SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, LUCKNOW

KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, SITAPUR HARDOI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Khwaja Moinuddin Chishti Language University was established under the Uttar Pradesh Arabi Farsi Universities Act 2009 (U.P. Act No. 12 of 2009). It was renamed 'Khwaja Moinuddin Chishti Urdu, Arabi-Farsi University' in 2012 and in March 2020, it was further renamed 'Khwaja Moinuddin Chishti Language University'. The University holds 12B and 2f Status of the University Grants Commission.

Located on Sitapur-Hardoi Bypass Road, the University aims to provide quality education and deep understanding of India's cultural fabric, inspiring students to build a knowledge-based society. The first academic session of the University began in August 2013 with U.G, P.G and Diploma programmes in various fields. Currently, the student strength of the University exceeds 4,000 with more than 70 programmes being offered in the current academic year.

The University offers a rich learning environment for students belonging to different parts of the country. Since 2019, the University has enriched its curriculum by introducing AICTE approved B. Tech. programmes in Civil Engineering, Mechanical Engineering, Computer Science and Computer Science and Engineering with a specialization in Artificial Intelligence and Machine Learning. Further expanding its academic horizons, the University launched its L.L.M. programme under the Faculty of Legal Studies in the Academic Session, 2021-22, along with an M. Tech. programme under the Faculty of Engineering and Technology. Additionally, from the Academic Session 2022-23 the University introduced LLB and BA.LLB programmes and established the Faculty of Pharmacy with B.Pharm and D.Pharm programmes.

In an endeavor to establish its identity as a Language University, programmes in Hindi, English, French, Sanskrit, Urdu, Arabic and Persian are being offered by the University. Further, the University plans to introduce specialized programmes in Indian and Foreign Languages, in the upcoming Academic Session. In furtherance of its mission to provide a well-rounded educational experience, the University has also decided to offer programmes that explore the history and culture of language. Additionally, in close alignment with the NEP 2020 guidelines, most Departments within the University are offering Value Added Courses that equip students with the skillsets necessary to succeed in the dynamic job market.

Vision

The vision of the University is- ***"To achieve excellence in language, education, research and innovation that grooms learners into becoming productive, responsible, ethical, creative and compassionate members of society."***

The University is dedicated to the pursuit of excellence in language, education, research, and innovation. This holistic approach aims to groom learners into well-rounded individuals, instilling values of productivity, responsibility, ethics, creativity, and compassion. The University offers a dynamic learning environment that empowers students to not only excel academically but also develop essential life skills. This commitment to cutting-edge research and innovation ensures that the educational practices stay at the forefront of knowledge, preparing the learners to meet the challenges of an ever-evolving society. Through this comprehensive approach, the University strives to contribute positively to the development of individuals who will make

meaningful and lasting contributions to their communities and the world at large.

Mission

The University has a clearly defined mission, representing deeply rooted values that shape inclusive decision-making across all levels. It aims to deliver education that is accessible to a diverse population, preparing students to excel in various fields and contribute to nation-building. As such, the mission of Khwaja Moinuddin Chishti Language University is-

- *To create a culture of inclusion, respect and collaboration for faculty members, students and staff to achieve excellence.*
- *To explore opportunities in Indian and Foreign Languages through preserving traditional Indian Knowledge System and using modern technology.*
- *To ensure transformative educational experience for students focused on value based learning, transparent work ethics, extension activities, community engagement and participative leadership.*
- *To deliver education that provides access to diverse population, global opportunities and prepares students to lead in language, research, innovation, critical thinking and nation building.*

The Strategic Plan, Institutional Development Plan (IDP), and Vision Document of the University guide short-term, mid-term, and long-term perspective plans in accordance with the vision-mission of the University. The short-term plan focuses on a multidisciplinary approach to academic programmes and promotes multilingualism, while the mid-term plan emphasizes skill development and language proficiency to enhance employability. The long-term plan includes establishing new departments, research centres, international collaborations, and interdisciplinary research. The commitment of the University is evident in the establishment of specialized cells and organized workshops, seminars, and orientation programmes to implement NEP-2020 at the UG and PG levels successfully. The University upholds twenty-five functional policies covering critical domains, with outcomes such as infrastructural support for the differently-abled, installation of energy-saving equipment, regular Energy and Environment audits, and the establishment of the Awadh Incubation Foundation with two start-ups. Further, Regular meetings convened by the Hon'ble Vice Chancellor facilitate quick action, fostering a dynamic environment conducive to progress.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

To formulate future strategies for the University, it is essential to consider the strengths, weaknesses, opportunities, and challenges that may affect its academic environment. Therefore, a SWOC analysis has been presented as the foundation for determining the future course of action-

Institutional Strength:

- Multilingual and Multidisciplinary approach for holistic development of students.
- Highly qualified, dedicated and experienced teachers.
- Good Industry-Institute Interface which provides ample training opportunities to the students.
- Policies such as Research, Consultancy, Corporate Social Responsibility, Student Welfare, Green Campus, Innovation and Start-Up etc. are in place.

- Skill development courses offered in all the departments.
- Conducive learning environment for intellectual and social development of students.
- Modern infrastructure comprising of ICT enabled classrooms, state-of-art laboratories, seminar halls, well equipped library, upgraded sports facilities and comfortable accommodation facilities for students, teachers and other staff members.
- Incubation Centre to support student entrepreneurs and incubatees.
- Social outreach activities to bring about development in adopted villages and nearby communities.
- Active students' participation in governance through representation in Court and other decision making bodies.
- Emphasizing on gender equality through quality and affordable education.
- Good training and placement.
- Active and progressive NCC Girls Unit.

Institutional Weakness

- Unavailability of supplementary land area to expand the campus of the University.
- Limited financial support in terms of research grants or consultancy projects.

- Absence of affiliated colleges creates limited funding base for the University to operate smoothly.

Institutional Opportunity

- National and international collaborations across sectors through MoUs, joint research projects, industry tie-ups, angel investor partnerships for the benefit of students and faculty members
- Establishing a Research consortium for sharing resources and knowledge specially in the area of languages, Indian culture and heritage, community engagement, environmental issues, gender equity, Sustainable Development Goals, etc.

- Skill Development, Entrepreneurship and Employability related activities are to be encouraged.
- Consultancy Policy to be leveraged to generate revenue through industrial collaborations, linkages and consultancy projects.

Institutional Challenge

- Securing a favorable ranking from national and international agencies due to being a relatively new University.
- To raise fees for students from economically weaker sections hampers the growth and development of the University.
- Contractual teachers face challenges in applying for government-funded research projects and grants.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ever since its inception in 2013, the University has been on a constant growth trajectory in all domains of education and research. The curriculum offered by the University caters to the local, national, regional, and global developmental needs of the society, having specifically designed Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) drafted in line with the Graduate Attributes and Blooms Taxonomy. The Programmes offered by the University focus on the employability, entrepreneurship and skill development of the students. In addition to the traditional classroom pedagogy, the University also organizes various skill development workshops, seminars and training programmes, industry collaborations, entrepreneurship events, career fairs, and research and development activities to ensure holistic development of the students. The University maintains curriculum relevance through periodic reviews of academic, industrial, and technological advancements to ensure that syllabi align with contemporary knowledge and industry expectations.

Over the past five years, a comprehensive overhaul of all courses has been carried out to integrate the CBCS and NEP-2020 guidelines. The University has also been striving to imbibe the value frameworks enshrined in Sustainable Development Goals within its vision, mission, core values, programme outcomes, programme specific outcomes and course outcomes by offering an exhaustive list of courses related to Professional Ethics, Gender, Human Values, Environment and Sustainability. By incorporating field projects, research reports, dissertations, value added courses and field trips in almost all the Programmes offered by the University, students are encouraged to think, learn, understand, and analyze the importance of these thrust areas, effectively. The pedagogy is based on a multilingual and multidisciplinary approach, which provides students with a wide range of opportunities based on their preferences.

To ensure a continuous reassessment of syllabi, meetings of the Board of Studies and Faculty Board are conducted regularly. After due deliberations in these forums, and incorporation of relevant suggestions, the curriculum is finally approved by the Academic Council. A regular and robust feedback mechanism ensures that feedback is taken from all the stakeholders (students, alumni, academic peers, industry expert, parents and faculty members) on curriculum design and development. This feedback is analyzed and reports are subsequently circulated to ensure timely improvements in syllabi. This systematic approach ensures that the academic programmes align with the evolving needs of students and the job market.

Teaching-learning and Evaluation

The University is dedicated to nurturing a vibrant and interactive teaching-learning process that consistently elevates academic achievement. Following government-approved sanctioned strength and reservation policies, particularly for reserve category applicants, the University recognizes the diversity among its students and employs a variety of inclusive teaching-learning approaches. Comprehensive support is offered for slow learners through specialized programmes and services tailored for students scoring below 60% in qualifying or entrance examinations. Orientation and induction programmes at the beginning of the academic session provide new students with essential information about their academic journey. Personal and professional development is supported through remedial classes and soft skill training programmes like the IBM Skills Build Programme.

The Mentor-Mentee Programme addresses both academic and psychological issues. This one-on-one relationship between experienced teachers and students helps mentees realize their potential and manage stress and anxiety. The University employs various student-centric teaching methodologies to enhance the overall learning experience. Experiential learning involves internships at both undergraduate and postgraduate levels, field experiments, industrial visits, case studies, community-based activities, exhibitions, and expos. Participative learning methodologies include seminars, workshops, debates, presentations, discussions, quizzes,

role-plays, educational games, group discussions, and poster presentations.

Outcome-Based Education ensures that curriculum and assessment align with desired learning outcomes. Collaborative learning is promoted through group-based projects, assignments, and study circles, cultivating essential teamwork and interpersonal skills among students. To enhance critical thinking and problem-solving abilities, students engage in textbook analysis, Hackathons, practical language lab exercises, case studies, simulations, and project-based learning initiatives.

The University encourages student research by providing mentorship and opportunities for publication, plagiarism checking software, and conference presentations. The University has embraced technology to revolutionize the learning experience. Students benefit from access to platforms like SWAYAM and MOOCs, aligned with NEP 2020, to enhance their knowledge and skills. A rich repository of digital content from platforms like IGNOU, NPTEL, and INFLIBNET complements traditional learning resources. Seamless Wi-Fi connectivity, extensive library resources, and virtual classrooms facilitate easy access to information. The commitment of the University to academic excellence is further evidenced by its efficient examination process, timely result declaration, high pass percentage, and minimal re-evaluation requests. By addressing the diverse needs of its students, the University empowers them to excel in their chosen fields and prepare for future challenges.

Research, Innovations and Extension

The University is dedicated to achieve the highest standards of academic excellence through rigorous research, groundbreaking innovation, and meaningful community engagement. The faculty members and students are empowered with robust support to explore new frontiers of knowledge, cultivating a dynamic environment where creativity thrives and discoveries shape the future.

The University has a frequently updated, well-defined Research Policy dully approved by the Executive Council, outlining the framework for research activities. This policy is an overview of the research and innovation support provided to faculty members and students to promote quality research. It emphasizes on the creation of an administrative structure to streamline research processes, promote interdisciplinary collaboration, support cutting edge research, felicitate research funding, promote publication and encourage knowledge dissemination through publications.

To promote innovation and entrepreneurship, the University has established an Incubation Centre. It assists start-ups by converting their innovative ideas into a highly scalable, commercially viable business and envisions creating an entrepreneur-friendly eco system that drives economic growth and creates job opportunities.

The University has a Consultancy Policy which provides an opportunity for the faculty members to share their insights, technical knowledge and experience for the real world problems. It is a dynamic learning process with respect to students and faculty members as it upgrades and enhances teaching and research activities.

Further, the University is committed to develop not only a talented pool of human resources but also socially responsible citizens. The University has dedicated units of NSS, NCC, Rovers & Rangers, Women Study Centre and Students Council which takes care of various outcome based activities in campus as well as in its neighborhood community. These include tree plantations, cleaning drives, awareness programmes on social issues like health and hygiene, road safety, blood donation, gender equality, girl education, nutrition etc. in

University campus, adopted villages and nearby primary and secondary schools. The University has entered into Memorandum of Understanding (MoU) with many prominent National Institutions for collaborative research.

Infrastructure and Learning Resources

The University, spanning over 28 acres of land, provides comprehensive teaching-learning facilities that meet UGC/AICTE/NCTE norms. These facilities include well-equipped classrooms, tutorial rooms, laboratories, seminar and conference halls, and a drawing hall. ICT support is robust, featuring 476 desktops for students and 60 laptops for faculty members, along with 777 tablets and 1,192 smartphones provided by the UP government under the Digi Shakti program.

The open-air theatre (Muktakashi Manch) and a 200-seat auditorium give students ample opportunity to explore and showcase their talents. Sports facilities are extensive, supporting both indoor and outdoor activities. The University also has various infrastructure facilities to support the teaching-learning environment, including a Student Facility Centre that houses a medical facility, salon, stationery centre, photocopy shop, and canteen. Additionally, the campus includes an administrative building, faculty rooms, hostels for girls and boys, a guest house and a residential complex.

The library holds 32,281 books (11,069 titles), with 27,879 in the central library and 4,402 in departmental libraries. It offers a rich array of encyclopedias, dictionaries, atlases, and yearbooks and provides access to the National Digital Library of India and UP Higher Education Digital Library. The Integrated Library Management System (SOFTGRANTH) is being utilised to manage digital access to books, journals, periodicals, and magazines. Significant databases like Shodhganga, Shodhgangotri, Shodhshindhu, and J-gate (58,817 indexed journals and 716,923,382 articles) are available for research and development. The University also uses advanced plagiarism detection software such as Turnitin and Urkund.

A robust IT policy underscores the importance of technology, reflected in the increase from 83 computers in 2017-18 to 6,064 computers, smartphones, and tablets in 2022-23. Each department has desktops with INTEL i3-5th Gen configurations, 4/8GB RAM, 500 SSDs, LAN connections, and printers, crucial for student learning and academic activities.

The University employs a three-tiered maintenance system for physical, academic, and support facilities, including laboratories, libraries, sports complexes, computers, and classrooms. This system integrates in-house maintenance support, Annual Maintenance Contracts (AMC) with reputable service providers, and outsourcing to expert agencies, ensuring all facilities remain in optimal condition.

Student Support and Progression

Recognizing students as the core stakeholders, the University is committed to provide comprehensive support throughout their academic journey. A robust support system, comprising Deans, Heads of Departments, Subject In-charges, faculty members, and dedicated administrative staff, ensures that students receive guidance and assistance from admission till the completion of their programmes. The Dean of Academics addresses various academic issues of the University, while the Controller of Examination provides support related to examination, evaluation, and processing of result.

The Office of the Dean of Student Welfare (DSW) offers essential holistic support to students, encompassing mentorship, counseling, logistical assistance, disciplinary guidance, healthcare, and general well-being. The Training and Placement Cell plays a pivotal role in shaping students' professional journeys. Through a comprehensive range of activities, including skill enhancement workshops, career counseling, and mock interviews, the cell empowers students to secure quality placements. The Cell also facilitates internships across various industries and supports students aiming for higher education or competitive exams through dedicated training programmes.

The Scholarship Cell provides information on various financial support schemes. Students benefit from various government and non-government scholarships. Additionally, the University offers scholarships to economically disadvantaged and meritorious students through the Student Welfare Scheme.

The Council of Students for Sports, Arts, and Culture (COSSAC) of the University promotes holistic development through six active clubs. COSSAC encourages student involvement in both intra and inter-University competitions, cultural events, festivals and various other activities like debates, plays, speeches, group discussions, technical, cultural festivals, etc. Students also contribute to the community through involvement in NSS and NCC activities, including blood donation drives and social service initiatives.

The University ensures timely redressal of students grievances which can be received through both online and offline modes. The female students of the University can report their grievances to the Internal Complaint Cell, which also addresses sexual harassment cases. An Anti-Ragging Committee ensures zero tolerance of ragging related incidents in the University campus. An accidental insurance scheme has been introduced for the benefit of students.

The Department of Physical Education provides avenues for sports with the state-of-art gymnasium, impressive basketball court and outdoor games facilities. Students trained by various clubs regularly participate in various competitions both within and outside the University.

Governance, Leadership and Management

The **Governance and Leadership** of the University is steered by the Hon'ble Chancellor of State Universities in Uttar Pradesh, providing a strong foundation for effective administrative set up. The University maintains a streamlined administrative framework with **clear reporting structures**, **delegated responsibilities,** and **efficient coordination mechanisms**. Operating under the UP-State University Act of 1973, the University adheres to a well-defined governance framework as outlined in its **Statutes**, **Ordinances**, **UGC Regulations**, and **Guidelines**. The Hon'ble Chancellor has been instrumental in guiding the University towards **sustained institutional growth**.

The University employs a **decentralized governance structure** that includes active participation from students, alumni, parents, industry partners, and faculty members. This participatory approach ensures broad involvement in institutional governance. **Strategic planning** documents (Strategic Plan, Institutional Development Plan, and Vision Document) are formulated and communicated effectively across all departments.

The University ensures a **transparent and fair recruitment process**. Additionally, the University has implemented a **performance appraisal system, effective welfare measures** and **career development opportunities** for both teaching and non-teaching staff.

Resource mobilization and **optimal utilization** is another well-defined aspect, with an annual budget prepared in advance for regular and self-financed departments. The University secures **funding from multiple sources**, including State Government Grants, Admission and Examination Fees, External Agency-Funded Projects, Alumni Contributions, and Consultancy Services. Accountability and transparency are prioritized through regular internal and external audits.

The **Internal Quality Assurance Cell (IQAC)** has played a crucial role in institutionalizing quality assurance strategies by constantly reviewing the teaching-learning process, structures, methodologies, and learning outcomes. The IQAC has led significant quality enhancement initiatives, including comprehensive audits in various areas. IQAC has institutionalized research and development at the University. The University has initiated the Ph.D. programme in 2019 and established the Research and Development Cell and Research Centres. The University has shown consistent quality improvement over the past five years, marked by advancements in academic performance, placements, curriculum enrichment, student admissions, courses offered, faculty expansion, collaborative activities, policy development, and welfare measures for students and staff.

Institutional Values and Best Practices

The University is committed to excellence, integrity, accountability, empathy, transparency, and equity in all its endeavors. It prioritizes gender, cultural, and social inclusivity, ensuring equal opportunities for all, at all levels of academic and administrative pursuits. The University is committed to environmental sustainability. It utilizes renewable energy sources, including solar power and employs energy-efficient practices like sensor-based lighting and LED bulbs/ power efficient equipment. Waste management systems are in place for both biodegradable and non-biodegradable materials. Water conservation efforts include rainwater harvesting, groundwater recharge, tanks and bunds, wastewater recycling, maintenance of water bodies and efficient water distribution. To reduce carbon footprint, the University promotes eco-friendly transportation with no-vehicle day, bicycle lanes, and pedestrian-friendly pathways. It has eliminated single-use plastic and implemented green landscaping within the campus.

To promote inclusivity, the University has built ramps for easy access to classrooms, "divyangjan" friendly washrooms, lights, display boards and signposts, assistive technology and mechanized equipment for "divyangjan" students and employees. The University fosters a sense of community through celebrations of various festivals, cultural programmes and awareness initiatives addressing socio-economic issues.

The University cultivates a strong sense of civic responsibility among students and staff through regular programmes on the constitutional obligations. The students and employees are bound to follow the prescribed code of conduct. National and international commemorative observances, such as Republic Day, Independence Day, Constitution Day, Ambedkar Jayanti etc. are organized to promote civic engagement and environmental stewardship.

The Best Practices of the University are *SEWA- Social Engagement & Welfare Activities* and *Baal Paathshala*. SEWA focuses on empowering the disadvantaged sections of people through regular social services and activities in nearby villages. Baal Paathshala provides comprehensive educational support, including tutoring, mentoring, counseling and guidance to children from neighboring slum areas and villages.

The University claims its distinctiveness and takes immense pride in being the only HEI in the State of U.P. that offers a plethora of languages for promotion of *Multilingualism* through different academic programmes,

co-curricular and extra-curricular activities including NCC Girls.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, LUCKNOW
Address	Khwaja Moinuddin Chishti Language University, Sitapur Hardoi Bypass Road, Lucknow
City	LUCKNOW
State	Uttar pradesh
Pin	226013
Website	kmclu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-10-2009
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	23-07-2013	View Document
12B of UGC	12-02-2019	View Document

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

28-04-2025 10:46:25

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Khwaja Moinuddin Chishti Language University, Sitapur Hardoi Bypass Road, Lucknow	Urban	27.519	38326.76	Undergraduate, Post Graduate, Doctoral, Diploma		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	102223_2385_1_1718701144.pdf	
NCTE	102223_2385_4_1718701246.pdf	
PCI	102223_2385_6_1718701255.pdf	
BCI	102223_2385_8_1718701262.pdf	

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	48				76				195			
Recruited	6	3	0	9	1	1	0	2	65	41	0	106
Yet to Recruit	39				74				89			
On Contract	0	0	0	0	1	0	0	1	8	2	0	10

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				201
Recruited	68	13	0	81
Yet to Recruit				120
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				7
Recruited	3	0	0	3
Yet to Recruit				4
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	1	0	1
Ph.D.	6	2	0	1	1	0	22	7	0	39
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	28	16	0	46
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	23	18	0	41
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	2	0	0	2

Chairs Instituted by the University

Sl.No	**Name of the Department**	**Name of the Chair**	**Name of the Sponsor Organisation/Agency**
1	Not Applicable	Not Applicable	Not Applicable

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2296	108	0	0	2404
	Female	1057	26	0	0	1083
	Others	0	0	0	0	0
PG	Male	386	19	0	0	405
	Female	322	5	0	0	327
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	0	0	0	2
	Female	2	1	0	0	3
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	39	7	0	0	46
	Female	41	0	0	0	41
	Others	0	0	0	0	0
Diploma	Male	30	0	0	0	30
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	47	2	0	0	49
Female	9	0	0	0	9
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arabic	[View Document](#)
Bio Technology	[View Document](#)
Biotechnology Engineering	[View Document](#)
Botany	[View Document](#)
Business Administration	[View Document](#)
Chemistry	[View Document](#)
Civil Engineering	[View Document](#)
Commerce	[View Document](#)
Computer Science And Engineering	[View Document](#)
Computer Science And Information Technology	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
English And Meal	[View Document](#)
Geography	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
Home Science	[View Document](#)
Journalism And Mass Communication	[View Document](#)
Law	[View Document](#)

Mathematics	[View Document](#)
Mechanical Engineering	[View Document](#)
Microbiology	[View Document](#)
Persian	[View Document](#)
Pharmacy	[View Document](#)
Physical Education	[View Document](#)
Political Science	[View Document](#)
Sanskrit And Pali	[View Document](#)
Sociology	[View Document](#)
Urdu	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Khwaja Moinuddin Chishti Language University, Lucknow, stands as an unwavering bastion of educational excellence, fully dedicated to the meticulous and profound implementation of the transformative National Education Policy of 2020 (NEP-2020). In Academic Session 2021-22, the University successfully integrated NEP-2020 at the Undergraduate level. Further, in 2022-23, the University implemented NEP 2020 at Postgraduate level. In keeping with the guidelines of NEP 2020, the University instituted six mandatory Ability Enhancement Courses, interdisciplinary learning opportunities, through expanded course selection and a flexible multiple entry-exit policy. The programmes of the University are meticulously designed to complement academic pursuits and equip students with a diverse skill set, essential for their overall growth. This innovative approach liberates students from the confines of traditional academic structures and empowers them to design their own learning paths, thereby encouraging active engagement and aligning education with individual goals. In a pioneering stride towards multi-disciplinarily learning, the University has integrated a minor paper in the curriculum that enables the students to explore multiple knowledge domains and cultivate a deeper

	and more comprehensive intellectual understanding. The University offers a flexible multiple entry-exit policy, allowing students to make informed decisions about their educational preferences. Students can choose to exit the programme with a Certificate after the first year, a Diploma after the second year, or continue towards a degree. This innovative approach empowers students to align their education with their changing goals and aspirations. To sum it up, Khwaja Moinuddin Chishti Language University is at the forefront of educational innovation, fully embracing the principles of NEP 2020.
2. Academic bank of credits (ABC):	The University is enlisted on ABACUS-UP, an Academic Bank of Credits crafted by the Uttar Pradesh Government. A concerted effort is being made by faculty members, administrators and students to actively contribute to this platform. In an endeavor to create a more equitable learning environment, the undergraduate programme has transitioned from a traditional marking system to a grading system, reducing intense competition among students. The University curriculum has been aligned with Common Minimum Syllabus of the Government of Uttar Pradesh for undergraduate programmes. To enhance student assessment, a continuous internal evaluation system has replaced the traditional marking system. This new approach provides a more comprehensive evaluation of student performance and ensures fairness and objectivity in the assessment process. The University has seamlessly integrated ABC, a central government initiative, into its academic framework. This strategic move aligns the University with national standards and creates a progressive learning environment for students. By rapidly implementing the initiative's guidelines, the University ensures that the students benefit from the latest academic advancements. This strategic alignment reflects dedication of the University towards providing a contemporary and nationally recognized education to its students. The University has created ABC IDs for all students enrolled under NEP 2020. Teachers' information has been uploaded to the ABACUS portal, and the University is currently transferring student data to the same platform. Efforts are underway to transfer all the credits that have been earned by the students to their ABC account.

3. Skill development:	To cultivate a strong research culture, the University has introduced four mandatory skill development courses in the first two years of undergraduate programmes. Building upon this foundation, all undergraduate students undertake a compulsory research project in their third year, while postgraduate students engage in research projects in every semester. To further enhance practical learning, industrial training, internship and hands-on experiences are integrated into the curriculum, fostering research skills and overall student development. Our approach goes beyond simply preparing students to be competent employees; our goal is to nurture their entrepreneurial spirit also and encourage them to become enthusiastic entrepreneurs and job creators.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In keeping with the objectives of NEP 2020 and in order to highlight the rich cultural heritage of India, each course offered by the University, incorporates a basic understanding of the Indian Knowledge System (IKS). The first unit of the first semester in the undergraduate programme is dedicated to showcasing significant contributions of India to the respective field of study. Further, to enhance student comprehension, the University employs bilingual teaching methods. This approach helps clarify complex concepts and improves overall learning outcomes by allowing teachers to prepare the study material in both languages, thereby benefitting students belonging to diverse backgrounds. The inclusion of Hindi books in the list of references for each course further enables linguistic diversity. This approach expands access to knowledge resources, acknowledges the valuable contributions of Hindi scholars and incorporates diverse perspectives in academic discourse.
5. Focus on Outcome based education (OBE):	The University has adopted Outcome-Based Education (OBE), incorporating Programme Outcomes, Programme-Specific Outcomes, and Course Outcomes into all syllabi. This student-centric approach enhances learning by clearly defining expected outcomes. The examination and assessments given to students are designed to ensure that they fulfill the required criteria for both their knowledge and their talents. The data used to evaluate CO attainment is derived from the student's performance on examination. The extent to which

	students have acquired the COs and POs is assessed using Bloom taxonomy and other evaluation processes relevant to the course objectives. It also helps in aligning teaching, learning, and assessment processes accordingly.
6. Distance education/online education:	The University has taken significant strides in enhancing the educational experience for its students by creating a comprehensive online library equipped with diverse e-content. This digital repository is thoughtfully curated with openly accessible notes contributed by the faculty members, nurturing an environment of shared knowledge and academic collaboration. The University has recently made a noteworthy investment in academic resources by acquiring J-Gate, a platform renowned for its extensive collection of e-journals. This strategic move aims to provide students, researchers, and faculty members with seamless access to a diverse range of scholarly articles and research publications. J-Gate's repository of e-journals is expected to enrich research landscape of the University, facilitating in-depth exploration and creating a culture of academic excellence. This acquisition reinforces the commitment of the University to leading in information access and research support.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) has been established at the University. A faculty member has been appointed as the Nodal Officer, and the club includes several other faculty members as well as representatives from the Student Council. The ELC aims to raise awareness about the electoral process and encourage students to participate in democratic activities. It focuses on educating students about their rights and responsibilities as citizens through various events and programs. These activities include Voter Day and Constitution Day celebrations, as well as awareness campaigns both on campus and in the surrounding community. The Club organized a program on the topic "Mera Pahla Vote Desh Ke Liye" and also held a Voters' Awareness Programme.
2. Whether students' co-ordinator and co-ordinating	The University has appointed student coordinators

faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	and faculty members to oversee the functioning of the Electoral Literacy Club (ELC). These coordinators play a crucial role in organizing and implementing various activities and initiatives related to electoral literacy. The ELC is functional and actively engages students in promoting voter registration drives and highlights the importance of voting and electoral reforms. The ELC strives to be representative in character, ensuring participation from students of diverse backgrounds and disciplines. Efforts are made to involve students from various academic programmes, including social sciences, law, management and humanities, to ensure a holistic and inclusive approach to electoral literacy.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC undertakes a range of innovative programmes and initiatives to promote electoral literacy. These initiatives include the voluntary participation of members of student council in electoral processes, such as voter registration drives within the student community and the communities they belong to. The ELC also conducts programmes for raising awareness about the importance of ethical voting and conducting voter awareness campaigns. Moreover, the ELC focuses on enhancing the participation of underprivileged sections of society, including transgender individuals, disabled persons, and senior citizens. Special initiatives are undertaken to ensure their inclusion in the electoral process, such as organizing programmes tailored to their specific needs and collaborating with Non-Government Organizations to address their concerns and challenges. The University actively engages in socially relevant projects and initiatives related to electoral issues through its outreach services.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy Club (ELC) of the University regularly conducts awareness drives both on campus and in the nearby community through voter pledges, rallies, and door-to-door campaigns. Additionally, the Department of Political Science and the Faculty of Legal Studies undertakes research projects focused on democratic values and electoral processes. These initiatives include conducting surveys, creating educational content, and publishing findings, all of which underscore the University's commitment to promoting democratic values and enhancing participation in electoral processes. The members of the ELC organized a one-day workshop on "Voters'

	Awareness" and conducted a signature drive to educate voters about the entire electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The University, through the ELC, makes efforts to identify and register eligible students as voters. The ELC also organizes campaigns and awareness programmes to educate students about the importance of voter registration and guides them through the registration process. The number of students above 18 years, who are yet to be enrolled as voters, is regularly assessed, and targeted efforts are made to institutionalize mechanisms that facilitate their registration as voters. These mechanisms include collaborations with local election authorities, provision of registration facilities on campus and assistance in completing the necessary documentation for voter registration. The Electoral Club has facilitated voter registration on campus, successfully registering 18-year-old male and female students from both the University and the village as new voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4115	3767	2886	2247	1541
File Description			Document	
Institutional Data in prescribed format			View Document	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1219	951	757	513	416
File Description			Document	
Institutional data in prescribed format			View Document	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	110	99	93	87
File Description			Document	
Institutional data in prescribed format			View Document	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 215

File Description	Document
Institutional data in prescribed fomat	**View Document**

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1263.79	981.19	876.67	605.46	288.84

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The curriculum offered by the University caters to the **local, national, regional, and global developmental needs** of the society, having specifically designed **Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs)** drafted in line with the Graduate Attributes and Blooms Taxonomy. The revision of curriculum was done as per the guidelines of **NEP 2020** in 2021-22.

Recent academic, industrial, and technological developments are periodically reviewed, and the syllabi are modified accordingly – the outcome of which is evident in the students achieving **greater understanding of local, regional, national and global environment**. The well-drafted POs, PSOs and COs serve to s**eamlessly bridge the gap between theoretical knowledge and real world practices, fostering holistic development of the students.**

To address the **local developmental needs** of the society, the Faculty of Social Sciences, offers courses such as **Extension and Communication Concepts in Community Development, Guidance and Counselling, Community Nutrition, Current Concerns in Public Health Nutrition** where students regularly visit the neighbouring villages to educate, sensitize and spread awareness among the inhabitants on social issues such as girl child education, menstrual hygiene, eradication of diseases such as Tuberculosis, Anaemia deficiency, and various Government Schemes.

By virtue of being situated in Lucknow -the heart of culture and tradition of Uttar Pradesh-the Faculty of Arts and Social Sciences specifically incorporate **regional development** courses such as *Lok Sahitya Evam Lok Sanskriti*, *Awadh Ka Urdu Adab*, **Regional Planning and Development** all of which amply discuss the **regional, national and international contribution of language and literature** in societal development. In addition, the University regularly organizes programmes to complement these courses -therefore offering the students with a more detailed and 'out-of-the-box' perspective, apart from traditional pedagogy.

To address the national developmental needs, courses based on **Indian Political Thought, Indian Literature in English, Advanced Geography of India, Education in India, Social Problems and Issues of Development in India** are offered to attract the attention of students towards issues of national importance.

Keeping the global perspectives in mind, courses such as **Global Financial Reporting & Disclosure, International Financial System, Translation: Arabic-English-Arabic, International**

Communication, Web Technology, Law & Justice in a Globalized World, Global Politics, Internet of Things, Robotics etc. are offered to align the students' thought-process towards international developments.

Further, the University follows a regular feedback system wherein **feedback is collected** through a prescribed format which incorporates suggestions based on **local, national, regional, and global developmental needs**, from all stakeholders. Accordingly, curriculum is regularly revised, updated and modified.

The outline for syllabus is evolved in consonance with the **UGC guidelines, NEP-2020 and as per the guidelines of Department of Higher Education, Govt. of Uttar Pradesh**. Developments in the industry and corporate requirements from experts are also considered to define new fields for integration between theoretical and practical studies. To ensure a continuous reassessment of syllabi, **meetings of the Board of Studies and Faculty Boards** are conducted regularly. After due deliberations in these forums, and incorporation of relevant suggestions, the curriculum is finally approved by the **Academic Council.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The Programmes offered by the University focus on the employability, entrepreneurial and skill development of the students through regular revision of course syllabi to incorporate contemporary requirements. The curriculum of each course is designed in alignment with the latest industrial trends and emerging job opportunities in the market. Over the past five years, a comprehensive overhauling of all courses has been carried out to integrate the CBCS and NEP-2020 guidelines. On the basis of **feedbacks** received from various stakeholders, the University ensures a **minimum of 20% revision** in all syllabi, on yearly basis. Skill development workshops, seminars, industry collaborations and entrepreneurship activities are conducted to ensure holistic development of the students.

As its core ideology, the University endeavours to offer employability-focused programmes that enhance students' job prospects. Courses offered by the Faculty of Commerce such as **Money, Banking & Public Finance, E-Filing of Returns, Advertising & Brand Management** enable the students to explore career opportunities in the finance sector. Similarly, courses such as **Pedagogical Perspective of Education, School Management & Hygiene, Media Laws and Ethics, Sports Journalism, Home-Based Catering, Introduction to Clothing and Textile, Artificial Intelligence & Cloud Computing,**

are offered by the Faculty of Social Sciences and Faculty of Engineering & Technology. Students enrolled in these courses are encouraged to participate in **field-based projects, workshops**, **and interactive sessions with experts** – the **outcome of which is evident in procurement of greater and better placement opportunities.**

Development of Entrepreneurial acumen of students is another area that receives unequivocal importance in the University curricula. Courses, dedicated specifically to hone entrepreneurial mindset of the students, such as - **Entrepreneurship and Small Business Management, Entrepreneurship Development, Talent Identification** are offered under various programmes of the University. In addition, events such as '**Entrepreneurship Expo', workshops on entrepreneurship, innovation and social media** are organized regularly. Furthermore, the University has a well-defined '**Start-up and Innovation Policy'** along with a dedicated '**Awadh Incubation Foundation**' which provides the students with a platform to pitch their ideas under the guidance of industry experts. **The outcome of such activities is evident from the fact that students of the University are motivated to start their own business ventures and at the same time, generate employment opportunities for others, as well.**

Skill enhancement is one of the most crucial aspects of education. Therefore, apart from offering regular courses such as **Business Communication, Media and Communication Skills, Personality Development** to enhance the soft skills of the students, courses such as **Artificial Intelligence and Cloud Computing**, **Analytical Ability and Digital Awareness, Self-Development and Well-Being, Life Skills in Education, Cooking Skills & Healthy Recipe Development** are also offered which ensure skill development among students through practical experiences. The **outcome of the skill development is reflected in the enhanced abilities and competencies of students, preparing them for national and international competitions, ensuring professional success and personal growth.**Top of Form

Further, the University has been collaborating with several corporates, academic institutions, NGOs since the past few years. Through these partnerships, the University aims to enhance students' skills by providing them with opportunities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 24.28

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 1474

1.2.1.2 Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :

Response: 6071

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The University imbibes the value frameworks enshrined in **NEP-2020 and Sustainable Development Goals** within its vision, mission, core values, programme outcomes, programme specific outcomes and course outcomes by offering an exhaustive list of courses related to **Professional Ethics, Gender, Human Values, Environment and Sustainability**.

The University derives its values from the teachings of Khwaja Moinuddin Chishti of Ajmer – a renowned Sufi Saint of international repute. As such, the courses offered across all programmes have an element of **Human Values & Professional Ethics**. Specifically, courses such as **Media Laws & Ethics, Corporate Governance and Sustainability, Business Ethics, Corporate Social Responsibility, Human Values & Environment Studies** are offered to students through which the spirit of universal brotherhood, empathy for the under privileged, and maintenance of professional ethics is encouraged.

Gender inclusivity is a crucial aspect of promoting equality, diversity, and creating an inclusive learning environment empowering all the students enrolled. The University strongly advocates 'gender inclusivity' which is reflected in all its policies, curriculum, and syllabi. The Faculty of Social Sciences offers several courses such as **Gender Issues and Human Rights Education, Human Rights in**

Comparative Perspectives, Gender and Social Justice, etc. Elements of **Transgender Studies** have also been included in the course '**Gender and Media Studies'** offered by the Dept. of Journalism & Mass Communication.

The **Women Study Centre** of the University organizes events such as- **International Women's Day, Anaemia Awareness Camp, Mission Shakti Programmes, Mahila Samriddhi Mahotsav**, etc. – as part of its gender inclusivity agenda.

As part of its **Environment and Sustainability initiatives**, the University not only offers a mandatory course on **Environmental Studies** to all the students enrolled in the Undergraduate programme, but also offers courses on **Environmental Geography, Environmental Law, Environmental & Population Education, Environmental Engineering**– all of which underline the importance of environmental conservation and sustainability. Apart from this, activities like **Awareness programmes on Water Conservation, World Health Day**, **World Environment Day, Fruit Garden Plantation Drive, Clean Campus initiatives,** are organized regularly in the University.

Apart from the above thrust areas, the University upholds and adheres to the objectives of **Sustainable Development Goals** by offering vital courses like **Fitness and Yoga (SDG3), Health & Physiology (SDG3), Inclusive Education (SDG4), Economics of Health & Education (SDG 3 & 4), Oceanography (SDG14), Climate Change: Vulnerability and Adaptation (SDG13)**, all of which help in spreading awareness about the key parameters of the SDGs.

In keeping with the guidelines of **NEP 2020**, the dynamic curriculum of the University recognizes, identifies, and fosters the unique capabilities of each student by emphasising on their conceptual understanding, creativity, and critical thinking. Courses such as **Technological Foundations of Education, Wellness and Fitness, and Applied Use of Sanskrit Literature in Daily Life,** ensure multidisciplinary, multilingual, and holistic education to all the students.

The **outcomes of all such activities are evident from the students who remain motivated to engage in community development initiatives even after completing their education. Students establish their own NGOs; voluntarily contribute towards environmental conservation, gender sensitization, thus reflecting the core values of 'inclusivity, integrity, empathy, accountability and environmental sustainability" as enshrined in the vision document of the University**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 53

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 84.91

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 45

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 53

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis and its report to appropriate committee/bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 84.51

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1978	2146	1465	1465	970

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1590	1777	1283	1273	858

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 70.72

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
678	727	518	508	340

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
970	1055	714	718	461

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Response:

The University assesses the learning levels of the students and organises special programmes to cater differential learning needs of the students. The students enrolling in the University hail from different socio–economic and educational background, as most of them are coming from the rural belts of Uttar Pradesh, which needs to address their differential learning needs. The differential learning levels are distinguished as slow learners and advanced learners. Slow and advanced learners are identified at the entry level by their performances in qualifying examinations and also in some courses through entrance examinations. Those having score below 60% are considered as slow learners, whereas above 60% are considered as advanced learners. Counselling of such students are also done to access their academic needs. Thereafter, their performance in Mid-Semester Examinations and End Semester Examination is taken as the basis for distinguishing between slow and advanced learners. Slow and advanced learners are guided by competent faculty members of the University and also various strategies are adopted for slow and advanced learners.

Strategies for Slow Learners

- **Orientation/Induction Programmes** are conducted for the newly admitted students to impart knowledge about programme structure, examination scheme, curriculum details, faculty members and career opportunities in their programme in all Departments of the University.
- **Remedial Classes** are organised by Departments to ensure **subsidiary teaching** to slow learners.
- **Regular Stress Management** programmes are conducted for students.
- **Personality Development** sessions are organised with an opportunity of individual interaction with the experts.
- **Soft Skill Training** sessions are organised to boost their self-confidence and self-esteem.
- **Counselling Cell** of the University supports the students to overcome from their academic and personal challenges.
- **Notes, Assignments**, and **Digital Presentations** are also provided to such students by the faculty members to help them to grasp quickly.
- **Special Expert Lectures** are organised from time to time to enhance the knowledge, technical competence and confidence of the students in their subject area.
- **Mentor-Mentee Programme** involves faculty members remain patient and accessible to students personally, over the phone, through the mail, and via social apps. Students' psychological issues are also taken under consideration during **Mentor-Mentee Interaction.**
- **Special Tutorials** for slow learners are provided on regular basis.

Strategies for Advanced Learners

- Opportunity of participation is given to advanced learners in **Innovative Projects, Advanced Training and Industry-Sponsored Internships**.
- Participation in **Hackathon, Ideathon** and **Building Working Models** to showcase their talents.
- Encouraged to be the part of University programmes and activities for their overall development.

- Participation and Paper presentation in Seminars, Conferences and Workshops organised by the University.
- Participation in various **Skill Development Programmes** to sharpen their skills.

- Engaged in research projects and field work projects of the University also.
- Encouraged to optimize their potential through special opportunities provided to them by way of **Awards, Certification** and **Recognitions**.

- Medals are awarded to such advanced and meritorious students during University Convocation every year.

The above mentioned measures have shown sufficient improvement in academic exposure, personality development, critical thinking, communication abilities and learning level of both slow and advanced learners to higher studies and placements.

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

2.2.2

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

Response: 39.19

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The University follows various student centric methods such as experiential learning, participative learning and problem solving methodologies to enhance learning experiences of the students. Teachers of the University use various ICT enabled tools including synchronous and synchronous resources for making teaching learning process effective.

Experiential Learning Methodologies which are used for enhancing learning experiences involves -**Internship Programmes at Under Graduate & Post Graduate levels, Field Experiments and Field Projects, Industrial Visits, Community Based Activities, Exhibitions** and **Expos** etc. Inclusion of **Participative Learning Methodologies** such as **Seminars, Workshops, Debates, Presentations and Discussions, Quizzes, Role-Plays, Educational Games, Group Discussions, Poster Presentations** are the methods of enhancing learning outcome by the University. To foster a culture of cooperation and teamwork among the students, they are also given projects and assignments that they must complete as a group or team. **Hackathon, Practical Training in Language Labs, Practical in Laboratories and** use of **Research Projects, Dissertations** are the creative methods to foster **Problem Solving** approach among the learners. Necessary supports is provided to the students for publishing their research papers and they are also rewarded for their work. By using various learning methodologies the individual learning needs of the students are satisfied.

The widely-used Information and Communication Technology (ICT) in teaching-learning practices by teachers has a tremendous positive impact and empowers both teachers and students in knowledge management. It evolves the conventional teaching method into an interactive learning process with students.

Use of **PowerPoint Presentations**, *Swayam* website to access the **Massive Open Online Courses (MOOCs)** which are now included in NEP 2020's curriculum, these programmes also count for credits. Several **classrooms** of the campus are **ICT-equipped** in every Department. The ICT-enabled teaching comprises **LCD/LED Projectors, Interactive Digital Whiteboards,** and **e-Learning Materials.** Along with the recommended text books and reference materials, teachers also motivate students to use open access to **Uttar Pradesh Digital Library**, **eGyan Kosh, epathshala, NPTEL, INFLIBNET** and other platforms as additional resources. The University has ICT equipped laboratories and all the Departments are provided with ICT tools such as **high speed internet, enriched library** and **J-Gate access.** The library has **Library Management Software** for better record keeping. University also offered virtual classrooms during COVID times and now 30% classes are conducted in online mode as per UGC guidelines. The website of the University is also student centric as it has a **Students' Corner** from where they can access **Department wise Syllabi**, **Learning Materials** and **Links of useful website**. To provide learning outside of the classroom and to provide access to more learning materials, many teachers have their own **YouTube Channels**. Every Department has its own YouTube Channel, where they upload lectures for students frequently. The lectures of invited speakers and resource persons are also broadcast on **University YouTube Channel**. University has its own **LMS** named **KOPAL (KMCLU Online Platform for Academic Learning)** from where teachers can maintain and keep track of the teaching learning process. University has subscribed plagiarism checker software **Ouriginal** (earlier) and **Turnitin** (presently) through which quality of research publication is ensured.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The University adopts effective Mentor-Mentee Schemes to address academics and student–psychological issues. The Mentor–Mentee Programmes of the University ensures effective realization of student's potential and supports them in focussing on goals, acquiring skills, enhancing practical knowledge, building confidence, develop a positive attitude to deal with stress and anxiety. The Mentor-Mentee Programmes of the University builds an interpersonal relationship through which experienced teachers guide and mentor the students and enable them to excel and develop in all aspects of their lives. This one-to-one relationship is intended to identify and address students' academic and psychological issues at the initial stage and guide them to achieve their personal, educational and vocational goals.

Role and Responsibilities of Mentors-

Mentor–Mentee Programme is specifically designed to address academics and psychological issues of the students. Mentors listen to their Mentees patiently with empathy. They also give constructive feedback that can be acted upon. Mentors also helpful in overcoming individual judgment and prejudices towards the Mentee. Motivating the Mentee to take up the challenges for learning and development by sharing willingly their personal experiences, skills and networks the mentor plays as important role in providing the right direction to their Mentees. During the process of mentoring absolute confidentiality of the Mentee's personal information maintained. Mentor–Mentee Programme is also helpful in upgrading soft skills such as **oral** and **written communication, body language, business communication and interview skills**. During this Programmes reliable and constructive advice and feedback is provided for Mentees and their achievements are also acknowledged.

The Process of Mentoring-

University's mentoring process is a flexible system that may take on various forms in its working structure depending on the needs of the Mentee. The Mentor–Mentee Programme of the University is based on predefined **'Formal or Direct Mentoring'** but depending on the need of the student **'Informal or Indirect Mentoring'** may be offered upon mutual arrangement between participants. Every teacher is allotted with predefined number of mentees within a batch of students. The Mentor initiates the mentoring process by general interaction and rapport building with the Mentee. This is followed by building trust with the Mentee and regular interactions on different issues related to **Career, Personality, General Knowledge** and **Class Performance** etc. The Mentee may also request to change the Mentor, if required. Mentors interact with the Mentees during allocated time schedule and maintain documentation of mentoring process carried out.

Outcome of Mentor Mentee Programmes-

Overall, the Mentor-Mentee Scheme is playing an important role in supporting student's personal and professional growth in the University setting. The students are greatly benefitting by regular interaction with their teachers as their Mentors. It is also reducing their stress levels and helping them to accomplish their goals. It is helping many students to come to the mainstream and in developing confidence and enhancement in their personality traits. Through this scheme many students are showing improvement in

their grades and also feeling connected to the University and society at large.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 81

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
138	138	138	138	74

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 70.23

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 151

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 10.23

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1074

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 18.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	25	07	23	19

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	05	04	02	04

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4121	3427	2741	2055	1538

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Response:

The University has stated **Programme Outcomes (POs)** and **Course Outcomes (COs)** which are integrated into the assessment process and are widely publicized through the website and their attainment is evaluated. The University follows the concepts of **Outcome-Based Education (OBE)** to ensure attainment of **COs** and **POs**. The examinations and assessments given to students are designed to ensure that they fulfil the required criteria for both their knowledge and their talents.

It is also ensured the right mix of pedagogical, evaluative and assessment processes are employed throughout the formulation and delivery of the curriculum to achieve the desired goals of the programmes via the engagement of the faculty members.

The University uses both **Direct and Indirect Methods of Assessment** to ensure attainment of PO, PSO and COs. Activities like, **Assignments, In-Class Discussions, Mid-Semester Examinations, End-Semester Examinations** are aimed at assessing the course objectives by producing material and questions based on analytical and critical thinking. Attainment of programme outcome is evaluated on the basis of summative marks of internal and external assessment.

Direct Assessment Methods for evaluating student learning include **Assignments, Class Tests, Group Discussions, Laboratory Performances, Research Projects** and **Dissertation Works.** Finally, mid-semester and end-semester examinations gauge overall comprehension and retention of course content. These methods allow for diverse ways of assessing comprehension, skills, and application of knowledge across different learning contexts, ensuring a comprehensive evaluation of student learning outcomes.

Indirect Assessment Methods, such as **Feedback** and **Alumni Surveys**, provide valuable insights into educational programme effectiveness and student outcomes. Additionally, evaluations of co-curricular activities assess the holistic development of students beyond academic achievements. These methods gather input from various stakeholders to gauge teaching quality, career readiness, and holistic student development, informing ongoing programme enhancements and improvements.

The data used to evaluate CO attainment is derived from the student's performance on examination. The extent to which students have acquired the COs and POs is assessed using Bloom taxonomy and other evaluation processes relevant to the course objectives.

All possible question types, such as short responses, long replies, questions of average difficulty level, questions of high difficulty level, and so on, are included on the examination paper for each class, as well as the final examination at the end of the semester. Soft copy of curriculum and learning outcomes of programmes and courses are also uploaded on the University website for students' reference. Link: https://kmclu.ac.in/syllabus/#

Continuous analysis of the learning outcomes of a course, syllabi and its acceptability among the students, its contemporary relevance within the larger framework of the society and contribution to national development forms important basis for redefining the course/programme outcomes. The University remains committed the attainment of programme outcomes. It takes initiatives and update programmes according to the local and universal needs with corrective suggestions and measures through Board of Studies, Faculty Board and Academic Council. Presently, the University has updated upto 30%

in all of its courses every year as per the UGC guidelines. The University has also implemented NEP 2020 at the Undergraduate and Post Graduate Programmes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 94.5

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

Response: 1152

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[View Document](#)
Annual report of COE highlighting the pass percentage of students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.47

File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Response:

The University has **adequate research facilities** which are frequently updated. A well-defined **research policy** for the promotion of research is uploaded on the University website and implemented. In the past five years, the University has remarkably **upgraded its laboratories, incubation centres, library, research centres, centres of excellence, etc.**

The University has taken continuous strides in upgrading its research infrastructure and resources. From being a Language University, focused majorly on PG Research Projects, the University introduced a **full-fledged Ph.D. programme** in the session 2018-19 –in the **Faculty of Arts and Humanities, Science, Commerce and Social Sciences**. **Separate research centres** have been set-up in various departments of the University, to promote innovation and novel research ideas. The University has a well-established **Research and Development Cell and every Department has a Research Advisory Committee** and **Departmental Research Committee**, which conducts regular meetings to review the research proposals of scholars.

The **outcome of continuous upgradation** of research facilities of the University is evident from the **establishment of 11 Centres of Excellence, 16 Research Projects and 01 Pandit Deendayal Upadhyaya Shodhpeeth** by the Department of Higher Education, Uttar Pradesh, ICSSR, ICHR, etc. in the past five years. Further, **two students** from the Faculty of Engineering and Technology have received a **research project grants** from the **Council of Science & Technology, Uttar Pradesh**. Of the total 125 research scholars enrolled under the Ph.D. Programme, more than 30 have been duly awarded their degrees. To enable innovative research work in the field of Science and Technology, **state-of-the-art laboratories** were established in 2020-21.

It is noteworthy to mention that the University has established **an Incubation Centre – 'Awadh Incubation Foundation' in the year 2021-22, to encourage the research & innovation pursuits of the students**. **The Intellectual Property Rights (IPR) Cell** has been set up & **Innovation and Startup policy** formulated to encourage filing and publication of patents and various **conferences, seminars, workshops, and training programmes** are also conducted under its aegis.

A separate **research corner with real-time access to e-databases such as J-Gate, National Digital Library, Shodhganga, Shodhgangotri, UP Higher Education Digital Library, etc.** has been established to facilitate quality research work. The library resources have witnessed an increase in the number of books – from **10,000 in 2018-19 to 34,100 books** in 2022-23. The in-house software of the library i.e. **Softgranth** provides e-access to all available books in the library. In order to upgrade plagiarism-check, the **URKUND software has now been upgraded with the advanced version of**

Turnitin.

The **Research Policy,** formulated in 2021 and updated in 2022**,** ensures smooth functioning of research work at various levels. The policy makes provision for **creating awareness and motivating researchers** to work in emerging domains of academic, practical and social relevance**.** There is a provision of **study leave for research**, **seed money for projects** and **appreciation certificates for publications** in journals of high repute. There is **Resource Mobilisation Policy** and **Ethics Policy** that aims to establish clear guidelines and principles that govern the mobilization of funds and ethical conduct of research activities.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 1.6

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
8.0	0	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

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

Response: 0.93

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 02

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 25.6

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 32

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 125

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 59.69

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.13

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

Response: 28

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.1)	**View Document**
E-copies of the grant award letters for research projects sponsored by government agencies.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Response:

The University has created a conducive ecosystem for innovations, Indian Knowledge System (IKS) including awareness about Intellectual Property Rights (IPR). The establishment of Incubation Centre, Awadh Incubation Foundation (AIF) provides an ecosystem to our students to regularly meet, interact and brainstorm on their innovative ideas. Acknowledging the objectives of NEP-2020, the University has duly incorporated the Indian Knowledge System as a commitment, in its vision document, thus facilitating a seamless integration of Indian traditional knowledge into modern pedagogy and practices. The Intellectual Property Rights (IPR) Cell has been set up for creating awareness and transfer of knowledge regarding filing copyrights, patents, etc. The outcomes of these initiatives are evident in the form of increased number of patents, participation of students in National level Hackathons, etc.

Indian Knowledge System (IKS)

The University has also established an IKS Cell, which in consonance with the Cultural Committee regularly organizes workshops on "IKS Languages, Arts and Culture", *Bhartiya Gyan Parampara',* etc. and also introduced Yoga and Sanskrit in the curriculum as compulsory subjects to enlighten the students about the importance of Indian Knowledge System. As an outcome of promotion of IKS at all levels, a book authored and translated in Hindi, by faculty members of the University was also released by Hon'ble Prime Minister, Shri Narendra Modi, on the occasion of *'Bhartiya Bhasha Samagam'*. Further, two faculty members are working on research projects "Translation of Ramayan in Urdu" and "Relevance of Balmiki Ramayan in our Daily Lives" to promote awareness about IKS.

Intellectual Property Rights Cell (IPR)

The IPR Cell provides guidance to the researchers in preparing patent applications/ proposals and filing of relevant documents as per the guidelines provided in the IPR Policy. Recently two workshops were organized on 'Intellectual Property Rights and Patent Filing' and 'IPR, Patent, Copyright and Industrial Design'. Under the aegis of IPR Cell of the University, so far 17 patents have been published and 7 patents have been granted, including two student patents.

Incubation Centre

The University has established a well-equipped Incubation Centre - Awadh Incubation Foundation (AIF), which is registered as a company under Section 8 of Companies Act, 2013.

An amount of Rs. 30 lakhs per annum, has been approved by U.P Electronics Corporation Ltd. for operation and maintenance of the Centre, for a duration of five years. An initial investment of Rs. 5 lakhs have been approved by the University for the establishment of AIF. The University has Innovation and Start-Up Policy and there are two incubatees working under the aegis of AIF.

The University is actively engaged in collaborative activities with industry partners and educational

institutions such as Abdul Kalaam Technical University (AKTU), Guru Gobind Singh Indraprastha University, Career Medical College, etc. Regular workshops, seminars, and conferences are organized that bring together diverse minds from various disciplines.

The University organizes AI and Model Exhibitions to encourage its students showcase their innovative ideas by implementing different technologies. Students have demonstrated the same through design and development of low-cost electric bike, drones, etc.

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

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 33

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

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

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

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)
3. Plagiarism check through sofware
4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	**View Document**
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	**View Document**
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	**View Document**
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	**View Document**
Bills of purchase of licensed plagiarism check software in the name of the HEI.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**	

3.4.2

Total number of Patents awarded during the last five years

Response: 26

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
e-copies of letter of patent grant	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**	

Other Upload Files	
1	**View Document**

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 0

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

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

Response: 27

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 0.76

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 164

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.6

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 130

File Description	Document
List of chapter/book with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.6

E-content is developed by teachers :

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

Response: B. Any 4 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 6.39

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8

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

Response: 10

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.90	0	0	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Response:

The University conducts various **extension activities in the neighbourhood community to sensitize the students regarding social issues** resulting in their **holistic development** with **considerable impact in the neighbourhood community. The outcome of these activities is evident in the several awards** received by the University for its contribution in creating awareness related to various social issues.

The University has a well-defined **Outreach Policy** which governs all the extension activities sensitizing the students towards societal concerns, the University has also adopted **"community engagement and outreach"** as a major commitment, in its **vision document**. Students enrolled in forums such as –**NSS, NCC, Student Council, Women Study Centre, Rovers Rangers, etc.** play an active role in conducting extension activities of the University.

Social Issues related to **environmental conservation** are addressed through organization of **World Environment Day, Water Conservation Day**, creation of innovative **"*guthli* bank"**, distribution of **saplings and seeds of various fruit-bearing plants**, **regular plantation drives**, **cleanliness drives** under **"*Swachcha Bharat Abhiyan*"** in nearby communities of the University. The outcome of these

activities is evident from the University being awarded the title of **"Prithvi Mitra"** by **NGO Prithvi Innovations** and **300 saplings being presented to the University by NGO Ehsaas Foundation. Almost 1160 students of the University have been sensitized on issues related on environmental conservation, so far.**

Gender Sensitization is another pertinent social issue that has been addressed by the University. Activities to engage rural women through *Diya* decoration, *Mehndi* designing, **recitation of folk songs,** *Nukkad Nataks*, **Poster Presentations, Pamphlet distributions**–are conducted in the neighbourhood community. Awareness of Government initiatives such as **'Beti Bachao Beti Padhao', 'Mission Shakti', 'Sukanya Samridhi'** is created among students. Interactions with the **Transgender community** are also done. Recognizing its efforts in this area, **NGO Breakthrough** has felicitated the University with **"Dakhal Do"** award. A team of students also received **stipend based internship opportunity with Breakthrough**.

In keeping with the vision of **Hon'ble Chancellor, Smt. Anandiben Patel**, the University formalized its **National Nutrition Month** celebrations in the year 2021-22. **Organization of BMI Camps, Health Camps, Anaemia Check-up drives, adoption of T.B. Patients** is taken up by the University to create awareness related to health and nutrition. The University had adopted six, nine and four TB patients in the year 2020, 2022, 2023, respectively and regularly provided them with food packets –"*Poshan Potlis*". As an outcome, all the patients adopted by the University have now completely recovered. A team of faculty members and students of the University are regularly invited to other institutions for organizing health camps owning to their expertise in this area.

University also regularly conducts **old clothes and blanket donation drives, visits to mentally & physically disabled children in collaboration with NGOs, literacy programmes, Voter Day, Anti-Tobacco, Road Safety Awareness Programmes** in nearby communities. The outcomes of these initiatives have been reflected in terms of **over thousand student participations** over the past five years and the University receiving the title of **"Community Champions" by a National Level, NGO - Youth Power Association.**

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 107

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
15	38	23	16	15

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

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

Response: 48

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Response:

The University is a renowned academic institution that is committed to provide a high-quality learning environment to its students. The University has adequate infrastructure facilities to achieve its goal.

Infrastructure facilities for teaching-learning

The University is established on 28 acres of land. The teaching-learning facilities in terms of classrooms, tutorial rooms, laboratories, seminar halls, conference halls, drawing hall and other required spaces is as per **UGC/AICTE/NCTE** norms. All the teaching-learning facilities are accomplished in 3 separate differently abled friendly multi-story buildings. These spaces are optimally utilized from 8 am to 6 pm. More than 50 Laboratories (**Media Lab, Language Lab, Engineering labs, Computer labs, Science labs and Workshops etc.)** have all the required infrastructure and equipments to provide best technical knowledge to the students. University has uninterrupted power supply with the help of three D.G. sets.

ICT facilities

The University has adequate ICT facilities to support teaching-learning. These facilities include interactive smart boards, computers and projectors with 24X7 wi-fi facility and an automated library. ICT enabled teaching learning is assisted with, **476 desktops** for students and **60 laptops** (for faculty), **777 tablets and 1192 smart phones (by UP government under Digi Shakti program).** Learning Management System (KOPAL) and Enterprise Resource Planning (SAMARTH) are used for student centric approach to enhance the continuous and cognitive learning.

Facilities for Cultural and Literary Activities

The University has sufficient facilities which provide a plethora of opportunities to students to showcase their cultural heritage and patriotism. An open air theatre (**Muktakashi Manch)** and an **Auditorium** with 200 seating capacity provides them a space to explore and express their thoughts and

talent. Different cultural programs such as **Folk /Classical Music and Dance event, Drama, Nukkad Natak, Kavi Sammelans** and **Debates** are organized by the Student Council (COSSAC) and different student clubs.

Facilities for Sports and Games

The University has sufficient facilities for indoor games such as; **Table Tennis, Badminton, Carrom, Chess, Judo, Karate, Taekwando, Vovenam, Kushti** and outdoor games such as; **Basketball, Cricket, Volleyball, Football, Javelin throw, Tug of war, Shot put etc.** To connect the students with their cultural and indigenous games **(Kho-Kho, Kabaddi), Skipping, Hopscotch, Gilli-Danda, Gitti-Fod etc.** games are also organized in the University. Students have represented the University at national level competitions in Taekwondo, Swimming and at zonal level (inter-university) in Volleyball. Two students brought honors to the University with **8 Gold medals,** named as **Mansi Gautam and Akshat Bajpai** at **Inter National, National and State level.** Two students of the University received 8 gold medals in National level competition.

Facilities for Yoga

To support and encourage the holistic development of students, University has a Yoga Centre with 100 seating capacity in which Yoga and meditation practices are done on regular basis.

Gymnasium

Chandrashekhar Azad Vyayamshala (Gymnasium) provides sufficient space for floor and bar exercises with advanced equipments.

Additional Facilities

The University has several other infrastructure facilities to support students, faculty and staff for better teaching-learning environment. These facilities include the **Student Facility Centre** which houses the **Medical** facility, **Salon**, **Stationary Centre, Photocopy Shop and Canteen. Administrative building, faculty rooms of the University, Girls' and Boys' hostels, Guest House, Residential complex, Tube well are also present in the University campus.**

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

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 39.99

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise**

during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
505.16	392.49	350.668	242.18	115.53

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Response:

The University's repository of knowledge is endowed with cutting-edge automation features, utilizing an Integrated Library Management System (ILMS) that ensures the seamless operation of digital facilities. Adequate subscriptions to a plethora of e-resources and journals are also in place.

Digital Facilities

The collection boasts of an impressive array of **32,281 books (11,069 titles),** of which 27,879 books are available in central library while 4,402 can be accessed in the departmental libraries. The books range across a gamut of reference and textbooks of different disciplines, accompanied with the journals and periodicals in the Library **(Ganesh Shankar Vidyarthi Pustkalaya).** Multiple copies ensure availability of the books to many students. A bountiful collection of **Encyclopedias, Dictionaries, Atlases and Yearbooks** enriches the repository. Moreover, 15 newspapers and magazines are subscribed by the University for Library, which provides visitors with access to update information on a variety of topics. The Library operations are computerized and high speed internet connectivity is available to facilitate

users with **30 computers.** The students can browse the internet and can also download useful information. The students who do not have access to personal computers and internet facilities are allowed to attend their on-line classes conducted on MOOCS and NPTEL. It also provides access to the **National Digital Library of India and UP Higher Education Digital Library,** which enables students and teachers enhance their knowledge base. These facilities can be accessed from 8 am to 6 pm.

Integrated Library Management System

Integrated Library Management System **(SOFTGRANTH)** supports digital management of accession of books, journals, periodicals, magazines etc. Digital Library cards are issued through **ILMS** to students, faculty and staff for digital monitoring of the library account of the concerned. To further enhance its user-friendliness, the central library operates on an open access system, allowing students and teachers to avail its resources without any impediments.

Students are encouraged to make optimal use of e-resources and books in the library. Two air-conditioned reading halls of 200 seating capacity equipped with LAN and high speed Wi-Fi connected 25 computers, offer a hygienic and peaceful space to focus on their academic pursuits.

E-Resources Facilities:

Shodhganga, Shodhgangotri, Shodhshindhu, databases enrich the library in terms of e- resources. **J-gate**, one of the strongest databases of e-journals consisting of **58,817** indexed journals and **7,16,92,382** articles is used by the students and teachers to meet their research and development requirements. Additionally, another database namely Knimbus is also used by the students in the library. To ensure the quality and academic integrity of the research publications, the University has also subscribed for **Turnitin** (advanced similarity/plagiarism checker) and another plagiarism checker software, **Urkund** has also been provided by the government.

The teachers of each department regularly visit the library to encourage and motivate students to use the library resources effectively. The regular usage of the library is monitored and efforts are being made to increase the number of students visiting the University on a regular basis.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.15852	0.09000	1.49288	6.35689	55.13666

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Response:

The University focuses on the importance of technology and endeavours to provide its students and faculty members with a reliable, high-speed Wi-Fi facility. In line with its mission to cater to the expanding campus and growing student enrollment, the internet facility is frequently updated. The University began its operations with limited access to IT facilities, but due to its constant endeavours at upgradation, now the University has adequate IT facilities to cater the students needs.

Updation of IT facilities

The University has a well-defined **IT policy** and places great importance on technology and endeavours to provide its students and faculty members a reliable, high-speed internet facility. Various Departments, Library and Administrative building have sufficient computers in ratio with number of students enrolled. The updation and execution of IT Policy is evident from **83 computers in 2017-18 to 6064 computers/Smartphones/Tablets** in year 2022-23. Each Department has desktop with the following specifications: **INTEL, i3-5th Gen configuration, 4/8GB RAM, 500 SSD** and LAN connection with

printer which is necessary for students learning and in their other academic activities. Computer Labs and Language Labs are using advance versions of **AutoCAD, MySQL, Turboc, OpenOffice, MATLAB, Devcpp software.** Media Lab has Audacity software for better video editing. The Reading room of Library has 25 Desktops working with LAN connected to one central system and also has access to high speed Wi-Fi in campus. **60 laptops** with latest configuration: **INTEL Core i7, 8GB RAM and 1TB HDD** specifications are provided to teachers for teaching and other academic works. The Administrative building has desktops with **8GB RAM, 500 SSD and IDR, Photoshop, FCP** software. The computers are regularly updated on the basis of requirements and suggestions given by **IT committee.** Regular maintenance of Computers and IT facility is done along with regular visits of IT experts to ensure the smooth functioning of computers. The obsolete/ irreparable computers and other hardware are repaired or recycled according to the IT Policy of the University.

Bandwidth and its Updation

The University is committed to provide reliable and high-speed internet to facilitate online resources for the students. The University campus is well connected through high speed Internet facility **(Campus Wide Network)** facilitating uninterrupted services of Internet in classrooms, library, hostels, faculty rooms and auditorium.

The University has ICT enabled Classrooms, Seminar halls, Library, Conference Halls, Auditorium, Hostels and residences.

The University initially started with 2 internet connections of **10Mbps** which have been updated to high-speed connection of 155Mbps at present. Under National Knowledge Network Scheme (NKN), the University is in the process of upgrading its Internet facility upto **1GB** via BSNL. The **Updation of Research** databases including subscription of **J-Gate** provides enhanced online content availability to students for research and a competitive environment to the students.

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

4.3.2

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

Response: 0.67

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 6124

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**
6. **Business Lab**
7. **Research/statistical database**
8. **Moot court**
9. **Theatre**
10. **Art Gallery**
11. **Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 27.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
379.13	294.34	263	181.64	0.22

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Response:

There are well established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. in the University.

The University has a comprehensive maintenance policy that covers various facilities and assets on campus.

Laboratory and Library Maintenance

The University employs a three-tiered maintenance system including, in-house maintenance support, **Annual Maintenance Contracts (AMC)** with reputed service providers, and **outsourcing to expert agencies.** Committees, composed of Administrative officers, Deans, Departmental Heads, Senior Professors, Assistant Professors and concerned Nodal Officers, oversee the maintenance and utilization

of these facilities. The Committees submit detailed reports with requirements for construction, repair work, cleaning, obsolete equipment and other necessary measures. The outsourcing of maintenance services follows open tendering processes with adherence to norms. The effective utilization of each laboratory is ensured by the respective departments in collaboration with the lab incharge and lab assistants. Obsolete equipments are sold out in sale. The management of the library is overseen by the Library committee. To meet the needs of various departments, the university purchases different books and periodicals through the GeM portal, staying within the allocated budget. Proper documentation, including log books and stock registers, is maintained for both the laboratories and the library.

Sports Facilities Maintenance

The **Sports Council** is responsible for maintaining the sports facilities on campus, including the **Gymnasium, Table Tennis Court, Badminton Court, Basket Ball Court, Volley-Ball Court** and **open spaces** for outdoor games.

Computer Maintenance

The University has a well-defined system for maintaining and utilizing computer and ICT facilities. Malfunctioning of computers or projectors are reported to the Departmental Head via the Lab-in-charge. The issue is then forwarded to the Dean/Director and finally to the Estate Officer for necessary action. Softwares and RAM are updated and upgraded from time to time. Computers are password protected and strictly meant for academic purposes. Downloading of software outside the curriculum is not allowed, and computers are properly shut down after use.

Classroom Maintenance

General maintenance of classrooms is the responsibility of the security and sanitation unit. Instructions are displayed outside classrooms to maintain silence in the corridors and avoid loitering. Electrical equipments are switched off after use, and classrooms and labs are locked in the evening. Students are sensitized to take care of University property.

Hostel Facilities Maintenance

Hostel facilities are taken care of by appointed **Provosts, Wardens, and Caretakers.** The **Hostel Management Committee** and **SGRC** (Student Grievance Redressal Committee) handle student complaints related to hostel maintenance and utilization. Complaints are processed through the proper channels, and the university follows a systematic approach to resolve registered problems.

Additional Maintenance

Finance-related issues are dealt with by the **Finance Officer,** while academic and property- related problems are addressed by the **Registrar and Estate Officer,** respectively. The Nodal Officer of **Horticulture** overseas the maintenance of all green spaces of the campus. The University has various policies in place for proper maintenance of physical assets, such as the Solid Waste Management Policy, Liquid Waste Management Policy, and E-Waste Management Policy including a function of **Sewage Treatment Plant (STP)**. Geysers, RO, Water Coolers, Taps, Electrical materials, Fire Extinguishers are repaired regularly as per the requirements.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 41.58

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
2075	1316	546	1167	949

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Response:

The University has taken measures to provide Career Counseling including E- Counseling and guidance for competitive examinations during last five years. The University has dedicated substantial resources

and efforts towards providing comprehensive career counseling and guidance for competitive examinations to its students. The inclusion of **e-counseling** has emerged as a transformative tool, providing students with **convenient access** to guidance and support anytime, anywhere.

The University has a **Career Counselling Cell** and a **Guidance for Competitive Examination Committee** which serves as a hub for students **seeking guidance** on **career choices** and **competitive exam preparations**. The **experienced teachers** and **subject experts** of the University provide **personalized counseling sessions** to address the diverse needs of the students.

The University has invested in developing an **extensive repository** of career related resources accessible to all students. These resources include **online portals**, **databases**, and **libraries** stocked with information on career options, job markets, resume writing, interview preparation, and exam syllabi. The University has implemented **student-friendly e-counseling social media platforms**, to facilitate seamless interaction between students and counsellors. Students can schedule one-on-one e-counseling sessions with counsellors to discuss career goals, academic concerns, and examination preparation strategies.

The **Training and Placement Cell** of the University regularly conducts Mock Interviews, Group Discussions and Role-Play exercises to foster **practical skill development** and **active learning** among students. The University aims to equip students with the competencies and confidence needed to excel in their chosen fields by conducting **technical sessions** to impart technical skills to the students.

As a **language-focused University**, it recognizes the importance of **linguistic proficiency** in today's globalized world. Career Counseling sessions are conducted to address the unique needs and opportunities in language-related fields, such as translation, interpretation and language teaching.

The University has embarked on an innovative initiative to support its students and alumni in preparing for the **National Eligibility Test (NET)**. Recognizing the importance of this examination for career advancement and academic pursuits, the University has launched **specialized online classes** tailored to the needs of aspiring candidates. Led by **experienced faculty members** with expertise in their respective fields, the classes provide **in-depth explanations**, **problem-solving sessions**, and **exam-oriented guidance** to help students master the subject matter and excel in the examination.

The University provides comprehensive support to its students through various initiatives, including mock interview sessions aimed at enhancing students' employability and equipping them with the necessary skills.

The Orientation Programme begins with an introduction to the University's culture, values, and ethos. Through interactive sessions, presentations, and discussions, students gain insight into the academic expectations and principles. The goal is to make students feel comfortable and ready to start their educational journey, fostering a sense of community and belongingness among the incoming students.

Due to the dedicated efforts of the **Career Counseling Cell**, **Guidance for Competitive Examination Committee** and **Placement and Training Cell**, students have successfully cleared competitive examinations such as **NET, GATE, CAT** and **CTET**, while also securing good placements in esteemed companies like **Renault, Nissan, Indigo, Ucertify, Accenture, Infinite Computer Solutions.**

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)	

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 64.37

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
674	557	325	261	212

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 38.53

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
161	145	146	118	134

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.48

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 57

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 160

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	33	31	26	22

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Response:

The University has an active Student Council named "**Council of Students' Affair and Culture"** (**COSAC**) contributing to various academic and administrative bodies. It works as an interface between the University Administration and Student Body since 2015. It comprises of **student representatives** from various departments. It plays a crucial role in keeping the University environment healthy and well-functioning. With the help of the Student Council, it is easy for the University administration to conduct various programmes like cultural, recreational, sports, and educational activities and provides society commitment services. It provides a robust platform to the students to present their views and ideas. The Student Council plays an integral role in voicing student concerns, facilitating communication with the University administration and enhancing the overall student experience.

 The guidance and encouragement of **Hon'ble Chancellor of the University**, has motivated student council to organise **Bhartiya Paramparic Khel Pratiyogita** in the campus to promote the legacy of Indian traditional games. Furthermore, under the guidance of Hon'ble Chancellor our Student Council organises **Deekshotsav,** every year before the convocation ceremony to encourage our young minds to celebrate the culmination of their academic journey.

Student Council has a wide range of initiatives that it undertakes throughout the academic year. This includes a week long cultural festival **"Foundation Day Celebration**" which begins from the last week of September every year culminating on October 1st, showcasing the rich cultural heritage of India through dance, music, sports, literary and drama. The Student Council organizes important activities like **Tree plantation**, **Blood donation**, **Women related awareness programmes**, **Career development**,

Rallies on water conservation and management, Swachhata Campaign, Diwali Expo, **Millet Mela** and plethora of **Cultural programmes.**

Similarly, members of Student Council also contribute their inputs **as a member of important administrative committees** like **University Court, Internal Quality Assurance Cell**, **Hostel Management Committee** and **Internal Complaint Committee (ICC).** The student representatives are also involved in various academic bodies like **Board of Studies** (**BoS), Institution's Innovation Council (IIC), Gender Sensitization Committee** etc. The student council plays important role in guiding new students in the admission process while setting up various **Help Desks** at the University premises. Students Council of the University is a part of **Hostel Management Committee**, where they provide feedback on hostel facilities, safety measures, and other related matters. Their input ensures that hostel facilities and services cater to the needs of students residing within the University Campus.

The Council collaborates on various initiatives to foster a culture of innovation within the university and explore opportunities for **interdisciplinary projects** and **industry partnerships**.

Student Council serve as representatives to ensure that the educational programmes offered by the University are relevant, engaging, and responsive to the needs of the student community. **They provide feedback on course content**, **teaching methods**, and assessment practices to promote student success.

The presence of an active Student Council & representation of students in academic and administrative bodies has **led to effective communication** of **student needs, concerns**, **grievances,** and **suggestions to the administration,** leading to more **student-oriented decisions**.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 56.02

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
56.00635	0.015	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Response:

The Alumni Association contributes and engages significantly in the development of the University through academic and other support system. Since 2018, the alumni of the University were contributing towards the development of the academic ecosystem in many capacities. However, in 2021, the Alumni association was officially established under **Registration No. LUC/08172/2021-2022**, in accordance with **Act 1860(XXI of 1860)**, with the aim of enhancing the academic and administrative system of the University. The notable contribution of the alumni are as follows:

Alumni Talks and Meets- The University regularly convenes alumni talks and meets. These gatherings serve as dynamic platforms for alumni to reconnect, exchange ideas, and delve into a diverse array of topics including personality development, contemporary trends in technology and challenges faced by the society.

Academic Contributions: Alumni of the University regularly interact with students through **guest lectures, seminars, and participation** in **academic programmes through various Alumni interactions and meets**. They offer valuable insights as members of the **Board of Studies (BoS),** thus enriching curriculum development.

Employment Opportunities: Alumni network often serve as a crucial resource for **job placements** and **internships**.

Support in Curricular and Co-curricular activities: Beyond academics, alumni also positively contribute in various areas of development such as sports, arts, and cultural events.

Feedback and Mentorship: Alumni serve as valuable mentors to current students, **offering guidance and advice** based on their own **career experiences**. They provide **feedback on curriculum,** helping the

university to continually improve and adapt to changing needs.

Entrepreneurial Support: Many alumni are successful entrepreneurs who constantly support and mentor aspiring students.

Administrative Support: The Alumni are invaluable members of the **Institutional Quality Assurance Cell (IQAC),** bringing a unique perspective and quality experience to the University. Alumni serve as ambassadors of the University by promoting its achievements, programmes, and initiatives within their communities and they also establish professional networks as a member of **Institutions Innovation Council (IIC)**.

Financial Support: A sum of **Rs 56,00,635.00** has been collected in the account of the Alumni Association, which is an addition to University resources. The association also **render financial aid** to **underprivileged students** studying at the University.

In addition to financial support, Alumni often possess a wealth of knowledge and resources and thus by donating books they enrich the university's academic resources. The donations are of textbooks and personal collection of books. Moreover, alumni from our institution hold esteemed positions in a diverse array of fields, **including banking**, **aviation**, **media**, **finance**, **IT**, **education**, **marketing** and **entrepreneurship**. The alumni of our University are creating a powerful impact in the areas of **Research**, **Academic**, **Industry collaboration** and **Entrepreneurship**.

The outcome of the involvement of Alumni in the University has led to providing **better career and research guidance**, rewarding internships and job opportunities through **industry linkages** to the students and has prepared them for professional world, for instance **Ankit Kumar** from the Department of Education has provided **paid internships to the 15 students** of the University.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Response:

The governance and leadership of the University are in accordance with its vision and mission. This commitment is evident in the implementation of the National Education Policy (NEP 2020), sustained institutional growth, decentralized and participative governance, and short-term and long-term perspective plans.

The University gets inspiration and guidance from **the Hon'ble Chancellor of State Universities in Uttar Pradesh.** Operating in accordance with the **UP-State University Act- 1973**, the University is firmly anchored within a well-defined framework of governance, outlined in the **Statutes**, **Ordinances**, **UGC Regulations** and **Guidelines**.

In order to provide clarity related to different aspects of **National Education Policy (NEP 2020)**, the **Hon'ble Chancellor presided over several meetings**, seminars and symposium. Further, The University has established specialized cells and organised series of workshops, seminars, and orientation programmes to ensure the successful implementation of the NEP. Following the deliberations and discussion, the University has successfully implemented NEP-2020 at UG and PG level.

The Hon'ble Chancellor has been guiding the University towards the path of sustained institutional growth. This transformative journey began with the University providing information through 32 forms) in the year 2021. which increased to 59 in April **2022.** At present, a comprehensive set of 120 *Prapatra* covering diverse aspects such as student enrolment, academic performance, infrastructure development, outreach initiatives, etc. is provided by the University, to ensure transparency and compliance. Further, Regular meetings convened by the Hon'ble Vice Chancellor facilitate quick action, fostering a dynamic environment conducive to progress. Further, the sustained institutional growth is also attributed to modern infrastructure, **ICT-enabled classrooms**, **media lab**, **Learning Management System** (KOPAL) and **Collaborations**. As a result, there has been a **surge in student enrolment**, accompanied by the **introduction of new faculty, programmes, courses** and **languages**.

The University has a well-defined **decentralized governance structure**, extending from the **Hon'ble Chancellor to the students.** This structure ensures Administrative, Academic and Financial autonomy to exist across various levels of the University. Departments have autonomy for proposing changes and introducing new courses and programmes. Head of the Departments and Deans receive amount of 5000 for routine expenses. Departments get 200,000 (with practical courses) and 200,000 (with practical courses) for academic work, and amount of 50,000 allocated to the registrar, finance officer and

examination controller for contingency without prior approval.

The Top of Formative **involvement of students, alumni, parents, industry partners and faculty members** is ensured through **participation in the institutional governance**. **Students are involved as members** of **Board of Studies**, **Internal Quality Assurance Cell** (IQAC), **Hostel Management Committee, University Court, while feedback is taken from various stakeholders** for efficient curriculum design and development.

The **Strategic Plan**, **Institutional Development Plan** (IDP), **Vision Document** of the University guide short-term, mid-term and long-term perspective plans. The **short-term plan** focuses on multidisciplinary approach to academic programmes and promote multilingualism. Whereas medium term plan emphasis on skill development, language and dialect proficiency to enhance employability. The **long-term plan** includes new departments, research centres, international collaborations and interdisciplinary research. These plans are monitored on the regular basis, ensuring timely implementation of ATR.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Response:

The **perspective plan** of the University is effectively deployed and function of the Institutional bodies are effective and efficient. This is evident in the formulation and implementation of robust **policies**, streamlined **administrative structure**, prudent administration of **appointments**, adherence to **service rules** and meticulous design of **procedural frameworks**.

The University has formulated its **vision document under guidance of Hon'ble Chancellor**, in alignment with UGC mandates, State Government regulations received over time and NAAC requirements. A comprehensive consultation process engages **Deans**, **Heads**, **MLAs**, **MLCs**, **MPs**, **Faculty Members**, **Students**, **Alumni**, as well as **industry** and **academic experts** to gather valuable insights from diverse stakeholders. The document underwent review by competent authorities, incorporating their feedback to produce the final draft.

The perspective plan (**Strategic Plan**, **Institutional Development Plan** and **Vision Document**) is effectively communicated across all departments of the University. **Each department aligns its functions with the strategic plan, fostering a coherent growth trajectory.** Regular reviews of the plan are conducted, facilitating timely adjustments and informed decision-making to ensure continued progress.

The University upholds a range of **twenty-five functional policies** that span a range of critical domains. These involve **Student Welfare**, **Resource Mobilisation**, **Indian Knowledge System**, **Research**, **Innovation and Start-up policy**. The **outcomes of policies** are evident from infrastructural support to the differently abled, installation of energy-saving equipments, regular conduction of Energy audit, Environment audit and the successful establishment of the Awadh Incubation Foundation along with the incubation of two start-ups. The **frequent review** and **revision** of these policies enable the University to adapt according to changing requirements of industry and academia. Top of Form

The leadership of the University is steered by the Hon'ble Chancellor of State Universities in Uttar Pradesh, providing a strong foundation for **effective administrative set up**. The University maintains a streamlined administrative framework characterized by **clear reporting structures, delegated responsibilities, and efficient coordination mechanisms**. The **vice Chancellor** is a principal executive and academic officer of the University supported by the **Registrar**, **Finance Officer**, **Examination Controller**, **Deans**, **Proctor**, **Head of the Departments** and **Sectional Incharges**. This well-organized hierarchy ensures smooth execution of all university functions, minimizing grievances and enabling immediate resolution when they arise. The **outcome** is evident from very low rate of grievance (0.16%) of students regarding evaluation of examination answer booklets.

The **appointment of Teaching and Non-Teaching staff** at the University is as per the directions of **Hon'ble Chancellor**, guidelines of **Government of Uttar Pradesh** and **UGC regulations**. The **University Statute** defines the eligibility of the candidates, and the recruitment process is approved by **Executive Council**. The University strictly adheres to these rules and regulations, **ensuring a transparent and fair process of recruitment.**

The **service rules and procedures** of the University are clearly defined in its **Statutes** which is approved by the **State Government**, encompass guidelines, regulations, and policies governing the conduct, responsibilities, rights and obligations of teaching and non-teaching employees. The service rules and procedures for the employees of the University are governed by the **University Act 1973**, **UGC Regulations** and directives of the **Government of Uttar Pradesh.**

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Response:

The University has implemented a performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development and progression.

The **annual increment** of employees is linked to the **Performance-Based Appraisal System (PBAS)**. The duly incorporated PBAS has resulted in timely promotion of every eligible faculty member of the

University, under the **Career Advancement Scheme.**

The University is committed to the **welfare of its teaching and non-teaching staff**. Several measures have been put in place to ensure their well-being and professional growth:

- The University has created **Teachers Welfare Fund** to extend financial assistance to the faculty members.
- **Group Insurance Policy** for teachers is in place to provide financial assistance during unfortunate incidents.
- **Accidental Insurance** upto Rs. 1 Cr. for teaching and non-teaching staff member covering personal and air accident.
- Individual **Laptops are provided** to regular faculty members. That is being used for the academic and research work.
- **Day Care facility** for the children provides supportive environment for faculty members and employees of the University.
- **Annual increment** to contractual teachers and non-teaching staff is in place.
- Non-teaching staff benefits from the **Employee Provident Fund** and the **Central Government Health Insurance Scheme (CGHS)**, providing comprehensive health coverage.
- Collaboration with the **Career Institute of Medical/Dental Sciences and Hospital (CIMS)** resulting regular health camps at the University and medical treatment of staff and students at concessional rate.
- **Monetary support** as **Permanent Imprest** (PI) is provided to Dean/HOD without any prior approval.
- The University is committed to providing a **safe work environment** for female staff members. **Internal Complaint Committee (ICC)** has been established to address any concerns related to sexual harassment and ensures a supportive work atmosphere.
- **On-campus residential housing** is available, ensuring convenient accommodation for staff members. Moreover, the University offers **guest house** facility at subsidized rate to staff members.
- **Sports and recreation facilities** for faculty members, such as an indoor stadium with badminton and table tennis courts, yoga facilities, and a gymnasium.
- The University library offers facility of **reading room**, high-speed internet connection, computer, printer, **access to e-resources**. Leading to a notable increase in faculty members visiting the library.

The University places a strong emphasis on supporting its faculty members in their **career development and progression** pursuits. **Orientation Programmes, Seminars, Conferences and Faculty Development Programs (FDPs)** are organised to enhance the professional development. **Incentive policy** has been implemented to acknowledge the notable contribution of faculty members in research. **Duty** and **study leave** is provided for career advancement, along with **financial support for attending and conducting academic programmes**.

It is noteworthy to mention that five faculty members have joined prestigious higher educational institutions such as Banaras Hindu University, Jamia Milia Islamia, and IGNOU, while remaining on lien from the University. Further, research-oriented developments in the University have resulted in the establishment of **11 Centres of Excellence, successful acquisition of 16 research project grants, publication of over 400 research papers, attainment of 33 patents, and recognition through prestigious awards by the faculty members including president award.**

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 17.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	00	25	18	28

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 71.46

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
125	104	24	17	83

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Response:

The University has implemented effective strategies to ensure efficient mobilization of funds and optimal utilisation of resources.

A well-defined **Resource Mobilization Policy** has been formulated, covering aspects such as the mobilization of financial, physical, human resources and optimum utilization of these resources. The University prepares annual budget in advance for regular and self-finance departments. Financial requirements are conveyed by each department and Budgets are drafted for proposal and presentation before the finance committee.

A comprehensive audit led by the Hon'ble Chancellor was conducted in 2020, due to which the University uncovered an overlooked aspect that is **uncollected electricity bills from staff residences**. Rectifying this, **individual electric meters were installed**, yielding resource savings of **? 40,67,536**. **The University now regularly conducts audits such as Academic, Administrative, Internal, External, Energy, Environment and Green Audits to ensure optimum utilization of resources**.

The University leverages multiple sources of funding. These include **State Government Grants, Admission** and **Examination Fees, External Agency-Funded Projects, Alumni Contributions and Consultancy Services**. The University has procured funds worth ? 50 lakhs for the establishment of *Pandit Deen Dayal Upadhyay Shodhpeeth*, Furthermore, the University has successfully secured multiple research grants, including those from **ICSSR, ICHR, UGC, Centre of Excellence and Research and Development** scheme of Department of Higher Education, **Government of U.P**. It is worth mentioning that the University has received capital a grant of ?32 Crores, non-salary grant of ? 9.5 Crores from **Govt. of U.P.,** ?13.3 Lakhs from **UGC** and more than ?10 Crores from the **Rashtriya Uchatar Shiksha Abhiyan (RUSA**) for infrastructure development. In the fiscal year 2023-24, the University received grants of more than ?25 Crores encompassing salary, non-salary and other grants.

As per the directions of the **Hon'ble Chancellor,** the University submits significant information through **120 performas (*Prapatra)* encompassing all aspects of operations to ensure **resource utilisation**. Sustainability and cost-efficiency are prioritized through various initiatives of the University. The **Library** and **Laboratory timings have been extended** beyond regular university working hours, to encourage complete utilization of resources. F**lexible classroom scheduling** of different departments was also initiated to accommodate classes of various programmes. Several energy-efficient measures such as **Solar Panel**, **LED Lighting, centralized Air Conditioners** are installed to minimize electricity cost. The University has **reduced pages of examination answer booklets** from 32 to 24 during exams to reduce wastage of paper. This initiative has led to a cost-saving of ?2.9 per copy, totalling ?1,45,000 in one semester. **As an outcome of the above initiatives**, the Green Audit revealed that 1,321 MT oxygen is being generated, which is sufficient oxygen requirement of 14,27,226 persons in a day. Further, 11.364 Carbon credits being earned by the University yearly.

The University ensures optimal utilization of resources through **rigorous financial monitoring.** Funds are clearly associated with intended purposes to curb unauthorized diversions. In case of expenditures exceeding approved limit, prior approval of Registrar and Finance Officer is mandatory. Further, **separate accounts for each research project** are created to enable focused fund tracking and assuring efficient allocation of funds.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 3998.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
209.95	330.06	1156.38	1289.37	1012.75

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Response:
The University prioritizes accountability and transparency through **regular internal and external audits.** A notable highlight is the **comprehensive audit conducted in 2020 under the guidance of the Hon'ble Chancellor**, examining crucial areas of the University. The findings were meticulously documented and shared with the University.

Aligned with the directions of the Hon'ble Chancellor, the University consistently prepares and submits monthly reports on all financial and non-financial matters through **120 proformas (*Prapatras)*,** in keeping with its commitment to governance and compliance. Additionally, the University maintains its own Finance Officer appointed by the State Government, alongside internal auditors, ensuring strict adherence to financial regulations set forth by the Government of Uttar Pradesh.

The balance sheet of the University is prepared by the Chartered Accountant of the University. The approval of the balance sheet is taken from Finance Committee and Executive Council. **Regular internal audit** is conducted by a team of internal auditors under the supervision of the Accountant and Finance Officer**,** as per the guidelines of Govt. of U.P. Moreover, separate accounts are maintained for contractual and regular faculty members to prevent any overlapping of funds or financial data. All departments and sections procure their required items through the **Government e-Marketplace** (GeM) portal. The procurement process involves step-by-step approvals from the Departmental Committee, Registrar, Finance Officer, and Vice-Chancellor for all departmental purchases. If the desired items are not available on GeM, the University employs a custom bid system. For significant purchases, a Purchase Committee comprising Finance officer, Estate officer and various faculty members is formed, and their recommendations undergo scrutiny and approval by the Registrar and Finance Officer. Also, there is a continuous process of sending the utilization certificates related to the grants received from Govt. of Uttar Pradesh before 31st March each year. Following orders of **Hon'ble Chancellor,** the University conducted its **Internal Audit** and generated substantial resource savings amounting to **? 40,67,536.**

Annual External Audit of the University is conducted by the auditors from the Audit Department at Prayagraj, Uttar Pradesh. An auditing team from the **Accountant General (AG) of Uttar Pradesh oversees the external audit process**. The University ensures that every expenditure aligns with audit rules and Government Orders (GOs).

The University has established a **robust system for evaluating the audit findings** received from the auditors and a deadline is established for compliance with these findings. Each department is allocated a specific time slot to address any queries raised by the external audit team. The Finance Committee reviews these objections and takes corrective action within a stipulated timeframe. If further investigation is required, an internal inquiry committee is formed to investigate the matter and provide recommendations for resolution. These measures are based on following established guidelines aimed at strengthening internal controls. A timeline for implementing these guidelines is outlined. Finally, the auditors are notified about the actions taken in response to their queries. At present, there **is no major issue pending** and the **reconciliation of all the accounts and balance sheet is done.**

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Response:

Internal Quality Assurance Cell (IQAC) is composed of a diverse panel of stakeholders -with the **Vice-Chancellor** serving as the Chairperson, **faculty representatives** spanning all levels, management members, **senior administrative officers**, nominees from the **local society**, **students**, **alumni**, **employer representatives**, **industrial stakeholders** and a senior faculty member as **Director.**

The IQAC is actively driving quality enhancement initiatives across various domains. To assess the effectiveness of the **teaching-learning process**, the IQAC has been duly collecting students, alumni and faculty members feedback since 2019-20, expanding to parents and industry expert feedback from 2021-22 onwards. All the departments conduct Annual Academic and Administrative Audits (AAA) to comprehensively review **operational structures and methodologies**. The IQAC ensures that Programme Specific Outcomes (PSOs), Programme Outcomes (POs) and Course Outcomes (COs) are duly integrated into the syllabus ever since the inclusion of NEP-2020, so as to **continuously review learning outcomes**.

Two significant practices institutionalized as a result of IQAC initiatives, during the past five years are:

1. **Quality Enhancement Initiatives:** The IQAC has spearheaded significant quality enhancement initiatives, guided by the **unwavering support of the Hon'ble Chancellor** and the **insightful direction of the Hon'ble Vice-Chancellor**. Under the leadership of Hon'ble Chancellor, various events such as **Symposiums, Shiksha Manthan, NAAC Manthan, meetings and presentations** have been organized to foster discussions on quality aspects pertinent to the University. These platforms have facilitated invaluable suggestions, which have been promptly integrated into the policies and practices of the University.

Through extensive engagement, including hundreds of meetings with the IQAC team, Heads of Departments (HODs), Deans, and faculty members, a comprehensive understanding of quality parameters has been cultivated. Additionally, Departmental Quality Assurance Cells (DQACs) conduct

regular meetings to sensitize stakeholders and streamline departmental activities.

To ensure continuous improvement and sustainability, IQAC initiated comprehensive audits, including **Academic and Administrative Audit** as well as **Green, Energy, Environment and Gender audits**. IQAC has fostered a collaborative approach, involving all stakeholders, to work collectively towards achieving the desired accreditation goals.

As a result of these efforts, the IQAC, under the **guidance of the Hon'ble Chancellor**, has successfully compiled data for NAAC and is prepared to submit SSR report of the University.

1. **Institutionalizing Research and Development Initiatives:** The IQAC played a pivotal role in initiating the **Ph.D. program** in 2019 with 142 scholars, while simultaneously establishing the **Research and Development Cell and Research Centres**. A comprehensive **Incentive and Ethics Policy** has been duly formulated to ensure academic integrity. The affiliation **profile** of the University has been generated on **Scopus database**, strengthening its research credentials. Upholding research integrity, plagiarism detection tools like **Urkund** and **Turnitin** have also been seamlessly integrated.

These concerted efforts have yielded significant **outcomes**, with the award of Ph.D. Degree to scholars, establishing **11 Centres for Excellence**, **16 Research Project Grant** and *'Pandit Deen Dayal Upadhyay' Shodhpeeth*. Moreover, the University has 33 **patents** including two working patents initiated by students, the publication of over 400 **research papers** and 37 **awards** of faculty members in recognition of their exemplary contributions to research and publications.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Response:

The University has demonstrated consistent quality improvement over the past five years, marked by notable advancements in academic performance, placement, curriculum enrichment, student admissions, courses offered, faculty expansion, collaborative activities, policy development and deployment, as well as welfare measures for both students and staff. Key areas of incremental improvement include:

Incremental Quality Improvement in Academics:

- The University has witnessed a remarkable **increase in student admissions**, with **female enrolments** rising from 268 in 2018-19 to 1344 in 2022-23, and male enrolments escalating from 699 to 2805 during the same period.
- Academic programmes have evolved in alignment with contemporary educational paradigms, seamlessly transitioning from Choice Based Credit System (CBCS) to the **National Education Policy (NEP-2020)**.

- The **NCC girl cadets of the University have displayed notable advancements in both their quality of training and academic achievements**. The cadets were primarily engaged in mandatory camps till the year 2021. However, following the commission training led by Associate NCC Officer, Lt. (Dr.) Bushra Alvera, a significant transformation has occurred. Cadets transitioned from mandatory camps to selection in national camps. **Selection of Cdt. Vaishnavi Mishra** in the **Republic Day Parade, 2024**, is a testimony to the continuous efforts of the University, in this area. Academically, Cadet Kahkasha Bano's SGPA rose from 8.92 to 9.5 between Semesters III and IV.

This academic trend extends beyond NCC; students like Mr. Sahul, initially a second-division B.Tech. graduate from Faizabad University, achieved a first-division M.Tech. at our institution. His academic success led to a prestigious INR 32,00,000 placement at Getvantage.

- The University has received grants for establishing two **Centres of Excellence** and a '*Pandit Deen Dayal Upadhyay shodhpeeth* in 2019. Currently, the University hosts **11 Centres of Excellence** and has secured **15 research project grants**.
- A steady increase in the number of **students progressing to higher education** from 192 in 2018-19 to 488 in 2022-23. Notably, the recognition of students' achievements has grown, with **awards** and **medals** won outside the University increasing from 33 to 80 over the past five years.
- Faculty expansion initiatives have led to the establishment of **new faculties** such as **Engineering & Technology, Legal Studies** and **Pharmacy** accompanied by the introduction of **new programmes** such as **B.Tech (CSE, AIML and AIDS)., Diploma in GST, Diploma Arabic** and **Ph.D. programme.**

Incremental Quality Improvement in Administration:

- The financial structure of the University has strengthened with an increase in **government grants** from **Rs. 9,42,12,202 in 2018-19 to Rs. 12,68,99,216 in 2022-23.**
- **Institutional email addresses** have been created in year 2022.
- The University has introduced **Group Insurance Policy**, **Teacher Welfare fund** for the staff members and **Group Accidental Insurance** for the students to ensure financial assistance.
- Strategic partnerships have been forged through the signing of **48 MoUs and implementing 25 policies,** to ensure robust governance and adherence to regulatory standards.
- Several audits such as Energy, Green, Environment and Gender Audit are now being conducted in the University.

To uphold quality standards in both academic and administrative realms, the University regularly conducts **Academic and Administrative Audits (AAA)**.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Response:

Since 2018, the University has been conducting an annual gender audit. Gender equity and the promotion of gender sensitivity are critical aspects of fostering an inclusive and supportive environment within the University. Through a multifaceted approach encompassing audits, curricular and co-curricular activities, facilities, and social outreach, the University has demonstrated a commitment to advancing gender equity.

Gender Audit: The Gender Audit, spearheaded by the Gender Audit Committee, is conducted annually to enhance Gender Equity within the University. This comprehensive audit delves into multifaceted dimensions, examining factors like the distribution of male and female students across undergraduate and postgraduate programs, as well as within faculty and administrative roles. By meticulously analyzing these metrics, the audit report provides invaluable insights into the current state of gender representation within the institution. Moreover, it serves as a foundational document, guiding strategic decisions and initiatives geared towards fostering greater gender balance and inclusivity.

Gender equity and sensitization through Curricular Activities: The curriculum of various Departments includes **40 Courses** including **Gender Issues and Human Rights Education**, **Empowerment of Women and Children** and **Gender and Social Justice on Gender Equity** for sensitizing the students regarding Gender Equity. Course on **Transgender studies** is also included in the curriculum. Every Department conducts **Seminars, Workshops, presentations by students** and **Expert Lectures** on Gender Equity to sensitize students.

Gender equity & sensitization through Co-Curricular Activities: Various co-curricular activities like cultural, social, personality development, sports and games in the University are organized by Gender Sensitization Committee, Council of Students' Activities and Culture, Women's Study Centre, National Service Scheme, NCC, etc. that focus on gender awareness and women empowerment. The students also actively participate in the Seminars, Workshops on career opportunities, Gender Justice, Women Entrepreneurship, Yoga Sessions for Girls, and social outreach activities.

Social Outreach Activities are frequently organized in the adopted villages to promote gender sensitization among masses and University stakeholders as well. The activities include Awareness Campaigns including street plays, rallies, *Yoga Shivirs,* Body Mass Index (BMI) Camps for women focusing on Health and hygiene.

Facilities for women on campus: The provision of women-centric facilities and support systems underscores the University's commitment to ensuring a safe and inclusive campus environment. Various women-centric facilities like Girls Hostel, Girls Washrooms, Girls Common Room, Gymnasium facility with separate hours for girls and women, Sick Room, 24X7 presence of Lady Guards, CCTV surveillance, strict visitor monitoring and the use of ID cards are in place. Other facilities and support system viz. medical facility, Mentor- mentee programmes, regular visit to hostels by female teachers. NSS, NCC (Girls Unit) and Rovers and Rangers are also functional. A dedicated Internal Complaint Committee (ICC) and Anti-Ragging Committee have been constituted to address grievances related to harassment and create a safe environment.

By prioritizing these efforts, the University fosters a conducive learning environment cultivating a culture of inclusivity, empowerment, and social responsibility.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

Response: The University is dedicated to effectively handle and manage various types of degradable and non-degradable waste. The University has waste management policies and has provisions to ensure proper waste management.

Solid Waste Management: The University has duly formulated Solid Waste Management Policy to ensure efficient waste management. The waste collection and management are done at designated intervals employing an outsourcing agency. The campus is equipped with twin-bin systems, with green and blue- coloured bins strategically placed throughout classrooms, corridors, common rooms, and other areas. This segregation of biodegradable and non-biodegradable waste helps maintain a clean campus environment. The biodegradable waste in the bins is isolated from inert materials like glass, metal, and other inorganic items through sorting and separating operations daily. The decomposable refuse thus segregated is safely deposited in sanitary pits for composting that are carefully selected, designed, and operated to protect the environment and public health. The compost formed is used in horticulture of University. The biodegradable waste from the kitchen and mess area is composted/ used in Biogas Plant and converted into manure. Wastes in terms of paper, cardboard, copies from various offices and departments are sold through auction for recycling. The non-biodegradable waste is collected by garbage trucks of Municipal Corporation for proper disposal.

Biogas Plant: A biogas plant has been installed to handle organic waste through anaerobic digestion, producing biogas for energy generation and nutrient-rich manure. The waste generated from Hostels is utilized in the Biogas Plant and biogas generated thereby is used in Hostel kitchen.

Liquid waste management: Liquid waste management is done in accordance with the guidelines laid down in Liquid Waste Management Policy of the University. Sewage is the only Liquid waste being generated in the premises of University, which is managed through Sewage Treatment Plant. The treated water is used for gardening purpose contributing to environmental conservation.

Bio-medical & hazardous chemicals and radioactive waste management: Currently, the University does not produce bio-medical and hazardous chemicals or radioactive waste. However, future waste generation in these areas would be managed according to biomedical waste and hazardous waste management rules outlined in the Biomedical Waste Management Policy.

E-waste management: The University has an E-Waste Management & Waste Cycling System Policy through which E-waste management is carried out. Electrical and electronic equipment is maintained and repaired to extend their lifespan. Waste components such as computer parts, cartridges, and laboratory scraps are stored and sent to recycling units or returned to suppliers for proper disposal. Printer cartridges

are refilled to reduce the need for frequent purchasing.

Paperless Operating Procedure: The University is also proactive in reducing paper waste by promoting a paperless operating procedure through Digitalization of documents, notices, circulars, and other papers along with e-communication and the use of WhatsApp Groups and emails for more efficient sharing processes.

Plastic free campus: The use of plastics is prohibited in the campus premises and all stakeholders are encouraged to use eco-friendly products. No-plastics campaigns are conducted regularly for sensitization on hazardous effects of plastics on environment.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Response:

The University has developed lush green campus by taking various initiatives like provision of restricted entry of vehicles beyond the parking area, use of bicycles and e –rickshaw. Use of plastics, consumption of tobacco, and all other types of toxic goods are banned in the Campus. Every year, plantation drive is carried out by the University to make the campus greener.

The University has well-defined **Environmental Policy and Campus Green Policy** which emphasize on sustainable practices and resource conservation. The **Green Audit** of the University revealed that **1,321 MT Oxygen per year** is being generated by the plants in the Campus, which is sufficient for **oxygen requirement of 14,27,226 persons** in a day. Further, yearly **Carbon Storage Capacity** of trees/ plants of the Campus is **495 MT** thereby, yearly earning of **Carbon Credit is equal to 11.364.** This represents the reduction in greenhouse gas emissions ultimately helping cleaner and greener environment within the Campus.

Restricted entry of automobiles:

The vehicles of faculty members, students and employees are parked in designated parking areas and the use of vehicles is restricted within the campus to reduce emissions, and to create a pedestrian-friendly environment. Specific areas within the campus are designated as No-Vehicle Zones to further reduce emissions and noise pollution. This practice also ensures the reduction in the carbon dioxide and other greenhouse gases level in the University.

Use of Bicycles/ Battery powered Vehicles:

Bicycles and e- rickshaw are encouraged for commuting within the premises. The teachers, students and staff are encouraged to use bicycles in the premises.

Pedestrian Friendly pathways:

The roads of the University are pedestrian friendly and green patch is provided alongside these roads in order to allow particulate matter settling and absorption of water in the green patches.

Ban on use of Plastic:

The University is also promoting plastic-free campus and is trying to reduce its use in the campus as far as possible to reduce the plastic waste load. The Canteen is directed to avoid the use of plastic materials and use environmentally sustainable products like the use of clay cups and glasses for serving tea/water.

Landscaping with trees and plants:

The University campus is strategically provided with landscaping with trees and plants. Trees, shrubs and hedges have been planted alongside roads in the whole campus. Numbers of lawns/parks have also been developed on open spaces and tree plantation has been carried out on unused land. The University has a contract with an outsourcing agency to look after the horticultural maintenance.

Herbal Vatika, Nutri Vatika, fruit-bearing trees, flowering plants and ornamental plants are also contributing to the beauty of the Campus. Medicinal plants and herbs of importance like **Pattharchata, Kali mirch, tejpatta, daalcheeni, dardpaat, kewda, Kapoor, kadipatta, ashwagandha, Laung**, etc. have been planted in the **Herbal Vatika**. The University has many herbs, shrubs, and trees like *Termnalia Arjuna, Ficus religiosa, Syzygium cumini, Ficus virens, rose, etc.* that help in reducing the carbon foot prints of the University.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Response:

The University has Differently-abled (Divyangjan) friendly, barrier free environment. The premises, facilities, and infrastructure of the University are accessible to differently-abled individuals and a friendly, barrier free environment has been created to promote inclusivity and accessibility for everyone.

The University has a duly formulated **Policy document for Divyangajan** through which complete and safe participation of differently-abled individuals is ensured. The differently- abled candidates are given **reservation in admission and recruitment** on various posts as per U.P. State Government Rules.

Built environment with ramps/lifts for easy access to classrooms

Ramps, lifts and staircases are constructed in all the buildings of the University including Administrative Block and Hostels of the University. The ramps are carefully designed as per specifications to be used by the differently abled people.

Divyangjan -friendly washrooms

Divyangjan-friendly washrooms have been provided on each floor of every building with features of wheelchair accessibility, wider entrance doors, and maneuverable spaces. The washrooms also include grab bars and handrails for support, and lowered fixtures for easier accessibility. Additionally, accessible sinks and faucets, ample space, and non-slip flooring enhance usability for *Divyangjan.*

Signage including tactile path, lights, display boards and signposts

The University has signage catering to *Divyangjan* which is vital for fostering inclusivity and accessibility. There are tactile paths, marked with raised patterns or textures that guide visually impaired students and staff, providing tactile cues for safe navigation. The lights with clear visibility ensure that visually impaired individuals can easily locate key areas, such as entrances, classrooms, restrooms and washrooms. The display boards are equipped with large, high-contrast text and visual aids that communicate important information, such as room numbers, schedules, and event announcements. The signposts are positioned at strategic locations that provide clear directions for assistance, facilitating easy movement throughout the campus.

Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

The University has accessible website which ensures equal access to digital content, employing features like screen-reading software and alternative input options. Screen- reading software converts on-screen text into speech aiding visually impaired individuals in navigating and comprehending digital information. The mechanized equipment in the University, such as wheelchairs and adjustable desks, enhance mobility and functionality for those with physical disabilities.

Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

There are provisions for enquiry and information in University for Divyangjan to ensure ease of access. The teachers and staff are available for human assistance providing personalized support and guidance to address specific queries and information needs. Soft copies of reading materials offer accessibility for individuals who utilize assistive technologies like screen readers, enabling them to access and navigate content independently. The screen reader Non-Visual Desktop Access (NVDA) is a free; open- source software installed in the computers at Computer Lab to help the visually challenged students in learning.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

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

Response:

Response:

The University has made several efforts and taken different initiatives to provide an inclusive environment to the students, faculty and staff. Tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities are the key features of the University as it does not discriminate anybody on aforementioned grounds.

The vision of our Guide, motivator, mentor and inspiration, **Hon'ble Chancellor Smt. Anandiben Patel** has led the University to take various measures in improvement of the **Curricular and Co-curricular aspects** to promote inclusive environment in the University. Various activities are conducted to motivate students to understand **Cultural diversity** and to mould them into socially responsible citizens. A supportive peer culture activities both inside and outside the classroom enables students to trust and respect each other, developing empathy, caring, positive and pro-social attitudes. Outreach activities and group tasks conducted by the University also provide 'community' approach for learning, gaining knowledge, making them more tolerant, and understanding of each other.

The University promotes cultural plurality and inclusivity on campus. In an effort to unite all cultures, many events are organized to promote cultural diversity. The faculty members, staff and students coming from a variety of ethnic background, socio- economic background and religions maintain peace and tolerance for everyone. On various occasions, the University makes multiple measures to preserve unity and tolerance by celebration of festivals like Eid, Holi, Diwali, Gurupurab and Christmas. The University also organizes various cultural programmes to celebrate the cultural diversity of India. Students from various regional and cultural backgrounds participate in such programmes and present their regional or cultural folk songs and dances.

The departments have revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics. To deliberate on the linguistic harmony, the University promotes different languages and has included them in the curriculum as a compulsory elementary language for all students in the Undergraduate programme since its inception.

Measures fostering Inclusive Environment in the University: The University strictly follows the reservation policies of U.P. State Government. The University promotes diversity in its admissions process, granting admission to candidates regardless of their religious affiliation, caste, or state of origin. The University extends fee concessions and financial aid to students from low socio- economic backgrounds from Student Welfare Fund of the University. Teachers employ bilingual teaching methods to support students facing linguistic challenges. Annual orientation programmes, organized by various departments, foster an inclusive environment by acquainting newcomers with the University's ethos, policies, and diverse community. Emphasizing inclusivity, these initiatives cultivate a culture where

every individual feels respected and valued. Students actively participate in social activities organized by various Units like NSS, Women's Study Centre, Rovers Rangers, and NCC, promoting better understanding of language, culture, and community. Additionally, student representation in University committees such as the Board of Studies, Hostel Committee, and Student Council further enhances inclusivity within the institution.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Response:

The University provides various platforms and organises different activities for the sensitization of students and employees to the constitutional obligations: values rights, duties and responsibilities.

The University takes great pride in its commitment to provide a strong academic foundation and develop individuals as responsible citizens. **Special lectures, seminars, quizzes, and workshops** on constitutional themes, are organized to educate students about the importance of the Indian Constitution, fundamental rights, duties, values, responsibilities of the citizens, democratic principles, and the role of citizens in upholding constitutional obligations. **Indian Constitution** is incorporated in the curriculum across various disciplines. The faculty members discuss constitutional aspects in their respective subjects to promote a multidisciplinary approach to constitutional education.

- **Constitutional Obligations**- Flag-hoisting ceremonies on **Independence Day and Republic Day** and programmes are organized to highlight **the significance of the Indian Constitution.** Active participation of staff and students is encouraged and faculty members deliver speeches to emphasize constitutional obligations. The University provides a democratic environment where students engage in questioning, debating, and dialoguing among themselves and with faculty members to cultivate an open-minded attitude necessary for conscious citizenship. **Constitution Day,** is celebrated on 26 November, also known as 'Samvidhan Divas', commemorates the adoption of the Indian Constitution on 26 November 1949 and its enforcement on 26 January 1950. This celebration aims to raise awareness about the importance of the Indian

Constitution and acknowledge the contributions of Dr. B.R. Ambedkar, its architect. Activities during this time reinforce the values expressed in the Indian Constitution and encourage students, faculty members and staff to play their role in strengthening Indian democracy. It also promotes awareness of the Fundamental Duties enshrined in the Constitution.

- **Respect for the National Flag and National Anthem** is instilled, and students are educated about their rights and responsibilities as responsible citizens. Singing **the national anthem** is mandatory in programmes organized to foster patriotism amongst students.

- **Service before Self**- Camps, activities and programmes are organized through NSS, Rovers Rangers, Women Study Centre, NCC, COSAC and various Student Clubs. Social outreach programmes are conducted to create awareness about socially relevant issues amongst general public. Health and blood donation camps are held for the benefit of the people. The students are provided with great opportunity and make them responsible citizens with humanist approach.

- **Development of Multicultural outlook**- Students from culturally diverse backgrounds enrolled in the University celebrate various cultural events with **Nukkad Natak, Drama** and religious festivals like **Holi, Diwali, Eid, Gurupurab and Christmas,** which leads to development of respect and tolerance amongst each other's cultures and traditions.

- **National Voter's Day-** National Voters Day, is celebrated on 25 January, which encourages youth participation in the electoral process and highlights the significance of the right to vote as a basic right. The University conducts voter awareness programmes for students, sensitizing them about their constitutional power to vote.

- **Expert Talks**- Eminent people are invited to deliver and impart lectures to enable students to be responsive towards constitutional obligations and inculcate human values as socially responsible citizens of the country.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

Best Practice 1

Title of the Practice: SEWA – Social Engagement & Welfare Activities

Objectives -

1. To identify problems faced by disadvantaged communities in adopted and nearby villages
2. To organize activities, awareness campaigns, and interaction sessions with local community members
3. To empower people by providing support and guidance to address identified issues

The Context:

The University has been contributing towards the betterment of society by undertaking a number of societal development initiatives. Armed with the **inspiration, guidance and resilience of our Hon'ble Chancellor, Smt. Anandiben Patel, t**he University imbibed **'community engagement and outreach'** as its major commitment.

The Practice:

The students of the University, recognizing their role as responsible citizens, undertake several social activities under the banner of SEWA in adopted villages.

1. **Infrastructural Empowerment of *Anganwadi Kendras* - T**he University has been regularly distributing educational resources such as learning kits, toys, puzzles, and furniture to Aanganwadi Kendras, thus, promoting their overall growth and well-being.
2. **Health Related Initiatives in Adopted Villages – Awareness Drives, Regular BMI, Health Check-Up Camps, Yoga, sessions** are conducted in the adopted villages.
3. **Awareness Drives for Government schemes :** The students conduct awareness campaigns and counseling sessions to educate rural communities about Government schemes like the *Ayushman Bharat* Digital Mission, *Pradhan Mantri Ujjwala Yojana*, etc. and assist them in the application process.
4. **Saree Distribution and Mehndi designing Workshop:** The University faculty members collect *Sarees* and distribute them in the adopted villages under **Saree Bank** initiative. *Mehndi* designing workshops are also conducted.

Evidences of Success:

1. **Outcomes of Infrastructural Empowerment of *Anganwadi Kendras*** Educational items worth Rs. 6,33,350 have been distributed in 20 *Anganwadis* by the University. It has been found out in follow up that the number of children coming to *Aaganwadis* have significantly improved.
2. **Outcomes of Health Related Initiatives in Adopted Villages - F**ollow ups have revealed a remarkable improvement in BMI in the required cases. The number of people participating and benefitting from *Yoga Shivirs* has increased from 45 in 2017-18 to more than 500 in 2022-23.
3. Inspired by the participation in SEWA, **Shweta Srivastava** (Batch 2020-22; B.Ed) runs an NGO –**"Women-led Science Society",** focused on empowering women.
4. **Outcomes of Awareness Drives for Government schemes** : All the children in adopted villages are now enrolled in schools. Further, all the houses have LPG connections and people are being registered to avail the benefits of *Ayushman Card*.
5. **Awards and Recognitions for Social Activities:** The University has received Certificates of Recognition for efforts and initiatives towards societal development.

Problems encountered and Resources Required:

- Quantitative assessment of the efficacy of the outreach programmes is difficult.
- Collaboration with various agencies (both Government and Non-Government Bodies) sometimes becomes a challenge in implementation of these best practice activities but now various NGOs have started collaboration with the University in organization of social activities.
- Due to low level of literacy and education, sometimes it becomes difficult for the people residing

in the villages to comprehend the minute details of various governmental and non-governmental schemes.

BEST PRACTICE 2

Title of the Practice: "*Baal Paathshala* – Empowering Minds, Building Future"

Objectives of the Practice:

- To provide teaching learning environment and access to the University resources.
- To organize cultural and sports activities for children for their holistic development.
- To create awareness regarding the importance of hygiene, respectful conduct, etiquette, and social manners.
- To conduct sensitization sessions to keep children away from social evils.
- To empower the University students through community service and mentorship to become responsible citizens.

The Context:

The concept of *Baal Paathshala* has derived its inspiration from the vision of Hon'ble Chancellor **Smt. Anandiben Patel** who stressed on the importance of educating and empowering young children. In keeping with this vision, the University formalized the practice of "*Baal Paathshala*" which was already in place since 2018.

The Practice:

The *Baal Paathshala* operates both within the University premises and in the nearby villages.

These classes are conducted six days a week (Monday to Saturday), providing educational opportunities to children aged 5 to 12 years from the nearby areas. The students voluntarily commit two hours every evening from 4-6 pm to teach children.

Organization of the Activities:

- **To provide teaching learning environment and access to the University resources**– The children, studying in classes 1 to 5, are taught subjects of Mathematics, English, Social Sciences, Hindi and Science, by student volunteers with access to classrooms, sports facilities, playing area etc.
- **To organize cultural and sports activities for children for their holistic development-**Various cultural and sports activities are organized for children both in the University campus and in adopted villages.
- **To create awareness regarding the importance of hygiene, respectful conduct and social etiquettes** Regular activities are conducted to make the children understand the significance of national unity, religious tolerance, environmental sustainability, and health and hygiene.
- **To conduct sensitization sessions to keep children away from social evils-** The volunteers engage with both parents and children to raise awareness about the detrimental effects of social issues like tobacco use and drug abuse.
- **To empower the University students through community service and mentorship to become**

responsible citizens- This practice provides the students with an opportunity to develop their teaching and communication skills.

Evidence of success:

- There is increase in the number of children from **12** to **148 children and 5 to 60 volunteers in 2018-19 and 2022-23,** respectively
- The children have imbibed discipline in their conduct, learned teamwork and developed confidence in their personality.
- Inspired by *Baal Paathshala*, **Ajay Kumar** (Batch 2013-2015; B.Com and 2016-2018 M.Com) has started H.A.N. Public School in 2020 in *Narharpur* village.
- University students have started giving tuition classes and achieved financial independence. Peer teaching groups are also formed.

Problems encountered and resources required:

- Some guardians were initially reluctant to send their children to the *Baal Paathshala* However, the dedication and involvement of the volunteers has resulted in changing their mindsets.
- The *Baal Paathshala* sometimes faces challenges due to inadequate funds but now the University has begun collaborating with NGOs.
- Managing *Baal Paathshala* classes becomes challenging for volunteers during their examination periods.

File Description	Document
Best practices as hosted on the Institutional website	**View Document**

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness –

"Multilingualism: A Strategy towards Holistic Development of students"

Multilingualism promotes holistic development of students through enhanced communication skills, cognitive development, self-esteem, creativity, better academic achievement, improved memory retention, cultural awareness, better career opportunities including entrepreneurship and employability. Recognizing the importance and benefits of multilingualism, the curricula of the University has been designed to provide opportunity of studying different languages to the students since the start of its

academic journey. Multilingualism has always been the key focus of the University as **"*Bhasha Vishvam Yojyati*"** (**Language Unites the World**) is inscribed in the logo to promote the importance of languages in uniting the people.

The University is the only HEI in the State of U.P. that offers a plethora of languages for promotion of multilingualism through different academic programmes, co-curricular and extra-curricular activities making it distinct from the other Universities.

It is noteworthy to mention that as per its statutory provisions, the University offers an opportunity to all its students enrolled at undergraduate level to study any Indian or foreign language of their choice enabling them to enhance their communication skills. Apart from the traditional programmes offered by the University, Technical and Professional programmes are also offered in Indian languages such as Hindi, Sanskrit and Urdu, for the convenience of students belonging to diverse backgrounds. To enable the students to work in a global environment, the University offers programmes in international languages such as French, Chinese, Japanese, Persian and Arabic, as well. The outcome of the University's multilingual approach is evident from the fact that a book authored and translated in Hindi, by faculty member of the University was also released by Hon'ble Prime Minister, ***Shri Narendra Modi***, in *'Akhil Bhartiya Shiksha Samagam'* organized in New Delhi ((July 29,2023).

Following measures have been undertaken in the University for promoting multilingualism in the University:

Course work: The classes for various languages are conducted, which include translation, interpretation and grammar focussing on Vocabulary enrichment, pronunciation, accent, and *Tarjuma Nigari*. The course work enhances students' communication skill, cognitive development, creativity, better academic achievement, and employability.

Language laboratories: Understanding that language learning goes beyond textbooks, four language laboratories has been established in the University for promoting Multilingualism. The learning attained through language laboratory helps the students navigate to real life career opportunities, which aligns with Hon'ble Prime Minister Shri Narendra Modi's approach of *Lab to Land ['Akhil Bhartiya Shiksha Samagam'*, Varansi (July 07-09, 2022)]

. These labs are equipped with the latest software such as *Duolingo, MosaLingua* and tools like *Language Tool Editor* to facilitate immersive learning experiences. Students can practice pronunciation with advanced speech recognition software like *Nameshouts, Dragon Anywhere* and use language translation tools such as *Google Translate, DeepL Translate* and *Anuvadini* to aid their understanding of language.

Co-curricular Activities: To reinforce language skills, interactive activities such as quizzes, and debates are organized. These activities encourage students to think critically and express themselves confidently in multiple languages. Expert lectures series such as *Ghazal Kaise Padhein, Translation Ethics, Anuvaad Ke Saral Tariqe etc*. are conducted throughout the year.

Extra-Curricular Activities: Different cultural activities are organized through the various Departments, NSS, Cultural Club, and NCC to promote the culture, traditions, and values associated with languages. These events include cultural programmes, traditional music and folk dance performances, *Kavi Sammelan, Mushaira,*etc. which are organised throughout the year.

Regular Assessment:- The University students are regularly assessed through regular written tests, classroom interaction and interviews. These measures are undertaken to have an insight about the level of language proficiency of students thereby enabling targeted efforts for improvement.

Enrichment of multilingualism in students through NCC Girls Unit:

Most of the enrolled students at the University belong to Socially and Economically Disadvantaged Groups (SEDG) of society. They are weak in communication skills and personality. Holistic development of such students especially girls has always been a focus area of **Hon'ble Chancellor Smt. Anandiben Patel. NCC Girls** Unit of 80 cadets plays a vital role in enhancing communication skill and personality development of girls in the University. These cadets serve as source of motivation for other students.

Inspired by the teachers of the University, NCC cadets participate in national camps, further providing them with an exposure of various languages and cultural exchange. They get acquainted with the culture and **local dialects through interaction with people. Cultural** activities are also organised in the camps to give the students **basic knowledge about local dialects** enhancing their language skills. After returning to the University, NCC Cadets interact with their fellow students, sharing the language and cultural knowledge they acquired during the camps. This interaction enriches the campus community, fostering greater cultural understanding and appreciation. Additionally, it enhances the linguistic skills of their peers, contributing to better career opportunities to the students.

Achievements-

The multilingual approach of the University has benefited and enhanced the overall personality of all the students, thereby enabling them for better career opportunities. A few notable alumni are mentioned below:

- **Badre Alam** with his developed language skills in **English, Urdu, Persian, Nepali and Arabic languages** resulted in his appointment as Secretary to the Ambassador in **Embassy of Nepal,** State of Kuwait.
- *Mohd. Rizwan Rafiuddeen* with his efficiency in translation and transcription in the field English and Arabic languages is employed as a teacher in the State of Qatar.

- **Lubna Hashmi** completed her Masters in English developed interest in Hindi and Urdu languages; became fluent in all three languages and is now working as a professional anchor.

- **Vivek Kumar** from Department of Mass Communication and Journalism made a mark in the field of print media and got selected in the Times of India newspaper.

- **The University provided conducive environment for** *Vaishnavi Mishra* to become the first Cadet of University who got selected from U.P. Directorate in the most prestigious NCC Camp, i.e., *Republic Day Camp,* **New Delhi**.
- *Cdt. Vaishnavi Mishra* received the "Best Master of the Ceremony Award" for compering the Cultural Programme in the gracious presence of **Hon'ble Prime Minister, Shri Narendra Modi.**
- *Mohammad Gufran and* **Sanaullah**, due to their proficiency in Urdu, Hindi and English have been appointed as Customer Service Representative **Teleperformance, Maharashtra** and

Creative Lipi, Noida respectively.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The University has been taking continuous strides in the area of academics, research, multilingualism and societal development. The University is the only HEI in the State of U.P. that offers a plethora of languages for promotion of multilingualism through different academic programmes, co-curricular and extra-curricular activities making it distinct from the other Universities. This distinctiveness not only provides a unique identity to the University, but also enhances the overall personality of all the students, thereby enabling them for better career opportunities.

In order to fulfill its social responsibilities, and with an aim to promote the overall development of children aged 5 to 12 years from socially disadvantaged backgrounds in nearby areas, the concept of Baal Paathshala was formalized by the University, in 2018-19. The inspiration behind this practice was the vision of Hon'ble Chancellor Smt. Anandiben Patel – who stressed on the importance of educating and empowering young children -during her visits to the University. The students voluntarily commit two hours every evening from 4-6 pm to teach children and sensitize them towards importance of education, hygiene, respectful conduct, etc. and access to resources for cultural and sports activities.

The University has been contributing towards the betterment of society by undertaking a number of societal development initiatives. In July 2019, our Hon'ble Prime Minister Shri Narendra Modi's "Mann ki Baat" drew the nation's attention towards the concepts of Back to Village, Be Vocal for Local and Lab to Land. This motivated the University to start journey of community outreach and social development by evolving the practice of SEWA. The students of the University, recognizing their role as responsible citizens, undertake several social activities under the banner of SEWA in adopted villages. Through interactive sessions, students identify various challenges of people living in villages and attempt to address their issues. The student volunteers conduct awareness campaigns, drives, rallies, and counseling sessions in adopted villages to achieve the objectives of SEWA. Activities focus on developing Infrastructural Empowerment of Anganwadi Kendras, Health Related Initiatives in Adopted Villages, Awareness Drives for Government schemes, Saree Distribution through Saree Bank and Mehndi designing Workshop in adopted villages.

Concluding Remarks :

The vision and mission of the University is directed towards creating a rich learning environment that combines academic excellence with physical well-being. With a diverse curriculum that spans traditional and modern subjects, the University emphasizes the holistic development of its students. This is achieved through innovative teaching methodologies, industry collaborations and extensive student support systems.

The University stands at the forefront of educational innovation, fully committed to the principles of the NEP-2020. By integrating NEP-2020 into its undergraduate and postgraduate programmes, the University promotes a holistic and flexible learning environment through initiatives such as mandatory Ability Enhancement Courses, Choice Based Credit System (CBCS), interdisciplinary learning opportunities, and a flexible multiple entry-exit policy. The proactive approach of the University includes the adoption of the Academic Bank of Credits (ABC) system, skill development courses, and Outcome-Based Education (OBE) ensuring that the students receive comprehensive and meaningful education.

The perspective plans of the University (Institutional Development Plan, Strategic Plan and Vision Document) align with the NEP 2020 guidelines, ensuring that it remains at the forefront of educational innovation. The emphasis on skill development, experiential learning, and outcome-based education ensures that students are well-prepared for the dynamic job market. Moreover, the commitment of the University for Community Engagement and sustainable development further enriches the student experience.

The dedication of the University for preserving and promoting India's rich intellectual heritage is evident through the integration of the Indian Knowledge System (IKS) into the curriculum and the use of bilingual teaching methods. Additionally, the investment of the University in distance and online education, including the creation of an extensive online library and the acquisition of J-Gate, demonstrates its commitment to providing students with unparalleled access to academic resources.

The distinctiveness of the University lies in its inclusive and progressive approach to education, emphasizing research, skill development, and community engagement. The University's Electoral Literacy Club (ELC) plays a crucial role in fostering democratic values among students, promoting voter registration and collaborating with local election authorities to enhance electoral participation. Through its community outreach programmes, the NCC and NSS wing of the University actively engages in socially relevant projects, focusing on social empowerment and inclusivity for underprivileged groups.

However, the University also faces several challenges, including budgetary constraints, limited faculty members, and the need for enhanced industry collaborations. Addressing these challenges through strategic initiatives and leveraging opportunities for growth will be crucial for the continued success. Opportunities such as expanding the range of programmes, enhancing research and consultancy services, and fostering international collaborations can significantly contribute to the growth of the University.

In conclusion, Khwaja Moinuddin Chishti Language University, Lucknow is a dynamic institution that seamlessly integrates academic excellence with cultural enrichment and community engagement. Its unwavering commitment to innovation, inclusivity, and societal contribution positions it as a leading educational institution dedicated to nurturing the next generation of leaders, thinkers, and socially responsible citizens.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years** Answer before DVV Verification : Answer After DVV Verification :53 Remark : DVV has made changes as per the report shared by HEI.
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years** 2.1.2.1. **Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years** Answer before DVV Verification:

2.1.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
653	700	500	488	340

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
678	727	518	508	340

2.1.2.2. **Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
946	1028	696	698	461

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
970	1055	714	718	461

Remark : DVV has made changes as per the report shared by HEI.

Metric ID	Sub Questions and Answers before and after DVV Verification
3.2.1	**Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

Answer before DVV Verification :

Answer After DVV Verification :59.69

Remark : DVV has made changes as per e-copies of sanction letters provided by HEI

3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years** Answer before DVV Verification : 494 Answer after DVV Verification: 164 Remark : DVV has made changes as per the report shared by HEI.
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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40	50	23	16	15 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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15	38	23	16	15	 Remark : DVV has made changes as per the report shared by HEI.
4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years** 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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986.63426	543.23557	26555.07838	138.94625	54.86577 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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505.16	392.49	350.668	242.18	115.53	

Remark : DVV has made changes based on the expenditure for infrastructure development as shown on the income and expenditure account

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
357.89936	180.07650	160.44588	158.38324	0.22295

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
379.13	294.34	263	181.64	0.22

Remark : DVV has made changes considering expenses for maintenance of facilities as shown on the income and expenditure account

5.2.3	**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**
	(eg: NET/SLET/ Civil Services/State government examinations etc.)
	5.2.3.1. *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Answer before DVV Verification : 64
Answer after DVV Verification: 57

Remark : DVV has made changes based on the e-copies provided for qualifying students

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	00	40	20	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	00	25	18	28

Remark : DVV has considered unique entries of teacher provided with financial support every year.

6.3.3	**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**
	6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
131	103	22	16	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
125	104	24	17	83

Remark : DVV has excluded FDP less than 5 days and removed faculty who appeared in more than one FDP per year

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers in the institution year wise during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
138	110	99	93	87

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	110	99	93	87

2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1663.79306	981.19823	27276.921 61186	605.46797	288.84832

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1263.79	981.19	876.67	605.46	288.84