SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CHAUDHARY DEVI LAL UNIVERSITY, SIRSA

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Chaudhary Devi Lal University(CDLU) was established by the State Legislature Act 9 of 2003 to establish and incorporate a teaching-cum-affiliating university at Sirsa in order to facilitate and promote higher education, with a particular emphasis on emerging areas such as information technology and computer education, biotechnology, environmental studies, technology, and management studies, as well as to achieve excellence in these and related areas.

CDLU was recognised under 2f of UGC act on October 28, 2003, and was further given recognition under 12(B) on February 17, 2009. In the academic journey of nineteen years, the university has shown tremendous growth.

Sirsa is located on the meeting points of three states; Sirsa is the last district on the northwest side of Haryana. On the north side is Punjab, while the west is Rajasthan. In terms of culture, the local language, and food habits, all the three cultures cohesively exist in Sirsa. The economy is primarily based on agriculture in Sirsa, and it is known as the cotton-rich area, though acknowledged as academically backward by the state.

Situated on Dabwali bypass, the university is a milestone in itself. It can be approached from two sides, one from the Dabwali bypass through the south gate. Another from the Mini Secretariat on the eastern side.

In a short span of time, the university has developed an excellent infrastructure of physical facilities and human resources. Spread over 213 acres, the university has a large well spread and exquisitely maintained campus that boasts of four massive well-furnished teaching blocks, an impressive and spacious Administrative block, a well-stocked massive Library, five hostels for students, more than a hundred houses for teaching and non-teaching staff, a scenic herbal park, a faculty house for visitors, a shopping complex and neat and clean, lush green lawns with flower beds spread all over the campus.

The whole campus, including the hostels and residences, is well networked, and a robust wi-fi connection is seamlessly available. The classrooms are well furnished, and each department has at least one smart class.

The university has a vibrant faculty, which is well experienced, innovative and can match any leading higher educational institution across the country. The university is on equal footing with the best institutes in terms of curricula. The Learning Outcome-based framework(LOCF) have already been rolled out. National Education Policy 2020(NEP) has been adopted and two new centres were opened by the university to specifically cater to the needs emerging out of the new policy.

Vision

CDLU envisages, as its central purpose, the 360-degree transformation of young minds, through the dissemination of quality education, research and innovations, into a vibrant civilized society.

The University envisions itself to evolve into a centre of excellence and develop its students as positive thinkers focussed on providing solutions to the local issues on global standards.

Mission

The University is determined to provide a good-quality and well-rounded education and academic environment to all willing and have decided to join this institution. The University is destined to deliver knowledge in Science, Engineering, Commerce & Management, Humanities, Social sciences, Law, Education and all contemporary professional areas. It is committed to excellence in higher education. Education needs to have contemporary social relevance. Thus, the University has been updating itself in academic content and launching new academic programs to fulfil the market's demand for human resources and skills. We provide a cohesive environment for the faculty, students, and non-teaching staff that can provide scholarly contributions to their advancement of knowledge.

The Academic Programmes have been designed innovatively and flexibly. There are core, discipline-specific, skill enhancement, and open elective courses (for students from other departments) in each program's curricula that cover knowledge, critical thinking, interdisciplinary approach and adaptation, application development, ethics and leadership, problem-solving, skills and inferential expertise, specialisation, and employability, among other topics. We are conducting quality research for the benefit of society. Our mission is to provide students with a holistic approach and enable a learning environment from various backgrounds.

Extension activities and outreach programs will be enhanced through University Centre for Outreach Programme and Extension (UCOPE) and Centre for Rural Studies (CRS). University Centre for Distance Learning (UCDL) was introduced to cater to students who could not take up their studies regularly.

In accordance with the mission statement, the University is committed to facilitating research and quality higher education in imparting knowledge within the jurisdiction of the University.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Chaudhary Devi Lal University is a young (less than twenty years old) institution that can boast of several strengths during its academic journey, including the following:

A sprawling 213-acre campus with state-of-the-art infrastructure includes classrooms, laboratories, grounds, administrative buildings, waterworks, roads, and lush green lawns with flower beds. A well-kept rotary with an elegant statue of Devi Lal ji is located directly outside the entrance.

Four significant teaching blocks are spacious, well-lit, and well-ventilated. Where each department has at least one smart classroom, each building has a robust wi-fi connection. It boasts an impressive library housed in a magnificent structure that contains approximately 1 lac books. It has a separate digital section and an app called CDLU e-library, enabling seamless access to subscribed e-Books, e-Journals, and open access resources on laptops and mobile devices for all stakeholders.

One massive multi-purpose hall and a state-of-the-art Auditorium are complemented by approximately 20 well-

furnished, digitally equipped seminar rooms throughout the complex to host academic, cultural, social, and University functions, meetings, seminars and workshops.

The University's academic ecology is equally impressive. The faculty is highly qualified, renowned, and established. From 2021-22, the Learning Outcomes-Based Curriculum Framework (LOCF) has been updated from the Choice-Based Credit System (CBCS).

The University has already taken the lead in implementing the National Education Policy (NEP) 2020 by establishing centres such as the University School for Graduate Studies (USGS) and the University Center for Outreach Programs and Extension (UCOPE). It has already applied for accreditation with the Academic Credit Bank, and USGS programmes offer multiple entries and exit points. Six four-year degree programmes (FYDPs) were launched in 2021 under the aegis of the USGS. UCOPE offers cutting-edge courses and enables the University to close skill gaps.

The University's democratic structure is robust, with regular meetings of the Court, Executive Council, Academic Council, IQAC, Academic boards, and staff council.

The University has begun the process of establishing a world-class University Computer Center. Soon, it will open to serve as an in-house online exam centre and a testing centre for agencies such as the National Testing Agency for various national level exams. Under an MOU, GJU Hisar software modules are being developed to manage all academic, administrative, and exam-related activities.

The University's cultural and social outreach is a crown jewel, and the University has performed admirably through the NSS, the Department of Youth Welfare, and the Student Welfare.

Institutional Weakness

The University acknowledges some weaknesses in different spheres, including a locational drawback. Situated at the meeting point of Haryana, Rajasthan and Punjab, Sirsa is an academically backward district where there used to be an absence of academic ecology. Majha, the surrounding area of Punjab, is the poorest and least developed part of the province, and the same can easily be said of the adjacent area of Rajasthan—coming from predominantly rural catchments, students must work hard on their soft and linguistic skills, resulting in low employment rates.

Though situated on the National Highway 9, Sirsa does not fall between any major cities and is in the middle of nowhere. There are no metro cities in proximity, and the students' awareness level is not the best. Being far from the metro hampers the planning of job fairs like activities. It results in the poor demographic variation of students and job placement after attaining degrees. The same can be seen as not so good consultancy and a lack of good faculty projects.

Though CDLU has been working hard and has enrolled 12 foreign nationals in its PhD programmes, there is a long way to go. The problem becomes more severe because around ten universities like DU, JNU, PU, Punjabi U, MDU, KU, GJU CCSHAU in less than three hundred kilometres JMIU and GGSIPU attracting the best talent of students and faculty. These are old stalwarts, and standing next to the student diversity looks weak.

CDLU is a state University and must depend on the Haryana government's nod to fill vacant teaching and non-teaching positions. Many teaching positions are sanctioned yet lying vacant, hampering the expansion plans.

Works like Librarian, Controller of Exam and Registrar are presently being carried out by Professors as an additional charge limiting the academic enterprises. The academic fraternity has become top-heavy over the years.

Among other weaknesses, the inadequacy of the central instrumentation lab and the limited industry-academic interface is the most significant. Though the University has already included industry people on all academic boards, it is yet to reach an adequate interface level.

Institutional Opportunity

Chaudhary Devi Lal University was established in 2003 in the academically backward district of Sirsa, and the most significant opportunity is to cater to an area that had no academic ecology and a poor gross enrolment ratio. With traditional subjects and pedagogy deeply engraved in the local psyche, exploring the unexplored with newer techniques and pedagogy became an opportunity.

Though it is situated on the poorest nodes of three states, the University envisions itself turning it into an opportunity and tapping the unexplored talent. The University sees an opportunity in catering to the first generation of learners and feels serving the democratic ideal of universal spread of Education.

National Education Policy 2020 has provided a newer opportunity to the University. The University realises that the NEP 2020 would positively disrupt the Academic ecology at the national level. This may provide needed space for the aspiring institutes to stand tall and on a shoulder-to-shoulder status to already established giants. We have already taken a pole position by starting Four-year degree programmes (FYDPs) in LOCF and CBCS with multiple entries and exits. This entry point may provide the beginning of a new era for rising to the expected level and branding ourselves into a Centre of excellence.

CDLU has considered it as an opportunity to provide solutions to the local issues and at the same time not to be out of sync with the global context. Much research and academic activity have been devoted to local issues like stubble burning, local water and environmental monitoring, and agrarian issues of food processing industries, and CDLU has come out with some practical and meaningful contributions.

With much scope for social upliftment and issues of social problems rampant, the University considers it an opportunity to contribute to social upliftment and dissemination of scientific ideas and temper through social outreach. NSS units of the University have done a tremendous job in eradicating female foeticide and empowering women in rural belts. The same can be said about the sanitation campaign. Still, the University sees more opportunities and avenues to serve society through such campaigns.

Institutional Challenge

Chaudhary Devi Lal University exists among stalwarts like KU, MDU, HAU, and GJU who excel in Haryana itself and Universities like DU, JNU, PU, IPU, Panjabi Univ, GNDU, and JMIU thriving at a distance less than three hundred Kms. Standing among the stalwarts is a severe challenge to a young and upcoming university. It is a challenge to attract learners to this inadequately placed institution. Hence, it is an extreme challenge for our University to tap the local talent and become a priority for students and scholars in this region.

Financial independence is one of the most critical challenges of late government agencies like UGC etc have been shrinking their financial support. Similarly, even the state government has not been charitable in grants and assistance, and the University feels the pinch. In the wake of NEP2020, many new and innovative initiatives need to be taken, but financial resources' availability is a visible challenge.

There has not been faculty recruitment in the University in the last fifteen years, and the University itself is nineteen years old. For want of regular appointment against these posts, lot of administrative work like that of Librarian, Controller of Exam, Registrar is being held by senior professors. It is a severe challenge to maintain the optimum quality of research and publication and adequate permanent teaching faculty in these circumstances. Not letting the teaching part suffer is a significant challenge with a top-heavy hierarchy.

In the age of social media and youth unrest, it is a severe challenge to maintain a positive perception of the University among society and its stakeholders. Every action goes through minute scrutiny, and denying popular demands of students(like delaying the exam) takes a toll on earnest efforts.

There are lengthy and time-consuming procedural hitches in implementing developmental new projects as a state university. Despite the commitment and alignment towards contemporary relevance, it takes considerable time in executing plans.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Chaudhary Devi Lal University can boast of its curriculum frameworks as it is equivalent to the contemporary best practices among the country's best higher education institutes.

The University adheres to established policies and procedures when developing and revising courses. At this University, the Syllabi Enrichment Committee is comprised of the department chairperson, faculty members, two alumni, and one industry/employer representative. The Staff Council is charged with identifying and reviewing local/national/regional/global needs based on feedback from students, alumni, parents, employers, faculty, and Academic Audit.

Across the departments, more than five hundred courses are taught targetted explicitly at job orientation, and 69 courses have been included in the curriculum of various departments to educate the stakeholder relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

The University established the Choice Based Credit System (CBCS) to provide students with increased academic freedom and help them improve their employability skills. Certain courses incorporate internships, projects, and fieldwork to expose students to the demands of the country's growth and, in particular, to local/regional needs.

Additionally, students can enrol in courses on gender issues, professional ethics, and human values to aid in their holistic development. Students' feedback, contemporary societal and academic demands, the job market, and youth aspirations were all considered when developing a meaningful curriculum for each course and programme. Having incorporated and embedded respective skill council's courses, the horizon of job orientation is promising.

MOOCs and open electives have aided in developing a multidisciplinary and interdisciplinary approach. All University Teaching Departments and University School for Graduate Studies programmes have updated to Learning Outcomes-based Curriculum Framework (LOCF) in 2021-22. The University has established programme outcomes, program-specific outcomes, course outcomes, and course objectives for each programme. Instructors and students can access these results and the necessary curriculum via the University's website. Maintaining the CBCS spirit was a priority during the LOCF implementation process.

The University has already launched six Four year Degree Programmes (FYDP) as per National Education Programme 2020(NEP) from the existing 2021-22 session. These programmes have Multiple entry and exit.

The University is committed to being part of the Academic Bank of Credit programme and would be part of credit transfer when the practice gets in currency.

Teaching-learning and Evaluation

Chaudhary Devi Lal University has made steady progress in developing educational ecology. Significant initiatives include the implementation of the Learning Outcome-based Curriculum Framework and Common Core Curriculum Standards and examination reforms that include IT integration and a continuous internal assessment system, to name a few.

Faculty mentors work one-on-one with their mentees to identify areas for improvement and assist slow learners in progressing. Internal assessments are generated through an internal exam, assignment and continuous classroom participation. The external examination is adequately moderated and objectively carried out. Much importance is given to lab work, seminars, presentations, field trips, and extension activities. A total no of 685 students undertook project work in 2020-21. Across the departments, 1223 courses are targetted at skilling of students

As part of its quality initiatives, the University has defined programme outcomes, programme specific outcomes, and course outcomes for academic programmes, all of which are displayed on the university website to make them more accessible to a variety of stakeholders, including teachers and students, as well as the general public. Course Objectives and Programme Objectives are mapped, and outcomes are assessed continuously.

To provide a more comprehensive academic and research education to students, the University has developed a pool of highly qualified and experienced teaching faculty members.

To effectively instil graduate characteristics in its students, the University has created a welcoming academic environment. The University strictly adheres to the state reservation policy and offers a variety of free ships and scholarships. University faculty members seek up-to-date information through various online and offline resources to improve their teaching and learning outcomes.

The University has four large teaching blocks with adequate fully furnished classrooms to accommodate classroom teaching. Department chairs ensure that the classroom runs smoothly. Each department has at least one Smart Classroom installed Smart Boards/Screens. There are adequate seminar/ conference/committee rooms available in each teaching block.

The University upgraded its connectivity for online teaching and during the lockdown, Google meet was

procured for online education. Online open-access resources were provided to the students through an e-library app by the University.

Research, Innovations and Extension

The University of Chaudhary Devi Lal fosters research. Despite its rural location, the University keeps up to date and excels in research. The University Grants Commission has directed Chaudhary Devi Lal University to focus on innovative research to address global, national, and local challenges. Aiming to strengthen the research, MOUs were signed with academic institutions and research funding agencies.
The University's Ph.D. Ordinance was revised to meet UGC guidelines. The PhD. Ordinance contains all research-related guidelines.

There is a constant effort to inculcate a culture of industry interface.
Moreover, all University Teaching Departments have provided all scholars enrolled with all types of equipment, chemicals, books, journals, magazines, newspapers, e-resources, and hostel accommodation. The departments have also helped the researchers:

Laboratories for after-hours research.
The Library's Reading Hall is open 24 hours. To promote research and update knowledge by organising seminars. To assist scholars, universities organise national and international book fairs.

This course is required for all national and international scholars to maintain academic integrity and avoid plagiarism. Scholars can earn credits for the Research and Publication Ethics Course via MOOCs. To do so, the university created an Academic Integrity and Plagiarism Prevention Policy. The university strives to maintain the database and promote research efforts at the national and international levels, the University has MOU with inflibnet to upload every scholar's thesis on the Shodhganga website.

 The Publication culture has been evolved in the University and the result is visible in around one thousand publications have been published in form of articles, papers, books and chapters. in last five years the university gave more than 275 PhDs across the departments and many teachers have started contributing towards e-content development. One teacher(Prof. Raj Kumar Siwach) has his MOOC approved and the course is running sucessfully.

There is a constant effort to evolve a culture of consultancy through incubation centre and promoting innovations. Locational inadequacy is a big hurdle but the university has pulled its socks to take it up as a challange

Infrastructure and Learning Resources

A vast 213-acre campus with state-of-the-art infrastructure comprises classrooms, labs, gardens, administrative buildings, waterworks, roadways, and lovely green lawns with flower beds. Four significant teaching blocks are generously proportioned, well-lit, and well-ventilated. Each department is equipped with at least one smart

classroom, and each building is equipped with a robust wireless network. Directly outside the gate is a well-kept rotary with a beautiful monument of Devi Lal ji.

One enormous multi-purpose hall and a state-of-the-art Auditorium supplement the complex's about 20 well-furnished, digitally equipped seminar rooms, which can be used for academic, cultural, social, and University functions, meetings, seminars, and workshops.

More than 430 computers have been made available to the students across the departments and a world-class IT infrastructure exists in the University. Three lease lines are maintained to provide 24X7 internet connectivity to the stakeholders in libraries, classrooms, hostels and practically throughout the campus through Wi-fi and LAN.

The plan to establish a computer centre with a seating capacity of 300 students is in execution. Once completed, the centre shall allow the students to take various NTA exams inside the campus itself.

The University's infrastructure is such a boon even to the local administration that they conduct various state-level programmes here.

The Library is automated and houses more than one lac physical book in a gorgeous edifice. It features a dedicated digital section and app called CDLU e-library, enabling seamless access to subscribed e-Books, e-Journals, and open access resources for all stakeholders on computers and mobile devices. Around 5 Crore rupees have been spent in the library for procurement of books and reading resources only in the last five years.

There are five hostels, three exclusively for girls and two for boys. The hostels have recreational and reading room facilities along with a clean and well-maintained mess.

The campus is lovely, well-spaced, and rich with greenery. Trees, plants, and flowers abound on the property. Herbal Park features an open-air theatre complete with changing facilities and musical instruments. Additionally, a greenhouse and two glasshouses are available to students majoring in Botany, Zoology, and Biotechnology. Running and meditation are popular activities in this park. On-campus, around 12000 plants of various species contribute to the overall environment. On-campus, there are around 80000 square metres of trees and flora.

Student Support and Progression

Chaudhary Devi Lal University is situated in the state's rural and backward region, and the adjacent areas of surrounding states are also of similar conditions. In the wake of this, the University consciously makes student support and social outreach efforts through NSS and other such activities.

University-wide committees like the Academic council and IQAC seek students' contributions and involvement in administration, decision-making, and outreach. These efforts are the University Outreach Program, the Red Cross Youth Services, and the National Service Program.

There is a culture of creating committees, organisations, and clubs to promote academic, co-curricular, and extracurricular activities even at the departmental level. For instance, the Energy and Environment Department establishes organisations that do campus-wide energy use surveys and provide recommendations for

conservation. The campus is infused with this culture.

Almost every department has a culture of forming student-run clubs and organisations. Students in most departments create society/platforms such as Literary Society in English and Foreign Languages Department. These are run by students who also serve as office bearers. They host quizzes, poetry reciting contests and essay writing contests. Additionally, they offer events in honour of Teacher's Day. However, the pandemic shutdown significantly reduced these incidents due to lockdown during the last two years.

Tall the government schemes are fully operational and gracefully accorded for the students hailing from the downtrodden sections. The reservation policy for admission is appropriately followed in all the programmes, including PhD; There is an exclusive Computer lab for SC/ST students. For their convenience, there is an operational daycare centre. There is a women complaints committee for women students and faculty members to check sexual harassment.

For recreation and building healthy mindsets, Cultural and sports programmes are regularly held in the University. The whole campus is under the scrutiny of High-Density CCTV cameras, and a professional and well-managed team handles the security. There is a provision of Ambulance in the girl's hostel 24X7. A well-equipped health centre works effectively for employees and staff and is doubled up as a vaccination centre during pandemics. There is a bank, shopping complex and a vita booth in the University for the convenience of the students.

Governance, Leadership and Management

The University is a state-run institution with a clear hierarchy. The Court, the Executive Council, and the Academic Council are all empowered under the Act and the Statutes. These statutory bodies are made up of the Haryana government and Chancellor's nominees. From governance to service norms and processes, recruiting and promotion plans and grievance mechanisms, our whole business is governed by this Act and its Statutes.

As the state's central executive, Haryana's Governor is also the University's Chancellor. The Vice-Chancellor is the University's chief executive and academic official and must ensure that all university authorities' decisions are fully implemented. The Registrar reports directly to the Vice-Chancellor, who supervises, directs, and regulates the Registrar's activities.

Deans' offices in faculties and Chairpersons in departments are rotated in a genuinely democratic manner. The office positions are well defined, and the system is transparent. Many posts are held by women and people of all castes, creeds, and colours, demonstrating the University's open structure. At present, the senior-most Professor(in seniority), the seniormost faculty(in terms of age) and Registrar(in-charge) all are females, should speak itself the kind of space available for females in the organisation.
Many posts are held by women and people of all castes, creeds, and colours, demonstrating the University's open structure. At present, the senior-most Professor(in seniority), the seniormost faculty(in terms of age) and Registrar(in-charge) all are females, should speak itself the kind of space available for females in the organisation.

Around 40 regular teachers(out of less than sixty) have been awarded some stage/position as a benefit of CAS last year. Teaching and non-teaching staff have access to all benefits and privileges, including child care and sabbatical leave. Many teachers and non-teaching staff have enjoyed lien and extra-ordinary leave(EOL). There is equity and transparency in providing these and other benefits.

In addition, some teachers have received financial assistance to attend seminars/conferences, FDPs/Orientation and refresher courses, both online and offline.

A democratic process is used to establish the curriculum, select PhD candidates, and finalise the work. Consistency of staff councils and Board of Studies meetings is ensured.

Institutional Values and Best Practices

The University recognises its obligations to society and the nation. It has made significant contributions to these causes by instilling constitutional and human principles in the minds of its students, faculty, staff, and other stakeholders.

At least half of the University's energy requirements are met by solar power generated by the roof-top solar power installations; the facility is the beginning of art and can even be linked to the grid to provide additional electricity.

The institution recognised that the National Environmental Policy 2020 would positively impact the academic ecology on a national scale. This may provide an opportunity for up-and-coming institutes to compete with established titans. In partnership with the Haryana State Higher Education Council, the University organised an interactive session on March 5, 2021, which was open to the public. In New Delhi, where eminent academicians were asked to participate. This one-day programme attracted approximately 30 academicians from Haryana and the National Capital Region. The University returned with a well-defined plan for implementing programmes and courses in accordance with NEP 2020. Beginning in the academic year 2021-22, CDLU will be the first University in Haryana to provide full-fledged four-year degree programmes. Because of their specialised requirements and the current environmental constraints, the University School of Graduate Studies (USGS) was established specifically for NEP-based programmes.

After extensive deliberation, the University recognised the need of bridging the skills gap and established a two-pronged strategy to accomplish this goal. Embedded courses with some course of skills council should be implemented in each programme, and a specialised centre to cater to skill empowerment should be established. A 'finish school' with outreach ambitions, the University Centre for Outreach Programme and Extension (UCOPE) was established in the middle of 2021. It was envisioned as a 'finish school' with outreach objectives.

The National Service and Youth Welfare departments are among the most effective units at the University. These have consistently delivered excellent results, organising over a hundred events and keeping the surrounding area active in the last five years. They have made significant contributions to societal concerns such as female foeticide, women's empowerment, and the upliftment of other marginalised areas of society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	CHAUDHARY DEVI LAL UNIVERSITY, SIRSA
Address	Lal Bahadur Shastri Bhawan, Chaudhary Devi Lal University, Barnala Road, Sirsa
City	Sirsa
State	Haryana
Pin	125055
Website	www.cdlu.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Ajmer Singh Malik	01666-248052	9468100369	01666-248123	vc@cdlu.ac.in
IQAC / CIQA coordinator	Pankaj Sharma	01666-239819	9215507007	01666-248123	directoriqac@cdlu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	02-04-2003
Status Prior to Establishment,If applicable	PG Centre
Establishment Date	01-11-2000

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	28-10-2003	[View Document](#)
12B of UGC	17-02-2009	[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	Lal Bahadur Shastri Bhawan, Chaudhary Devi Lal University, Barnala Road, Sirsa	Urban	213.4	83744.65	Fifty Five		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	0	1	1
Education/Teachers Training	1	27	28
Business Administration/Commerce/Management/Finance	0	1	1
Engineering/Technology/Architecture/Design	0	2	2
Universal/Common to All Disciplines	8	21	29

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	61
Colleges Under 2(f)	12
Colleges Under 2(f) and 12B	9
NAAC Accredited Colleges	5
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	24
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	107306_6824_1_1626758005.pdf
NCTE	107306_6824_4_1643625343.pdf
BCI	107306_6824_8_1643862034.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				17				36				73
Recruited	4	1	0	5	10	3	0	13	28	14	0	42
Yet to Recruit				12				23				31
On Contract	0	0	0	0	0	0	0	0	39	30	0	69

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				225
Recruited	112	22	0	134
Yet to Recruit				91
On Contract	2	0	0	2

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	10	3	0	27	14	0	59
M.Phil.	4	0	0	2	1	0	6	3	0	16
PG	4	1	0	10	3	0	28	14	0	60

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	15	16	0	31
M.Phil.	0	0	0	0	0	0	7	7	0	14
PG	0	0	0	0	0	0	39	30	0	69

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	13	0	23
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	0	0	0	32	50	0	82

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	349	6	0	0	355
	Female	355	3	0	0	358
	Others	0	0	0	0	0
PG	Male	417	13	0	0	430
	Female	705	17	0	0	722
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	12	12
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	28	0	0	0	28
	Female	22	0	0	0	22
	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	B	2.13	Peer Team Report.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	View Document
Botany	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Computer Science And Applications	View Document
Economics	View Document
Education	View Document
Energy And Environmental Sciences	View Document
English	View Document
Food Science And Technology	View Document
Geography	View Document
Hindi	View Document
History And Archaeology	View Document
Journalism And Mass Communication	View Document
Law	View Document
Mathematics	View Document
Music	View Document
Physical Education	View Document
Physics	View Document
Public Administration	View Document
Punjabi	View Document
Sanskrit	View Document
University College	View Document
University School For Graduate Studies	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

The Chaudhary Devi Lal University recognises the value of interdisciplinary and inter-disciplinarity in educational practices. In 2017–18, the university implemented the Choice-Based Credit System (CBCS) across all programmes, with a strong emphasis on open electives, in which students from one department study electives from another department/faculty member. In 2021-22, the university changed all of its courses and implemented the Learning Outcomes Based Curriculum Framework (LOCF) in order to achieve sufficient qualitative alignment with national-level higher education institutions. It preserved 10% of open electives across all programmes, as was the case in CBCS. In July 2021, a new department entitled "University School for Graduate Studies" (USGS) was established to initiate four-year degree programs (FYDPs) in accordance with the National Education Policy 2020 (NEP). Six NEP-based programmes have already begun in 2021-22: B.Sc. (Physics), B.Sc. (Mathematics), B.Sc. (Data Sciences), B.Com. (Banking and Insurance), BA (Economics and Finance), and BA (Economics and Finance) (Digital Journalism). Numerous access and departure points have been developed, and these FYDPs are stringent in accordance with the NEP. These are LOCF-based programmes with clearly defined POs, PSOs, and COs, as well as a well-defined attainment map. The University has big aspirations, including the implementation and optimal usage of the National Education Policy's objectives (NEP 2020). The institution is moving forward with plans to begin credit programmes in co-curriculaur and extra-curriculaur areas. The university has charted a broad path to incorporate activities such as athletics, culture, NCC, NSS, and social outreach within the curricula and is now developing or creating the necessary ecology and infrastructure for implementation in 2022–23. The University has signed memorandums of understanding with various skill councils, and modules from those skill councils have been incorporated into the curricula of relevant departments' programmes. Master trainers are currently undergoing skill council training, which will eventually trickle down to the students. The University Centre for Outreach and Extension (UCOE) was founded in July 2021 and is revolutionising the field of training and skills-

	bridging. Similarly, the university has established MOUs with institutions such as the Central Cotton Research Institute (CCRI), Chaudhary Charan Singh Haryana Agricultural University (CCSHAU), and Lala Lajpat Rai University of Veterinary and Animal Sciences (LLRUVAS), among others, to support the university's multidisciplinary and inter-disciplinary approach to research in various departments.
2. Academic bank of credits (ABC):	The university registered with the National Academic Depository (NAD) in 2019 when it was launched through NDSL and CSDL. Afterwards, UGC later changed it through Digilocker, and the university subscribed to it as well. The University has established a NAD cell and now, after the launch of the Academic Bank of Credit, the university has officially applied for Academic Bank of Credit (ABC) participation in 2022. Having applied via application receipt number ABC0036771646368743, the University is eagerly awaiting approval so that the result branch data may be synced to reap all the fruits of NAD and ABC.
3. Skill development:	The disconnect between the academic world of the curriculum and the needed skill set for business has been repeatedly highlighted as the most crucial issue confronting traditional education during high-level discussions. This has been reaffirmed repeatedly. The talent gap has been one of the most frequently discussed issues among people engaged in the education system over the last decade. A significant amount of thought has gone into resolving this issue. The Chaudhary Devi Lal University created a two-pronged strategy in response to the results of an exhaustive investigation. One plan is to incorporate and embed courses from several skills councils into individual programmes into the respective department's curricula. The other is establishing a centre solely dedicated to skill and ability development. The University Centre for Outreach Programmes and Extension (UCOPE), envisioned as a "finish school" with outreach goals, was established in the middle of 2021. The Centre aspires to utilise education and technology to instil fundamental abilities in students, provide avenues for students' training and placement, and perform outreach and extension programmes via training and consulting services. The matter was discussed at different levels, and finally, the Academic Council authorised the

	formation of UCOPE during its 29th meeting on July 24, 2021, "to organise and coordinate skill-based programmes for students, as well as training programmes for a variety of stakeholders." All activities, formerly referred to as extracurricular and co-curricular, will be controlled and run under the ageis of UCOPE. The Centre's primary objective is to enhance the university's academic and research accomplishments in sync with the directions mandated by NEP 2020. The Center has already been established and begun offering three courses, namely: Business Correspondence and Reporting, Basic IT Skills and Computer Literacy, and Career Orientation: Training and Development. In conjunction with Wheebox, the Centre previously hosted an online session on the National Employability Test. It also hosted an orientation webinar on the language assistance tool "Grammarly," which drew a large audience of teachers and scholars learning about the software's help for academic writing. In collaboration with UCOPE, the National Stock Exchange Academy also offered a similar training session on "financial empowerment via finance learning." Similar programmes are being developed, and there is every reason to assume that once the lockdown is lifted entirely, it will transform into a hotspot of skill empowerment for students and academics. UCOPE is yet to spread its wings to its desired level. However, the day is not far enough away to reach the optimum delivery and handle the skill demand comprehensively, which would prove to be a panacea to all issues related to skill bridging.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At Chaudhary Devi Lal University, we are fully aware of the National Education Policy's emphasis on reviving the Indian Knowledge System and incorporating it into the existing model to reap the fruits of Ancient Indian Wisdom and stitch a wholesome educational experience for the students. Even before the launch of the National Education Policy (NEP) in 2000, all the language departments had been teaching issues and ideas from the Indian Knowledge System. The English and Foreign Languages Department, in its Master's Course, has an exclusive course on ancient Indian poetry. Similarly, the Hindi, Sanskrit, and Punjabi departments have courses featuring specific writers and wisdom hailing

	from ancient Indian literature, languages, and grammar. The Sanskrit department has a course on Vedic Mathematics in the pipeline. It will be launched in the coming academic year as an open elective, open to all faculties and departments. Similarly, the Punjabi department has an existing open elective titled "Punjabi Bhasha te Mundi Jaan-Pehchaan" which teaches the eclectics of the Punjabi language to all students. The Hindi Department teaches an open elective titled "Sahitya ki Samajh", where ancient Indian ideas of society, philosophy, and grammar are taught to the subscribers. The university is committed to giving importance to Hindi and a national-level programme titled "Hamari Hindi" was celebrated during Hindi Pakhwada in September 2021. The University believes that in the contemporary echelon of academics, the Indian Knowledge System is an emerging field, and it shall be incorporated as and when new, robust ideas and courses emerge.
5. Focus on Outcome based education (OBE):	The University has established a Learning Outcomes-based Curriculum Framework (LOCF), which will be implemented throughout all university teaching departments and graduate school programmes in the academic year 2021-22. Specifically, the university has prescribed programme outcomes (POs), programme-specific outcomes (PSOs), course outcomes (COs), and course objectives for each of these programmes. The University's website (https://www.cdlu.ac.in/syllabi-2/) provides access to these outcomes, which have been included in the respective curriculum and made accessible to a wide range of stakeholders, including teachers and students. It was essential to maintain the CBCS ethos throughout the implementation of LOCF. The availability of several open electives and synchronisation with MOOCs has been beneficial for a multidisciplinary and interdisciplinary approach. While designing the curriculum as per LOCF, it has been kept in mind not to lose focus on promoting knowledge about the critical importance of nation-building, including social cohesion, peace and harmony, peaceful cohabitation, accountability and responsibility, constitutional values and ethical standards. The curriculum was developed in compliance with a broad set of criteria established by statutory agencies such as the University Grants

	Commission, the AICTE, the BCI, and the National Council for Technical Education. The UGC Model curriculum was taken into consideration during the process. The courses are assessed by a combination of internal and external checks and balances, including examination systems, and the assessment pattern is relevant to cover all of the necessary course content. When guided by an inter-disciplinary approach, this method may provide critical and collaborative knowledge of contemporary scientific, technical, socio-economic, and environmental issues. Educational curricula lead to development and expertise, leading further to job and entrepreneurial opportunities.
6. Distance education/online education:	The university had had a university centre for distance learning (UCDL) since 2006 but had to discontinue it in 2018 in the wake of UGC guidelines regarding open and online learning. However, the university allows its students to earn credits from MOOC programs. During lockdowns in the last two years, online classes were taught on Google Meet, which the university has procured for its teachers and students. Similarly, a seriously high number of teachers benefited from online Faculty Development Programmes (FDPs). The university has made it its dream to restart its University Centre for Distance Learning in a new avatar. The university is gearing itself up to make the most of NPTEL and other MOOC platforms. Some teachers have been contributing to different teaching-learning centres (TLCs) under the Pandit Madan Mohan Malviya National Mission of Teacher's Training (PMMMNTT). One of the university's faculty, Prof. Raj Kumar Siwach, has developed a MOOC and the university expects many more to follow.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
40	43	46	37	30

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 26

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1642	1361	1650	1257	1273

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
963	1304	932	870	991

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

2020-21	2019-20	2018-19	2017-18	2016-17
2326	2640	2583	2409	2362

File Description	Document
Institutional data in prescribed format	View Document

2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
543	568	517	541	730

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1752	1731	1939	1709	1039

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
211	212	203	159	167

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
355	355	354	328	328

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
3569	1771	2330	2174	2578

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
878	904	940	820	837

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 153

4.4

Total number of computers in the campus for academic purpose

Response: 432

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
2828.46	3801.87	5113.01	3294.40	2295.03

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:

Chaudhary Devi Lal University follows established procedures for developing and revising new and existing courses. The Staff Council is responsible for identifying and reviewing local/national/regional/global needs based on feedback from students and alumni and parents, employers, faculty members, and Academic Audit input to make program/course curricula competitive and relevant. At this University, the Syllabi Enrichment Committee is comprised of the Chairperson of the respective department, teachers, two alumni, and one industry/employer representative, among other members of the university community (link to be created). Committee thus constituted reviews painstakingly and revises/improves the curricula of every university teaching department that falls under its purview. The courses included in the plan are authorised by the Board of Studies for each department to ensure that the curriculum remains current and relevant. Academic Councils, the University's apex academic body, takes up, discusses, and finally accredits the curriculum for all programmes.

The University designed the Choice Based Credit System (CBCS) to give students more academic freedom and enhanced employability skills that align with their career and personal goals. To ensure that students are exposed to the demands of the country's growth in general and local/regional requirements in particular, some of the courses' curriculums incorporate internships, projects, and fieldwork. Gender sensitivity, professional ethics, and human values courses are also included inappropriate programmes to assist students in developing holistically. During the curricula development, students' feedback, contemporary demands of society and academia, job market and aspirations of youth were considered in threadbare to develop a relevant and meaningful curriculum for each course and programme. University Website displays the details.

A plethora of open electives and syncing with MOOCs has been a boon for a multidisciplinary and interdisciplinary approach. The University has designed a Learning Outcomes-based Curriculum Framework (LOCF), implemented in all University Teaching Departments and University School for Graduate Studies programmes commencing in the academic year 2021-22. The University has defined each of these programmes, with the most essential being Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs), and Course Objectives. As previously indicated, these results have been included in the necessary curriculum and made accessible to various stakeholders, including instructors and students, through the University's website. During the implementation of LOCF, special care was taken about keeping the CBCS spirit alive.

Societal cohesion, peace and harmony, peaceful cohabitation, accountability and responsibility, and ethical standards are only a few achievements to promote awareness about the critical nature of nation-building. The curriculum has been developed according to broad norms issued by statutory authorities like the University Grants Commission, the AICTE, the BCI, and the NCTE. UGC Model curriculum was kept in

consideration throughout the process. The course results are determined by a combination of internal and external examination procedures, and the assessment pattern is intended to cover all needed course content. This method is guided by an inter-disciplinary approach that results in a critical and collaborative knowledge of contemporary scientific, technical, socioeconomic, and environmental issues.

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: 21.83

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

Response: 55

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

Response: 252

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]()
Any additional information	[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: 54.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
1223	1171	1171	836	244

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: 6.35

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

Response: 519

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

Response: 8170

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: 67.5

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

Response: 27

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:

Based on the NAAC 1-3-1, 69 courses have been included in the curriculum of various departments to educate the stakeholder.

Professional Ethics: The University system has a well-crafted system of professional ethics, and practically all programmes expose and orient students towards professional ethics. Even though PhD programmes focus on professional ethics in research methodology courses, 24 new UG and PG courses have been launched in this very aspect. The curriculum emphasises teamwork, peer contribution, respect, and cooperation. Twelve departments are teaching Academic Integrity and Research Ethics. Other departments that teach Professional Ethics include Business and Journalism & Mass Communication. Professional ethics education begins throughout the induction programme. All University stakeholders are made aware of the UGC's Code of Ethics and Professional Code of Ethics requirements. The University routinely arranges NSS, YRC, cultural, and sports activities to help students understand professional ethics.

Gender Equality and Sensitisation: Departmental and university-wide gender sensitisation and parity education programmes for female students have been conducted. The Department of Public Administration offers a course on 'Women Empowerment to help students better understand women's role in society and empower them. The Law Department provides Gender Justice and Law as an Open Elective for all students. A total of 07 courses are offered on Gender Sensitization and Gender Equality in Law, Commerce, Public Administration, Education, and Economics. Department of English and Foreign Languages offers a course on Gender studies.   The Department of Law created a group (named 'Unnati')where all female teachers and students can interact and discuss gender issues. Women Complaints Committee organises various programmes on this issue. In order to better protect female students, the University campus has CCTV and high-level security. Women's Day is also celebrated at the departmental level to raise awareness. The University provides female employees with childcare leave and daycare centre facilities.

Human Values: The Department of Education offers all students an Open Elective course entitled 'Value and Peace Education. Economics, History and Archeology introduced 'Universal Humanistic Values and Life Skills', while Biotechnology introduced 'Life Skills and Humanistic Values'. We also commemorate national and international holidays like Republic Day, Women's Day, Independence Day, Teacher's Day, Human Rights Day and International Yoga Day to teach children human values. These occasions foster pupils' moral, ethical, and social ideals. Almost every university department organises cultural activities to

improve leadership social engagement and reduce shyness.

Environment and Sustainability: All undergraduate students at this University must take four-credit courses in Environmental Studies, Pollution, and Conservation. The Departments of Physics and Chemistry offer Open Elective courses in Environmental Physics and Analytical Chemistry. Various departments also offer 29 more core and discipline-specific courses to promote sustainability and environmental awareness. The Department of Education offers at B.Ed. Level a course titled 'Environmental Education'. Energy and Environmental Sciences focuses on Environment Protection Act, Disaster Management, Enforcement of Environmental Laws, Mechanisms to Control Air Pollution, Water Pollution, soil, noise and thermal pollution, and solid waste management.

This University organises World Environment Day, Ozone Day, Earth Day, and Aksha Urja Diwas to raise public awareness.

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

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

Response: 7

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

Response: 7

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

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

Response: 5.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
130	164	112	0	0

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

Response: 41.72

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

Response: 685

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: E. None of the above

File Description	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: E. Feedback not collected

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: 1.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
1673	1687	1986	1687	1464

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: 51.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
494	409	496	485	356

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:

CDLU is aware that every educational institution aspiring for greatness must first determine the students' various learning levels. The University promotes educational opportunities for students from varied backgrounds, notably those with varying learning capacities, particularly from rural and backward regions. Identifying slow and advanced learners is crucial at the entry level to satisfy student needs. Each academic year, the University/Departments host an introduction event for incoming students. Educational goals, classroom attendance, test and assessment methods, and campus resources are covered in this introductory session. Tutorial sessions are regularly used to evaluate students. It is easy to classify students as advanced or slow learners depending on their performance. Advanced and slow learners are distinguished by their test scores, classroom and laboratory interactions, core knowledge, concept understanding, and articulation abilities. The institution encourages independent study for academic and personal growth. Mentor-mentee rapport also plays a part in it.

The UGC Coaching Cell of the University has conducted coaching classes for students belonging to SC, ST, OBC (Non-Creamy Layers), and Minorities communities from the session 2012-13 to March 2018. These classes were arranged as a part of UGC's initiative towards social equity and socio-economic mobility of the underprivileged sections of the society through various special schemes. The Commission has been providing separate financial assistance to the universities for:

1. Remedial Coaching at UG and PG level.
2. Coaching for Entry into Services.
3. Coaching for NET to scheduled castes, Scheduled Tribes, and Minority candidates.

The Coaching Cell has adopted the following mechanism to run these classes effectively.

1. An Advisory Committee monitored the functioning of the cell and the inputs and insights received from the Committee were acted upon.
2. Department-wise, Nodal Officers were nominated to identify the learning level of the students and recommend them for classes.

Remedial teaching, group study systems/peer learning systems, and other available methods. Preparation of straightforward and conventional lecture notes and course materials Students' mental abilities are improved via the use of motivational courses, which are taught in schools. Practically revising crucial topics is essential. Proper tasks to help students study more effectively Classes and tutorials to make up for lost time. To ensure that student's academic achievement is tracked consistently and pro-actively, Internal Continuous Assessments (ICA) are used. A tutorial system is in place at the University, where instructors serve as academic mentors and provide guidance to students who want it. The connection between a mentor and a mentee emphasises the inculcation of both parties' intellectual, social, moral, artistic, cultural, and spiritual qualities. The mentor communicates with the students regularly and keeps track of their academic progress and attendance. Advanced students are encouraged to join and learn through MOOC Programmes offered by the world's leading institutions, Provisions to participate in various inter-college competitions, Research Projects. Students are given numerous opportunities to present papers at national and international seminars. Students are encouraged to enrol in additional courses in addition to their curricular skill development and communication development programmes, including professional coaching classes, seminars, conferences, workshops, and the presentation of research papers. Most departments prompt advanced learners to do recap sessions to benefit the whole class; this works exceptionally well for the advance and the weak.

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

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

Response: 8:1

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

2.3 Teaching- Learning Process

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

Response:

Chaudhary Devi Lal University, Sirsa successfully implemented a unique educational ideology comprising physical, practical, aesthetic, intellectual, and moral aspects of education that advocate an optimum blend of these components towards the all-round development of students. The educational programme is designed to promote the development of a balanced and harmonious personality of the students. Learning is flexible and exciting, with an emphasis on learning by doing. Whereas it is a general trend to consider teaching, research, and outreach as the three pillars of higher education, CDLU emphasises the fourth pillar, the ignored one, i.e., education for life/education for character building (value education). The curriculum is designed with a set of foundation and core courses. It develops necessary skills to achieve a rewarding career, nurture and strengthen the Indian value base system, and provide the students with essential life skills. Interaction sessions on philosophical and religious texts are conducted.

The use of novel teaching-learning approaches at the CDLU has improved the effectiveness and excitement of the activity for the students. The Teaching-learning methods adopted by the faculty members include lecture, interactive mode, project-based learning, computer-assisted learning, experiential learning, student seminars etc. Integrated into most courses are project training and particular seminars for enhancing practical skills. Through lectures, internships, and other forms of exercise, the University offers several opportunities for industry connection.

Most of the departments in science have adopted experimental and participative learning, wherein students gain knowledge by experimenting on apparatus/simulation. In problem-solving activities and regular class hours, viva voce and discussion after class hours, quizzes, and general talks are arranged. They also perform various activities by organising seminars educational trips.

Specific departments take special care for developing communication skills among the students. Furthermore, some departments like Departments of CSE, Education, Physical Education, and Mathematics aim to broaden the students' mental horizon and increase their knowledge base so that they become conceptually straightforward and apply that knowledge for the solution of their own as social

problems. In Departments like Biotechnology, Food Science and Technology, Energy and Environment sciences, etc., field trips are held regularly. For holistic learning and training of students, the Law Department organises visits to court polices stations, organises moot court classes, and encourages students to participate in various state and national level moot court competitions. Moreover, all students must engage in an internship with practising advocates to enhance their learning experience. Journalism and mass communication, and some other departments ensure that their students regularly keep a close tab on changing face of print and digital media on a day-to-day basis. To give their students hands-on practice, they have started to bring out a newsletter, and students are active participants. The English department uses the audio-visual lab to show all the students movies related to the prescribed texts. Economics department conducts discussion on current topics like budget etc.

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

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

Response:

ICT in education promotes, optimizes, and improves stakeholders' teaching-learning skills. ICT provides a fantastic resource for gaining tremendous knowledge/information as needed. It enables faculty from all fields to efficiently communicate knowledge to their students wherever they are. The University has built a University Information Technology, Data, and Computer Center (UITDC). The University employs ICT-enabled technologies for teachers and students to study and distribute knowledge to cope with development. Teachers can give quality education and conduct quality research in the long run due to ICT.

The University has improved its online classes/meetings, particularly during COVID. It will continue to use this mode for various events such as webinars, seminars, workshops, meetings of the Academic Council, Executive Council, University Court, Board of Studies, Viva-Voce examinations, Alumni Meet, and so on. Online education is also being accepted, particularly by allowing MOOCs to be included in the curriculum.

ICT Tools in CDLU:

1. Smart Classrooms: Provided in each department.
2. Smart Boards/Screens – Installed in each department.
3. Seminar Rooms/Conference Rooms/Committee Rooms: three Seminar rooms, one Conference room, and three Committee rooms are available.
4. Projectors- 35 projectors are available in smart classrooms, computer labs, committee rooms, and seminar rooms.
5. All-in-One computers/Desktops, Printers, Scanners, Photocopier machines: These are available in all departments/branches/offices.
6. Auditorium- Digitally equipped with mike, projector, cameras, and computer system.

7. Online Classes are conducted through Google Meet, Google Classroom, and Zoom.
8. Digital Library resources: e-Library (Inflibnet, Koha, e-journals, e-books etc.)

Utilization:

Faculties are encouraged to use online/digital resources of education and to impart knowledge to the stakeholders through PowerPoint presentations effectively using LCDs and projectors. They are also equipped with a digital library, online search engines, and Google education workspace subscription (formerly Google G-Suite for education).

1. Industry Connect: Seminar and Conference rooms are digitally equipped where extension lectures, invited talks, quizzes, and other industry-academia interfaces are regularly organised in the students' interest.
2. Google Classroom: Faculties use the Google Classroom tool to teach their students online, especially during COVID situations. Google Classroom provides a teacher-student-friendly environment for managing classroom documents like assignments, announcements, storage of study materials, and allowing students to interact with faculties and each other. It helps to manage documents stored on Google Drive with editing in Drive's apps, such as Google Docs, Sheets etc.
3. Video Conferencing- The Google meet application is used to conduct meetings and video lectures/workshops.
4. Online competitions- Various technical events and management events such as poster making, project presentations, business quizzes, debates, paper presentations, etc. are organized using ICT tools.
5. Live Video Streaming: The YouTube channel is live to stream various academic events.
6. Social Media Platforms: Various social media platforms such as Facebook, Twitter, Youtube, Linkedin are being used for widespread casting of news and events.
7. Training for Skill Enhancement: The University IT, Data and Computer Centre (UITDC) provides training to the stakeholders to enhance their skills.

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

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

Response: 8:1

2.3.3.1 **Number of mentors**

Response: 211

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<u>View Document</u>
mentor/mentee ratio	<u>View Document</u>

2.4 Teacher Profile and Quality

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

Response: 55.18

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<u>View Document</u>
List of the faculty members authenticated by the Head of HEI	<u>View Document</u>

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: 53.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	107	104	100	81

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	<u>View Document</u>
Any additional information	<u>View Document</u>

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: 6.36

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

Response: 1342

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	
Any additional information	

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: 1.58

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

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

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

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: 124.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
124	127.5	115.5	119	138

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

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

Response: 24.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
543	684	519	543	730

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 increasing importance of ICT-enabled services has impacted every component of the University Management System. To make its services accessible to the public, the institution launched a portal in 2017 called Digital University Framework (DUF) (www.digitaluniversity.ac.in). In terms of online admissions, exams, results processing, and other student activities, it meets the requirements of all parties involved in the chain of command. There has been a significant reduction in time and money spent on admissions and fee payments because of the implementation of the Digital University Framework. All essential information is quickly reflected on the site and may be accessed by users. In order to do pre-and post-examination tasks such as filling out online examination forms, submitting internal assessments/external assessments, and declaring results, the stated portal has provided unique login IDs to University Teaching Departments/Affiliated Colleges/Students. In addition, during the academic year 2021-22, the following initiatives were implemented to overhaul the examination system: Development of in-house customized ERP software for pre-and post-examination to carry out all activities online. An MoU has been signed with the National Cooperative Consumers' Federation of India Limited (NCCF) to design and develop pre-and post-examination management systems.

- Conduct of online examinations during Covid-19 pandemic for specific programmes and as per students' choice.

- In-house scanning of OMR sheets and generation of awards.
- On-campus faculty-wise conduct of examination to economize the examination process.
- Adopting online mode, there is an early declaration of result in the interest of students.

On 08.03.2021, the University signed an agreement with Guru Jambheshwar University of Science and Technology (GJUS&T), Hisar, to conduct online admissions for various programmes offered by the University Teaching Departments, University School for Graduate Studies, and University College beginning with the academic session 2021-22. They have been provided with a unique login ID to verify the necessary documents filed online by applicants seeking admission to different programmes. The merit lists were constructed automatically using the software mentioned above. Following faculty review of applications, system-generated SMS/E-mails were issued to all parties involved to alert them to any irregularities. Eligible applicants could pay their tuition online and get their fee slip, admission letter, and other documents. Each student enrolled to a certain course receives an automatic registration number.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 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

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:

Graduate attributes, both generic and program-specific, assist students in being more employable and socially engaging, hence boosting employer satisfaction. Additionally, this university recognised the significance of these attributes and incorporated life skills, soft skills, communication skills, and program-specific skills into the curriculum of all academic programmes through the Choice Based Credit System (CBCS) and the Learning Outcomes-based Curriculum Framework (LOCF). Additionally, this University

developed the University Center for Outreach and Extension (UCOPE) to handle successfully and facilitate the delivery of all such skills to University students, therefore alleviating students' skill shortages throughout their studies. Additionally, the curriculum explicitly states the general results of each programme, referred to as graduation attributes.

To broaden students' knowledge base and expose them to inter/intra-disciplinary areas through Skill Enhancement and Open Elective Courses, the curriculum allows students to select 40-50 per cent generic courses, including Discipline Specific Electives, Open Electives, and Skill Enhancement Courses (https://www.cdlu.ac.in/locf-ordinance-ug-pg/). Students must gain credits in various areas during their degree programme to develop the necessary abilities and qualities for professional growth. This component is designed to hone students' critical thinking skills while also presenting them with the best work opportunities possible.

Each student at Ch. Devi Lal University, Sirsa has the chance to develop excellent communication skills in two ways: first, via direct instruction; and second, through the creation of short-term communication skills courses through seminars, conferences, workshops, quizzes, and competitions.

Chaudhary Devi Lal University changed its curriculum according to the Learning Outcomes-Based Curriculum Framework (LOCF) to enhance the effectiveness of the teaching-learning process. The university undertakes regular curriculum reviews of its programmes. Additionally, similar reviews are conducted when needed. It is a thorough process that involves all faculty and industry representatives and student, alumni, and recruiter participation. The plan of study, which includes programme goals, program-specific objectives, course structure, and syllabus, is available on the university's website (https://www.cdlu.ac.in/syllabi-2/). Credits, marks in theoretical exams, practical marks, and internal evaluation are all components that students must achieve to complete the degree.

Learning outcomes are communicated with the students and widely publicized by using the following methods:

1. Learning outcomes are available in the concerned departments' scheme for the teachers and students.

2. Learning outcomes are placed on the university website for the stakeholders.

3. Displayed in concern department notice board.

4. Communicated during Induction Programme and in opening lectures by the teachers.

5. Discussed with students during the semester.

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

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are

evaluated by the institution

Response:

- The Choice Based Credit Scheme has evolved into Learning Outcomes-based Curriculum Framework (LOCF) and provides an opportunity for the students to choose core, elective and skill-based courses. The courses are being evaluated following the grading system, which provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) and enables the student to move across institutions of higher learning. Attainment of Programme Outcomes (PO), Program Specific Outcomes (PSO), Course outcomes (CO) contribute to the enhancement of the students' performance to cater to the need for management, industries, and society. The attainment process also measures the performance of the faculty in comparison to pre-established standards and provides feedback for the corrective measures in teaching.

- **Internal and External assessment method**
- Performance of students is evaluated through internal and external assessment methods provided in the Postgraduate and Graduate ordinances given below:
- **Internal assessment (30 marks for courses of 4 credit and 20 marks for two credit course)**: Mid-term examination (20 marks), assignments and presentations (05 marks) and presence in class (5 marks)
- Final-term examination (70 marks for four credits and 30 marks for two credit course)-External and internal.
- Both internal and external examiners evaluate the practical examination of a student, and the paper comprises of Experiment and Written part (70%), lab record (10%) and viva-voce (20%).
- Evaluation of Non-credit courses entirely internal and awards are Satisfactory (in case marks obtained are 60 % or more) or Unsatisfactory (US) (in case marks are less than 60 %).
- Evaluation of research projects/dissertations/field training reports of students by the external examiners followed by viva-voce was done after submitting hard copies of the same to the Controller of Examinations through the Chairperson of the department.
- Two external examiners appointed by the Vice-Chancellor from the list of 8 to 10 examiners proposed by the Postgraduate Board of Studies, out of which 50% from out of state evaluates Ph.D. thesis followed by Viva-voce after receipt of both satisfactory reports and publication of research paper(s).
- The absolute grading system (O, A+, A, B+, B, C, P, and NQ) is followed. The marks are converted into grades based on the pre-determined class intervals, and a multiplication factor of 10 is used to convert CGPA into an equivalent percentage.
- SGPA (S?) = ?(C ? x G?)/ ?C? and CGPA = ? (C? x S?)/ ?C? are followed to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).
- From the academic session 2021-22, Attainment Levels have been introduced for evaluation of a course. Attainment Level 1 with 50% of students obtained letter grade of A or above of a course. Attainment Level 2 with 60% of students obtained letter grade of A or above of a course. Attainment Level 3 70% of students obtained letter grade of A or above of a course.
- The attainment level of POs is obtained through the attainment of COs. The CO attainment value as estimated above and CO-PO mapping values are used to compute the attainment of POs in different courses.
- The PSO attainment level based on CO-PSO mapping values and CO attainment values can be obtained in a similar manner. The attainment of PSOs is the average of individual PSO attainment values and compared with set target.

- The set target for each PO/PSO are different and finalized by the staff councils of the departments.

File Description	Document
Paste link for Additional Information	[View Document]()

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

Response: 82.3

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

Response: 1060

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

Response: 1288

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]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

File Description	Document
Upload database of all currently enrolled students	[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:

Chaudhary Devi Lal University has a positive research environment. Despite the University being situated in the rural belt the University ensures continually updated and excel in the field of research. Chaudhary Devi Lal University is committed to implementing the University Grants Commission directions for the high quality of research and focusing on novel research, to address global, national, and local challenges. To strengthen the research, MOUs were made by expanding national and international collaborations and partnerships with academic institutions and research sponsored agencies.

The NEP-2020 is adopted and four years degree programs have been launched from the academic session 2020-21 that will also designed the research base programs as one of the semesters i.e. 4th year is exclusively for the research.

The Ph.D. Ordinance of the University was updated according to the University Grants Commission Guidelines. Research related all the guidelines have been provided in the Ph.D.Ordinance.

- DRAC ÞPGBOS ÞConcerned FacultyÞACÞRDC (Page No.-1)
- The Ordinance has provision for MOUs and Co-guide to promote the inter-disciplinary research. (Page No.-4)
- Total number of Research Papers :   780 and 185 books and chapters
- MOUs: 05
- Research Awards Policy available on university website
- Stress on the Patent
- The NET-JRF qualified candidates can join the university throughout the year. (Page No.-1)
- Provision for International Scholars for admission in the Ph.D. Program. (Page No.-1)

Moreover, all the University Teaching Departments have given all types of facilities in terms of types of equipment, chemicals, books, journals, magazines, newspapers, e-resources and hostel accommodation to all the scholars who have been enrolled yet. Further, the departments have facilitated the research scholars:

- Laboratories for research work beyond the working hours also.
- 24 hours Reading Hall of Library opens for Scholar.
- Organize Seminars, Conferences, Workshops and Extension Lectures for promotion of Research and update knowledge.
- University organize Book fair exhibition of national and international publishers to facilitate the scholars.
- Reading Halls are available in the premises of Girls Hostels also.
- Provides the Wifi/LAN facility.

To encourage academic integrity and to avoid plagiarism, the University requires all national and foreign scholars to take a course titled 'Research and Publications Ethics.' Through MOOCs, scholars may also obtain credits for the Research and Publication Ethics Course. The university has created a policy on Academic Integrity and Plagiarism Prevention to accomplish this.

To combat the menace of plagiarism it has been decided that all Synopses and Theses are examined before submission using Ouriginal Software, offered by the Information and Library Network (Inflibnet). To maintain the database and promote research efforts at the national and international levels, the University has entered into an agreement with the Information and Library Network (Inflibnet) to upload every thesis given to Shodhganga scholars on

https://shodhganga.inflibnet.ac.in/handle/10603/208715

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[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: 0

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

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

File Description	Document
Institutional data in prescribed format	[View Document]

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: 0.11

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

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

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: 39

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	0	6	3	0

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

3.1.5 Institution has the following facilities to support research

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

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

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

Response: 0

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.**

File Description	Document
Institutional data in prescribed format	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: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

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

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

Response: 0

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

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

Response: 211

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

3.3 Innovation Ecosystem

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

Response:

In this current day of competitiveness, it is necessary to create an environment that will boost students' inventive and technical abilities, eventually assisting them in transitioning from workers to employers. In light of this, the university established the Incubation Centre to promote entrepreneurship in food processing, biotechnology/information technology/agriculture, and instill entrepreneurship and innovative skills among university and affiliated college students. As a result, the institution has sought proposals via the Incubation Center to assist students in turning their ideas into reality.

The University has previously submitted a proposal to the Principal Secretary, Government of Haryana, Information Technology, Electronics and Communication Haryana for Rs. 1,43,00000/- (One Crore and Forty-Three Lacs). The University has included twenty workstations with high-speed internet access and workshops, seminars, training, and integration programs in its plan to encourage students to be creative.

A committee has visited the Incubation Centres of Guru Jambheshwar University for Science and Technology and Chaudhary Charan Singh Haryana Agricultural University in Hisar, Haryana, to establish

an Incubation Centre and has interacted with the officials of the respective Incubation Centres. Based on the visits, the university established its own Incubation Centre to offer essential infrastructure services such as high-speed Internet, digital resources, training and advising services, and access to professional resources such as lab and workshop facilities. In addition to the above, the Incubation Centre has received the following proposals:

Sr. No.	Name of Department	Proposal for Incubation Centre
1	Computer Science and Engineering	Mobile Application Development
2	Biotechnology	Solid Waste Management Plant
3	Food Science and Technology	Fruit and Vegetable Processing
4	Physics	Societal Research on Solar Energy

Possible Outcomes:

1. **Self-employment:** Self-dependency will be enhanced among students by instilling the skills of entrepreneurship and real-life business experience.
2. **Capacity Building:** By inviting the students with innovative ideas, the Incubation Centre will foster its development.
3. **Mounted number of Startups:** Incubation Center will foster the development of startups to enhance industrial development in Sirsa by providing various services and resources to such businesses in the city.
4. **Efficient functioning:** Start-ups will improve time-saving and operating expenses as incubators will cover such services.
5. **Heightened practical exposure:** Incubation Center will help in obtaining exposure from industry leaders with increased networking in such a manner to allow for an effective mentoring relationship.
6. **Societal Welfare:** Ensure a society's well-being by providing quality care to society participants.

File Description	Document
Upload any 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: 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	2	2	1

File Description	Document
Report of the event	
Institutional data in prescribed format	

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

Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	2	0	1

File Description	Document
Institutional data in prescribed format	
e- copies of award letters	

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	

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: E. None 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: 1

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

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

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

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

Response: 4.64

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

Response: 246

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

Response: 53

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

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

Response: 4.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
140	141	167	189	142

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 0.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
60	32	38	33	22

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

3.4.7 E-content is developed by teachers :

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

Response: C. Any 3 of the above

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

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

Response: 8.84

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

Response: 22.5

3.5 Consultancy

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

Response:

Chaudhary Devi Lal University has formulated the policy for Consultancy to meet its academic responsibility for the wide range of social causes (Chapter-XXV enclosed). The consultancy cell has been established to facilitate the development of relationships between the University and industrial partners. It works as a Liaoning unit with industry counterparts for identifying the opportunities and challenges so that innovative solutions for technological and industrial problems may be given for the development of society.

Research scholar(s) and teacher(s) of the Department of Food Science & Technology has taken up the consultancy services in industries mentioned in the table below:

Details of consultancy services provided by the teachers of the University are as under:

1.	Particulars ofteacher/scholar	Dates of consultancy services	Name of the organisation	
1.	Mr. Nishant Kumar	Nov 2018	Yuvi Aspiring Pvt. Ltd., Gurgaon	
1.	Mr. Nishant Kumar	Apr 2019	OSD Aspiring Pvt. Ltd., Sector 12, Fbd	
1.	Mr. Nishant Kumar	Dec 2019	Om Brewtech, Gurgaon	
1.	Mr. Nishant Kumar	Nov 2021	Kaizen Brewing LLP, Gurgaon	

1.	Dr. Manju Nehra	Jan 4, 2020	Keshav Polypacks, Moriwala, Sirsa	
1.	Dr. Manju Nehra	Jan 11, 2020	Swasthik Agro Industries, Sirsa	
1.	Dr. Manju Nehra	Aug 16, 2020	Swasthik Agro Industries, Sirsa	
1.	Dr. Manju Nehra	Jan 20, 2021	Swasthik Agro Industries, Sirsa	
1.	Dr. Manju Nehra	Jan 31, 2021	Keshav Polypacks, Moriwala, Sirsa	

File Description	Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[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: 0

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

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

File Description	Document
Institutional data in prescribed format	[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:

Universities play a crucial role in the upliftment of society as a whole. It creates awareness regarding various issues like the need for women's empowerment, Beti Bachao Beti Padhao, Kanya Bhrun Hatya, Swachh Bharat etc. University has also fulfilled its role actively by taking various initiatives in various academic years. It has promoted equality irrespective of gender, race, caste, colour, and language. The following extension activities/programme in the neighbourhood community has been organized in sensitizing the students to social issues and holistic development by the University: -

- **2020-21.**

  1. organized Freedom Run in University Campus on 13 August 2021.
  2. Legal Literacy Camps were organized at Govt. Sen. Sec. School Bajekhan Sirsa 04/02/2021.

- **2019-20.**

  1. The induction cum gender sensitization programme was organized on 24 December, 26 December, 28 December.
  2. International Women's Day was celebrated on 08 March 2020.
  3. The Rangoli and Poster Making competition was organized on Beti Bachao Beti Padhao and Drug Deaddiction on 25 February 2020.
  4. Legal Literacy Camps were organized at Gram Panchayat Mirpur, Sirsa 31/08/2019, Gram Panchayat Bajekhan Sirsa 31/08/2019, Gram Panchayat Chatagar Patti, Sirsa 25/02/2020 and Gram Panchayat Neggadella Kalan, Sirsa 26/02/2020.
  5. Holding Camp in District Jail Sirsa by Dept. Of Law for accessing the issues and difficulties faced by inmates on 25/02/2020 and 'NASHA EK ABHISHAP' on 02/03/2020.

- **2018-19.**

  1. Swatchta hi Sewa Abhiyan was organized on Plastic Ban Awareness campaigning 30 September.
  2. Group discussion on the theme 'Keep Cool and Carry-on Montreal Protocol' on 16 September.
  3. Department Level Debate on the role of women in the upliftment of society was organized on 23 October.
  4. Legal Literacy Camps were organized at Geeta Sen. Sec. School, Shahpur Begu (Sirsa) on 26/02/2019, Gram Panchayat Ahmedpur, Sirsa on 09/04/2019, Gram Panchayat Vaidwala, Sirsa on 10/04/2019 and Gram Panchayat Khairka, Sirsa on 11/04/2019.
  5. Road Safety Awareness Campaign by Dept. of Law on 03/08/2018.

- **2017-18.**

  1. A programme on Polythene free campus was organized on 04 August and 15 December.
  2. An extension lecture was organized on "Biodiversity" on 17 February,
  3. Earth Day was celebrated on 22 April.
  4. Legal Literacy Camps were organized at Gram Panchayat Shahpur Begu, Sirsa, on 15/02/2018.

- **2016-17.**

  1. "Earth Day" was celebrated on 22 April.
  2. "World Environment Day" was celebrated on 05 June.
  3. Organized a rangoli and poster making competition theme "Beti Bachao and Beti Padhao" and

"Kanya Bhrun Hatya" on 30-31 march.

4. An educational tour of students around Jim Corbett National Park, Mussorie, Dehradun on 8-13th March.

5. Legal Literacy Camps at Gram Panchayat Ahmedpur, Sirsa on 17/03/2017, Kelania, Sirsa on 22/03/2017 and School, Chhatergarh Patti, on 27/03/2017.

Impact of Extension Activities

- Camps:Seven Day, One Day, Rally, Literacy Camp, Female Foeticide in adopted villages of University, i.e. Chhatergarh Patti, Vaidwala, Nezadela Kalan, Nezadela Khurd, Handikhera, Kanganpur and Kotli.
- During Covid-19, students/volunteers of the University distributed handmade masks and spread awareness under the guidance of NSS Cell. People started using
- NSS Volunteers educated many illiterate people of districts under the jurisdiction of CDLU.
- NSS Volunteers saved many lives by donating blood.
- Approximately nine girl volunteers won awards at State Level and National Level Camps. One girl volunteer was selected for Pre-RD Parade from University. Due to it, the girl's student enrollment increased year by year.
- Students of the University starts to wear helmets after organizing the programmes under Road & Safety Clubs and NSS.

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

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

Response: 12

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

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

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

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

Response: 36

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	6	6	1	8

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: 54.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
1748	508	889	0	972

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: 61.6

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

five years.

2020-21	2019-20	2018-19	2017-18	2016-17
167	91	35	15	0

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: 7

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	0	1	0	0

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:

Chaudhary Devi Lal University understands the requirement of a physical infrastructure for the teaching-learning process. Students at the institution can follow their ambitions in a safe and encouraging environment. The institute's state-of-the-art facilities include computer laboratories with cutting-edge technology, an automated library with the latest version of KOHA, and a media lab, to name a few. Moreover, it has cutting-edge research facilities for food analysis, fruit and vegetable processing, genetic engineering, animal biotechnology, microbial biology, and plant biotechnology, among other things. A wide range of computer equipment is available in faculty offices, committee halls, and seminar halls. There is free Wi-Fi access accessible across the whole campus. Campus facilities include many playgrounds, multipurpose rooms, gyms, dormitories, and canteens.

The Shopping Center on campus provides a range of services and amenities, including a Xerox machine, a stationery store, an ATM, a bank, a juice bar, and a laundromat, among others. The facility has a café, an auditorium, and other amenities. The capacity of CDLU to combine a unique educational philosophy with remarkable and modern teaching-learning facilities and strong campus culture is critical to the institution's climb to prominence in this educationally backward area. The CDLU is proud to have completed the construction of the university's cutting-edge infrastructure in less than two decades.

The four teaching blocks are named Tagore Bhawan, C.V. Raman Bhawan, Ambedkar Bhawan, and APJ Abdul Kalam Bhawan, respectively. Each educational facility is divided into several sections or divisions. Aside from that, each department has access to at least one intelligent classroom. A smartboard and projector are available in each department for interactive use. Student motivation is bolstered by the slogan "Today's Learners, tomorrow's Leaders," which challenges them to work hard to achieve their goals while enjoying a friendly educational atmosphere. Lessons take place in spacious, brilliantly coloured, and well-ventilated classrooms. Students may take their seats in a classroom with 60 seats and LCD projectors mounted on the walls.

Some of the excellent instruments available in the university's science and technology departments include a Gel Documentation System, a PCR system, a gel-electrophoresis system, a fermenter, a spectrophotometer, -80°C and -20°C refrigerators, a vacuum thermal coating system, a distilled water assembly, a magnetic stirrer, a water bath, an ultrasonic cleaner, a vacuum oven, and a rotating shaker. There is a well-equipped Moot Courtroom for students in the Law Department.

File Description	Document
Upload any 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:

Sports and cultural activities are positive aid to educational development and are imperative for forming a sense of self-worth in an individual. Every student is an ambassador of the true spirit of CDLU-on and off the sports field and stage. Students get an opportunity to experiment with various cultural activities and sports that they wish to pursue, both to excel in or as a hobby. Chaudhary Devilal University, Sirsa, has world-class sports and cultural activities infrastructure. We have one auditorium with a seating capacity of 450, where many cultural functions are organized, including Talent Hunt, a celebration of important days and festivals.

There are four open-air theatres on the campus, including one amphitheatre, where students may present a variety of creative performances. We have a multipurpose hall with a seating capacity of about 3000 people. Numerous notable events, such as Convocation, Youth Festivals, and other gatherings, have been held there in the past. The multipurpose hall and the Badminton and Squash courts are provided with a well-equipped multiutility gymnasium for both men and girls. The multipurpose hall also has space for meditation and yoga, which may be used for various activities. MP Hall has three seminar rooms, which may be used for quizzes, symposiums, and other programs talks within the institution.

Seminar halls are located across the institution, and they are often utilised for exams, cultural programmes, and other department-level events. Faculty/Department level events such as Yoga classes and competitions, interdepartmental quizzes and declamations, poetry recitations, and celebrations of special days such as Teachers Day, Women's Day and Constitution Day, among others, are also often organised at these facilities. Open-air theatres are located around the University, including the herbal park, behind Multi-Purpose Hall, and on the eastern side of Abdul Kalam Azad Bhawan (Teaching Block-IV). When the weather is cooperative, these theatres are pretty helpful. Fete and fiesta events may be held in the hall located in the central hollow of the newly built Abdul Kalam Azad Bhawan (Teaching Block-IV), which has been designated as such.

There are extensive green lawns around all of the buildings, including the teaching blocks, administration blocks, libraries, dormitories (both for girls and boys), and even residential quarters, which are carefully maintained. In addition, there is a children's park.

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

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University has a 213-acre, four-Kanal, 12-marlas campus. The campus is 123011.00 square meters. The University devises techniques to maximise its physical assets. Academic, administrative, sporting and residential buildings were built. Budgetary allowances are created after each department/requirements

office appraises and sends its detailed demands.

Tagore, C.V. Raman, Ambedkar, and APJ Abdul Kalam are the four teaching blocks. At least one Smart Classroom is available in each Teaching Block department. Each Teaching Block Seminar and Committee Room has an interactive smart board and projector. The administrative and examination components of the University are located here. An 18-foot-tall eye-catching rotary monument of Chaudhary Devi Lal Ji can be seen right at the main entrance and in front of the Administrative Block.

The Vivekananda Library sits on the western side of the Administrative Block. It was formed on the second level of the Library Building until the new UITDC building was built. There are five hostels, three for females (720 students) and two for boys (440 students). These hostels have solar water heating, a gym, free Wi-Fi, CCTV, and reverse osmosis water coolers. Female students in need of emergency medical treatment are granted a vehicle. We have two squash courts and two 450-seat auditoriums in the Multi-purpose Hall. The Main Playing Hall, Auditorium, Conference Hall, and Committee Room all have projectors. The Multi-Purpose Hall is utilised for indoor activities. The Main Playing Hall and Auditorium have central air conditioning. There is also a 400-meter track and field for football and other sports like kho-kho and Kabaddi. Water and sewage treatment are self-sufficient. This plant generates 2000 units every day and saves the university around Rs.20,000/- per day.

Faculty House has 26 rooms, a lounge, and a dining hall for visiting lecturers. A Shopping Complex on the east side of Faculty House has 12 businesses, a restaurant, and a Punjab National Bank branch. The University has 155 faculty and non-teaching houses. These homes have every contemporary convenience.

In addition, a Day Care Center for children of University employees is nearby. A playground with swings and slides has been constructed for students on the university's residential campus. The campus is well-lit by streetlights and high-altitude tower lights, and the roads, parking lots, and walkways are all superb. The dormitory, administrative, instructional, and library areas are monitored by closed-circuit television. Each facility is equipped with handicapped-accessible ramps, signage, and other amenities. There are plans for a one kWP rooftop grid-connected solar energy plant and construction of the U.IT.D.C. structure. In addition to medical care, the University Health Centre also provides mental health treatments. An ambulance is accessible 24/7. The campus is beautiful, well spread, and lush green. Trees, plants, and flowers abound on the property. An open-air theatre with changing rooms and musical instruments is located at Herbal Park. Other features include a greenhouse and two glasshouses for students studying Botany, Zoology, and Biotechnology. This park is utilized for running and meditation. Some 12000 plants of different kinds on the campus contribute to the general ambience. There are more than 80000 square meters of trees and greenery on campus.

File Description	Document
Upload any 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: 25.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
620.85	960.34	1620.70	982.86	419.87

File Description	Document
Upload audited utilization statements	[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 has a beautiful Library named after Swami Vivekananda; having more than two more libraries in its fold, the Vivekananda Library accomplishes its tasks of reaching the broader academic community, i.e. students, faculty members and other readers. It has a full-fledged building exclusively for University Library. The Library has both physical collections and digital collections, i.e. e-library resources. The Library is completely digitalised and automated. We have 98397 Books and 118 Journals (2015-16-110, 2016-17-110, 2017-18-144, 2019-20-122, 2020-21-118) and a Wiley package comprising 908 Journals, 2131 reference books and thesis as a physical collection.

The library is fully automated through the KOHA software 21.5 version, and it is a free source. Koha's has many tools in the Tools module, such as establishing patron lists and membership cards, setting up the organization's calendar, browsing system logs, and generating news for the OPAC. The system is updated to import and export data, bulk edit things, and handle patron letters. Tool categories for Patrons and Circulation are Catalog tools and other tools.

 In the wake of digitalisation, the Library has e-resources, namely-books-10300+e-journals-10900+, lectures & video 8600+. The Library has signed an agreement with a company, namely Refread, regarding digital collection/e-resources. All instructors and research researchers have been issued with a unique ID and password that they may use to access e-resources at their leisure from any location. In the Library, we have three reading halls of this kind. The Reading Halls are accessible to students 24 hours a day, seven days a week. This facility is available to students and residents whenever they need it. Students and resident scholars from the SC/ST communities have a separate SC/ST book bank. Students from the SC/ST category may use this service to borrow books for the duration of their semester requirements.

Several different book sections are available, including the Humanities Section, the Science Section, the Social Science Section, the Thesis Section, and the Reference Book Section. In addition, there is a Digital Lab on the premises. The database laboratory is currently in the process of being established. The

necessary computers, databases, and workstations will be installed as soon as possible.To boost up these activities, there is a proper provision of Library Budget, which is as under:

Sr. No.	Year	Budget	Expenditure
1	2020-21	51 Lac	1334750
2	2019-20	125 Lac	10454674
3	2018-19	100 Lac	8660143
4	2017-18	75 Lac	3586597
5	2016-17	75 Lac	2550962

File Description	Document
Upload any 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: 83.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
14.62	149.94	148.79	38.55	66.03

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	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: 2.97

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

Response: 55

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

4.3 IT Infrastructure

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

Response: 20.26

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

Response: 31

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:

IT POLICY: Chaudhary Devi Lal University, Sirsa, has its own IT Policy to maintain, secure, and ensure its legal and appropriate use of Information Technology infrastructure (information assets). This policy establishes University-wide strategies and responsibilities for protecting the confidentiality, integrity, and availability of the university's information assets accessed, created, managed, and/ or controlled. Information assets addressed by the policy include data, information systems, computers, network devices, intellectual property, documents and verbally communicated information. The IT Policy works as

guidelines for using the university's computing facilities, including computer hardware, software, email, information resources, intranet and internet access facilities, collectively called "Information Technology (IT)". The purpose of IT policy is to set direction and provide information about acceptable actions and prohibited actions or policy violations.

The IT Policy of the University comprises the following aspects of Information Technology infrastructure in the university (i) Network usage policy, (ii) Email Account Usage Policy, (iii) University Website Policy, (iv) University Database Policy, (v) IT Hardware Installation & Usage Policy, (vi) Software Installation & Licensing Policy, (vii) Responsibilities of Branches, Departments (viii) Responsibilities of the Administrative Units, (ix) Guidelines for Desktop Users and (x) Residuary Provisions.

IT Facilities and Infrastructure:

1. **Internet Connectivity (Lease Lines)**

The university has procured the following three (03) different dedicated Internet Lease Lines for uninterrupted and 24 x 7 internet access for its stakeholders:

1. Dedicated Lease Line (1:1) provided by National Knowledge Network (NKN) with **1 Gbps** bandwidth since 2011.
2. The university procured Dedicated Lease Line (1:1) with **500 Mbps** bandwidth from Railtel Corporation of India w.e.f. 08.07.2021 for three years.
3. The university procured Dedicated Lease Line (1:1) with **100 Mbps** bandwidth from BSNL w.e.f. 10.08.2021 for the initial period of one year.

1. **Networking:** UITDC has established a University-wide Local Area Network (LAN) and W-LAN/Wi-Fi for providing internet facilities to all stakeholders. Optical Fibre based LAN setup has 400 nodes approx. Wi-Fi connectivity is available 24x7 in all buildings with 411 Access Points.

Wi-Fi connectivity in newly constructed Teaching Block No. 4 (Dr A.P.J.Abdul Kalam Bhawan) and a Data Centre with high-end and latest configuration servers with uninterrupted power supply for various IT projects like online admissions and online result processing, university website, digital library etc. is in process.

UITDC prefers the latest and next-generation IT tools and gadgets such as firewalls, L-3/L-2 switches, managed switches, routers, bridges, log servers, etc. to upgrade the existing IT infrastructure.

1. **Internet Access**

University has recently upgraded the software-based firewalls by procuring hardware-based Next-Generation Firewalls to provide a safe, secure, and restricted internet browsing environment. UITDC provides two-tier authentication to all university internet users to avoid unauthorized access and misuse of the internet. Each internet user is being allotted a unique user id and password.

1. **Webmail Services**

University has subscribed to for facilitating its stakeholders for smooth functioning of teaching-learning processes, online meetings, webmail services for official correspondence and

1. **Plan**

1. To upgrade the existing 1 Gbps networking setup to 10 Gbps networking by installing sophisticated hardware.
2. To expand high-speed Local Area Networks in remaining buildings.
3. To get a new building for University, IT, Data & Computer Centre (UITDC)

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

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

Response: 4:1

File Description	Document
Student – computer ratio	[View Document](#)

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

Response: D. 50 MBPS - 250 MBPS

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: D. 1 of the above

File Description	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: 4.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
251.8	152.8	175.7	122.9	100.7

File Description	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:

Civil, Electrical, Horticulture, and Sanitation are all divisions of the university's fully-fledged Construction Division, overseen by an Executive Engineer and responsible for the care and maintenance of the whole campus, including classrooms and laboratories, and grounds. Along with repairing and maintaining University buildings and power plants, the team is also responsible for supply and connections, funded by the university's maintenance budget. The institution follows a well-defined approach that combines in-house assistance, maintenance contracts with respected suppliers and service providers, and outsourcing to third-party organizations when it comes to resource management and utilisation. A general branch, reporting to the Assistant Registrar, is responsible for the administrative aspects and paperwork associated with the acquisition and maintenance of services and resources and the administration of various procedures for space allocation on the university's campus, including the distribution of university housing as needed.

The General Branch is responsible for the general maintenance of the campus's cleanliness and sanitation. The university has large, well-maintained lawns in almost all major teaching blocks and buildings. Among other tasks, the horticulture department is responsible for the robust and lush gardens, parks, sports fields/fields, and lawns.

Laboratory and Classroom: Laboratories are directly under the control of Chairpersons, and they ensure resources, maintenance, and disposal of the waste. Similarly, classrooms are under the direct control of Chairpersons and in time of need, two departments or more pool their resources for collective use. Examination centres of public services and in house entrance exams etc, are held in such pooled conditions. A sufficient number of teaching rooms/laboratories/seminar rooms and meeting rooms that are suitably equipped in line with statutory standards are maintained by departments. Classrooms, lecture halls,

and laboratories are all outfitted with audio-visual equipment, including LCD projectors. In addition to the whiteboard, specific departments make use of smart boards. Faculty, employees, and students may use the internet using Wi-Fi networks across the campus while cyber roaming. Through access to subscription films and other online resources, e-books, MOOCs, online courses, online journals, and electronic databases, a dynamic teaching-learning environment may be created to meet the needs of students.

The Library: Vivekanand Library is headed by a professor in charge and resources, books, journals, online and offline, are managed by library staff. The library is being automated through KOHA. The project is made up by providing the app e-library app accessible through mobile and computer and students, scholars and teachers can access massive subscribed and open access resources from anywhere. Developed by OEM Refread the application is cloud-based and is maintained by a third party and has been a success.

The university has a massive multi-purpose hall utilised for sports, culture, and other possible large gatherings and occasions of university level. The major state programmes are also held in the state-of-the-art auditorium and multi-purpose hall. Along with a badminton setup, the hall has a prestigious squash court, a Gym with Jacuzzi, and a VIP lounge. The whole facility is maintained in the house through the general branch.

Computers in the Central facility (Computer Centre) and departments are maintained through Annual Maintenance Contract (AMC) and it includes computers and peripherals like printers, scanners and UPS etc. Further, the IT Cell has established campus-wide Local Area Network (LAN) and W-LAN/Wi-Fi in the campus for providing the internet facility to the students, research scholars and the staff members. The LAN is built on optical fibre, and more than 400 nodes were originally linked in different university buildings. Wi-Fi services are now available to everyone on campus, including all hostels, the retail complex, the MP Hall, and all residential homes, 24 hours a day, seven days a week, thanks to 411 Access Points that cover both indoor and outdoor areas of the school.

Internet Access to Staff Members and Students: The university has recently upgraded the Firewalls by procuring Hardware-Based Next-Generation Firewalls with High-Availability facility to keep the safe, secure and restricted internet browsing environment in the campus. The IT Cell is providing two-tier authentication to all the students, research scholars, and the university's staff members to avoid unauthorised access and misuse of the internet. Every internet user is being allotted a unique user id and password. Further, every activity on the internet use in the University campus is being recorded by the University Firewall maintained by the IT Cell.

File Description	Document
Upload any 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: 2.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	46	5	46	29

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Institutional data in prescribed format	[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: 0

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

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

File Description	Document
Institutional data in prescribed format	[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

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

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: 4.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	105	80	32	17

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

2020-21	2019-20	2018-19	2017-18	2016-17
1642	1361	1650	1257	1273

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

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

Response: 2.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	41	28	17	8

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

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

Response: 5.82

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

Response: 56

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 67

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	19	21	6	21

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

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

Response:

The University's mission is empowerment and skill development among all the students. This requires students to participate in the organisation and management of the University's many duties and activities, not only teaching and learning approaches. Students must be actively involved in institutional governance for it to function effectively and efficiently, all the more so given the University's objective of providing hands-on experience in all facets and domains of life as part of its mission to prepare students for successful careers. Educators who want to educate students on being responsible citizens in a democratic society must be governed. Student's Union Elections is a policy decision decided by the state government yearly, depending on the law and order scenario, and the University complies with it. To strengthen the University's governance system, the University is dedicated to ensuring that students have an authentic voice in the numerous decision-making bodies of the institution.

Students participate in all university institutions, including the Academic Council and the University Court, within the provisions of the University Ordinance and associated legislation. Academic standards and testing processes are the responsibility of the Academic Body, the University's senior academic body, which is responsible for implementing such standards and procedures on campus. Academic Council has officially elected Student Council to represent students' interests on Academic Council. The Institution Court, the institution's highest court, is represented by the student council, the highest court at the University.

Numerous support services, including a book bank for low-income students, an earn-while-you-learn programme, and financial aid for differently-abled students, educational/cultural tours, a student counsellor, a student grievances cell, a language lab, and free civil service exams, are overseen by a full-fledged department called Students Welfare, which is led by the Dean (DSW). The program aims to teach students about available federal facilities and the appropriate laws, regulations, and procedures. Each academic year, a student introduction ceremony with speakers such as the DSW, Chief Wardens, and the Proctor is conducted. The Youth Welfare Committee must include at least one university student annually.

Specific University-wide programmes contribute to administration, decision-making, and outreach student involvement. These efforts are the University Outreach Program, the Red Cross Youth Services, and the National Service Program. Students have created a culture of creating committees, organisations, and clubs to promote academic, co-curricular, and extracurricular activities even at the departmental level. The

campus is infused with this culture. For instance, the Energy and Environment Department establishes organisations that do campus-wide energy use surveys and provide recommendations for conservation.

Similarly, students in most departments form clubs/society/platforms such as Literary Society in English and Foreign Languages Department. These are run by students who also serve as officers. They host quizzes, poetry reciting contests and essay writing contests. Additionally, they offer events in honour of Teacher's Day and the anniversaries of literary giants such as Tagore, Shakespeare, and Keats. Almost every department follows the same pattern, with student-run clubs and organisations. However, the pandemic shutdown significantly reduced these incidents due to lockdown during the 2020-21 school year.

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

Response: 11.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	9	10	9	9

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[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 Alumni Association of Chaudhary Devi Lal University, Sirsa, was founded to bridge the divide between the university and its former students and faculty members. The Association is a registered body. As the alma mater, it is responsible for maintaining an accurate database of alumni with all pertinent information, soliciting opinions, and informing alumni about University achievements, changes and triumphs. The Alumni Association's contributions have aided in improving the design and curriculum of various programmes offered by University Teaching Departments and establishing new departmental, college, and school structures. The Alumni Association has contributed significantly to the social awareness programme by sharing information about the admissions process, job placement options, seminars, workshops, and conference opportunities. Apart from that, the clubs are raising funds to establish a corpus for the university's financial stability.

The alumni association's primary responsibility is to organise alumni reunions, which might take place online or in person. Alumni gatherings have already been scheduled for April 22, 2018 (offline at the departmental and university levels), October 2020 (in an online mode at the departmental level), and November 2021. This is a university-level programme that is offered online. During these gatherings, alumni presented their experiences and challenges in their enterprises, professions, vocations, and other disciplines related to their areas of study. They shared their experience post education and tried to give us an opinion about where they think some alterations in pedagogy and course content was needed. Alumni emphasised the relevance of current market trends and gave students information on job options in various professions during these sessions. Apart from that, they interacted with the pupils and shared personal stories. Alumni often return to school to assist current students with event planning and organisation and provide support and assistance for the numerous student organisations. Business school graduates have been offered guidance on establishing a new business and growing it into a source of employment. As a result, two out of every four students have generated some income. Several recent graduates are involved in various activities, including social service and creative initiatives for youngsters in rural regions. These activities are very motivating and instil excitement in kids, resulting in a stronger appreciation for education for underprivileged children. When these graduates return to school, they serve as role models for students who want to follow in their footsteps and make a positive difference in the world.

Campus placements and summer and winter internships for university students studying science, computer science, and business administration are made possible by alumni donations. Following extensive engagement with all alumni, the university administration implements the proposals developed. More concepts are being created to boost the engagement and productivity of the Alumni Association to benefit the alma mater in terms of money and brand value while also increasing the involvement and productivity of the Alumni Association. As a result of these considerations, one of the most severe concerns affecting our institution at the moment, namely the issue of perception management, will finally be addressed.

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

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

Response: E. <5 Lakhs

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

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:

This University was established by the State Legislature Act 9 of 2003 to establish and incorporate a teaching-cum-affiliating university at Sirsa to facilitate and promote higher education, with a particular emphasis on emerging areas such as information technology and computer education, biotechnology, environmental studies, technology, and management studies, as well as to achieve excellence in these and related areas.

Vision: CDLU envisages, as its central purpose, the 360-degree transformation of young minds, through the dissemination of quality education, research and innovations, into a vibrant civilized society.

Mission:

The University is determined to provide a good-quality and well-rounded education and academic environment to all willing and have decided to join this institution. The University is destined to deliver knowledge in Science, Engineering, Commerce & Management, Humanities, Social sciences, Law, Education and all contemporary professional areas. It is committed to excellence in higher education. Education needs to have contemporary social relevance. Thus, the University has been updating itself in academic content and launching new academic programs to fulfil the market's demand for human resources and skills. We provide a cohesive environment for the faculty, students, and non-teaching staff that can provide scholarly contributions to their advancement of knowledge.

The Academic Programmes have been designed innovatively and flexibly. There are core, discipline-specific, skill enhancement, and open elective courses (for students from other departments) in each program's curricula that cover knowledge, critical thinking, interdisciplinary approach and adaptation, application development, ethics and leadership, problem-solving, skills and inferential knowledge, specialisation, and employability, among other topics. We are conducting quality research for the benefit of society. Our mission is to provide students with a holistic approach and enable a learning environment from various backgrounds.

Extension activities and outreach programs will be enhanced through University Centre for Outreach Programme and Extension (UCOPE) and Centre for Rural Studies (CRS). University Centre for Distance Learning (UCDL) was introduced to cater to students who could not take up their studies regularly.

In consonance with the mission statement, the University is committed to facilitating research and quality higher education in imparting knowledge within the jurisdiction of the University.

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

Response:

This University was established by the State Legislature Act 9 of 2003 and created statutory bodies like Court, Executive Council, Academic Council, Faculties, Finance Committee, Academic Planning Board, and Board of Studies (PG & UG) etc. The powers and duties of the Vice-Chancellor, Registrar, Deans, Directors, Chairpersons, Branch Officers and Nodal Officers are well defined in the university statutes and ordinances. Senior teachers are appointed to administrative positions, included in the Administrative Committees and Finance Committees, and encouraged to participate in various decisions. Members of the Committee give their opinions/recommendations on any issue, and the same is being examined/approved by the competent body, including audit. The University leadership was able to bring about substantial improvements in governance through participative management up to the lowest level. The restructuring committee meetings, in which faculty members, including Deans, Chairpersons, Regular, Contractual, and Part-Time teachers, participated and deliberated on the existing programmes running in the University and the introduction of new programmes, demonstrate participative management and decentralisation of power. w.e.f. 2022-23 as per NEP-2020.

Another example of effective leadership is the implementation of NEP-2020 w.e.f. The academic session 2021-22. The University administration organized one day workshop at India International Centre, New Delhi and invited top-notch educationists to frame the vision beyond 2020-21 of CDLU, Sirsa. After this exercise, 06 Graduate courses as per NEP-2020 were introduced in the University from the academic session 2021-22. They established University Centre for Outreach Programmes (UCOPE) to mitigate the skill gap in the students, and now it is fully functional.

10 Academic Council and 17 Executive Council meetings have been conducted to deliberate and decide the academic and administrative matters between 2015 to 2021. The Vice-Chancellor of the University is the Chairman of the Executive Council and the Finance Committee and is responsible for academic, non-academic and administrative activities and is involved in executing day to day support services for both students and employees. The Registrar is the Secretary of the Executive Council and Member Secretary of Academic Council and monitors the activities. Besides this, the cultural, sports, NSS and YRC offices have committees to decide their issues. The teachers, students and non-teaching employees participate in various committees in the capacity of members.

The decentralized governance model is evident as each Department/ Faculty functions as a separate subunit in deciding and implementing the student-centric programmes and activities. The matters of the departmental level are discussed in the Staff Council Meeting. This gives the Faculty an enormous sense of belonging and pride in the Institution, bringing out the best in them.

Chaudhary Devi Lal University's participative management believes in decentralizing administrative powers at every level for a robust administration and improved quality education.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Taking National Education Policy in University's Fold

Mission: The University realizes that the future of education has a new dimension called New Education Policy (NEP) 2020, and it is a key turn milestone.

Objective: Chaudhary Devi Lal University wants to make the New Education Policy a key turn event in the Academic journey of the University and a brainstorming session to understand the changing

Strategy. A guiding light was needed to forage into unknown territory.

Execution: Chaudhary Devi Lal University planned a one-day interactive session at India Habitat Centre, New Delhi, and invited Academicians of various Universities in Haryana and NCR to interact for deciding on future possibilities arising out of the impetus provided by NEP2020. The event was organized with Haryana State Higher Education Council, Chandigarh.

The attendees included Prof. B K Kuthiala, Chairperson HSHEC, Prof. Yogesh Singh, VC, DUS&T, Prof. Rajive Kumar, Member Secretary AICTE, Prof. R K Singh Dean, Delhi University, Sh. Raj Nehru, VC, SVSU, Prof. Somnath Sachdeva, VC KUK, Prof. Anubhuti Yadav, Dean IIMC Delhi, Prof. Vinod Garg, Dean CUP Bhatinda, Prof. Pankaj Mittal, SG, AIU, Prof. Tankeshwar Kumar, VC, GJUS&T Prof. Sushma Yadav, VC, BPSWU Khanpur, Prof. Raj Kumar Mittal, VC, CBLU, Bhiwani, Prof. Satish, IGNOU, Prof. Vijay Kumar, IIT Delhi, Prof. Rajiv Dhar, Director JIMS, Vasant Kunj, New Delhi, Prof. N K Bishnoi, GJUS&T, Dr Anil Gupta, KUK, Dr Gian Chahal KUK and Sh. B B Parson, Retired Judge, P&H High Court. Two full-blown brainstorming sessions were held, and through discussions and deliberations, many ideas were generated. Practically all aspects of contemporary education set up were discussed. The host University led by Prof. Ajmer Singh Malik, Vice-Chancellor, and Prof. Suresh Gahlawat, Dean Academic Affairs, and the IQAC team collected the ideas. These ideas were later crystallized into an inter-disciplinary, multi-disciplinary structure of education. The university started its journey towards inculcating skill-based embed programmes under the umbrella structure of LOCF. The need for skill empowerment as well as outreach and extension was realized. The University established the University School of Graduate Studies(USGS) and University Centre for Outreach Programmes and Extension(UCOPE) in its 29th Academic Council meeting(point 32 and 33) held on 24th July 2021, within four months, despite the hurdles of lockdown and pandemic at that time.

Results: Seven new Four-year degree programs (FYDP) were started under University School for Graduate Studies(USGS) with multi-entry and multi- exit. The student's response has been encouraging, and the changing ecology of Education in the next five years will provide the wings to the plan. Similarly University Centre for Outreach Programmes and Extension(UCOPE) has started rolling out skill enhancement add-on programs for students. We hope that once the lockdown is thoroughly taken off. The fruits of NEP will take some time to bear, but this is a timely investment of ideas and a strategic plan that the University shall be proud of in times to come.

File Description	Document
Any additional information	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:

Chaudhary Devi Lal University was established by the State Legislature Act 9 of 2003, and the assent of the Governor of Haryana was received on 28th March 2003. Power and duties were assigned to various bodies, viz. the Court, the Executive Council, the Academic Council etc., by the Act and Statutes. Haryana Govt. nominee and the Chancellor's nominees are these statutory bodies. The entire functioning of the university, including the organizational structure of the governing body, administrative setup and functions of various bodies, service rules, procedures, recruitment, promotional policies, and grievances redressal mechanism, are followed as enlisted in this Act and Statutes (https://www.cdlu.ac.in/university-act-2/). In his official capacity as the state's chief executive, the Governor of Haryana is also the Chancellor of the University that falls under his jurisdiction. As the university's principal executive and academic officer, the Vice-Chancellor is responsible for providing general direction and control over the institution's operations and ensuring that all university authorities' decisions are followed out thoroughly. The Registrar serves as the University's Chief Administrative Officer and reports directly to the Vice-Chancellor, who oversees, directs, and regulates their work.

Additionally, the university has appointed other authorities to oversee daily operations in compliance with applicable regulations. Haryana Govt. has developed a Uniform Accounts Code for all universities, and this university has adopted the same for accounts matters. Guidelines regarding service rules the appointment of teachers and non-teaching staff are being followed as per Haryana Govt. guidelines. The academic matters are dealt with as per UGC norms. Eligible regular teachers, Assistant Professors (contractual) and Part-Time Teachers as per UGC norms are appointed to cover the workload of this university.

This university has also developed ordinances for various activities like service rules, code of ethics, examinations, staff council meetings, etc. and available on the University Website in Calendar Vol. I, II & III (https://www.cdlu.ac.in/university-calendar-2/). These ordinances were regularly updated by the Academic/Executive Council of the University.

Minutes of the Academic/Executive Council are uploaded on the University Website, and the minutes were confirmed in the next meeting of the respective body. The action taken report is also considered by these bodies in the meeting. The UGC-mandated teacher promotion policy is in effect in this university, and all instructors have been promoted to higher positions under the Career Advancement Scheme. Similarly, non-teaching staff have also been promoted as per Haryana Govt. policy. The seniority list of the teaching and non-teaching has been prepared and circulated to all the stakeholders. Recently, the Govt. of Haryana has asked the universities to upload the employees' details on Human Resource Management Software (HRMS), and the same has been uploaded.

File Description	Document
Link for Additional Information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

CDLU has been following all the welfare and Promotional avenues floated by UGC and Haryana Government. The institution has effective welfare measures for teaching and non-teaching staff. The University has various staff welfare schemes, including the following:

1. Loans at concessional interest rates for construction of houses and purchasing of vehicles.
2. Interest-free loan to Group C & D employees for the purchase of wheat.
3. Festival loan for non-teaching employees.
4. Loan for the marriage of daughter/son at concessional interest rates.
5. 50% tuition fee concession to the children of the employees getting an education in the courses offered by the University.
6. Teachers and Non-teaching employees are provided ample opportunities to upskill and gain further degrees.
7. Reimbursement of expenditure on school education of two children @ Rs. 750/- per month per child.
8. Old Pension Scheme and New Pension Scheme for employees in the service of the University before and after 2006, respectively.

9. Provident fund facility
10. Provision of Gratuity
11. Ex-gratia payment
12. Employees Benevolent fund
13. Leave Travel Concession (LTC) benefits the employees in either one month's salary or reimbursement of expenditure on Leave Travel if bills are submitted.
14. Teacher welfare fund for teachers.
15. Six months Maternity Leave to female employees.
16. Child Care Leave to female employees for two surviving children up to the age of 18 years.
17. Several other types of leaves such as Special Casual Leave, Hospital Leave, Anti-Rabies Treatment
18. Leave, Quarantine Leave, Half Pay Leave, etc. to meet exigencies and emergencies.
19. Residential accommodation
20. Faculty House
21. University Health Centre for free medical advice/medication for employees and their families.
22. Full medical reimbursement for indoor treatment of employees/dependents in theUniversity impanelled hospitals.
23. Creche facility for kids of the employees.
24. 24x7 wi-fi facility
25. Bank, shopping complex and canteen facilities available on the campus.
26. Multipurpose Gymnasium and other Sports facilities.
27. Herbal Park and other parks for keeping good health of the staff and students.

There are well-laid out promotion and Career upward movement mechanisms for all teachers and employees. IQAC processes CAS cases, and promotions are awarded on time. Thirty-nine teachers got a CAS promotion in the last 12 months itself. Similarly, a lot of non-teaching employees got upward movement. There are well-laid out rules and promotions are processed as a priority. IQAC, formally and informally, supports CAS cases, and teachers are supported in processing and making applications when a case of CAS is due. Teachers have their representation in all decision-making bodies, including Executive Committee, University Court, etc. Similarly, democratically elected non-teaching employees' union remains effectively active and ensures a just and fair treatment to one and all. Checks and balances are effectively working, and transparency exists in all welfare schemes that University offers to its employees.

File Description	Document
Any 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: 3.91

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	6	14	13

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

Other Upload Files	
1	[View Document](#)

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

Response: 0.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	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](#)
Any additional information	[View Document](#)

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

Response: 2.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	3	3	10

File Description	Document
IQAC report summary	[View Document](#)
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Mobilization of Financial Resources

Academic processes and infrastructural development are continually advanced at the university due to ongoing attempts to mobilise resources for these purposes. In addition, the programmes offered by the Directorate of Distance Education produce a considerable amount of cash for the organisation. Student tuition collections, research project funding, RUSA grant-in-aid awards, the commercialization of Institution resources, and interest earned on the university's corpus fund are among the sources of revenue that provide income for the university. The State Government also contributes financially to the university since it is a state institution.

Optimal Utilization of Funds

Faculty and administrative units at each university determine their annual financial requirements for maintaining existing academic processes and physical infrastructure, developing new infrastructure, improving laboratory facilities, strengthening information and knowledge delivery systems, enhancing co-curricular, extra-curricular, sports and other student-centric activities and submitting those requirements to the university with justification, among other things. Following consideration of the demands of each department or office, appropriate budgetary arrangements are established in the university budget with the consent of the statutory authorities. Additionally, the University maintains a Pension Corpus Fund, responsible for providing pension/retirement benefits and death benefits to regular university workers. The money allocated to the University is not used in any unnecessary manner. In most cases, acquisitions of tender/bid above Rs.1.00 lac are conducted via e-tendering openly and transparently.

Auditing

The revenue and expenditure are fully pre-audited by the Local Audit Department and post-audited by the Principal Accountant General (Audit) of Haryana, Chandigarh, before publication. The use certifications for different grants are submitted to the appropriate authorities after being audited by an independent auditor. The Finance Committee, Executive Council, and Court of the University are allowed to review and approve the Annual Audit Report published by the Local Audit Department and the Balance Sheet and Budget Estimates for the next fiscal year.

It has codified and published its own financial rules and regulations accessible to the university community and other stakeholders through the University Accounts Code Part-I. This code is used to monitor the effective and efficient use of funds and is referred to by the university community and other stakeholders for their convenience. Generally speaking, the concepts of financial management and control are laid forth in Chapter 2 of the University Accounts Code, Part I. Quality checks and standard government procedures are religiously followed.

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: 19611.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
1000	4867.74	4807.99	4000	4935.36

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

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Budget provisions are formally identified and approved yearly. The expenditures are made most economically and transparently in conformity with the procedures prescribed in the rules. The income and expenditure of the University are subjected to the regular audit. The audit procedure of accounts is given under Para 2.14 in chapter 2 of the University Account Code (Part-I).

The University has a mechanism for its internal and external financial audits. Internal audit is an ongoing continuous process, and the external auditors verify and certify the entire Income and Expenditure and the Capital Expenditure of the University each year. Auditors from Local Audit, Govt. of Haryana have been posted. A team of staff under them do a thorough check and verification of all vouchers of the transactions carried out in each financial year towards internal audit.

The revenue and expenditure are fully pre-audited by the Local Audit Department and post-audited by the Principal Accountant General (Audit) of Haryana, Chandigarh, before publication. The use certifications for different grants are submitted to the appropriate authorities after an independent auditor has audited them. The Finance Committee, Executive Council, and Court of the University are allowed to review and approve the Annual Audit Report published by the Local Audit Department and the Balance Sheet and Budget Estimates for the next fiscal year.

It has codified and published its own financial rules and regulations accessible to the university community and other stakeholders through the University Accounts Code Part-I. This code is used to monitor the effective and efficient use of funds and is referred to by the university community and other stakeholders for their convenience. Generally speaking, financial management and control concepts are laid forth in Chapter 2 of the University Accounts Code, Part I. Quality checks and standard government procedures are religiously followed.

So, the University accounts are audited regularly by both internal and external statutory audits. Similarly, an external audit is also carried out elaborately by the Principal Accountant General (Audit), Govt. of Haryana. A 3-4 auditors team is sent by Principal Accountant General (PAG) to verify/check the accounts. When pointed out by the audit team, omissions and commissions are immediately corrected/rectified, and

precautionary steps are taken to avoid recurrence of such errors in the future. Audit objections are taken up as a top priority, and the department concerned/related branch takes necessary steps to get it rectified seamlessly.

File Description	Document
Any 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 Internal Quality Assurance Cell (IQAC) of Chaudhary Devi Lal University was established in 2010 and has consistently strived to improve the University's quality since then. The Cell, through the efforts of a Coordinator and a Director of Professor rank, keeps a close eye on the development and implementation of new schemes and curricular issues by agencies such as the UGC, the AIU, and others and strives to stay current with the changing ecology of education at the national and international levels. The IQAC has made significant contributions to the institutionalization of quality assurance via implementing a variety of successful quality improvement initiatives. There are two of them:

The first initiative is to implement the CBCS.

Inspired by the peer team's exit report from Cycle One, the IQAC pushed diligently to establish a Choice Based Credit System, which the University eventually adopted in the academic year 2017-18. All postgraduate courses provided on the University Campus have been converted to CBCS, and an entirely new curriculum has been designed for this purpose. The semester system was previously established, and students' courses were grouped into three broad categories: Core Courses (CC), Discipline Specific Electives (DSE), and Open Electives (OE) (OE). To begin, it was established that 60% of the CCs, 30% of the DSEs, and 10% of the OEs should be kept on hand. Later, as part of the Learning Outcomes-Based Curriculum Framework (LOCF) restructuring, it was made even more flexible, with the number of Core Courses increased from 50 to 60, the number of DSE courses increased from 30 to 40, and the number of Open Electives increased from 10 to 20. Additionally, students may use a MOOC platform to pursue Open Elective programmes at the college.

Initiative No. 2: Industry interface

IQAC convinced the University, at a meeting on April 25, 2018, that integrating industry into curriculum development was, in fact, a good idea. It has been reported that the academic business faced a skills deficit on multiple occasions. It is a well-known fact that academia generates innovation and that the business sector commercialises such inventions. A productive interface between industry and academia is critical in today's knowledge economy. Recognizing this, the cell ensured that all academic boards in all departments would have representation from industry experts before the LOCF curriculum update began in 2020 and

that all UG and PG boards in all faculties and departments were reconstituted following this requirement. Today, all boards of directors contain at least one person from the appropriate industry whose feedback was solicited and used. Additionally, it was assured that, to the extent possible, industry professionals were recruited from among the university's graduates, as their expertise and experience would serve as an additional push in the desired direction. As a result, syllabi now have more potential to build better future employees from pass-out students than before.

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

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

Response: 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
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:

Chaudhary Devi Lal University is in the second cycle of NAAC accreditation and the first evaluation process proved very fruitful to the University. It was an eye-opener as the University failed to stand up to the mark in terms of gradation. However, at the same time, creating the self-study report, peer team visit, exit meeting, and final evaluation report came very handy to have an introspection and build up University, which can fulfil all stakeholders' aspirations. A lot of formal and informal brainstorming went into reshaping some existing features. A gap assessment was also done constantly through IQAC and other bodies, and many quality enhancement initiatives in the academic and administrative domains were successfully implemented. Two are being presented here:

Alumni Relationship and Feedback- During the exit meeting and in the evaluation report, the institution could not establish and expand this pillar to its full fruit-bearing capability. As a result, efforts have been made to strengthen the Alumni Association through continuing work. Even though the lockdown and other pandemic-related limitations have severely limited the association's potential to develop over the last two years, the association's ongoing efforts to enhance Alumni have begun to bear fruit in these conditions. Today, we are persuaded that it is responsible for keeping an accurate alumni database with all required information, gathering feedback, and educating Alumni Association members about its transformation and accomplishments. Additionally, the Alumni Association used alumni comments to improve and make necessary modifications to the plan and syllabi of various programmes offered by University Teaching Departments and establish new departments, colleges, and institutions within the university system.

Additionally, the alumni association has scheduled alumni gatherings for April 22, 2018 (in offline mode at the department and university levels), October 2020 (in an online format at the department level), and November 2021 (all in offline mode) (online mode-University level). Alumni meet-ups have previously taken place on April 22, 2018 (offline mode-department level and university level), October 2020 (online mode-department level), and November 2021 (all at the university level) (online mode-University status). Alumni addressed their professional and personal experiences and the obstacles they met in their enterprises, professions, positions, and other fields relevant to their studies during these events.

Digitization: IQAC constantly felt the need to make use of the best infrastructure in terms of hardware and software in the teaching-learning process as well as in official activities like admission, examination, day to day office file work and other administrative activities. The following are the main features of the results in this direction:

1. The existence of at least one classroom with a large screen for ICT enabled classroom
2. Existence of robust Wi-fi and LAN facilities providing Internet Access to Staff Members and Students in the whole campus
3. **University Webmail Services**
4. **G Suite implementation for Google classroom and other cloud-based LMS**
5. Constant strengthening of UITDC. The University signed a Memorandum of Understanding with GJUS&T Hisar on 08.03.2021 to invite online admission applications for various courses offered by University Teaching Departments, University School of Graduate Studies, and University College beginning with the academic session 2021-22.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Our Institution has a strong work culture that is based on inclusiveness. Equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, place of birth, origin, etc. Safety, security, well-being, gender equity, and a positive work environment are the issues of key concern of the University. Measures initiated by the Institution for the promotion of gender equity are as under: -

- Appointment of officials in Departments based on Gender Equity

	year	Total in last Five Years (2015 to 2021)	
Deans	Male	16	
	Female	07	
Chairpersons	Male	42	
	Female	20	

University has handed over the Charges of Deans to 7 female faculty members (30.43%) and Chairpersons to 20 female faculty members (32.26%) in the various Departments from 2015-2021.

- Enrollment Ratio of students in the University based on Gender Equity

Year	2016-17	2017-18	2018-19	2019-20	2020-21	
Male	1433	1292	1413	1433	1365	
Female	1326	1364	1341	1601	1846	

University has enrolled 51.64% of female students in the various Departments in the last 5 years.

- University has appointed three female officials (Programme Coordinator, NSS & YRC and 2 Female Programme Officers) out of 4 under NSS Cell.
- University has initially initiated the "Earn While You Learn Scheme" for five girl students on an experimental basis.
- University has initiated the establishment of the Working Women Hostel for the working faculty.
- University has formed Grievance Redressal Committee.
- Women Complaints Committees have been constituted in each department of the University.
- Mentor/mentees groups have been formed in each department to address the problems of the girl's/boy's students.
- 30% of seats have been reserved horizontally for female candidates in each category for MPEd programs.
- University has appointed female apprentices under National Apprenticeship Promotion Scheme (NAPS).

CDLU shows gender sensitivity in providing facilities such as:

1. **Safety and Security:** A full-time warden is appointed to ensure safety and security in the Girls'

hostel. Multiple lady guards are also provided shift-wise at entry points in the hostel. Other facilities such as 24-Hour CCTV surveillance in office, classrooms, and in corridor Complain Box, Grievance Redressal and Sexual Harassment Committee, MI rooms, Fire Safety Equipment are provided

2. **Counselling:** The Institute provides academic stress-related personal counselling and guidance to male and female students.
3. **Common Rooms:** the institute provides separate common rooms in boys' and girls' hostels. Each common room is equipped with Air Conditioner, television, a mini-library maintained by the hostel committee, and other necessary things.
4. **Day Care Centre for children of the staff**.
5. **Other** like Gender Equity in sports and cultural activities, Ladies waiting for cum recreational room, Restroom for girls.

Gender Sensitization is one basic requirement for the normal development of any individual and society as a whole. The university is very keen on human resources' desires, aspirations, abilities, and professional skills without any discrimination about their gender.

Awareness regarding gender sensitization is created through seminars, workshops, Lectures, poster-making competitions, Debates, and group discussions are also conducted at Department or University level. Girls are motivated to enrol and actively participate in NSS and NCC programs to develop their strengths, confidence, and leadership qualities.

In addition to these, universities, from time to time, organize various awareness programs like Beti Bachao Beti Padhao, Kanya Bhrun Hatya, Women Health Awareness Camp to sensitize students of the university regarding Gender Equality, Awareness, and need of Women Empowerment for the upliftment of the society as a whole.

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: B. 3 of the above

File Description	Document
Geotagged Photographs	[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:

Solid Waste Management: The source of solid waste generation is from administrative blocks, residential apartments and departments in the campus. The biodegradable solid waste such as tree droppings, leaf litter, garden waste etc. are composted for use in gardens, parks and other horticultural purposes. The non-biodegradable solid waste includes various materials i.e. glass, metal waste, paper, plastics, workshop scrap etc. are provided to external agencies for recycling. Glasses, metals, plastic and other non-biodegradable wastes are collected and segregated at sources further by external agencies recycling. Dustbins are installed in various locations within the campus. The solid waste generated in the campus of CDLU is collected at the collection Point (Ref. Pic 1) by the Urban Local Body twice a week via trolley (Ref. Pic 2). University is planning to set up its own solid waste management plant in the campus.

- **Liquid waste management:** The liquid wastes generated in the campus include Sewage, Laboratory, Laundry, Hostels and canteen effluent waste. The generated wastewater is treated using Sewage Treatment Plant (STP) for further use in routine, sprinkler and drip irrigation processes applied in various horticultural activities, i.e. herbal garden, lawns, trees, etc., maintained in the campus. The sludge settled in the STP is collected, dried and applied as manure in the garden area. The liquid wastewater generated on the campus is treated and reused. The wastewater entering the STP is tested for routine physic-chemical parameters, i.e. pH, Colour, Odour, Chemical Oxygen Demand (COD), Biochemical Oxygen Demand (BOD), Total Suspended Solids (TSS), Total dissolved solids (TDS) etc. at regular time intervals.

·**Biomedical waste management:** Biomedical waste is generated by health care facility centre in the campus. The waste is properly disposed of by following standard procedures of Biomedical waste management rules 2016 i.e. use of coloured bins designated for different types of waste and its management etc. the generated biomedical waste is handed over to designated vendors.

· **E-waste management:** For the proper disposal and management of the generated E-waste, the institution follows E-waste management rules 2016. Electronic goods/ gadgets/ items, the equipment that cannot be refurbished for re-use is dismantled and remanufactured into marketed recyclable raw materials (i.e. metals, plastics, glass). The company/vendor ensure that the E-waste does not end up in a landfill. A variety of E-Waste i.e. Computers, printers etc. is disposed of to vendors through a buyback policy for further recycling and reuse of the E-waste. UPS Batteries are recharged/repaired/exchanged by the suppliers in buyback policy.

·**Waste recycling system**. Sewage Treatment Plant (STP) for generated liquid waste is installed on the campus, having a capacity of 1 MLD (Million Litres per Day) (Pic needed). Solid waste such as leaf litter is composted in gardens, parks and other horticultural purposes.

·**Hazardous chemicals and radioactive waste management**

Hazardous waste management (The waste composed of hazardous chemicals generated from different

laboratories of science departments were disposed of by following procedures of Hazardous and Other Wastes (Management & Transboundary Movement) Rules, 2016). However, no radioactive waste is generated in the university).

File Description	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: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

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

1. **Green audit**
2. **Energy audit**
3. **Environment audit**

4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[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: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[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 university is committed to egalitarian and comprehensive education not only to its students but also to society. There is a wholistic concern, and the university ensures that an atmosphere conducive to building human and national character and culture exists. The University religiously follows the democratic spirit of nation-building.

The celebration of different occasions and events of cultural, social, and literary importance ensures that cultural and social cohesion is instilled among the students. Independence and Republic Day are celebrated with fervour and nationalistic zeal at the university level. Similarly, days like Teachers Day and University Foundation Day are also celebrated at the central level. Yoga day, Hindi Day, Woman's Day, Constitution Day, and Environment Protection Day are celebrated every year, and respective departments and offices/cells organise such programmes.

Even district administration celebrates a lot of cultural evenings and social programmes in the university Auditorium and Multi-Purpose Hall. Some special occasions like the 550th birth celebrated in the year 2019 at the central level, and many programmes like quiz, poetic recitation, bhajan singing, and speeches were organised with special emphasis on the life and teaching of Guru Nanak Dev ji were organised. 550th

Birthday of Guru Nanak Ji was celebrated with much fanfare and enthusiasm. Kabir Jayanti was celebrated at a large-scale programme, and a programme like Kabir's couplet (*Dohe*) singing and seminar on the life and teaching of Sant Kabir were held. A magazine was brought out to commemorate this. The Magazine called *"Samakrika"* has articles/ essays by students, scholars, faculty and non-teaching employees who eulogized Sant Kabir and brought out explications of his teachings.

On the 5th of April 2019, Sh. G Ganbold, His Excellency Ambassador of Mongolia, came down to the University, and an interaction programme was conducted, which proved an effective tool in knowing more about Mongolia's culture, values, literature, and society.

University promoted an NGO of its students called "Social Transformation and Educational Promotion" (STEP) and in tandem with the University in organising and carrying out activities such as teaching children of poor untrodden homeless families and labour. They collected and distributed books, foods, clothes and essentials to children of labour working on different construction sites. Though for the last two years, due to Covid-19, STEP has not been able to carry out its activities, we hope that as the conditions improve, STEP shall restart its activities. The well-spread, green campus is a hub of activities promoting equity and coexistence among humans, animals, flora, fauna, and nature in their respective grooves.

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 University is an integral part of society and has national and social aspirations are the golden ideals for all the stakeholders. As a democratic, socialist country, the Constitution contains a plethora of ideas and ideas that are intended to promote the general development of society and its citizens. The Constitution of India has provided various rights, duties, principles, modes, and means for the equality/equal opportunity, development, and livelihood of citizens, which collectively contribute to the nation's status as a complete sovereign welfare state, as demonstrated by the United Nations Development Programme. A wide range of schemes, programmes, orientations, seminars/ conferences/ workshops, and other activities are used by the University to offer access to the quality and value of the University's constitutional aim and life to students at all times. Moreover, the University is devoted to providing high-quality education and research and the entire development of the human person by developing values of responsibility in students and faculty, as stated in the Indian Constitution.

Included in this is the development of new schemes, courses, and patterns with the values of society in mind and the legal and constitutional framework, which demonstrates the relevance of value education for students and researchers. The Youth Red Cross, the Sports Council, the Director of Youth Welfare, the National Service Scheme, the Legal Aid Clinic, the Woman Complaint Committee, and the Anti-Ragging Committees are some of the most effective activities carried out by this University to instil values in the

youth, students, employees, and the general public. A second initiative of the Department of Law is establishing an organization called Unnati', which seeks to raise awareness of gender justice issues among female students at the university level. The detail is as under:

- At Master Level (LL.M.) open elective subject to sensitize the female students is introduced, **'Gender Justice and Law'.**
- At Master Level (LL.M.), open elective subject to sensitize about the rights' **Transparency and Accountability Law'** is introduced.
- Women Complaints Committee/Grievance Cell Constituted for women employees and girls students against sexual harassment/Abuses.
- Anti-Ragging Committee constituted for providing ragging-free campus for students.
- Legal Aid Committee to aware the students/public about their rights and duties
- Students Grievance Committee to redress the problem of the students.
- **Unati** Committee for the empowerment of girl students in the Department of Law
- Celebrations of International Women's Day every year by organizing different events like Quiz Competitions and Speech competitions on women's rights.
- Celebration of Constitutions Day every year by organizing quiz on Indian Constitution/Poster making/slogan writing
- Organizing Legal Awareness Camps by law students to aware people about their rights and duties in different villages in the district.
- Workshop for Law students by District Legal Service Authority, Sirsa to sensitize about the rights and duties
- Holding Camps in Jails, Court Compounds for accessing the issues and difficulties being faced by inmates and hosting Natak "NASHA EK ABHISHAP". / Webinar on the topic' Drug menace and precautions during COVID-19.
- National Seminar on Human Rights Education (2017)/ National Seminar on 'History of Independence'
- Extension lecture delivered on human rights by various lawyers/educationist

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

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

Response: B. 3 of the above

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

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

Response:

Celebrating festivals has become an integral part of learning and building a strong cultural belief. These celebrations bring the students closer to each other's traditions and cultural beliefs and develop respect and understanding for each other's customs and traditions. At Chaudhary Devilal University, we frame a calendar of yearly activities conducted by the Directorate of Youth Welfare which the Youth Welfare Committee approves. We have a culture to celebrate our Independence Day, Republic Day, Haryana Day, Founder Day, and it has become a regular feature of the University. Major festivals like Teej Vasant Mahotsav are also celebrated in traditional ways. Days like International Yoga Day are observed with fanfare by the Dean Student's Welfare. Additionally, even District Administration celebrates Yoga Day on the District Level, in the University Multi-Purpose hall.

Making pace with the latest advancements in techniques and technologies of the world, we at CDLU always keep our great men, freedom fighters, saints' memories alive through organizing seminars, functions, discussions, lectures, etc. Not only days, but we also celebrate weeks to spread the messages of our ancient culture and teachings like Geeta Jayanti Week Swami Vivekananda Week. In past celebrations, like the 550th birth centenary of Guru Nanak Ji was celebrated with fanfare, and so was Sant Kabir Jayanti.

Generally, a youth festival every year is held under a declared theme of national and social importance such as women empowerment, girl child, and communal co-existence. The Directorate of Youth Welfare promotes students taking part in such programs and spends a good amount preparing for Zonal level and University level Youth Festivals. Teams and students who win in the university level festivals are sent to inter-University, Regional and National level Youth Festivals. Days like International Women's Day are celebrated with gusto, and women teaching, and non-teaching employees are felicitated by recognising their outstanding contributions in their respective fields.

Events of Communal harmony and National importance are regularly held in the university with enthusiasm and fanfare.

File Description	Document
Geotagged photographs of some of the events	[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:

Best Practice-I

1. Title of the Practice: **Rolling out Courses as per National Education Policy 2020**

2. Objectives of the Practice: Chaudhary Devi Lal University is at the end of its teenage. The journey so far has been a learning process. The university is now ready to take on its wings and develop itself into a centre of excellence. One of the most giant stumbling blocks has been to attract the best talent in terms of students, teachers, and employees seeking admission and job. Many informal discussions went into it and realised that the university's perception and branding need to be brightened up to bring in the talent, hone it, and pass out students will become brand ambassadors. Unlike private universities, the only way forward is through academic excellence.

3. The Context: CDLU exists among stalwarts like KU, MDU, HAU, and GJU who excel in Haryana itself and Universities like DU, JNU, PU, IPU, Panjabi Univ, GNDU, and JMIU thriving at a distance less than three hundred Kms, and hence it is a severe challenge for our university to tap the local talent and become a priority for students and scholars in this region. Experience is an indicator that we receive only those students who fail to end up in these Institutions of high perception brand value. So, to bring a metamorphosis, National Education Policy 2020 provides the silver lining. Practically all HEI will roll out programs /courses as per NEP, and institutions that take the lead stand a chance of tapping the student market in a better possible view

4 The Practice: When the new educational policy came out, the university realised that the NEP 2020 would positively disrupt the Academic ecology at the national level. This may provide needed space for the aspiring institutes to stand tall and on a shoulder-to-shoulder status to already established giants. This entry point may provide the beginning of a new era for rising to the expected level and branding ourselves into a Centre of excellence. To conceptualize it and then further bring it on the ground, the university realised a need for brainstorming among the academic echelon and cherry-picking out the discourse. Resultantly an interactive programme was organised on March 05, 2021, collaborating with Haryana State Higher Education Council. Vice-Chancellors and Academicians of repute were invited to India Habitat Centre, New Delhi. Spread over two sessions, this one-day event was well attended by around 30 academicians who are among the who's who in the academic world of Haryana and NCR. Collecting pearls of wisdom and ideas that can easily be termed a treasure of knowledge, the university came back with a well-cut plan to roll out programmes/courses based on NEP 2020. CDLU became the first University in Haryana to have launched full-fledged four-year degree programmes (FYDP) from 2021-22. As a result, it was decided to create the University School of Graduate Studies (USGS) only for NEP-based programmes to meet their

specialised requirements and protect them from current environmental conditions.USGS was established in July 2021, taking a cue from the interaction amongst the academicians and long and thorough deliberations at the university level. Finally, the academic council approved the proposal, and the process of the establishment was completed within a short span of around 100 days. Seven NEP based Programmes have already been started from 2021-22, and these courses are B.Sc (Physics), B.Sc (Mathematics), B.Sc(Data Sciences), B Com (Banking and Insurance), BA (Economics and Finance), BA(Digital Journalism) and B.LIS. Multiple entry and exits have been planned, and these FYDPs are strict as per NEP. Launched with fanfare and enthusiasm, these are LOCF based programmes with well-demarcated PO, PSO and COs and well-mapped attainment.

5 Evidence of Success: Chaudhary Devi Lal University became the first university in the region to have launched programmes as per NEP2020 and got the desired attention and eyeballs, leading to change in perception. Even though the courses were authorised in late July and the university already had undergraduate courses operating under the auspices of University College, the University School of Graduate Studies made significant strides in its first year. Students have already taken the semester I test for the seven courses offered successfully following the NEP 2020. We are hopeful that the courses will be helpful to both students and the university as a whole. They will pave the way for the more extensive and more complete implementation of NEP 2020 and the convergence of pre-existing courses with NEP driven methodologies in the future years. There are plans to add new programmes for the academic year 2022-23, and the number of FYDPs leading to Masters degrees will be increased to 20 by the end of the fifth year. Research, project, and Industry-interface are some of the modules planned for the courses' final stages. University has plans to effectively use multi-entry and multi-exit in the true sense and map it with the Academic Bank of Credits.

6 Problems Encountered and Resources Required: The whole country passed through the pandemic and lockdown. The second wave of Delta was high during the summer of 2021. Even the university was limping through the routine work as a severe number of Corona cases among stakeholders cropped up. Nevertheless, the university was led successfully with the motto "when going gets tough, and even the tough get going." The university braced itself and seasoned all challenges to roll out University School for Graduate studies. **Physical and human resources were chalked out of the available ones, course curriculum and syllabi were generated in record timing, and the classes were started.** Teaching fresh students for a newly designed programme in online mode was another big challenge, and similarly, when it came to offline classes, the challenge shifted. In just one semester, both challenges were faced.

7 Notes (Optional): One senior Professor was given additional duties of Dean USGS, and existing faculty members were preferred to teach these courses. It takes a joint effort and an able leader to bring such a breakthrough.

Best Practice-II

1. Title of the Practice: **Handling Skill gap and Outreach through UCOPE**

2. Objectives of the Practice: During the discussion in a one-day interaction programme with Academicians, "Emerging Trends in Higher Education", held on March 05, 2021, at India Habitat Centre, New Delhi, the university realised that there was a need to bridge the gap of skills among the students and to develop programmes that could serve the needs of academic outreach; and to bear fruits of such programs, after a thorough discussion among the academicians a centre named University Centre for Outreach Programmes and Extension (UCOPE) was planned and established.

3. The Context: In the last decade 'Skill-gap' has been perhaps the most talked-about issue among education stakeholders. The presence of a divide between the academic world of curriculum and the needed skill set of the business has been repeatedly identified as the most severe flaw in conventional education in talks at the highest levels. There has been a great deal of thought put into finding a solution to this problem. The Chaudhary Devi Lal University investigated the matter thoroughly and developed a two-pronged strategy. **One course of action is to implement embedded courses per each region's skills councils, and the second is to build a Center dedicated to skill empowerment. UCOPE envisioned as a 'finish school' with outreach objectives, was ultimately created in the middle of 2021.**

4. The Practice: The Academic Council, in its 29th meeting held on July 24 2021, approved the establishment of UCOPE "for conducting and coordinating skill-based programmes for students, training programmes for diversified stakeholders". The Centre envisions to use education and technology for:

1. Inculcating basic skills among students'
2. We are facilitating avenues for the training and placement of the students.
3. We are conducting Outreach and Extension programmes by undertaking training and consultancy services.
4. All activities that have hitherto been called extracurricular and co-curricular, the academic aspects of such activities will be managed by UCOPE.
5. The Centre will focus on the extension of academic and research achievements of the university as required by the NEP, 2020.

In the last six months, the Centre has already designed and started delivering three programmes for Business Correspondence and Reporting, Basic IT skills and Computer Literacy and Career Orientation: Training and Development. The Centre has already conducted.

A language support tool "*Grammarly*" orientation webinar organised by UCOPE was well attended, where the faculty and scholars learned the software support in writing academic writings. Another similar training for "financial empowerment through finance learning" was conducted by National Stock Exchange Academy. Programmes of similar nature are planned, and there is every reason to believe that once the lockdown is completely waved, it will become the hotbed of skill empowerment for students and scholars.

5 Evidence of Success: One Office and some classrooms and faculty rooms have been allotted to the

Centre in the newly constructed APJ Abdul Kalam Bhawan(TB-4). A senior teacher has been assigned the duties of the Director. Many students have enrolled for the three skill courses, and before the end of even semester, they would have reaped the benefits of skill empowerment. The attendance and notices etc., of the programmes conducted (attached in evidence), are enough proof of the growing popularity of the programmes conducted in the aegis of UCOPE.

6 Problems Encountered and Resources Required: The Centre is pulling up its socks to take on outreach programmes in full enthusiasm and develop services for government employees and stakeholders in rural and urban public administration. Lockdown has been the biggest challenge for rolling out such programmes, but the online facility has been a saviour to a great extent. Once the centre reaches its optimum level, it shall cater to all the envisioned goals in the fields of skill, outreach, co-curricular and extracurricular domains. The academic ecology of skill training is yet to emerge in its full-blown existence.

7 Notes (Optional): Chaudhary Devi Lal University (CDLU) has taken the lead in skill and outreach empowerment. The future holds a golden promise for UCOPE and University through UCOPE.

File Description	Document
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:

Chaudhary Devi Lal University (CDLU) was established by Haryana state legislative Act no 9 of April 2003, which reads that it is "An Act to establish and incorporate a (teaching-cum-affiliating University) at Sirsa to facilitate and promote higher education with special emphasis in emerging areas of Information Technology and Computer Education, Biotechnology, Environmental Studies, Technology, and Management Studies and also to achieve excellence in these and connected fields". The thrust and priorities were set in the constitutional mandate itself, and the university has been trying to come true to the desired aspirations.

Since its inception, the university has focused its efforts on these topics, taking special care to suit the needs of the local population while simultaneously reaching international standards. Hence, it will not be an exaggeration to say that the university has taken a 'glocalization' approach. When we speak about glocalization, we mean the growing significance of global levels in parallel with the increasing importance of local and regional levels. The word "glocalization" needs to reconsider simplistic ideas of globalization as linear expansions of geographical scales.

CDLU has been keenly aware of this ideal right through. This glocal approach has been used in all aspects of university life, including teaching and learning, research, publishing, outreach, and any other possible extension of the institution's purpose. May it be opening new departments, programs, courses, or aligning itself to National Educational Policy 2020, the glocal approach has worked as a pole star for us. It has led us to a fruitful journey hitherto.

Researchers, faculty, and other stakeholders understand that the grain of the glocal strategy and research orientation is to provide solutions to local needs while maintaining global standards at the same time. This understanding extends even to micro issues such as selecting topics for PhD or research areas, writing articles and papers and developing. Though the same remains true to all the faculties and departments, this is even more accentuated in departments of Computer Education, Biotechnology, Environmental Studies, Technology, and Management Studies, which the Legislative Assembly has constitutionally mandated. It may sound idealist and universal, but when the examples are brought forward, it speaks volumes about how this distinctive feature beckons from our thrust areas and has been a priority.

It is the Faculty of Life Sciences (which includes the departments of Biotechnology and Botany), the Faculty of Engineering and Technology (which includes the Department of Computer Science & Application) and the Faculty of Commerce and Business Administration (which includes the Departments of Business Administration and Commerce) that have emerged from the constitutional mandate and have been at the forefront of this priority area. They have been excelling in their respective fields. While there are research projects on the global issues in the domains like:

- Artificial Intelligence, Machine Learning, IoT, Blockchain, Cloud Computing, Network Securities, Clinical Computing, Data Mining, Big Data Analysis, Digital Marketing
- Genome Annotation, Genetic engineering, genetically modified crops, and vegetables,
- Carbon emission, Environment monitoring and assessment, Waste management, Hydrogeochemistry, Zero-emission practices, Nanotechnology Biodiversity studies,
- Development of green technology, evaluation of Carbon and Water footprint, Environmental Microbiology,
- Studies on Agrochemical's impacts, Bio-Fungicide and development of fungal based biopesticide for sustainable management of disease especially of cash crops, food for sustainable growth to the problems of
- Financial behaviour and financial reporting standards align with contemporary auditing practices and follow the guidelines established by various government bodies like RBI, SEBI, and bodies like FICCI, ICAI, ICSI, ICWA, and WTO.

On the other end of the spectrum, the local issues have been at the centre of research in areas like:

- Alternative use of stubble straw, working on genetically modified cotton (Sirsa being cotton centre), uses of Kinnow (a variety of Oranges found in plethora in this region) in the processed food industry, to name only some, show the local relevance.
- We collaborated with the Pune-based Indian Institute of Tropical Meteorology, an Autonomous Institute of the Ministry of Earth Sciences, Govt. of India, and participated in Air Monitoring and Controlling by hosting the machine for a considerably long time.
- Products like Peanut press cakes and straw have been causing many problems for the governance, and different departments have been toiling hard to provide sustainable solutions.

Sirsa is placed on the cultural *Triveni* of Haryana, Punjab, and Rajasthan. You would come across scores of

Triveni plantations on the campus, a suitable metaphor representing Sirsa. No wonder CDLU has shown tremendous respect to it. The first patent of CDLU was filed on *Ficus religiosa,* popularly known as *Peepal,* which happens to be one of the Triveni, the other two being *Ficus bengalensis (Bargad)* and *Azadirachta indica (Neem).*

The University considers this a long-term goal to evolve a centre of excellence in these fields and auxiliary, ancillary, and related areas. Time and again, this constitutional mandate comes in handy to decide on things where there is some ambivalence and having built some strong fundamentals in these fields, now the second phase of consolidation is underway. The emerging academic ecology fields and the breakthrough and key turn events like National Education Policy (NEP 2020) have only accentuated our zeal and strengthened our commitment and alignment towards the constitutional mandate. Looking back, the university has shown considerable progress. When examined through the lens of time, the achievement in a period of fewer than twenty years should encourage us towards a significant achievement by the time we celebrate our silver jubilee in 2028. Still pursuing, still achieving can be the correct expression for what the university has to say about this.

File Description	Document
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

There are sixty-one affiliated colleges spread over two districts of Haryana, namely Sirsa and Fatehabad, under the university. More than forty thousand students study in these colleges. The university not only manages the examination of these students but try to provide an academic ecology to them and organise and coordinates various cultural and educational activities for them.

The university has become top-heavy as many teachers who joined as Assistant Professors have gradually been promoted to professors. The entry positions are becoming scarce and have to depend on Assistant Professors on a contract basis or guest faculty. The government has recently permitted to fill up some teaching posts. The university hopes to get permission to fill all vacant and sanctioned positions in the next couple of years.

Concluding Remarks :

Young and upcoming, the University has just finished its teenage and is in its twentieth year of operation. The University is committed to rising to a level where it can fulfil the aspirations, local and national, and prove to be a vehicle of social change through education, research, and outreach.

The University has come out of its weaning period, and the second cycle of gradation may prove the kind of launchpad it has been gearing up for quite some time now.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 32 Answer after DVV Verification: 27 Remark : DVV has made the changes as per programmes under CBCS.
1.4.2	**Feedback processes of the institution may be classified as follows:** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: E. Feedback not collected Remark : DVV has made the changes as per 1.4.1
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. **Number of mentors** Answer before DVV Verification : 172 Answer after DVV Verification: 211 Remark : DVV has made the changes as per shared report of mentors.
3.3.3	**Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.** 3.3.3.1. **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>6</td><td>4</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2</td><td>3</td><td>2</td><td>0</td><td>1</td></tr></table> Remark : DVV has not consider shared certificate of appreciation/ reviewing by HEI.
4.1.4	**Average percentage of expenditure for infrastructure augmentation excluding salary during**

the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
917.85	1870.34	3120.70	1782.86	689.87

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
620.85	960.34	1620.70	982.86	419.87

Remark : DVV has excluded Library Books from Audited statement (infrastructure augmentation) shared by HEI.

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)** 4.3.1.1. **Number of classrooms and seminar halls with ICT facilities** Answer before DVV Verification : 137 Answer after DVV Verification: 31 Remark : DVV has made the changes as per shared report of ICT facilities by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	28	60	7	43

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	19	21	6	21

Remark : DVV has not consider shared certificate of participation by HEI.

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).

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).*

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1000	4918.06	4807.99	4000	4935.36

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1000	4867.74	4807.99	4000	4935.36

Remark : DVV has made the changes as per HEI clarification.

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared report of code of ethics and code of conduct, Institution organizes professional ethics programmes for students, teachers, administrators and other staff.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification: {{TABLE2}}

Table 1 (before):

2020-21	2019-20	2018-19	2017-18	2016-17
55	43	61	53	40

Table 2 (after):

2020-21	2019-20	2018-19	2017-18	2016-17
40	43	46	37	30