



# YEARLY STATUS REPORT - 2020-2021

| Part A   |  |
|--|--|
| Data of the Institution                              |  |
| 1.Name of the Institution                            | CHAUDHARY DEVI LAL UNIVERSITY<br>SIRSA |
| • Name of the Head of the institution                | PROF AJMER SINGH MALIK                 |
| • Designation  | VICE CHANCELLOR                        |
| • Does the institution function from its own campus? | Yes                                    |
| • Phone no./Alternate phone no.                      | 01666248052                            |
| • Mobile no  | 9468100369                             |
| • Registered e-mail                                  | vc@cdlu.ac.in                          |
| • Alternate e-mail address                           | directoriqac@cdlu.ac.in                |
| • City/Town  | Sirsa                                  |
| • State/UT   | Haryana                                |
| • Pin Code   | 125055                                 |
| 2.Institutional status                               |  |
| • University   | State                                  |
|  |  |

|   |   |                |                             |                           |             |
|---|---|----------------|-----------------------------|---------------------------|-------------|
| • Type of Institution   | Co-education  |                |                             |                           |             |
| • Location  | Urban   |                |                             |                           |             |
| • Name of the IQAC Co-ordinator/Director  | Prof Pankaj Sharma  |                |                             |                           |             |
| • Phone no./Alternate phone no  | 01666248052   |                |                             |                           |             |
| • Mobile  | 9215507007  |                |                             |                           |             |
| • IQAC e-mail address   | directoriqac@cdlu.ac.in   |                |                             |                           |             |
| • Alternate Email address   | iqaccdlu@gmail.com  |                |                             |                           |             |
| 3. Website address (Web link of the AQAR (Previous Academic Year)   | <a href="https://www.cdlu.ac.in/wp-content/uploads/2020/12/AQAR-2019-20.pdf">https://www.cdlu.ac.in/wp-content/uploads/2020/12/AQAR-2019-20.pdf</a> |                |                             |                           |             |
| 4. Whether Academic Calendar prepared during the year?  | Yes   |                |                             |                           |             |
| <b>5. Accreditation Details</b>   |   |                |                             |                           |             |
| Cycle   | Grade   | CGPA           | Year of Accreditation       | Validity from             | Validity to |
| Cycle 1   | B   | 2.13           | 2015                        | 14/09/2015                | 13/09/2020  |
| 6. Date of Establishment of IQAC  |   |                |                             | 04/12/2010                |             |
| 7. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc. |   |                |                             |                           |             |
| Institution/ Department/Faculty   | Scheme  | Funding agency | Year of award with duration | Amount                    |             |
| Nil   | Nil   | Nil            | Nil                         | Nil                       |             |
| 8. Whether composition of IQAC as per latest NAAC guidelines  |   |                |                             | Yes                       |             |
| • Upload latest notification of formation of IQAC   |   |                |                             | <a href="#">View File</a> |             |
| 9. No. of IQAC meetings held during the year  |   |                |                             | 8                         |             |
| • The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.                      |   |                |                             | Yes                       |             |

|   |   |
|---|---|
| (Please upload, minutes of meetings and action taken report)  |   |
| 10. Whether IQAC received funding from any of the funding agency to support its activities during the year?   | No  |
| • If yes, mention the amount  |   |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets)   |   |
| Introduction of LOCF  |   |
| Digitization  |   |
| Self Sufficiency of Technology-based admission process  |   |
| Alumni Strengthening  |   |
| NPE implementation  |   |
| 12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year |   |
| Plan of Action  | Achievements/Outcomes   |
| To implement NEP in the university from 2021-22.  | Establishment of University School of Graduate Studies and University Center for Outreach Programme and Extension |
| 13. Whether the AQAR was placed before statutory body?  | Yes   |
| • Name of the statutory body  |   |
| Name  | Date of meeting(s)  |
| Academic Council  | 30/12/2021  |
| 14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?  | No  |
| 15. Whether institutional data submitted to AISHE   |   |
| Year  | Date of Submission  |
| 2021  | 18/05/2020  |

## Extended Profile

|  |      |
|--|------|
| <b>1. Programme</b>  |      |
| 1.1<br>Number of programmes offered during the year:   | 52   |
| 1.2<br>Number of departments offering academic programmes  | 25   |
| <b>2. Student</b>  |      |
| 2.1<br>Number of students during the year  | 3781 |
| 2.2<br>Number of outgoing / final year students during the year:                                     | 1595 |
| 2.3<br>Number of students appeared in the University examination during the year                     | 2299 |
| 2.4<br>Number of revaluation applications during the year  | 678  |
| <b>3. Academic</b>   |      |
| 3.1<br>Number of courses in all Programmes during the year   | 1398 |
| 3.2<br>Number of full time teachers during the year  | 172  |
| 3.3<br>Number of sanctioned posts during the year  | 355  |
| <b>4. Institution</b>  |      |
| 4.1<br>Number of eligible applications received for admissions to all the Programmes during the year | 4816 |
| 4.2<br>Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year  | 745  |
| 4.3<br>Total number of classrooms and seminar halls  | 113  |

|   |         |
|---|---------|
| 4.4   | 432     |
| Total number of computers in the campus for academic purpose      |         |
| 4.5   | 2828.46 |
| Total expenditure excluding salary during the year (INR in lakhs) |         |

## Part B

### 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 University

The university recognises the need of developing a curriculum that is responsive to the needs of students in the local, regional, national, and worldwide communities and makes a dedicated effort to do so. In 2020-21, our institution took all necessary measures to ensure that each Program's Programme Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) are also relevant at all levels. Each department's syllabi were reviewed and approved by faculty, alumni, and external subject experts, including representatives from the industry. The faculty at CDLU, Sirsa, reviewed national and international curricula while developing the syllabi, course outcomes, and programme outputs to ensure they fit the requirements and challenges. This university created the Syllabi Enrichment Committee, formed of the Chairperson of the relevant department, regular professors, two alumni, and one representative from industry or an employer. Along with course-specific outcomes and programme outcomes that have been clearly stated in the scheme of the specific programme and uploaded to the University Website, program-specific outcomes and programme outcomes have been clearly stated in the scheme of the particular programme and uploaded to the University Website. (Point 43 in the attached file)

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

#### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

### 1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

#### 1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1257

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.2 - Academic Flexibility

#### 1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

32

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

### 1.3 - Curriculum Enrichment

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

The above topics have been integrated into the curriculum to educate the stakeholders. Depending on the orientation and domain, all these issues are part of the curriculum in almost all departments.

#### Gender Sensitisation and Gender Equality:

Programmes on gender sensitisation to educate the women students were organised at the department and university levels. The Department of Education offers an Open elective course on 'Women Empowerment in its curricula to better understand women's role in our society and provide better opportunities to women for their upliftment. English department teaches a full course on Gender studies. Department of Law has created a group called 'Unnati' where

all the teachers and students interact and discuss all issues related to gender sensitisation and equality

Human Values: The Institute celebrates days of National and International importance such as Republic Day, Women's Day, Independence Day, Teacher's day, Human Right Day, International Yoga Day etc..

Professional Ethics: Almost all programmes are established with a course or part of the course that teaches professional ethics. All PhD programmes mainly deal with professional ethics in the research methodology papers.

69 courses have been integrated into the curriculum of various departments to educate the stakeholders

<https://www.cdlu.ac.in/courses-as-per-naac-1-3-1/>

<https://www.cdlu.ac.in/syllabi-2/>

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

2

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

#### 1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

130

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 1.3.4 - Number of students undertaking field projects / research projects / internships during the year

685

| File Description         | Documents                 |
|--------------------------|---------------------------|
| Upload the data template | <a href="#">View File</a> |

|  |   |
|--|---|
| Upload relevant supporting document  | <a href="#">View File</a>   |
| <b>1.4 - Feedback System</b>   |   |
| <b>1.4.1 - Structured feedback for design and review of syllabus - semester wise / is received from Students Teachers Employers Alumni</b>   | <ul style="list-style-type: none"> <li>Any 3 of the above</li> </ul>  |
| File Description   | Documents   |
| Upload relevant supporting document  | <a href="#">View File</a>   |
| <b>1.4.2 - Feedback processes of the institution may be classified as follows</b>  | <ul style="list-style-type: none"> <li>Feedback collected, analysed and action taken and feedback available on website</li> </ul> |
| File Description   | Documents   |
| Upload relevant supporting document  | <a href="#">View File</a>   |
| <b>TEACHING-LEARNING AND EVALUATION</b>  |   |
| <b>2.1 - Student Enrollment and Profile</b>  |   |
| <b>2.1.1 - Demand Ratio</b>  |   |
| <b>2.1.1.1 - Number of seats available during the year</b>   |   |
| 1665   |   |
| File Description   | Documents   |
| Upload the data template   | <a href="#">View File</a>   |
| Upload relevant supporting document  | <a href="#">View File</a>   |
| <b>2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)</b> |   |
| <b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>   |   |
| 582  |   |
| File Description   | Documents   |
| Upload the data template   | <a href="#">View File</a>   |
| Upload relevant supporting document  | <a href="#">View File</a>   |
| <b>2.2 - Catering to Student Diversity</b>   |   |
| <b>2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>   |   |



As a standard practice, at the start of each academic year, the University/Various Departments conduct an induction programme for newly admitted students. This orientation session is designed to familiarise students with their educational objectives, classroom attendance, examination and assessment procedures, and campus amenities. Internal assessment exams and semester-end examinations are used to evaluate students' performance. Identifying slow learners' entails conducting discussions, internal examinations, and viva-voce, among other things. The performance or grades/marks earned are the primary markers used to classify pupils in a class as slow or advanced learners. Advanced and slow learners are distinguished by their performance on tests, classroom and laboratory interactions, foundational knowledge, idea comprehension, and articulation ability, among other characteristics. The university fosters an environment conducive to individual study, which benefits academic and personal development. Mentor-mentee relationship helps provide desired emotional support and motivation to the pupils.

Further, practically all courses have tutorials where a more informal environment exists, and students come out with their stumbling blocks. An effort is made to identify advanced learners and constantly persuade them to teach their peers, which works wonders for their confidence. This activity proves especially beneficial for poor learners, and they stand to gain by reinforcement and repetition.

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |
| Link For Additional Information     | Nil                       |

### 2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 3205               | 172                |

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |

### 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

Chaudhary Devi Lal University, Sirsa, has successfully adopted a unique educational philosophy that encompasses education's physical, practical, artistic, intellectual, and moral facets and advocates for an optimal balance of these components to ensure student outcomes overall growth. The educational curriculum is meant to foster the development of a healthy and harmonious personality in

pupils, and the learning environment is flexible and engaging, with a focus on doing. Whereas the conventional wisdom regards teaching, research, and outreach as the three pillars of higher education, CDLU places a premium on the fourth pillar; the overlooked one, namely education for life/character development (value education). The curriculum is structured to develop the required abilities for a satisfying job while also nurturing and strengthening the Indian value system and equipping students with critical life skills. Sessions of interaction on philosophical and religious books are held. In keeping with its educational philosophy, the university focuses on finding the proper balance between general and subject-specific instruction, which is reflected in all its courses. Group discussion, brainstorming, group work, seminars, presentations form essential activities in the teaching-learning process.

|                                     |                  |
|-------------------------------------|------------------|
| File Description                    | Documents        |
| Upload relevant supporting document | No File Uploaded |

### 2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

The University uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of instruction.

The University is using the following tools to enhance the education quality -

#### ICT Tools:

1. Projectors- 35 projectors are available in different classrooms/labs
2. Desktops and All in One Computers - Arranged at Computer Labs and Faculty cabins all over the campus.
3. Printers are installed at Labs, HOD Cabins, and all prominent places.
4. Photocopier Machines - Multifunction printers and photocopier machines are available at all prominent places in the institute.
5. Scanners- Multifunction printers having a scanning facility and dedicated scanners are available at all prominent places.
6. Seminar Rooms- Three seminar halls are equipped with all digital facilities.
7. Intelligent Boards - At least one smartboard is installed in each university teaching department.
8. The auditorium is digitally equipped with a mike, projector, cameras, and computer system.
9. Online Classes through Google Meet, Zoom and Google Classroom.
10. Digital Library resources (Inflibnet, Koha etc.)
11. The procurement and setting up for the MOOC platform is under process.

|   |                           |
|---|---------------------------|
| File Description  | Documents                 |
| Upload relevant supporting document   | No File Uploaded          |
| <b>2.3.3 - Ratio of students to mentor for academic and other related issues during the year</b>  |                           |
| <b>2.3.3.1 - Number of mentors</b>  |                           |
| 172   |                           |
| File Description  | Documents                 |
| Upload relevant supporting document   | <a href="#">View File</a> |
| <b>2.4 - Teacher Profile and Quality</b>  |                           |
| <b>2.4.1 - Total Number of full time teachers against sanctioned posts during the year</b>  |                           |
| 60  |                           |
| File Description  | Documents                 |
| Upload the data template  | <a href="#">View File</a> |
| Upload relevant supporting document   | <a href="#">View File</a> |
| <b>2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year</b>   |                           |
| 58  |                           |
| File Description  | Documents                 |
| Upload the data template  | <a href="#">View File</a> |
| Upload relevant supporting document   | <a href="#">View File</a> |
| <b>2.4.3 - Total teaching experience of full time teachers in the same institution during the year</b>  |                           |
| <b>2.4.3.1 - Total experience of full-time teachers</b>   |                           |
| 857   |                           |
| File Description  | Documents                 |
| Upload the data template  | <a href="#">View File</a> |
| Upload relevant supporting document   | <a href="#">View File</a> |
| <b>2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year</b> |                           |
| 2   |                           |
| File Description  | Documents                 |

|  |                           |
|--|---------------------------|
| Upload the data template   | <a href="#">View File</a> |
| Upload relevant supporting document  | <a href="#">View File</a> |
| <b>2.5 - Evaluation Process and Reforms</b>  |                           |
| <b>2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year</b>  |                           |
| <b>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 year</b>  |                           |
| 67   |                           |
| File Description   | Documents                 |
| Upload the data template   | <a href="#">View File</a> |
| Upload relevant supporting document  | <a href="#">View File</a> |
| <b>2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year</b>  |                           |
| 56   |                           |
| File Description   | Documents                 |
| Upload relevant supporting document  | <a href="#">View File</a> |
| <b>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</b>  |                           |
| <p>In order to reforms in the examination system, the following projects have been undertaken during the academic year 2021-22:</p> <ul style="list-style-type: none"> <li>• Development of in-house customized ERP software for pre-and post-examination to carry out all activities through online mode. An MoU has been signed with the National Cooperative Consumers' Federation of India Limited (NCCF) for designing and developing the pre-and post-examination management system.</li> <li>• Conduct online examinations during the Covid-19 pandemic for certain programmes and as per students' choice.</li> <li>• In-house scanning of OMR sheets and generation of awards.</li> <li>• On-campus faculty wise conduct of examination to economize the examination process.</li> <li>• Adopting online mode, there is an early declaration of result in students' interest.</li> </ul> <p>The University has signed the MoU with Guru Jambheshwar University of Science &amp; Technology (GJUS&amp;T), Hisar on dated 08.03.2021 for carrying out online admission process for various programmes of University Teaching Departments, University School for Graduate Studies and University College w.e.f. academic session 2021-22. They have been facilitated with a unique login ID to verify the required</p> |                           |

documents uploaded online by the candidates seeking admission in various programmes.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

B. Only student registration, Hall ticket issue & Result Processing

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 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

To widen their knowledge base and expose the students to inter/intra-disciplinary areas in Skill Enhancement Courses and Open Elective Courses, the curriculum allows students to select 40-50% generic courses. Discipline-Specific Elective, Open Elective and Skill Enhancement courses (<https://www.cdлу.ac.in/locf-ordinance-ug-pg/>). During the degree programme, students must earn credits in various disciplines that help them build the skills and traits essential for professional development. This component is intended to strengthen students' critical thinking abilities while simultaneously providing them with the most acceptable job possibilities imaginable.

Chaudhary Devi Lal University revised the curricula based on the Learning Outcomes Based Curriculum Framework (LOCF) to make the teaching-learning process more effective. The scheme with programme objectives, programme specific objectives, the course structure, and the syllabus is displayed on the university website. The scheme provides credits, theory marks, practical marks and internal assessment marks, which students need to earn to complete the degree.

1. Learning outcomes of all the programmes are available for the teachers and students in the concerned department.
2. They are also placed on the university website for the stakeholders
3. Displayed in concern department notice board
4. Published in university syllabi.

5. Discussed in the departmental meeting to communicate to teachers.

6. Discussed in the classroom to communicate with students.

<https://www.cdlu.ac.in/locf-ordinance-ug-pg/>

<https://www.cdlu.ac.in/syllabi-2/>

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

The Learning Outcomes-Based Curriculum highlights programme graduates' career and professional activities based on their acquired skills and knowledge. Attainment of PO, PSO, and CO leads to improving students' performance to produce trained human resources to meet management, industry, and societal needs. Additionally, the attainment process evaluates instructor performance against pre-established criteria. Additionally, it offers feedback for necessary remedial actions—internal and external evaluation techniques. Students' performance is assessed using both internal and external evaluation techniques. The university uses the following ways to evaluate students' progress.

- Midterm tests, assignments and presentations, attendance records, and end-of-term examinations are all examples of internal evaluation systems.

- Internal and external examiners evaluate practical exams via experiment performance, written examinations, and viva-voce.

- Assessing students' research ability by assigning them research tasks and evaluating them via external assessments.

- Additionally, departments provide remedial coaching

<https://www.cdlu.ac.in/locf-ordinance-ug-pg/>

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

**2.6.3 - Number of students passed during the year**

**2.6.3.1 - Total number of final year students who passed the university examination during the year**

5761

| File Description         | Documents                 |
|--------------------------|---------------------------|
| Upload the data template | <a href="#">View File</a> |

Upload relevant supporting document

[View File](#)

## 2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

[https://www.cdlu.ac.in/wp-content/uploads/files/Feedback%20analysis%20reports%20-27\\_12\\_2021.pdf](https://www.cdlu.ac.in/wp-content/uploads/files/Feedback%20analysis%20reports%20-27_12_2021.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

In 2020-21 the PhD. Ordinance was updated according to the University Grants Commission Guidelines. Research related to all the guidelines has been provided in the PhD.Ordinance.

[https://www.cdlu.ac.in/wp-content/uploads/files/Ph\\_%20D\\_%20Ordinance%20-%202021-22.pdf](https://www.cdlu.ac.in/wp-content/uploads/files/Ph_%20D_%20Ordinance%20-%202021-22.pdf)

- DRAC PGBOS PConcerned FacultyPACPRDC (Page No.-1)
- The Ordinance has provision for MOUs and Co-guide to promote inter-disciplinary research. (Page No.-4)
- Research Awards Policy [https://www.cdlu.ac.in/wp-content/uploads/files/Research%20Promotion%20Policy%20-25\\_10\\_2021.pdf](https://www.cdlu.ac.in/wp-content/uploads/files/Research%20Promotion%20Policy%20-25_10_2021.pdf)
- The NET-JRF qualified candidates can join the University throughout the year. (Page No.-1)
- Provision for International Scholars for admission in the PhD. Program. (Page No.-1)

To promote academic integrity and prevent plagiarism, the University has made a course, namely 'Research and Publications Ethics', mandatory for all national and international scholars. The scholars can also earn the research and Publication Ethics Course credits through MOOC. For this purpose, the University has implemented a policy on Academic Integrity and Prevention of Plagiarism. <https://www.cdlu.ac.in/plagiarism-policy/> To prevent plagiarism, all the Synopses and Theses before submission are checked through Ouriginal Software, provided by Information and Library Network (Inflibnet). To maintain the database and to disseminate the research activities at the national and international levels, the University has made an MOU with Information and Library Network (Inflibnet) to upload all the thesis awarded to the scholars at Shodhganga <https://shodhganga.inflibnet.ac.in/handle/10603/208715>



|   |                                      |
|---|--------------------------------------|
| File Description  | Documents                            |
| Upload relevant supporting document   | <a href="#">View File</a>            |
| <b>3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)</b>   |                                      |
| 0   |                                      |
| File Description  | Documents                            |
| Upload the data template  | <a href="#">View File</a>            |
| Upload relevant supporting document   | No File Uploaded                     |
| <b>3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year</b>   |                                      |
| 2   |                                      |
| File Description  | Documents                            |
| Upload the data template  | <a href="#">View File</a>            |
| Upload relevant supporting document   | <a href="#">View File</a>            |
| <b>3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year</b>  |                                      |
| 33  |                                      |
| File Description  | Documents                            |
| Upload the data template  | <a href="#">View File</a>            |
| Upload relevant supporting document   | <a href="#">View File</a>            |
| <b>3.1.5 - Institution has the following facilities to support research</b><br>Central Instrumentation Centre<br>Animal House/Green House<br>Museum<br>Media laboratory/Studios<br>Business Lab<br>Research/Statistical Databases<br>Moot court<br>Theatre<br>Art Gallery | <b>A. Any 4 or more of the above</b> |
| File Description  | Documents                            |
| Upload relevant supporting document   | <a href="#">View File</a>            |
| <b>3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year</b>  |                                      |
| 0   |                                      |
| File Description  | Documents                            |
| Upload the data template  | <a href="#">View File</a>            |



|                                     |                  |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
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### 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 year (INR in Lakhs)**

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

**3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)**

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

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

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

### 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**

The University has already sent the proposal of Rs. 1,43,00000/- ( One Crore and Forty-Three lacs) to the Principal Secretary, Government of Haryana, Information Technology, Electronics and Communication Haryana. In this proposal, the University has made provisions of twenty work stations with high-speed internet connectivity and requirements of workshops, seminars, training and integration programmes to support the creativity among students.

To establish Incubation Centre, the University has constituted a committee to visit the Incubation Centre of Guru Jambheshwar University for Science & Technology and Chaudhary Charan Singh Haryana Agricultural University in Hisar, Haryana and interact with the officials of the respective Incubation Centres. Based on the

visits, the University planned to develop its Incubation Centre. This has been decided to provide basic infrastructure facilities to students, facilitate a speedy network, assist in e-digital library resources, make available training and advisory services, and provide easy access to professional access resources and also lab and facilities. This is a work in progress. The University has this as one of its priorities.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

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

9

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

7

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

- Inclusion of research ethics in the research methodology course work
- Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
- Plagiarism check

B. Any 3 of the above

|   |                              |
|---|------------------------------|
| • <b>Research Advisory Committee</b>  |                              |
| File Description  | Documents                    |
| Upload relevant supporting document   | <a href="#">View File</a>    |
| <b>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website</b> | <b>C. Any 2 of the above</b> |
| File Description  | Documents                    |
| Upload the data template  | <a href="#">View File</a>    |
| Upload relevant supporting document   | <a href="#">View File</a>    |
| <b>3.4.3 - Number of Patents published/awarded during the year</b>  |                              |
| <b>3.4.3.1 - Total number of Patents published/awarded year wise during the year</b>  |                              |
| <b>5</b>  |                              |
| File Description  | Documents                    |
| Upload the data template  | <a href="#">View File</a>    |
| Upload relevant supporting document   | <a href="#">View File</a>    |
| <b>3.4.4 - Number of Ph.D's awarded per teacher during the year</b>   |                              |
| <b>3.4.4.1 - How many Ph.D's are awarded during the year</b>  |                              |
| <b>58</b>   |                              |
| File Description  | Documents                    |
| Upload the data template  | <a href="#">View File</a>    |
| Upload relevant supporting document   | <a href="#">View File</a>    |
| <b>3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year</b>  |                              |
| <b>153</b>  |                              |
| File Description  | Documents                    |
| Upload the data template  | <a href="#">View File</a>    |
| Upload relevant supporting document   | <b>No File Uploaded</b>      |
| <b>3.4.6 - Number of books and chapters in edited volumes published per teacher during</b>  |                              |

the year

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

71

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

**3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS**

D. Any 2 of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 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**

The Chaudhary Devi Lal University 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 bridging unit with industry counterparts for identifying the opportunities and challenges so that new and innovative solutions for existing technological and industrial problems are given for the development of society.

The Department of Food Science & Technology to take up the consultancy services in the industries as Swastik agro Food Products, Sirsa, Keshav Polypacks, Sirsa, Deepum Industries, Sirsa, Saraswati Sugar Mills Ltd., Yamunanagar (attached for your reference).

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

**3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)**

**3.5.2.1 - Total amount generated from consultancy and corporate training during the**

year (INR in lakhs)

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

### 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 year

Universities play a crucial role in the upliftment of society as a whole. It creates awareness regarding various issues like the need for women empowerment, Beti Bachao Beti Padhao, Kanya Bhrun Hatya, Swachh Bharat etc. University has also fulfilled its role actively by taking various initiatives in different academic years. It has promoted equality among all irrespective of gender, race, caste, colour and language. Though lockdown and other COVID-19 related restrictions proved very limiting, many activities that needed group and outdoor interaction were curtailed. 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: -

o 2021-22.

1. NSS organized a vigilance awareness rally on 28th Oct 2021.
2. NSS organized tree Plantation Drive on 14th Sept 2021.
3. An Interaction Programme was organized on "Aatm Nirbhar Haryana and Rozgar Srijan" on 6th Sept 2021.

o 2020-21.

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

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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 year

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

2

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

17

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year**

1948

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.7 - Collaboration

**3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

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

89

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

**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 year**

4

| File Description         | Documents                 |
|--------------------------|---------------------------|
| Upload the data template | <a href="#">View File</a> |

Upload relevant supporting document

[View File](#)

## 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.

There are Four Teaching blocks housing 24 teaching departments. These departments are provided with an adequate number of classrooms, well-equipped laboratories and separate sitting rooms for the faculty. At least one room in each dept has been set up as an ideal ICT classroom with a projector, Smart Tv and smart lecture-standetc.The University has separate blocks to house its administrative and examination branches. On-campus residential accommodation is provided in 5 hostels - three for girls and two for boys.

The University has procured the following three (03) different dedicated Internet Lease Lines for uninterrupted and round the clock internet access for its stakeholders in the campus:

1. Dedicated Lease Line (1:1) provided by NKN with 1Gbps bandwidth since 2011.
2. Dedicated Lease Line (1:1) procured by University with 500Mbps bandwidth from Railtel Corporation of India during 2021.
3. Dedicated Lease Line (1:1) procured by University with 100Mbps Bandwidth from BSNL during 2021.

Further, the IT Cell has established campus-wide Local Area Network (LAN) and W-LAN/Wi-Fi on the Campus. The Wi-Fi services have been provided in all the buildings round the clock including all the Hostels, Shopping complexes, MP Hall and all the residential houses through its 411 Access Points to cover indoor as well as outdoor areas of the Campus.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

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

Chaudhary Devlal University, Sirsa, has a world-class infrastructure for sports and cultural activities. 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. 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 perform various artistic acts. We have one multipurpose hall with a seating capacity of around 3000 people and many major events have been organized there such as Convocation, Youth Festivals, etc. A well-equipped multiutility gymnasium for males and females is functional in the multipurpose hall and Badminton and Squash court. The facility for meditation and yoga is also provided in the multipurpose hall. For conducting quizzes, symposiums, and other discussions, the university has 3 seminar halls in MP Hall.

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |

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

The University is located in Sirsa on a 213-acre, four-Kanal, twelve-marlas campus. There are four teaching blocks.

The Vivekananda Library is located in the heart of the University on the western side of the Administrative Block. There are five hostels, three for girls with a capacity of 720 students and two for boys, with 440 students. These hostels provide solar water heating, a gym, free Wi-Fi, CCTV, and water coolers with a reverse osmosis system. An automobile is provided for female students in need of emergency medical care. The Multi-purpose Hall has the Main Playing Hall, the 450-seat Auditorium, the Men's and Women's Gyms, changing facilities, and two squash courts. Projectors and screens are available in the Main Playing Hall, Auditorium, Conference Hall, and Committee Room. The Multi-Purpose Hall is used for activities and indoor games. Central Air-Conditioning is provided for the Main Playing Hall and Auditorium. A 400-meter track and field, grounds of Football, Handball, Basketball, Volleyball, Kho-Kho, and Kabaddi, among other sports, exists in an outdoor Sports Complex. The location is self-sufficient in terms of water and sewage treatment. On-campus, a 600 kW grid-connected rooftop solar energy plant has already been installed, generating 2000 units daily.

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

2828.46

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |



## 4.2 - Library as a Learning Resource

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

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. There is a separate SC/ST book bank exclusively for SC/ST students/resident scholars. The students from SC/ST Category can use this facility to borrow books as per their semester requirements. In the wake of digitalisation, the Library has e-resources, namely e-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 the teachers and research scholars have been provided with individual ID/passwords for e-resources at their convenience at any place. The Reading Halls are open for 24 hours for the students. We have three such reading halls in the Library. The students/residents can use this facility when they need it. In addition, there is a Digital Lab. There are separate book sections like Humanity Section, Science Section, Social Science Section, Thesis Section and Reference Book Section. The database lab is in the process of its establishment.

<https://www.cdlu.ac.in/library/>

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e - journals e-books e-ShodhSindhu Shodhganga Databases

B. Any 3 of the above

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1461468

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login

data for online access)

55

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

30

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

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

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 information assets accessed, created, managed, and/or controlled by the University. Information assets addressed by the policy include data, information systems, computers, network devices, intellectual property, and 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 like (i) Network usage policy, (ii) E-mail 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.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.3.3 - Student - Computer ratio during the year

|                    |   |
|--------------------|---|
| Number of students | Number of Computers available to students for academic purposes |
|--------------------|---|

|      |     |
|------|-----|
| 3205 | 507 |
|------|-----|

|   |                     |
|---|---------------------|
| 4.3.4 - Available bandwidth of internet connection in the Institution (Leased line) | • 500 MBPS - 1 GBPS |
|---|---------------------|

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |

|  |                       |
|--|-----------------------|
| 4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing | D. Any 1 of the above |
|--|-----------------------|

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |
| Upload the data template            | No File Uploaded          |

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

251.81

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

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.

When it comes to resource management and utilisation, 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 organisations. 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. 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.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

18

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution  
Soft skills  
Language and communication skills  
Life skills (Yoga, physical fitness, health and hygiene)  
Awareness of trends in technology

A. All of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

5.1.4 - The Institution adopts the following • All of the above

for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

## 5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

67

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

5.2.2 - Total number of placement of outgoing students during the year

39

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

83

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 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 year**

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

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

Students council election is a state decision, and it is taken on year to year basis as per law and order perception by the government and University follows it. Specific University-wide programmes contribute to student involvement in administration, decision-making, and outreach. 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 2020-21.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

**5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year**

23

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**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 during the year

The alumni association's primary responsibility is to organise alumni reunions, which might take place online or in person. Alumni gatherings have already been held in November 2021 (offline at the departmental and university levels). This was a university-level programme 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 on campus. Business school graduates have been offered guidance on establishing a new business and growing it into a source of employment. 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.

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
| Upload relevant supporting document | <a href="#">View File</a> |

5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs

|                                     |                           |
|-------------------------------------|---------------------------|
| File Description                    | Documents                 |
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## **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

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 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 consonance with the mission statement, the University is committed to facilitating research and quality higher education in imparting knowledge within the jurisdiction assigned by the State Govt.



The Academic Programmes have been designed innovatively and flexibly. Core, Discipline-Specific, Skill Enhancement and Open Elective Courses have been included in each programme curricula covering Knowledge, Critical Thinking, Interdisciplinary approach & Adaptation, Application Development, Ethics and Leadership, Problem Solving, Skills and Inferential knowledge, Specialization and Employability. 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.

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

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. 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 educational, 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.

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

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### 6.2 - Strategy Development and Deployment



### 6.2.1 - The institutional Strategic plan is effectively deployed

Chaudhary Devi Lal University has a democratic system and a well-defined hierarchy that handles decision making to execute policy decisions. The University takes exceptional care of creating conditions conducive to the development and growth of its students, and for that, planning and execution of strategies are enacted. For example, when National Education Policy came out in the public domain, it was well-understood that NEP 2020 would change the University. It planned a programme at India Habitat Centre to brainstorm about the possible resultant changes in educational ecology. A score of educationists from NCR attended the sessions on March 05, 2021, and the learnings were taken up to frame policies regarding starting of new centres, namely USGS (University School for Graduate Studies) and UCOPE (University Centre for Outreach and Extension.) The issue was discussed in detail and the findings were taken up at many platforms like IQAC, Academic Council, and Executive Council. The schools were established, programmes and courses were framed within three months, and Admissions were opened. Both centres are working effectively.

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

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.cdлу.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 discussions. The promotion policy for teachers as per UGC norms is in force in this University and all the teachers have been promoted to the higher post as per Career Advancement Scheme. IQAC handles and scrutinizes CAS cases and in last 12 months itself 39 teachers got award of upward movement through CAS. 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.

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### 6.2.3 - Institution Implements e-governance in its areas of operations

|  |                            |
|--|----------------------------|
| <p>6.2.3.1 - e-governance is implemented covering following areas of operation</p> <ol style="list-style-type: none"><li>1. Administration</li><li>2. Finance and Accounts</li><li>3. Student Admission and Support</li><li>4. Examination</li></ol> | <p>A. All of the above</p> |
|--|----------------------------|

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### 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

There are well-laid out promotion and Career upward movement mechanisms for all teachers and employees. IQAC scrutinizes 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 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. All benefits and welfare schemes, including those related to leaves and salary, by all statutory bodies regulating the respective fields such as Haryana Government, UGC, AIU, NCTE, and BCI, are extended to all employees and students. The University administration is proactive and shows an empathetic approach to all sections of society and schemes of women welfare like that of maternity leave, child care leave and to provide facilities like Daycare centre are well in practice

| File Description                    | Documents                 |
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| Upload relevant supporting document | <a href="#">View File</a> |

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

0

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### 6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

3

| File Description                    | Documents                 |
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| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

0

| File Description                    | Documents                 |
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## 6.4 - Financial Management and Resource Mobilization

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

University generates funds from renting spaces like Mult Purpose hall and auditorium etc. Academic processes and infrastructural development are continually advanced at the University due to ongoing attempts to mobilize resources for these purposes. In addition, the programmes offered by the Directorate of Distance Education produce a considerable amount of cash for the organization. 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. 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.

| File Description                    | Documents                 |
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| Upload relevant supporting document | <a href="#">View File</a> |

#### 6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

1000

| File Description                    | Documents                 |
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| Upload the data template            | <a href="#">View File</a> |
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#### 6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

0

| File Description                    | Documents                 |
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| Upload the data template            | <a href="#">View File</a> |
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#### 6.4.4 - Institution conducts internal and external financial audits regularly

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, and 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 being audited by an independent auditor. The Finance Committee, Executive Council, and Court of the University are all 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. 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.

<https://www.cdлу.ac.in/finance-committee/>

| File Description                    | Documents                 |
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| Upload relevant supporting document | <a href="#">View File</a> |

## 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

The Internal Quality Assurance Cell (IQAC) of Chaudhary Devi Lal University was established in 2010 and had been consistently striving 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 institutionalisation of quality assurance via implementing a variety of successful quality improvement initiatives. 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. Due to the efforts of IQAC University adopted LOCF from the session 2021-22 and all the preparation related to it was completed in 2020-21. Additionally, students may use a MOOC platform to pursue Open Elective programmes at the college. IQAC is striving earnestly, and it is due to the efforts that University is sailing smoothly towards fully adopting NEP 2020 and was first to introduce courses like the Four Year Degree Programme. IQAC was instrumental in the establishment of USGS (University School for Graduate Studies) and UCOPE (University Centre for Outreach and Extension

<http://www.cdлу.ac.in/internal-quality-assurance-cell/>

| File Description                    | Documents                 |
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| Upload relevant supporting document | <a href="#">View File</a> |

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

A. Any 5 or all of the above

| File Description                     | Documents                 |
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6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

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 regarding gradation. Still, at the same time, creating the self-study report, peer team visit, exit meeting, and final evaluation report came very handily to have an introspection and build up University, which can fulfil all stockholders' aspirations. A lot of formal and informal brainstorming went into reshaping some existing features. IQAC also did a gap assessment constantly through IQAC and other bodies, and IQAC successfully implemented many quality enhancement initiatives in the academic and administrative domains. Major thrust areas where IQAC is focussed on are digitization and reaping fruits of ICT and IT-enabled services for technology integration in teaching-learning processes and the administration of examination and other student-related areas. A lot has been achieved in this, and the work is in progress.

Similarly, IQAC has forged strong bonds in alumni through the Alumni association and an industry interface to contribute to curriculum designing and remove the skill gap. There are members of the industry in the Academic boards. Many MOUs with the skill sector council have been planned, and four of those have already been affected.

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## 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 year

CDLU shows gender sensitivity in providing facilities such as:

1. **Safety and Security:** To ensure safety and security in the Girls hostel, a full-time warden is appointed and several lady guards are also provided shifts, at entry points in the hostel. Other facilities such as 24 Hour CCTV surveillance in office, classrooms and corridor Complain Box, Grievance Redressal and Sexual Harassment Committee, MI rooms, Fire Safety Equipments 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 rooms in the boys and girls hostels. Each standard 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 cum recreational room, Restroom for girls.

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. University organizes 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 needs of Women Empowerment for the upliftment of the society as a whole.

| File Description   | Documents        |
|--|------------------|
| Upload relevant supporting document  | No File Uploaded |
| Annual gender sensitization action plan(s)   | Nil              |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | Nil              |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation**  
 Solar energy                      Biogas plant  
 Wheeling to the Grid      Sensor-based energy conservation  
 Use of LED bulbs/  
 power-efficient equipment

B. Any 3 of the above

|  |                                     |
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| File Description   | Documents                           |
| Upload relevant supporting document  | <a href="#">View File</a>           |
| <p>7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management</p> <p><b>Solid Waste Management:</b> The source of solid waste generation is from administrative blocks, residential apartments and departments on the campus. 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.</p> <ul style="list-style-type: none"> <li>• Liquid waste management</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>•Biomedical waste management</li> </ul> <p>Biomedical waste is generated by the health care facility centres on campus. The waste is appropriately 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 established vendors.</p> |                                     |
| File Description   | Documents                           |
| Upload relevant supporting document  | No File Uploaded                    |
| <p>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</p>   | <p>A. Any 4 or all of the above</p> |
| File Description   | Documents                           |
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|  |                              |
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| <b>7.1.5 - Green campus initiatives include</b>  |                              |
| <b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Use of bicycles/ Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of plastic</li> <li>5. Landscaping</li> </ol> | <p>B. Any 3 of the above</p> |

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| <b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>  |                              |
| <b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b> <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions/awards</li> <li>5. Beyond the campus environmental promotional activities</li> </ol> | <p>B. Any 3 of the above</p> |

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| <b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b> | <p>C. Any 2 of the above</p> |
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| Upload relevant supporting document   | <a href="#">View File</a> |
| <p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)</p>   |                           |
| <p>There is a careful approach towards ensuring an inclusive environment on campus, and at different levels, there are tangent and informal efforts made to ensure this. National events like Independence Day and Republic day are celebrated at the university level, and similarly, women's day and yoga day are celebrated every year. There are Women's Complaint Committee, Grievance Committee, SC/BC Cell, minority cell to take care of issues to the students, teachers and employees of the respective committees. During Induction programmes on the central and departmental levels, awareness is created regarding the prohibition of sexist behaviour and how there is zero tolerance for any such behaviours. Any receipt of the complaint is taken up on highest priority level, and utmost secrecy and dignity is given to the complainant. Over the years, we have created such a conducive atmosphere that there are hardly any complaints received in the last year. This may be due to the existing lockdown and other restrictions arising from the COVID-19 situation. Cultural programmes and tours, trips excursions, parties of students and employees take place frequently, creating bonhomie among stakeholders. Zero tolerance for ragging like bully activities is maintained through anti-ragging committee.</p> |                           |
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| <p>7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:</p>   |                           |
| <ul style="list-style-type: none"> <li>◦ At Master Level (LL.M.) open elective subject to sensitize the female students is introduced, 'Gender Justice and Law'.</li> <li>◦ At Master Level (LL.M.) open elective subject to sensitize about the rights 'Transparency and Accountability Law' is introduced.</li> <li>◦ Women Complaints Committee/Grievance Cell Constituted for women employees and girls students against sexual harassment/Abuses</li> <li>◦ Anti Ragging Committee was constituted for providing ragging free campuses for students.</li> <li>◦ Legal Aid Committee to aware the students/public about their rights and duties</li> <li>◦ Students Grievance Committee to redress the problem of the students.</li> <li>◦ Unati Committee for the empowerment of girl students in the Department of Law</li> <li>◦ Celebrations of International Women's Day every year by organizing different events like Quiz Competitions and Speech competitions on women's rights.</li> </ul>  |                           |

- 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 the 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
- National Seminar on Human Rights Education (2017)/ National Seminar on 'History of Independence'
- Extension lecture delivered on human rights by various lawyers/educationists

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

All of the above

|                                     |                           |
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**7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals**

Celebration of 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 is approved by the Youth Welfare Committee (copy attached). 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. 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

|                  |           |
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## 7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

1. Title of the Practice: Implementing National Education Policy 2020,

2, Objectives of the PracticeThe University understands that the future path of progress and excellence in implementing NEP 2020 as soon as possible and in transition should be swift, fast and seamless.

3 The Context There was a lack of flexibility and skill gap in the programmes, courses and working of the University academic efforts and that needed to be improved

4 Practice All the existing programmes have been shifted to LOCF. There is a constant Industry interface through industry people on all academic boards. New centres named USGS and UCOPE has been institutionalised, and they are developing into breeding grounds for more innovative ideas and pilot projects to be tried and tested. University will disseminate all successful results to all departments and even affiliated colleges. USGS has started some four-year degree programmes from the session 2021-22, and similarly, some extension activities and outreach programmes are taking shape in UCOPE

5 Evidence of Success Students showed keen interest in programmes offered by USGS, and likewise, new programmes are being planned for the coming session. UCOPE has been able to attract students from all departments. Four embedded programmes have been initiated.

6 Problems Encountered: Traditional mindset and the location of the University in the rural belt were the most significant challenges, which caused stumbling blocks in actualising the dream.

## 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Digitization and reaping the fruits of ICT and IT-enabled services is one of the thrust areas in the last decade of the University's goal of creating par excellence services for students and teachers. IQAC constantly felt that in the changing Ecology of Education and education Administration, ICT, Data Management, and file management is proving a severe challenge to the University. Thus it was always pursued as a most desired opportunity to create conditions to use the best infrastructure in terms of hardware and software in the teaching-learning process and 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. Existence of at least one classroom with a large screen for ICT enabled classrooms.
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. The University has already rolled out and started executing plans for creating its data centre, which, once completed, will provide space for around 300 student' exam centres as well.

### 7.3.2 - Plan of action for the next academic year

The Plan for the year 2021-21 includes awareness towards a more skill-oriented programme to be created. The University realises gaps between the curriculum of different programmes and the respective skill council programmes. It causes the pass-outs to face problems either in getting jobs or excelling in jobs when they happen to get one. The university plans to sign MOUs with different skill councils and start some certificates from those councils at the department level. Similarly, the University may get some embedded programmes where the content of these skill councils may be taught as a curriculum. Similarly, training and placement activity needs to be taken up on war footing and University has recognised it as a priority area. University Centre for Outreach and Extension and University School for Graduate Studies have a lot of ambitious plans to create a lot of courses and programmes in accordance with the National Educational Policy 2020. A lot of Four-year degree programmes leading to Post-graduation and programmes where the fourth year will be in nature of Research orientation or product orientation will be thrust area, are in the pipeline. Chaudhary Devi Lal University has taken a pledge to implement NEP 2020 in letter and spirit.