture, and GIS lab facility are housed on the second floor. IQAC and Incubation Cell are housed on the third floor. Presently this block also houses a central library and administrative units on the ground, first, and second floors.

| 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:**

The university operated from the city campus during the entire assessment period, where adequate facilities for cultural activities, yoga, games (indoor, outdoor), and sports. (gymnasium, yoga centre, auditorium, etc.) were made available. A fitness centre with training machines like Aerobic studios with high-power treadmills, decline bench, upright stationary bike, incline bench, free-weight training, preacher curl bench, cross trainer, weight rack, chest and shoulder presses, dumbbells 1 kg-20 kg, leg press and extension, rubber-coated weight plates, cross pull down, weighing machine, smith machine, twister, olympic flat bench, stretching equipment along with a yoga centre was available in the city campus and was spread over an area of 275 sqm. A 250 seater auditorium with an audio-visual facility and musical instruments and an open-air stage with a ground of one acre were available in the old campus for conducting various academic, co-academic and cultural activities.

Now we are operating from the permanent campus where we are developing a sports complex with outdoor facilities like cricket stadium, football, hockey, track, and indoor facilities in the multipurpose hall etc. A seven acres sports ground have facilities for games like volleyball, hockey, football, kabaddi and athletics is in use.

In addition, three Badminton, one Volleyball and one basketball court, each in the boys' and girls' Hostel have been constructed and are in active use. Indoor games facilities like table tennis, chess, carom are available in the hostels.

In the Aryabhata Academic Block, a 250 seater auditorium for various academic and co-curricular activities is under construction. An area of 12,500 sqm has been developed as a lawn in front of Academic Block, for organizing cultural programs.

Every year on the occasion of the Foundation Day on 28th February, the university conducts annual sports and athletic meet to encourage sports and a series of co-curricular & cultural activities. Musical evening, plays and skits conveying social and environment message, poetry, dance, traditional dress competition are some of the events organized to inculcate cultural values among students. Similarly, various student groups carry out activities like Hindi Pakhwara, International Mother Tongue Day, International Earth Day, Biodiversity Day, Plantation Drive to name a few with the support of university administration.

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

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

**Response:**

The campus is situated in the lap of nature. A large variety of trees ranging from fruit to ornamental have been planted on the campus. A Botanical Garden of 20 acres is being developed with different species of trees, herbs and shrubs, having medicinal value. The university established the “Griha, Nakhshatara and Rashi Vatika” at the Campus on 5th May 2021 with an objective to make people aware of the significance of these plants.

The art gallery is a part of the University Museum. Various photographs of the City Campus are displayed to exhibit the beginning of the university. The photographs of the monuments of Bathinda are displayed to exhibit the historically, culturally and archaeologically significance. The museum comprises the antiquities acquired from the exploration and excavation of the archaeological sites of Punjab and nearby areas which are as old as the Indus Valley (Sindhu-Sarasvati) civilization to the medieval, modern (colonial) and contemporary period.

There are four hostels two each for boys and girls with a total capacity of 1816 students. For comfortable dining for students, a spacious common hall is provided in the student residential area to accommodate 650 students at a time. The two-storey dining hall is named Annapoorna Hall (Student Dining Block).

The university has a guest house and a transit hostel. Netaji Subhash Chandra Bose Guest House is a three-storey building. This building has four suites, eight guest rooms, with common lounge & dining area and a meeting room. Swami Vivekanand Transit Hostel – is a Four storey building with a dining facility, lounge, reception, 30 units with single occupancy and 26 units with double occupancy.

To provide accommodation for the administration, teaching and non-teaching staff. The University has three types of accommodations with a total of 112 units.

Rai Bahadur Sir Ganga Ram Water Treatment Supply Centre is developed for the treatment of water, its storage, conservation and supply and a 66 KVA substation is commissioned to meet the uninterrupted power supply. The university has a spacious cafeteria near the student hostel area. A covered parking area is developed near the academic block.

In the City campus, the university had a Health Centre with a medical consultant, two full-time nurses and a medical attendant. It provided OPD, indoor, emergency, referral and other services to its employees and students. The same facility is developed on the main campus the health centre provides first Aid for minor ailments. In an emergency, services of a nearby hospital including a civil hospital are utilized.

Central University of Punjab Day Care and Early Learning Centre offers a care-free environment for the parents providing the facility of keeping their children during working hours inside the university campus.

The Student Counselling Cell available in the university provides comprehensive preventive and clinical services to students enrolled on various academic programmes in the university. The goal of the cell is to enhance the psychological well-being of university students so they can take full advantage of the educational opportunities at the University.

| File Description | Document |
|---|---|
| Upload any additional information | View 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:** 193.23

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 9073 | 1192 | 932 | 15740 | 411 |

| 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 library is enabled with SLIM21 software which allows the cataloguing of diverse resources such as books, journals, articles, slides, maps, audio/video, films, cassettes, texts, drawings, clippings, serial publications, software and so on.

**Integrated Library Management System (ILMS):** Library is fully automated with SLIM21 software, equipped with Radio Frequency Identification (RFID) and Electro Magnetic Security System (EMSS) for providing automated self-service facility to the users and high-end security. RFID system installed is of latest technology and configuration to ensure efficient service delivery and security with minimum human input.

**WEB OPAC:** The Online Public Access Catalogue (OPAC) system in the University Library is enabled with LMS which allows cataloguing of diverse resources. OPAC (http://14.139.242.4/w27/) enables searching through clusters like Author, Keyword, Subject, Class, Title, Publisher, Place of publication,

Main entry, Material type, Place of the conference, Subject name, ISBN / ISSN, Series titles, Serials title and Year of publication. Library users can renew the borrowed book from the OPAC. Also, users can reserve the desired books using their credentials.

**Digitalizing facility:** A state-of-the-art high-resolution scanner, namely Bookeye 4, has been procured for this purpose. It is enabled with an overhead planetary book scanner, V-shape cradle for scanning old and fragile books, Flat cradle for scanning brittle loose documents or newspapers, Laser-based auto profile detection, live preview and a capacity of scanning up to 600 DPI resolution.

**University Knowledge Repository:** With a view to enhancing the visibility of the research output and providing teaching-learning resources to the learners, the university knowledge repository has been set up. The repository contains diverse resources, which include journal articles, book chapters, conference papers, presentations, thesis, dissertation, and other scholarly outputs, etc. The repository currently archives 1681 documents from faculty members, scholars, and students. The URL of this knowledge repository is http://kr.cup.edu.in.

| File Description | Document |
|---|---|
| Upload any additional information | View 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:** 94.24

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 153.76 | 69.04 | 87.81 | 111.82 | 48.79 |

| 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:** 36.03

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

Response: 508

| 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 |
| Any additional information | 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:** 100

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

Response: 36

| 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:**

The IT policy of the University aims to facilitate the safe, secured, effective, target-oriented, and lawful use of ICT resources based on the spirit of co-operation in pursuance of the Vision Statement of the

University. The policy covers all Information Technology facilities and services provided by the university. It provides for an administrative framework for the use of resources of information technology by all the stakeholders.

The IT policy is in accordance with the following:

- IT Act 2000 and its Amendment.
- Email Policy of the Government of India.
- Any other policy or standards issued by the Government of India from time to time.

1. For the implementation and adherence to the IT policy, the university has an approved IT usage policy. The policy helps in the rational use of information technology (IT) Infrastructure by faculty, students, and staff. The access to and use of IT resources are consistent with the academic, research, and administrative needs of the university. The summary of usage rules is given below:

- The network is not allowed for any kind of commercial gain or personal financial gain, broadcasting information that might harm others or may be considered objectionable or illegal as per the Indian law, threatening, harassing or intimidating others, and creating unsecured Wi-Fi hotspots on the university network Creating web, mail or proxy server visible outside the university, playing online games and downloading by using peer to peer connections for recreational purpose is not allowed.
- The user with an authorized user name and password may use IT resources for academic, official, and personal purposes in compliance with the IT policy of the university.
- The usage policy states that: Installation of unlicensed software and transfer of copyrighted material without appropriate permission is prohibited on the university systems or personal systems connected to the university network.
- The users must not intrude on others' privacy by accessing the computers or information of other users without their consent Network capacity and other IT resources are limited, must be shared.
- The university reserves the right to deny access to IT resources when the user is found to violate university policy and IT act GOI.
- The users (faculty, students, staff, and university guests) need to comply with the applicable IT policy of the university and central and state laws.
- The user will be responsible for all the content stored on their personal computers/ devices or university computers allocated/ web pages / stored emails on university machines.
- The university though respects the privacy of accounts of its users, but it reserves the right to access any personal account under special circumstances.
- The access to and use of IT resources are consistent with the academic, research, and administrative needs of the university.
- For the implementation and adherence to the IT policy, the university has an approved IT usage policy.

The IT policy has provision for allocation of budget for the maintenance and up-gradation of IT resources as per the recommendation of In-Charge Computer Centre with proper justification and approval by the competent authority.

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

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

**Response:** 1.91

| File Description | Document |
|---|---|
| Upload any additional information | View Document |

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

**Response:** A. ?1 GBPS

| File Description | 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:** B. 3 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:** 74.46

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)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1025 | 1344 | 365 | 408 | 414 |

| 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:**

Central university of Punjab has a very systematic approach and procedure for maintenance and utilization of different physical, academic and support facilities. Indeed, for major decisions and planning, there are committees with outside experts: Building Advisory Committee, Library Committee and Sports Committee. The suggestions of these committees are assessed, analysed and taken through the approval procedure of university's governing bodies.

**Maintenance of Physical Facilities**

The physical facilities are maintained by the University Estate and Engineering Office, which comprises of a team of competent engineers and support staff. The services of plumbers, electricians, and carpenters are available round the clock in the campus through support staff. Civil Engineer is responsible for civil, water treatment, plumbing, sewage and carpenter work and Electrical engineer is responsible for the continuous power supply through independent 66 KV Grid Substation and maintenance of equipment like transformer and switching system of 66 KV Grid Substation, generator sets, air conditioners, general lighting, power distribution system, solar panels etc.

The estate office monitors the maintenance and cleanliness of the buildings, classrooms, furniture, campus ground, sports facilities, staff office space, laboratories, library, computer centre, student's amenity areas, cafeteria and hostel buildings.

Maintenance of other amenities like the sewerage treatment plant, effluent treatment plants and rain water harvesting systems are maintained by the Engineer branch and support staff. The maintenance of equipment for water treatment and pumping plants, sewage, elevators are undertaken as per their preventive maintenance schedules and guidelines by the equipment supplier. Fire extinguishers are installed in various blocks and are maintained by the respective departments with the support of the Engineering branch.

The landscaping, maintenance of lawns, different gardens and green house is done by the gardeners every day and frequently through plantation drives by the National Service Scheme volunteers as a service activity. Horticulture consultant supervises all these activities.

The departments maintain their classrooms and laboratories through their department staff and attendants and Lab in charges under the respective Head of the Department. Upkeep of all facilities and cleanliness of environment in men's and women's hostel is maintained through Hostel monitoring committee

**Maintenance and Utilization of Library and Library Resources**

University Library is meant for students, research scholars and faculty to study in most peaceful and cordial atmosphere. Members are refrained from conversation and gossip inside the library premises. Library users are expected not to act in any way which disturbs the reading or study of other users or which also interferes with the proper functioning of the Library.

- Damage of 'reading material or library equipment' is liable to be reported to competent authority for disciplinary action.
- The library has modern surveillance systems such as CCTV cameras, 3M & RFID security system, self-check-in and check-out system, etc. installed.
- To facilitate auto Issue/Return, shelf management and security aspects, a state of the art RFID system has been installed.
- Web OPAC facilitates the users to access the library from anywhere 24X7. Users can renew/reserve the books without visiting the library (URL:http://cupserver4/w27/)

**Maintenance of ICT Facilities**

In the university, the Computer Centre and its support staff maintains the ICT facilities including computers and servers at university level. The staff provides assistance to both the academic and administrative block. The users may lodge the complaints online, in the staff complaint books or through phone. The minor repairs are handled mostly on the same day. The computer center in order to minimize e-waste, electronic gadgets like projectors, computers, printers, photocopiers are serviced and reused. Campus wired and Wi-Fi network are maintained by the computer center staff and the resident engineer provided by the vendor.

**Maintenance of Lab Equipment**

The respective faculty members, staff, lab assistants and other service personnel are given responsibility to maintain the equipment's under their purview. Stock registers, asset registers, log books, are maintained by the respective laboratories to record entries and defects arising for rectification. All major repairs are identified and external expertise sought for maintenance of equipment wherever necessary with the permission of the competent authority. To facilitate the purchase of the infrastructure requirements, many committees are made with 2-3 faculty members and a senior professor as chairperson.

Maintenance of equipment is done through the Annual Maintenance Contracts, while minor repair works are carried out on request. For Proper utilization of Laboratories, a safe and secure working environment needs to be provided in the labs. The labs have guidelines regarding how to perform a laboratory process or experiment safely and effectively.

**Maintenance of Sports and Games Facility**

The sports equipment's, fitness equipment's, ground and various courts the Campus are supervised and maintained by Faculty members of Physical Education Department. Ground level maintenance is done annually during vacation in addition to the seasonal maintenance done in once in every three months.

**Annual Stock Checking**

Annual stock checking of furniture, lab equipment, stationery, ICT facilities, sports items and all assets and reporting of repairs is done by estate office as a year ending activity and the consolidated report is submitted to the administration to take up necessary actions

All efforts are made to ensure complete maintenance of the infrastructure and facilities. Various committees keep monitoring the systems: Campus Up keeping Committee, Seminar Hall Committee, Auditorium Committee, Mess and Canteen Committee are some of these. The office of the Executive Engineer takes care of the problems associated with electrical lines, water supply lines etc.

CUPB ensures optimal utilization of its facilities by engaging students and faculty to use these and by calculating occupancy rate of the various equipment. The central instrumentation lab in charge maintains the record of the usage of the sophisticated instrument in a register and the hours of usage is then reported regularly to the competent authority. The CIL facility is also open for students of other universities. The classrooms are fully engaged and have 100% occupancy rate.

| Sr. No. | File Description | Link for document |
|---|---|---|
| 1 | Policy and Procedures for Maintaining and Utilizing Physical, Academic and Support Facilities | Link of Policy and Procedure |

| 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:** 40.02

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)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 130 | 286 | 311 | 452 | 395 |

| 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:** 16.18

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 100 | 313 | 264 | 71 | 52 |

| 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:** A. All 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:** 49.82

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 278 | 161 | 83 | 66 | 34 |

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 380 | 303 | 214 | 194 | 68 |

| File Description | Document |
|---|---|
| Upload supporting data for the same | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

**Response:** 26.62

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 146 | 96 | 114 | 65 | 34 |

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Self attested list of students placed | 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:** 21.69

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

Response: 118

| File Description | Document |
|---|---|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |
| Link for additional information | 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:** 36

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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 09 | 06 | 15 | 06 | 00 |

| 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 Central University of Punjab has its Student's Council as stipulated under the Central Universities Act, 2009. It is constituted in accordance with the norms and guidelines laid down in the Act. One student from each department is selected from the 1st Semester on the basis of the highest marks obtained in CUCET and one student is selected from the 2nd year of PG course on the basis of merit at CUP in the 1st year. In addition to these, one student pursuing a doctoral course from each department is selected on the basis of performance in academic and co-curricular activities. One student from each department is elected in the presence of HoD and respective faculty members. Apart from the above, a total of 06 students representing NSS, Sports, Extra-curricular and cultural activities are nominated by the DSW.

The activities performed by the Council are as below:

The council has been proactively contributing to running a cooperative mess. The students are involved in mess management covering a wide range of activities such as procurement of groceries, utensils, gas cylinders, maintaining the accounts, collection of revenue etc. These activities nurture team spirit, troubleshooting, organizing and negotiation skill. At the time of University events, the cooperative mess supply snacks and meals on a payment basis.

Two representatives of Student Council are the member of University Fee Committee. Besides, the Students Council is involved in organizing periodic sports activities where the students themselves constitute the organizing team, umpires, referees and management of account etc. It organizes blood donation camps from time to time.

Numerous events such as National Unity Day, Vigilance Awareness Week, Constitution Day, Human Rights Day, Ambedkar Jayanti, Mahaparinirvan Divas, Gandhi Jayanti, National Youth Day, Shaheed Bhagat Singh's Birth Anniversary, portray the organizing skills and teamwork of the Students Council.

The flagship programmes of the Ministry of Education and UGC such as Ek Bharat Shreshth Bharat (EBSB), Digital India Campaign, Swachh Bharat Abhiyan have been consistently organized by the students with great enthusiasm and passion. The representatives of the Students Council organize this mega event in consultation with the EBSB Club of the University. The students from almost all the states represent their culture, cuisine, language diversity, folk songs, folk dance, festivals- and excellent showcasing of Tableau of the respective states.

| 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:** 69.8

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 79 | 80 | 63 | 64 | 63 |

| File Description | Document |
|---|---|
| Upload any additional information | View 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 AACUP was established in 2015-16 with approximately 100 registered members including faculty and students. AACUP aims to foster stronger relations between its alumni and others connected with the University. The University recognizes its alumni as important stakeholders in its continuing quest to provide an excellent education. It realizes the enormous benefits that can come from the engagement and support of its alumni who have considerable expertise in many areas and can help identify strategic directions for the University in the 21st century.

The association was formally registered under the Societies act in 2018 *(NO: 11 the Year 2018-19; Societies Registration Act XXI 1860, Punjab Amendment Act 1957)*

There are 1500 registered members till 2019-20, this includes both Masters and Doctorate students.

**CORPUS FUND:**

A total of Rs. 21,23,655/- corpus money has been collected and available with the association.

**The objectives of the Alumni Association are to:**

1. establish a link with the CUP alumni and enrol them as members;
2. establish liaison between Alumni Association Central University of Punjab (AACUP) and similar other associations at the universities in the country and abroad;
3. raise various endowment funds and award stipends out of it to the deserving students on need-cum-merit basis;
4. institute and disburse scholarships, fellowships, medals, awards, etc. to the meritorious students of the university out of the corpus of the Association;
5. seek donations from alumni and potential donors for promoting various righteous activities of the Association;
6. suggest ways and means for the participation of the Association in the working of the University;
7. arrange to get together of the alumni and social/cultural functions of the alumni;
8. honour distinguished alumni of CUP, who have brought national/global acclaim in their respective domains;

**OTHER SUPPORT:**

The Alumni have been actively involved in curriculum up-dating through their contribution in the meetings of the Curriculum Development Committee and Board of Studies of all the departments. The feedback of Alumni is obtained for consideration in Curriculum Audit. The support from Alumni through the Whatsapp group is taken for providing awareness about different career opportunities to the students.

**ALUMNI MEETS:**

Since the inception of the Alumni Association, regular Alumni Meets are being organized at University and Department Level.

Recently in 2021 Under the Alumni Connect program of UGC Central University has formed an '**Alumni cell"** to get connected with those alumni who after graduating from Central University of Punjab shifted abroad for higher education or for jobs. There are 38 alumni in this cell and recently the cell has called a meeting where two notable alumni Dr Devinder Meena and Dr Ravi Prakash Cholia shared their experiences.

| File Description | Document |
|---|---|
| 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:** C. 20 Lakhs - 50 Lakhs

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for any additional information | View Document |

NAAC

# 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:**

The Central University of Punjab strongly believes in achieving academic and research excellence in higher education. The university envisions raising the standards of its teaching, learning, and research to a global level. The university is continuously striving to raise the bars of quality academics research & Innovations and community participation commensurating with its vision and mission. The administrative staff and faculty perform in complete synergy to provide a conducive environment. The following initiatives on governance reflect the alignment with the strategic plans of the university.

1. Academic, Research and Innovations

The university has adopted an innovative curriculum, pedagogies, and continuous assessment of learning outcomes and has created state-of-the-art facilities viz., Central Instrumentation Facility with high-end equipment and fully automated library (24x7) for imparting quality teaching and conducting cutting-edge research along with opportunities for skill development, innovation, and entrepreneurship.

Admissions in PG Programmes are through Central Universities Common Entrance Test. Every science faculty is given a research laboratory to execute research in the thrust areas. Research seed money is being provided to the tune of Rs. 3 Lacs for science faculty and Rs. 1.5 Lacs for others to initiate research. To encourage quality research, faculty and research scholars are given cash research awards annually. Sixty percent of the overhead budget of external research grants is allowed to the concerned investigators for meeting additional research requirements. Almost every science faculty has extramural research grant(s) and the publication profile of faculty is also impressive. A large number of students qualify for various fellowships like NET-JRF conducted by UGC and CSIR, DBT-BET, ICMR, etc. Research output is reflected by the publications in high-impact journals, citations, and h-index. MoUs are signed with institutions of national and international repute to promote collaborative learning and research.

2. Community Outreach

The community development goal is achieved through sensitizing students and faculty towards emerging social issues. Local communities in the five adopted villages of Bathinda district are being empowered through initiatives like Unnat Bharat Abhiyan, Swachh Bharat Abhiyan, Digital India Campaign, and several others.

3. Stakeholders' Participation

The university has a culture of encouraging all stakeholders to participate in various decision-making processes via different forums like Alumni Meet, Placement Cell, Curriculum Development Committee, Academic and Administrative Committee, Board of Studies, School Board, Academic Council, Executive Council, Planning Board, and University Court.

4. System Development and Continuous Improvement

The university leadership ensures the development and management of IT-supported systems for admissions, teaching-learning, examinations, recruitments, and financial management.

5. Managing Change

The university embraces changes taking place in the higher education scenario like inter-and multi-disciplinary courses, graduate attributes and learning outcome-based curriculum, experiential learning, pedagogical changes, MOOCs, and evaluation. The decision-making process is decentralized into various sections to ensure transparency and a participatory model of governance. It is the endeavor of the university administration to continuously reduce response time through the use of technology. University administration interacts with the faculty, staff and students at regular intervals to receive feedback and to infuse vibrancy in the decision making.

| File Description | 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 has a culture of participative management which involves all stakeholders in the decision making process. In Curriculum Development Committee (CDC), one may witness the participation of students; participation of industry in the Board of Studies; and the involvement of faculty members in the Academic and Administrative Committee. Similarly, in IQAC, Academic Council, Executive Council, Building Committee, Finance Committee, University Court, faculty & external experts participate in strategic planning and execution of the policies and programmes commensurating with the Vision and Mission.

**Academic Administration**

The university believes in constant upgradation of curriculum as per needs. It adopts bottom-up approach and the inputs of CDC on syllabus revision are discussed in the Board of Studies and fine-tuned at the School Board and followed by approvals of Statutory Bodies. In Research Degree Programmes, external experts are involved.

**Admissions & Examinations**

The admission process involves

1. Department Admission Committee for document verification and shortlisting the eligible candidates.
2. The Central Admission Committee coordinates with the Nodal University of Central Universities

Common Entrance Test and University Teaching Departments for admissions and subsequent follow up.

The formative assessment of learning outcomes is done at the department level whereas summative assessment is done by the Examination Division.

**Office Administration**

The activities pertaining to purchase of recurring and non-recurring items are undertaken with the help of various committees for ensuring adequate transparency & participation. All purchase related activities are managed by Central Store & Purchase Division. Tenders are uploaded in Central Procurement Portal (CPP) of GoI. All purchases are made through GeM. The efforts are made that the purchase orders should not only comply with the extant GFR but also meet the requirements of the beneficiary (end user). Adequate representation is facilitated to all relevant stakeholders in constitution of committees for recruitment, promotion & other service-related matters of faculty & staff.

**Infrastructure Administration**

The Estate Office, Engineering Section and various other committees like Building Committee, Project Monitoring Committee, House Allotment Committee & Space Allocation Committee work together and have representatives from finance, administration and engineering departments for solution centric address to problems.

**Financial Administration**

Participation of stakeholders is ensured in budget preparation and governed by Finance Committee. Every department and section is allocated imprest money for meeting their routine expenditure, Dean Academic Affairs, Registrar, Finance Officer and Controller of Examinations are empowered to accord sanction upto Rs.25,000/-. Budget is allocated to all the sections well in advance. The University strictly adheres to GFR & subsequent amendments. All proposals concerning capital creation are placed in the Building Committee, followed by Finance Committee & Executive Council for approval. The finance section of the university is partially automated. The procurement is made through GeM. Every expenditure is pre-audited. All financial transactions are made in online mode. The persons authorized for expenditure are needed to submit adequate justification on proposed items and compliance on relevant financial rules. The annual accounts of the university are audited by the office of CAG. Annual property return is submitted by all the faculty and staff.

| 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.**

**Response:**

The university focuses on teaching/learning, co-academic excellence, research and development, skill development, innovation, entrepreneurship, capacity building/ human resource development, community development and outreach activities. The needs of the students, faculty, staff, stakeholders and nation, on the whole, is given prime importance in strategic planning.

**Description of the Activity Successfully Implemented**

**Curriculum Design & Development**: The curriculum design & development in imparting quality education is unsurmountable. Systematic & meticulous curriculum design is the first step towards quality education. This has been the motto of the university right from the start. This is evident from the fact that this university implemented a learning outcome-based curriculum framework in 2018 itself. The curriculum is further enriched & updated through the analysis of feedback obtained from the stakeholders, especially the learners.

The university designs a template depicting credit distribution specific to the disciplines and type of courses. The structure of each program is so designed to ensure the distribution of credits in consonance with the type & content of the course.

The learning outcomes are defined for all the programs and courses thereon by the Departmental Curriculum Development Committees (CDC). Thereafter the approval is sought from the Board of Studies, School Board and Academic Council. The course-wise learning outcomes are designed in such a way as to reflect the outcomes of the programme. The unit-wise distribution of teaching hours is planned according to the credits of the courses. Annual updation of contents of the curriculum *vis-a-vis* latest developments are carried out & the web references and other suggested readings are provided accordingly. The university focuses on learner-centred pedagogy with special emphasis on experiential, self-directed, cooperative and collaborative techniques, both ICT and non-ICT based. Evaluation criteria are prepared for different types of courses like theory, skill-based, IDC, Value-based, practical, dissertation, internship and field trip. The learning outcomes of each course are assessed through a continuous evaluation system which includes surprise tests, term papers, mid-and end-semester tests. Web sources/web links are also provided in the curriculum so that the students can access them easily. The curriculum for all the programs of the University is harmonious and audited every year through curriculum audits conducted by the IQAC.

The current curriculum design is being developed based on National Education Policy (NEP) 2020. The changes include

1. Preparing graduate attributes for all programs.
2. Focus on offering interdisciplinary, multidisciplinary and transdisciplinary courses.
3. Emphasis on skill-based courses.

Efforts are also being made to provide training to implement digital pedagogy and digital evaluation tools. Digital creative tools are being included in the curriculum to meet the challenge of the digital era. Teaching through robotics, gamification, cooperative and collaborative approaches are being included in the present curriculum.

| File Description | Document |
|---|---|
| Any additional information | View 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:**

The University has a number of policies for academics, research and administration. The Policy on Curriculum Design and Development ensures that the curriculum is designed to meet the global standards and focuses on the local, national, regional and global needs. Further, to comply with NEP 2020, the University has formulated a policy for Student Mobility and Credit transfer. The internationalization of education is taken care of by the Policy on International Students. MoUs are signed with the National and International institutions for facilitating the exchange of Students and Faculty, academic collaboration and intertwining of cultures.

The University ensures guidance and counseling of students to address their academic, personal and psychological problems through the Policy for Mentoring System.

The research and innovation are at the core of the mission and vision of the University and hence it has promulgated a policy to provide an overarching framework for the promotion of research ecosystem and conducive environment for conducting quality research, enhancing research outputs, maximize research funding, create state-of-the-art research infrastructure, protect research through Intellectual Property Right and translate new knowledge, technology, innovations into products, processes, and services for the benefit of the society. The University through IPR policy supports the faculty and students in the registration process and capacity building. Further, the University strives to ingrain ethical values among the researchers in conducting and disseminating research outcomes through Research Ethics Policy.

To strengthen academic collaboration with institutions/universities at the National and International level, the Policy for Memorandum of Understanding and Memorandum of Academic Support/Association has been formulated. Further, to enhance research and innovation through collaborative research projects and exchange programs and to establish a strong link with the industries, the University has established a University-Industry Forum and Council. This will bridge the gap between Industry and Academia to develop entrepreneurial skills and achieve the goal of Self Reliant India. To catalyze innovation, growth and development and new breakthroughs, the University has a Policy for Consultancy which envisions to develop a channel, to provide knowledge, expertise and generate revenue from the industry and other external institutions/sources by providing solutions to challenging problems.

To address any discontent or dissatisfaction of its employees and students, a policy for Grievance Redressal of Employees and Students is in place. Other policies include the Policy for Information and Technology, Campus Entry and Traffic Regulation, Self-financing Centre, Resource Mobilization, Academic Probation and Distinction, Visiting Professor, Professor Emeritus and Distinguished Professor

and Code of Ethics for Faculty, Staff and Students.

The appointment of faculty and officers, university strictly adheres to eligibility criteria and procedures given by the University Grants Commission. For the appointment of staff, the Cadre Recruitment Rules approved by the Ministry of Education is the guiding document. The appointment of teachers, officers and staff are purely on the basis of merit. It is reflected from the fact that many of the faculty members have previously worked/studied in institutions of national and international repute before joining this university. Likewise, staff also represent 12 states of the country.

| 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 |
| 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:**

The University has a performance appraisal system (PBAS) and APAR for teaching faculty and non-teaching staff, respectively. Every year in the month of July – August, the PBAS in UGC formats are submitted to the IQAC. The Career Advancement Scheme (CAS) is implemented as per UGC guidelines. The rules governing the promotion of teachers through CAS is duly notified and updated on the university website. The University adheres to Cadre Recruitment Rules for the promotion of non-teaching staff.

The performance appraisal of non-teaching staff is done on the basis of APAR every calendar year. The staff submits the APAR to the reporting officer and subsequently submitted to reviewing officer. The promotion for non-teaching staff is done through the "Departmental Promotion Committee".

The University addresses the welfare of the teaching, non-teaching and other supporting staff in a holistic way. The welfare measures are summarized as follows:

The employees are provided accommodation on the University campus as per the House Allotment Rules.

The University ply buses, to and fro to Bathinda city for daily commuters.

Health and fitness: The University had a well-equipped gym and fitness Centre, sports Centre with indoor and outdoor game facilities in the old campus till August 2020. Basketball, badminton and volleyball courts, hockey and football grounds, gym facilities have been arranged in the permanent campus. The indoor game facility includes table tennis, chess and carrom. It is being strengthened.

Medical facilities: A 24x7 Health Centre with an ambulance facility is available within the campus to provide primary health care facilities to the students and employees. Moreover, 52 hospitals and diagnostic Centres in the city have been empanelled at CGHS rates for the welfare of the employees.

Counselling is provided to the needy students and employees of the University for their emotional well-being.

Daycare facilities are available for the infants and kids of employees.

Grievance Redressal Mechanism and Internal Complaints Committee are in place to address the grievances of the employees and students.

**Awards and Incentives to teachers and staff**:

Best Teacher Award: This award includes a certificate and a cash prize of INR 2000/-. It is conferred annually based on students' feedback and academic performance.

Outstanding Researcher Award: To promote research, the outstanding researcher award which includes a certificate and research incentive of INR 20000/- is given to faculty securing the highest score from publications and extramural research grant(s).

Research Awards: A certificate of commendation and research incentive of INR 20000/- is also given to faculty publishing research papers having a cumulative impact factor of 15 or more, the maximum number of research papers in the Web of Science (Science) and Scopus (Humanities), securing research grant of more than INR one crore and publishing a paper in journals with impact factor more than 10. A faculty receiving 5 commendation certificates are included in the Roll of Honor.

The University has instituted annual Best Employee Awards for Technical, administration and supporting staff. The awards carry a token amount of Rs.2,000/- and a certificate of appreciation.

| File Description | 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:** 1.57

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2 | 0 | 4 | 1 | 2 |

| File Description | Document |
|---|---|
| Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) | 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:** 6.2

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 12 | 17 | 1 | 1 | 0 |

| File Description | Document |
|---|---|
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | 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:** 37.97

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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 85 | 49 | 29 | 38 | 31 |

| File Description | Document |
|---|---|
| IQAC report summary | View Document |
| Details of teachers attending professional development Programmes during the last five years (Data Template) | 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 major source of revenue of the university is the University Grants Commission, especially in respect of salary and all other claims like LTC/HTC, CEA & Medical Reimbursement. Annual grants are also received for strengthening ICT resources, library resources, purchase of small instruments & campus development. For the creation of building infrastructure, a soft loan is taken from HEFA.

The university makes the following efforts for resource mobilization to meet additional requirements of the funds:

1. Overhead grants from the extramural research fundings of faculty.
2. FIST Scheme of Department of Science & Technology
3. Academic & Hostel Fee
4. Consultancy
5. Interest accrued on short-term deposits.
6. Revenue collection through rents of the facilities available within university premises.

The university, as a long-term strategy for resource mobilization, has started a large-scale plantation of commercial & also fruit-bearing trees for bio-diversity enrichment.

The financial resources of the university are utilized judiciously under the provisions of the General Financial Rules (as amended from time to time) of the Government of India. Several facilities namely Central Instrumentation Facility, Animal House, Cell Culture, Media Lab, Tissue Culture, are

created in consortium mode for ensuring optimal utilization. The physical infrastructure is created on the principle of vertical expansion instead of a horizontal one for minimizing expenses.

General supervision over the funds of the University is exercised by the Finance Officer. For judicious utilization of available funds, the annual budget is considered by the Finance Committee apart from matters related to the Annual Accounts and Balance sheet of the University. The decisions endorsed by the Finance Committee are approved by the Executive Council.

The university adopts the following mechanism for ensuring effective and efficient utilization of financial resources.

1. Internal Audit Officer pre-audits all files pertaining to purchase, payment, etc.
2. Preparation of annual accounts including Balance Sheet is supervised by the Financial Consultant.
3. Building Committee approves all projects pertaining to maintenance of existing infrastructure and creation of new infrastructure.
4. Finance Committee is responsible for the approval of the annual budget and all expenditures pertaining to capital creation.
5. The Executive Council is the supreme authority for approving the resolutions of the Building Committee and Finance Committee.

Annual accounts are approved by the Finance Committee. CAG is invited for the audit of annual accounts. Annual audited accounts along with audit reports are submitted to the Ministry of Education for laying in the Parliament after approval of the Finance Committee, Executive Council and University Court.

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for Additional Information | View Document |

**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:** 17955.22

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).***

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1612.5 | 1545.12 | 4897.60 | 9900 | 0 |

| 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:** 6

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0 | 6 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

**Response:**

The internal Audit Officer is entrusted with the responsibility of pre-audit of financial transactions. In the first phase, the books of accounts are examined by a chartered accountant (hired as a financial consultant). Based on such inputs, the final statements of accounts are prepared in the prescribed format. These final accounts after approval from Finance Committee and Executive Council, are submitted to the Indian Audit and Accounts Department for audit under the administrative control of C & A G of India. Finally, Auditor Report and Audit Certificate so received is submitted to the Ministry of Higher Education for further approval from both houses of parliament.

**Best Practices of Internal Audit**

- **Due Diligence**

Files for purchase of goods and services travel, repairs, etc. are checked keeping in view various aspects and implications.

- Conformity

Conformity of Purchases and Financial Activities is done with GFR 2017, Purchase Rules & other relevant rules.

- Consistency

Consistency in purchases/activities of similar nature is adhered to. Gaps are identified and necessary corrective measures are taken.

- Justification

Justification of the requirement of goods and services is taken as the case, it helps to keep finances in control.

- Certification

Relevant certificates from Indenters are ensured in the concerned files.

- Compliance

Whenever noted instructions/guidelines are issued to comply with the established procedures and arrangements keeping in focus the objectives of the University.

- Advice

Wherever discrepancies are noted, advice and opinions are sought from relevant stakeholders.

**Best Practices of External Audit**

- Communication

Healthy communication is developed with Audit Teams. Regular interaction is maintained and maximum Ease-in-Audit is provided.

- Planning

Planning of the work is customized before the visit of the Audit Team for a smooth audit. Visits of various offices to Audit Teams are planned.

- Coordination

All concerned in the University are informed about the audit to be prepared with the required documents/records.

- Disclosure

Every minute detail is provided as available & whenever is asked by the Audit Team. Disclosures in the Balance Sheet are kept maximum.

- Maintenance with observations

Previous observations of the Audit teams are noted and worked upon to avoid redundancy.

- Fair presentation

All records, reports, data are fairly presented as per the needs of the Audit Team.

- Timely Compliance

Understanding the schedule of the Audit Teams, required records are provided in minimum time and timelines are followed strictly.

- Professionalism

A professional approach is set on the front. Expectations and targets of the Audit Team are understood and every possible help is extended for a smooth audit.

| 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:**

The IQAC contributed significantly in bringing quality in education through curriculum designing, ensuring appropriate pedagogy using ICT and Non-ICT techniques, providing training to teachers and administrative staff, conducting academic, research, curriculum and Lab audits, and administrative audits of all divisions of the university both through external and internal experts.

The IQAC constructed 27 tools for conducting audits, satisfaction surveys of faculty, staff and students, which have been published in the form of a book **(https://drive.google.com/drive/folders/1QBh7IbiZcW9IfCT1iwtPx7bnDQ0xtcRN?usp=sharing)**. It has also played a significant role in developing new strategies for quality assurance which are now best practices of the university like designing a Learning-based curriculum, assessment of learning outcomes-

based curriculum, introducing value-added, interdisciplinary, skill-based, internship, field-based and updating it annually, active community participation, promotion of research rigorously to achieve the mission of the university, etc.

This is evident from the fact that the university implemented a learning outcome-based curriculum framework in 2018 itself and is further enriched & updated through the analysis of feedback obtained from the stakeholders, especially the learners. It is designed to cater to local/national/ regional/global developmental needs. The curriculum has the following characteristics: 1. It is updated every year. 2. It includes interdisciplinary and multidisciplinary and value-added courses. 3. Local/national/regional and global relevance is identified every year. 4. Flexibility in selecting discipline electives by offering a good number of courses is given. 5. The course structure ensures the guidelines of the CBCS system. 6. It offers a variety in offering types of courses. 7. Number of hours for each unit are well distributed. 8. References, both online and offline, are updated every year. The university designs a template depicting credit distribution specific to the disciplines and type of courses. The learning outcomes are defined for all the programs and courses by the Departmental Curriculum Development Committees (CDC). Thereafter the approval is sought from the Board of Studies, School Board and Academic Council. The efforts are being made to provide training to implement digital pedagogy and digital evaluation tools. Digital creative tools are being included in the curriculum to meet the challenge of the digital era. Teaching through robotics, gamification, cooperative and collaborative approaches are being included in the present curriculum for promoting hybrid learning.

Besides, IQAC ensures to achieve the mission of the university to consistently improve the quality in academics and administrative performance of the university and develop a quality culture in the university systems. This will not only stimulate the academic and administrative environment but will also make quality assurance an integral part of the university. To assess the performance of all administrative divisions and provide feedback to improve the administrative systems, an internal and external administrative audit system has been implemented. To ensure quality, external feedback from parents, alumni and employers was also made an integral part of the assessment of all types of audits. The IQAC does the analysis of all types of audits and ensures that the suggestions are implemented to improve quality.

| File Description | 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:** A. Any 5 or more 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 enhancement initiatives successfully implemented in the academic and administrative domains include

- Adoption of outcome-oriented choice-based curriculum System (CBCS) since 2015-16 to improve the teaching, Research & Development (R&D) and develop human resources as per the requirements of academia, R&D institutions/organisations and industries. The quality of the curriculum was improved through the inclusion of value-added and MOOC courses; transaction modes, learning outcomes and the latest references. The curriculum for all programmes has been designed and aligned with the syllabus of National Level Competitive Examinations
- Successfully imparted online teaching & evaluation system immediately after the outbreak of the Corona Pandemic. Also integrated courses of the university with Learning Management System (LMS). Developed two MOOCs & 530 learning modules under e-PG Pathshala for the national & global student community.
- Assessment of the teaching-learning through curriculum audits, internal and external academic audits, research and lab audits
- Administrative audits were conducted for different divisions to review its progress and quality
- Established Training & Placement Cell for providing training to improve technical skills for employability & placements.
- Designed & implemented a feedback system for receiving feedback from students, alumni, teachers, parents and other stakeholders regarding the curriculum of all the programmes offered by the university.
- The analytical facility was further strengthened through the addition of certain high-end instruments such as ICP-MS, GC-MS, FE-SEM, NMR etc which in turn helped to generate good quality & reproducible data leading to publications in high impact factor journals.
- School of Education & Teaching Learning Centre (TLC) in Social Sciences were established under the MHRD's flagship programme 'Pandit Madan Mohan Malaviya National Mission for Teachers and Teaching'.
- The Library has initiated the research information management services called CUPB-Scholars Profiles using the Indian Research Information Network System (IRINS). The CUPB-Scholars' Profile is the platform to collect the scholarly communication activities of the faculty member and

showcase them to the academic community.

- The scholarly outputs (publications, citations, *h*-index, co-authors network, specialization, awards & other academic achievements) of all faculty members are showcased in IRINS & VIDWAN.

“Earn While You Learn Scheme’ & Mentoring System was introduced for the benefit of the students.

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for Additional Information | View Document |

NAAC

# 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 Central University of Punjab is committed to provide equal opportunities to all the students, faculty and staff, irrespective of their gender, race, religion, region, class, affiliation etc. During admission of students and recruitment of the faculty and staff, merit is the sole criteria. Common facilities, like classrooms, mess and canteen, reading rooms, computer centre, labs etc. for both girls and boys, provide gender-neutral space to live and work.**

**Further, to promote gender equity, gender sensitization programmes are conducted in the university. International Women's Day is celebrated every year on the 8th of March to deliberate on various issues related to gender and to sensitize the student community about gender equity. Special camps are organized by NSS under Beti Bachao, Beti Padhao programme to create awareness against female foeticide and to promote girl education. The university also has a very active Human Rights Club, which organizes awareness programmes on human rights, especially on women rights.**

**To promote gender equity, timings of library facilities beyond normal working hours are kept the same for all the students.**

**To motivate the girl students in academics, a special prize for Best Girl Student at Masters Level is awarded every year on the occasion of Foundation Day of the university.**

**Safety and Security: University security has an adequate number of female guards for better security of girl students. Female security is also available for the girl students visiting the library at night. CCTV cameras, Security Guards, Separate hostels with manned gates etc. ensure the complete safety of girl students. University bus service is available to bring the students and staff from different parts of Bathinda city. A self-defence camp was also organized to train the girls regarding their own safety.**

**Counselling: Some students face various kinds of social/parental/psychological issues during their studies and to help such students, the Student Counselling Cell provides comprehensive preventive and clinical services. The goal of the cell is to enhance the psychological well-being of CUP students so that they can take full advantage of the educational opportunities at the University.**

**Due to various measures taken to sensitize the students about gender equity, girls feel at home in the university. Yet, if there are some issues, the Grievance Redressal Cell and Internal Complaint Committee provide immediate and effective redressal. ICC members regularly undergo training sessions.**

**Common Rooms: Reading rooms and common rooms are available in girl hostels to provide appropriate space for girl students to study and to rejuvenate and relax.**

**Day Care Centre for Young Children: It is an established fact that lots of women are unable to continue their studies/work due to the responsibilities of childbearing and rearing. To facilitate working mothers, the university allows maternity/paternity leave as per rules. Day Care Centre is also fully functional on the university campus where parents can leave their children in a safe and secure environment during working hours.**

| 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 |

**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 best waste-management strategy is to produce no or minimal waste. So, all the stakeholders are encouraged to reuse and recycle. For example, banners of various events are generally printed on flex sheets and after the event, these sheets add to the PVC waste material. To reduce this kind of**

**waste at the source itself, the university shifted to digital signage for most of the events. In all other cases, where waste generation is inevitable, the university has proper facilities for safe and efficient management of the waste as described below:**

**Solid Waste Management: Color-coded bins have been provided for the collection of different types of waste. The biodegradable waste from hostels/campus, canteen, and all plant waste was composted using vermicomposting as well as open-pit composting. Adjacent to students' mess-cum-canteen, a biogas plant of 5000 litre capacity was installed. The plant was run using the non-compostable organic waste from the mess/canteen. Non-biodegradable waste was collected in dustbins and was further collected daily by the Municipal Corporation, Bathinda.**

**Liquid Waste Management: The campus was having 3 numbers of Sewage Treatment Plants each of capacity 50 KLD. The treated water was being used in the plantations and greenery. The sludge produced was again oxidized to convert it to compost. Now, in the new campus of the university, a Sewage Treatment Plant of 600 KLD is available to treat the sewage water received from different buildings constructed in the campus. The water is treated through a multigrade sand filter, activated carbon filter, and disinfection. Further, Polishing of Effluent is done by Ultrafiltration as per reuse requirement.**

**Bio-Medical Waste Management: For medical waste management, the University was having a tie-up with Ramkey India Private Ltd. and later with Universal Biomedical Agency, both agencies approved by the State Pollution Control Board for the purpose.**

**E-Waste Management: The University follows the E-Waste Management Rules 2016 of the Government of India.**

**Waste Recycling System: Wastewater after treatment is reused for watering plants in the old campus. In the new campus, wastewater passes through STP, and after filtration, the water is supplied to the flushing tanks of various buildings through a dual plumbing system (separate for cold and flushing water) for use by reusing the treated sewage water. Further, the water is also being used for horticulture works. Similarly, biodegradable solid waste is used as feedstock in the vermicomposting unit of the university. Vermicompost is used to produce liquid manure (Vermiwash). Non-toxic fraction of University Mess solid waste is collected by local piggery farm to use as feed for hogs.**

**Hazardous chemicals and radioactive waste management: For hazardous chemicals, 10 fumehoods are installed to ensure the safety of lab personnel while working with hazardous material by continuously diverting air flow away from the user. ETP has been installed and no radioactive waste is generated till now.**

| 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 |

**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:** 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 |
| Any other relevant documents | 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:**

The Central University of Punjab has diverse community of students, research scholars, faculty and non-teaching staff. Students from more than 25 states and employees from 20 states work harmoniously in an inclusive environment making its campus a microcosm of unity in the diversity of India. The university provides ample opportunities to all having different socio-economic background; regions; cultures; religions, languages etc. to promote tolerance and harmony like:

Ek Bharat Shresth Bharat: Ek Bharat Shresth Bharat (EBSB) Club, established in the university to promote the spirit of national integration and learning of the culture between the paired States by sharing best practices and experiences. It has organized many events like state tableau to appraise students about different cultures; short videos/documentaries; movie screenings, cultural exchange programmes etc.

**Matribhasha Diwas:** International Mother Tongue Day is commemorated every year in the university to

highlight the country's linguistic diversity. During the event, the cultural performances consisting of regional songs, dances, and others in more than 15 different Indian languages are presented, giving students a chance to showcase their talent.

**Food Carnival:** During Foundation Week celebrations, the university organizes Food Carnival, where students and staff prepare different food items from their respective states. This programme aims to present the unique taste of other parts of India on one platform. Some of the exclusive food items of this carnival are Litti Chokha (Bihar), Lassi, Churma (Haryana), Sepu Vadi, Madra (Himachal Pradesh), Sadya, Appam, Parota, Veg-Curry (Kerala), Kabuli Pulao, Bulani (Afghanistan), Dalma, Dahi Pakhala (Odisha), Makki ki Roti, Sarson ka Saag, (Punjab), Daal Baati, Malpua (Rajasthan), Hyderabadi Biryani, Mirchi Bhaji Pesarattu (Andhra Pradesh & Telangana), etc.

**Gender Sensitization:** An inclusive environment needs the active participation of all genders so that nobody should feel left behind. The university organizes gender sensitization programmes where students are motivated to understand nuances of gender issues through lectures, debate competitions, essay writing competitions, slogan/poster making, rangoli etc.

**SC/ST/OBC and Minorities Cell**: Students belonging to weaker sections of the society join the university every year, and SC/ST/OBC and Minorities cell safeguards their interests and provide a safe and secure environment.

**Economic inclusiveness:** The students of economically weaker families face many difficulties pursuing higher education and drop out due to financial constraints. To give deserving students sufficient opportunities, the university runs several schemes like the Earn While You Learn scheme, Student Financial Aid Fund, Waiver of Tuition Fee, etc.

**Multilateral Academic Exchange Programmes:** The university conducts multilateral academic exchange Programmes with Foreign Students at its campus. In 2019, students from 17 countries, including Germany, USA, Philippines, Thailand, South Africa, Egypt, South Korea, Colombia, Ethiopia, Australia, Italy, Netherlands, France, United Kingdom, Russia, Hong Kong and Nigeria, visited the university and participated in discussions & cultural activities. The students from Humboldt University, Berlin (Germany), University of Freiburg (Germany), University of Cape Town (South Africa), FLACSO Argentina (Buenos Aires), Chulalongkorn University (Bangkok) and Jawaharlal Nehru University (New Delhi) shared global opportunities in various institutions across the world with CUPB students and presented their academic views on multiple topics.

| File Description | Document |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | 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 Constitution of India is the eternal guiding light for all the citizens of India. Central University of Punjab continuously endeavours to impart the values and ethics enshrined in the constitution. The university organizes programmes on all the important Days related to the constitution or the Indian Republic, for example Independence Day (15th August) and Republic Day (26th January) are celebrated with patriotic fervor every year. Students, faculty, staff along with their family gather together on this day and take part in flag hoisting, security prade, and cultural programmes. Hon'ble Vice Chancellor and other senior functionaries of the university discuss rights and duties of citizens and exhort the students and employees to work for the nation.**

**The Department of Law of the university commemorates Constitution Day (25th November) every year to sensitise people regarding values and precepts enshrined in the constitution. Students of various departments assemble to read the preamble to the constitution followed by expert lectures. Interdisciplinary Courses on Fundamental Rights and Fundamental Duties, Human Rights and Governance are offered by the Department of Law.**

**University has an active Human Rights Club which works for creating general awareness about human rights, constitutional rights etc. among various strata of society. University also conducted multiple batches of Certificate Course in Human Rights and Duties which was attended by people from all walks of life.**

**University organized the 13th National Youth Parliament event in 2016 and continuously participates in Youth Parliament competitions. The university bagged Winners' Trophy in 15th National Youth Parliament Competition & top position in 14th National Youth Parliament (in group level) competition. These competitions help in developing democratic ethos among the younger generation and prepare them to be conscious citizens. To give hands-on experience to the students in fulfilling their responsibilities towards the nation, the university also participated in the VISAKA campaign of the Government of India and scored 8th position from 4896 institutes in spreading awareness about digital economy. During this campaign camps were organized at various villages adjoining the university.**

**Election of government through voting is one of the most significant rights and responsibility given to the citizens by the constitution. To create awareness about voting rights and to motivate citizens for voting, Voter Day was celebrated and flex boards promoting voting were installed near the university.**

**Keeping the surroundings clean is another important responsibility, and to sensitize the students about this responsibility, the university actively took part in Swachha Bharat Mission. Number of events were organized under this mission.**

**To impart values of equality and fraternity, the university organized programmes on the occasion of Rashtrya Ekta Diwas, National Unity Day, Sadbhavna Day Pledge etc. Similarly, under the aegis of Ek Bharat Shresth Bharat, students of IISER, Tirupati visited CUPB campus and took part in cultural exchange programmes.**

**Apart from the above many legal awareness programmes were organized to aware the students about legal safeguards provided by the constitution.**

Link for the activities that inculcate

values: **https://drive.google.com/file/d/1l2NcEzkF-zruX56AbBNYAsvtsxaFAThZ/view?usp=sharing**

**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:** A. All 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 |

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

**Response:**

**The Central University of Punjab is committed to its responsibility for the society hence commemorates all the major international and national days to spread awareness among the students, youth and local public. University gives due importance to extracurricular activities and several eminent scholars from diverse fields are invited from time to time to deliver lectures and interact with the faculty and students. The University keeps on organising conferences, workshops, competitions like photography, dance, song, debate, painting and blood donation camps to commemorate the days of international and national importance. (List of activities enclosed)**

**Commemorative Days: Independence Day and Republic Day are the most important days for the Republic of India and university celebrates these events with patriotic fervor every year. The university has adopted National Science Day (28th February) as its Foundation Day and week long celebrations are held on this occasion.**

**Apart from these, the university regularly celebrates National Youth Day (12th January), Mother Tongue Day (22nd February), Women's Day (8th March), World Environment Day (5th June), Yoga Day (21st June), National Unity Day (31st October), Constitution Day (25th November), Human Rights Day (10th December) and many more days. The university also organizes various awareness programmes on the occasion of World Cancer Day (4th February), World Health Day**

**(7th April), World Tobacco Day (31st May), World Heart Day (29th September), World AIDS Day (1st December) and other such days.**

**Events: The Central University of Punjab organized many events as part of Swachhta Pakhwada, VISAKA campaign and Vigilance Awareness Week. Similarly, the Birth Anniversary of Dr. B. R. Ambedkar was celebrated while Martyr's day of Sardar Bhagat Singh, Rajguru and Sukhdev, was celebrated as Drug Free Day. Cleanliness Drives and Health Checkup camps are regularly held.**

**Festivals: The students and staff of the university belong to diverse places of India. So all the festivals are celebrated at various levels. Mostly Lohri, Holi, Diwali, Pongal, Id, Gurpurabs etc. are celebrated by the students of the university.**

| 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:**

**A. Title of the Practice: Quality Assurance in Academics and Administration**

**Objectives of the Practice**

To achieve vision and mission of the university which includes quality assurance, an innovative system in academics and administration was introduced. The objective was to consistently improve quality in academics and administration and to make quality culture as an integral part of the learning eco-system.

**The Context**

Academics include multi-disciplinary curriculum framework, teaching learning process, evaluation of learning outcomes, research, skill development, consultancy, enterpreneurship, innovation and outreach. Feedback from stakeholders like students, parents, teachers, alumni, employers and academia is obtained and analysed and the recommendations are invariably implemented for ensuring quality. The university has implemented **an academic, curriculum, lab and research audit, internal and external, of the departments and the teachers** to enhance the quality of academics**.**

Similarly, the university administration is organised into different divisions like, establishment, finance, examinations, admissions, purchase and stores, security, estate etc. for decentralisation and effective functioning. To assess the performance of all divisions, internal and external audit are conducted

to obtain feedback for constantly improving the functioning.

**The Practice**

Improving the functioning of the university and identifying and overcoming with the grey areas for quality assurance is a challenging task as it involves change in the mindset and thought process to proceed in the right direction. Thus, it required to develop such measurable tools which explore unbiased opinion of the stakeholders, faculty and staff. Therefore, to assess the academic parameters through the multi-pronged audits, the following tools were indegeniously developed, validated and assimilated as an integral part of the performance evaluation system:

1. Academic audit of departments: It includes audit of academic calendar of the department, teaching load, mentoring of students, various activities organised, adjunct faculty/visiting professors, teaching-learning resources, placement and collaborations.
2. Curriculum Audit: It includes audit of new programmes/courses added, learning outcomes, transactional modes, reference material and flexibility in the curriculum etc. This audit ensures curriculum updation and to fulfill other academic needs that eminate from such assessments at various levels.
3. Lab audit: The measurable tool for auditing various labs consists of the parameters pertaining to Chemical/Physical/Biological Lab practices, Hazardous Waste Management Practices, Electrical Safety, e-safety and Good Lab Practices.
4. Research Audit: It includes items related to publications, Impact Factor, Citations, research guidance, Books/book chapters published, extra-mural research grants, patents, inter-disciplinary research, industry-academia collaboration, overall performance of the students, research awards and innovations by the faculty and research scholars.
5. Students Feedback is collected about the teaching-learning process conducted both on and off the classroom to improve the teaching performance.
6. Peer Perception of Teachers tool is used to assess the performance of the colleagues.
7. Teachers' Satisfaction Proforma is used for collecting information from faculty members of the University to improve the academic systems.
8. Students' Satisfaction Survey is conducted to assess the Teaching – Learning and Evaluation system, which helps to upgrade the pedagogy and evaluation system.

Besides, administrative performance tools for the assessment of following divisions is in practice:

1. Store and Purchase
2. Recruitment
3. Examination
4. Security
5. House keeping
6. Residential Facilities
7. Library
8. Programme Development Section
9. Finance
10. Project
11. Student Scholarship and Fellowship Section
12. Establishment
13. Meeting Branch

14. International Student Division
15. Sports
16. Health Centre
17. Engineering
18. Transport
19. Equal Opportunity Cell (previously SC/ST Cell)

All the above-mentioned tools help assess the duties and responsibilities of the staff, filing system, procedures and maintaining the records, security and safety, communication systems, response-time, performance evaluation, complaints redressal, strength and weaknesses and exemplary practice of the divisions.

Further, the faculty, students and staff Satisfaction surveys are conducted to improve and monitor the systems upto their satisfaction.

The periodic process of conducting audits is planned well in advance during the preparation of IQAC calendar. The audits are organised into Internal and External ones. The internal academic audit is conducted through the committees which includes Dean In charge Academics, Deans of the concerned School, Heads of the Department, all faculty members and research scholars of the concerned department. Presentations are given by HODs, Faculty and research scholars and suggestions for further improvements are discussed by the committee members. Similarly, external subject experts at the level of Vice Chancellors from other universities are invited to conduct the audit with the internal audit team. The audit report is prepared and all the departments are informed for taking appropriate steps in respect of the suggestions made in the report. The report is also uploaded on the IQAC page in the website of the university.

Similarly, the internal administrative audit is conducted after preparing the division-wise schedule. The internal committees include Registrar, Dean, IQAC member and Deputy Registrar to conduct the audit. The report of the internal audit is prepared and all divisions are informed to improve upon the parameters as suggested by the committee. Subsequently, external audit is planned and the committee includes Registrar or Controller of Examinations from other universities. The report of external administrative audit is also prepared and divisions are informed accordingly for compliance.

**Evidence of Success**

This new practice of academic and administrative audits has yielded following tangible results in the functioning and performance of the University:

1. Effective monitoring mechanism has led to improved, re-energised and rejuvenated learning and administrative systems through realignment of policies and programmes.
2. Process for dynamic updation of curriculum in consonance with emerging parameters is being designed, developed and implemented.
3. Lab practices are improved and stringent Standard Operating Procedures including ethical practices are being followed.
4. Awareness of quality parameters through audits are playing a significant role in providing direction to students, faculty and staff to constantly improve their performance.
5. Performance of the University is improved as is evident from the NIRF of the university, publications, externally funded research grants and collaborations.

The supporting documents for all above six outcomes are available on the website of the university. This new practice has showcased the university in high esteem and has ultimately become its best practice.

**Problems encountered and Resources required**

Initially, it was a challenge to implement this new practice for various reasons. However, the faculty members and research scholars were cooperative enough to realise the significance of this practice with time and now it has become an integral part of the system. The optimum use of human resources and time management helped to conduct these audits successfully. The hallmark of this best practice is that it is being implemented with minimum burden on the University exchequer.

**B. Annual Awards for Best Performance in Teaching, Research, Administration and Technical Fields:**

**1. Title of the Practice**

Annual Awards for Best Performance in Teaching, Research, Administration and Technical Fields

**2. Objectives of the Practice**

Healthy competition among peers and constant motivation to perform better is the cornerstone of a vibrant organization. The mission of the Central University of Punjab is to create a highly competitive research and teaching environment where every stakeholder should feel motivated to contribute to this endeavour. Further, it is a public-funded university where most of the faculty and staff members are working on a regular basis with assured career progression. To motivate the students, faculty members and staff to reach the desired level of performance, the university has developed and implemented a practice of awarding the best performers in teaching, research, administration and technical fields. This practice is being implemented from the academic session 2014-15 without any break.

**3. The Context**

Right from the inception, the university envisions to become a research-centric university and impart quality training to the students enrolled in PG and PhD programmes to make them globally competent, socially relevant and economically self-reliant. To realize this vision, it becomes imperative that faculty members across the disciplines impart quality teaching for ensuring innovation and skill development, conduct cutting-edge research and publish findings in national and international journals of repute, secure extramural research grants and patents. Besides, the PG students and the research scholars are also required to be motivated to proactively participate in the learning and creation of knowledge. Best Performer Award under the categories of teaching, research, technical support and administration has been instituted. The recommendations for these awards are made by the concerned committees and are conferred annually on the foundation day of the university i.e. 28th February.

**4. The Practice**

The salient features of the Indian Higher Education System include teaching-learning, research, collaboration and professional practices, innovation, perception of the stakeholder, governance, leadership and management. These features also form an integral part of national and international rankings and also in accreditation by NAAC. It is well known that the NIRF rank and NAAC grade are the reflections of the

quality of teaching, research and innovation happening in higher education institutions. To promote these contexts of the Indian higher education system, a scheme of recognizing best performers in various categories of learning, teaching, research and non-teaching has been started. Using the principle of positive reinforcement, these awards promote the best quality teaching and research.

These awards are conferred annually under multiple categories. Awards for the Best Student at Master's and Doctoral Level respectively and Best Girl Student at Master's Level are conferred based on academic merit, performance in sports and cultural events, general behaviour and overall participation in the institutional building. Outstanding Research Award under two categories, Sciences and Humanities, is conferred on the best researcher based on the score obtained for receiving Research Grants as Principal Investigator, papers published and patents. Further, faculty members are awarded for their publications in journals with more than 10 Impact Factor or Cumulative Impact Factor of 15 or more in an academic year. The winners are given certificates and monetary support for research/academic purpose. Similarly, Best Teachers are awarded based on the feedback of students, Heads, Deans etc. and services of non-teaching employees are recognized in their respective domains like the administrative, technical and supporting staff. Awards of Best Teacher and Best Non-Teaching Employee include certificates and cash prizes. These awards are annually conferred on the occasion of Foundation Day of the University i.e. on the 28th of February.

**5. Evidence of Success**

The success of this best practice is one of the major contributors in improving the University ranking to 95th and 87th in the year 2019 and 2020 respectively as per NIRF. Incidentally, these ranks happened to be the highest ones amongst the Central Universities established on or after 2009. This has also improved Faculty Research Project ratio, number of research publications in Scopus and Web of Science listed journals, citations and *h*-index. Similarly, the Best Teacher Awards have also motivated teachers to improve interaction with the students and inspiring them to appear in various competitive examinations. The best non-teaching employee award frequently won by the library staff has improved library services to the stakeholders. The best students award based on holistic performance of the students has acted as a motivating and morale boosting factor.

**6. Problems Encountered and Resources Required**

Keeping in view the diversity of disciplines, the formulation of suitable parameters for each category of awards is always a work in progress. Initially it was difficult to develop a homogeneous system of assessing the research performance of teachers owing to diversity in opportunities of research grants and publications across the disciplines. This challenge was addressed by devising two different sets of parameters one for faculty from science disciplines and another for faculty from other disciplines. Similarly, it was quite difficult to measure the work output of a non-teaching employee from diverse divisions of the administration. Improved comprehensive assessment parameters have been evolved to address this issue. Presently, the award money under different catagories is meagre owing to paucity of funds.

| File Description | Document |
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| Best practices in the Institutional web site | 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:**

Research and innovation are the crucial part of the vision of the Central University of Punjab and the university has constantly and consistently focused on this area. Performance of the university in the field of research can be gauged from the number of publications in the Scopus and Web of Science listed journals, *h*-index, citations and research grants. Within a short span of 11 years, the University has published 1263 papers in Scopus listed journals, 1105 papers in Web of Science (WoS), has 13343 citations in Scopus, 11548 citations in WoS and has *h*-index of 51 (Scopus) & 48 (WoS). Some of the publications are in high profile journals like Lancet, Nature, Accounts of Chemical Research, Nature Neuroscience and Molecular Cancer etc. Similarly, for the last two consecutive years (2019 and 2020), the university has been ranked 95 and 87 respectively by the National Institutional Ranking Framework (NIRF). The research performance has also helped the University to get 'A' Grade by NAAC in the first cycle of accreditation.

The university excels in basic and applied research in the field of biological, physical, chemical, earth and environmental sciences. All departments are focusing on their thrust areas of research to achieve the mission of the university. The research in these disciplines also addresses some local health issues like cancer, diabetes, birth-defects, infertility, cardiovascular and cerebrovascular diseases; environmental issues like water pollution and air pollution; solid waste management; agricultural issues like excessive use of chemical pesticides/fertilizers and stubble burning; bioenergy; micro-climatic issues like abiotic stress, plant and algal biodiversity and bioprospecting of locally available plants. The focus of research in social science and humanities prominently includes development economics, human rights, environmental and constitutional governance, political communication and debunking fake news, sustainable development, technological, pedagogical and content knowledge, robotics in education, cultural intelligence and adjustments, special education, climate politics, inclusive growth, defense and strategies, relations in South Asian context, diaspora studies and cultural studies.

Apart from thrust areas of the departments, the University is committed to spread awareness among masses and is promoting environment and health awareness in rural areas specifically in the villages adopted by the university (Jhumba, Ghudda, Baho-Yatri, Jai Singhwala, Mann, Badal) and in other nearby villages. The faculty conducts activities to educate the general public on the issues pertaining to poverty, low literacy rate, malnutrition, inadequate access to potable water, lack of personal hygiene and sanitation.

The faculty and research students have freedom of inquiry and the right to disseminate the findings of their research. The University is continuously strengthening the research infrastructure and encouraging researchers by providing incentives like research awards and research seed money grants. The University has a Research Advisory Committee functioning under the chairmanship of the Vice-Chancellor to periodically review and guide for the progression of the cutting edge research. Research output is considered as one of the key criteria of contribution by faculty and it is assessed by conducting internal and external research audits. The University translates new knowledge, technology innovations, and tools emerging out of the research for the benefit of society.

The teachers have earned research grants from various funding agencies like DBT, DST, ICMR, ICSSR, BRNS and Ministry of Environment, Forest and Climate Change. The total number of projects over a decade since the establishment of the University in 2009 is 172 amounting to ~Rs 56,62,04,283/- Under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, the University has received a total grant of Rs. 5.0 crores. Five departments of the University have received DST-FIST grant of 6,28,00000/-.which supports to scale of the infrastructural facilities for teaching and research. Average grant per teacher per year is 40,80,911/-

University has respectable number of national and international MOUs/collaborations/linkages with other HEIs and organizations such as Department of Therapeutic Radiology and Oncology, University of Innsbruck, Austria; Xishuangbanna Tropical Botanical Garden, Chinese Academy of Sciences, Menglun, China; Kunming Institute of Botany, Chinese Academy of Science, China; University of Worchester, UK; King Mongkut's University of Technology Thonburi, Bangkok, Thailand; University of Lille-Health and Law, France; National Council of Rural Institutes, Hyderabad; National Centre for Cell Sciences, Pune; National Law School of India University, Bengaluru; AIIMS, Bathinda; Rajiv Gandhi National University of Law, Patiala; Maharaja Ranjit Singh Punjab Technical University, Bathinda; Dashmesh Girls College, Badal; D.A.V. University, Jalandhar; National Agri-food Biotechnology Institution, Mohali; Punjab Remote Sensing Centre, Ludhiana; Society for Promotion of Science and Technology in India; Akal University, Talwandi Sabo; D.A.V College, Bathinda; and Innovation-Technology Transfer Office (i-TTO), FITT.

The University is also involved in providing academic and professional guidance and consultancy services to any Govt. and Non-Govt. organizations, academic institutions, personal or professional researchers and other organizations. Prof. V.K. Garg, Department of Environment Science and Technology has been named among top 2% Indian Scientists in Environment Sciences discipline in the database of over 1 Lakh top Scientists of the World compiled Stanford University, USA. Two faculty members of the university were part of India's 36th scientific expedition to Antarctica.

The Central Instrumentation Laboratory is pivotal in supporting the research activities of the various Science and Technology departments. It has Field-Emission Scanning Electron microscope, Confocal Laser Scanning Microscope with Fluorescence Correlation Spectroscopy, Flow-cytometer, ICPMS, 96 capillary 3730XL high throughput DNA sequencer, Atomic Absorption Spectrophotometer, Gas Chromatographic Mass Spectrometer, Fourier Transform Infrared Spectrometer and Microvoltmeter. The state of art laboratories are well-equipped at department level having RT PCR, Gradient PCR, UV-Visual Spectrophotometer, ELISA plate readers, electrophoresis units, Gel documentation system, high precision water baths, Ultra-low temperature deep freezers, Cooling centrifuges, vacuum concentrator, NanoDrop, and water purification systems apart from tissue culture laboratories for plant, animal, human and cell-lines.

During COVID-19 pandemic the university has put its efforts to combat the spread of novel coronavirus. To empower people across the world to fight against Corona Virus, the University launched India's own unique COVID-19 Information Portal on which most of the authentic information and sources are available for reference. The faculty is also publishing and submitting grants pertaining to Covid-19 showing their accountability during this challenging time.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | View Document |

NAAC

# 5. CONCLUSION

## Additional Information :

1. The University has made a considerable progress towards realizing its vision and mission and striving for making the students well rounded humane with a head full of knowledge, a heart full of love, an ear ready to listen and hands willing to help besides being a self -reliant responsible citizen.

2. Twenty-four Cells have been established for effective governance covering various aspects and upgrading the administrative standards. The financial administration of the university has achieved its mission of 100 per cent cashless transactions.

3. The University is competing well with the other established universities in India with respect to per capita per year research output and has 9.44 research papers per teacher for the period under review.

4. It has a 1:38 demand ratio and all the programmes follow CBCS since 2015 and LOCF since 2018.

5. Twenty-six value-added courses are offered in the University for imparting transferable and life skills and 22 per cent of courses have a focus on employability/ entrepreneurship/skill development since 2018.

6. The university updates its curriculum regularly and in 85 per cent of Programmes, the syllabus revision was carried out during the last five years.

7. Five departments are DST-FIST supported namely Environmental Sciences, Pharmaceutical and Natural Products, Human Genetics and Molecular Medicine, Biochemistry and Microbial Sciences (now bifurcated into Biochemistry and Microbiology Departments) and Zoology. Two more departments namely Chemistry and Botany, have also been granted DST-FIST in 2021.

8. The University as an anchor institution developed 530 modules in Environmental Sciences for use under e-PG Pathshala programme.

9. The University was national winner and runners up in 15th and 14th National Youth Parliament Competition in 2019 and 2018 respectively conducted by the Ministry of Parliamentary Affairs, GoI.

10. The University has been organizing Distinguished Lecture Series since 2015 under the aegis of MEA wherein eminent diplomats/ambassadors are invited.

11. The University has mapped the biodiversity of its campus and is striving to enrich it through plantation of newer local and regional species. The Botanical Garden of the University, spread over 20 acres, is under development with support from the MoEFCC.

## Concluding Remarks :

The University campus is environment friendly with state-of-the-art infrastructure for academics and administration equipped with ICT enabled resources, central library and computer centre. Residential facility for students, faculty and staff, guest house, transit hostel, health centre, day care centre, water centre, rain water

harvesting, STP & reuse of treated water and other basic amenities are in place. The University ensures sustainable and optimal use of its resources. Decentralized participative management and staff welfare is ensured. The university promotes scientific temperament, gender equity, tolerance, harmony and honors cultural diversity. It promotes community outreach and observes days of importance.

The curricula are CBCS and LOCF based focusing upon skill development, entrepreneurship, innovation, employability and value system. The curricula are updated annually based on the stakeholders' feedback during audit. The University has embraced learner-centric, offline and digital pedagogies, including experiential learning, participative e-learning and problem-solving techniques for igniting young minds through brainstorming, cooperative/collaborative/flipped/ubiquitous/blended learning to suit the needs of advanced and slow learners. The learning outcomes are assessed through various formative and summative techniques.

The University has established an advanced Instrumentation, Computational and other facilities for cutting edge research. The research strength is reflected through publications (1110 research articles and 269 books/chapters) in reputed journals and extra-mural research grants (119 amounting to Rs.4742.93 Lakhs). The Scopus *h*-index of the University is 40 (currently 52) during the assessment period. The University enrolled 260 research fellows supported by different funding agencies during this period. RSM to the tune of Rs.165.08 Lakhs was allocated to faculty and the best performers in research are rewarded.

Student support is the core value of the University. It has modern facilities for their comfortable stay and learning. It has raised a corpus "Students Financial Assistance Fund" to help the students in need. It also supports needy students through "Earn While You Learn" scheme and freeship. The university has Grievance Redressal mechanism, mentoring system, Students' Council, alumni association, Equal Opportunity Cell and zero-tolerance towards ragging.

The University reiterates its commitment towards human resource development, research, outreach and resource generation to emerge as a seat of learning, knowledge creation and applications.

# 6.ANNEXURE

## 1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.2</td><td>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 : 207<br>Answer after DVV Verification: 38<br>1.1.2.2. Number of all Programmes offered by the institution during the last five years.<br>Answer before DVV Verification : 247<br>Answer after DVV Verification: 66</td></tr>
<tr><td>1.2.2</td><td>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 : 61<br>Answer after DVV Verification: 42<br><br>Remark : Value as per data provided by HEI</td></tr>
<tr><td>2.1.1</td><td>Demand Ratio (Average of last five years)<br><br>2.1.1.1. Number of seats available year wise during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1196</td><td>894</td><td>826</td><td>580</td><td>544</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1030</td><td>764</td><td>726</td><td>515</td><td>507</td></tr></table><br>Remark : Values as per HEI input</td></tr>
<tr><td>2.4.4</td><td>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>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr></table></td></tr>
</table>

| | | | | |
|---|---|---|---|---|
| 17 | 23 | 16 | 17 | 9 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 7 | 18 | 11 | 11 | 6 |

Remark : Values excluding the intra/ inter university awards for metric 2.4.4

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: 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**

Answer before DVV Verification : B.. 3 of the above
Answer After DVV Verification: C. 2 of the above
Remark : as per data provided considering any two

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:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 25 | 24 | 66 | 54 | 73 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2074 | 1571 | 1297 | 2332 | 1287 |

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 : 1162

Answer after DVV Verification: 508

Remark : as per data provided and taking the average from 1-5 august

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).**

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)**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 362 | 463 | 446 | 542 | 461 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 130 | 286 | 311 | 452 | 395 |

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:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 63 | 06 | 14 | 06 | 00 |

Answer After DVV Verification :

| | | | | |
|---|---|---|---|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 09 | 06 | 15 | 06 | 00 |

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 ).**

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**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 101 | 70 | 30 | 39 | 34 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 85 | 49 | 29 | 38 | 31 |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of programs offered year-wise for last five years** |

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 61 | 53 | 50 | 43 | 40 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 42 | 38 | 35 | 35 | 34 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1563 | 1430 | 1224 | 1025 | 660 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1254 | 1153 | 984 | 807 | 511 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 542 | 465 | 314 | 302 | 112 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 544 | 479 | 319 | 315 | 114 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 544 | 475 | 319 | 315 | 114 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2442 | 2074 | 1631 | 1287 | 872 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 153 | 121 | 117 | 106 | 91 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 156 | 121 | 118 | 106 | 90 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 10099 | 2537 | 1298 | 16149 | 826 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 7102 | 2746 | 150 | 14133 | 660 |