SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CENTRAL UNIVERSITY OF HARYANA

CENTRAL UNIVERSITY OF HARYANA, JANT-PALI, MAHENDERGARH,
HARYANA, PIN-123031
123031
www.cuh.ac.in/academic-structure.aspx

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Central University of Haryana is one of the fifteen new Central Universities established by Ministry of Human Resource Development, Government of India (GoI) during XI Five Year Plan (2007-2012) under the Central Universities Act-2009 of the Parliament.

The University has been accredited with 'A' Grade in the first cycle of NAAC assessment and accreditation conducted in March 2017. The University is fully funded by the University Grants Commission (UGC). Permanent Campus of the University is situated in 484 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University is on the path of development with new thinking, collective efforts and active engagement of the stakeholders. The University is making rigrous efforts for the quality education of the students rooted in skill development, placement and values. For this, the facility of Training and Placement Centre has also been developed.

CUH is moving ahead keeping in view the goal of all round development of the students at the centre. The University is engaged in research, innovation, skill development and in developing opportunities for employment generation, developing necessary modern facilities for the students in the field of higher education. In the direction of successful implementation of National Education Policy-2020, the University is moving ahead in a phased manner for skill development and employment generation of the students, the University is working at the micro level through special training and placement centres. The University has started 5 years integrated programmes with option of multiple entry and exit with 4 years Bachelor research degree as another option. CUH is making all possible efforts in realizing the dream of Self-reliant India, Saksham Bharat & Strong India by skilling the students in tune with the needs of the future.

Vision

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, the nation and the world, through promotion of innovation, creative endeavors and scholarly inquiry

Mission

To serve as a beacon of change, through multi-disciplinary learning, for creation of knowledge community, by building a strong character and nurturing a value-based transparent work ethics, promoting creative and critical thinking for holistic development and self-sustenance for the people of India. The University seeks to achieve this objective by cultivating an environment of excellence in teaching, research and innovation in pure and applied areas of learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- *Rigorous Academic Programmes*

The curriculum of the existing 76 academic programmes of the University ascertains high level of student engagement through multidisciplinary perspective, with special focus on Choice-based credit system (CBCS), outcome-based learning, value-based life skills and professional skills.

- *Integrated Approach*

The University has introduced UG-PG integrated programmes with multiple entry/ exit options. Registration of the University with the Academic Bank of Credits (ABC) platform shall further substantiate this initiative. CBCS also facilitates integration of various disciplines- Humanities, Social Sciences, Sciences, Engineering and Vocational Studies.

- *Cutting-edge Research*

The citation impact of the faculty publications and international exposure suggests that the university is doing fairly well in terms of research output which could be possible with a robust research infrastructure, research promotion policy and international exposure of faculty.

- *Social Outreach and Civic Engagement*

NSS, Youth Red Cross, Women Cell, *Unnat Bharat Abhiyan Cell*, Legal Aid Clinic, Eco Club and various other organs of the university are constantly engaged in the social outreach initiatives.

- *Student Support System*

The university has established a robust students' support system comprising Students' Council, Students Grievances Redressal Committee, Equal Opportunity Cell, Women Empowerment Cell, SC-ST Cell, Cell for the Persons with Disability, OBC Cell, Anti-Ragging Cell, Proctorial Board, Earn While You Learn Scheme, Merit cum Means Scholarship, Non-NET fellowship, UGC/CSIR-Junior Research Fellowship and various other scholarships of Centre/state governments.

- *State of the Art Infrastructure*

The University has created state of the art infrastructure with Smart Classrooms for e-content development and delivery; well-equipped laboratories; University Library with wide range of print, online and open access sources; Centre for Innovations, Skill and Entrepreneurship Development; seven hostel blocks to accommodate about 2200 male and female students; five air-conditioned academic blocks; four auditorium; Wi-fi campus; Solar Energy Generation System; Canal Water connection for water sustainability; residential quarters for staff; health centre; and basic facilities such as PNB Branch, Post Office, Gymnasium, grocery store, canteens, etc.

- *Diversity*

With enrollment of 54% students from 28 states including Haryana and Union Teritorries, the University cherishes socio-cultural and linguistic diversity on campus.

Institutional Weakness

- *The locational disadvantage*

Mahendergarh is located in the southernmost part of Haryana state and Indira Gandhi International Airport, Delhi, which is at the distance of 145 kms, is the nearest airport. The absence of air connectivity further inhibits University-Industry interaction and discourages visits of international scholars to the university campus. Besides, the connectivity by train and road transport is also not very convenient.

- *Scarcity of Support/ministerial Staff*

Acute shortage of support/ministerial staff in the departments adversely affects efficiency and effectiveness of academic and research activities. However, the matter is being pursued with the concerned departments/ministry.

- *Alumni Engagement*

It being a new University, we receive only meagre support from the alumni. However, the University has now got the Alumni Association registered, and we look forward to having their engaging financial and professional support in institutional development.

Institutional Opportunity

- *Potential for Rural Research*

Being located in a rural area, the university faculty can undertake cutting-edge interdisciplinary research that advances understanding of rural societies, rural economies, rural sociology, and rural lifestyles. The research scholars and faculty can undertake an impact evaluation of governments' poverty alleviation programmes and use participatory research to maximize their impact.

- *Potential for International Research and Collaboration*

The Central University of Haryana has the potential to leverage its existing human resources, that is, the faculty members who already have international collaborations, to develop new and strengthen existing international linkages or research collaborations as foreign scholars have always been keen to develop academic collaborations with Indian institutes.

- *Educational Enhancement of the Catchment Area*

Located in a rural and remote area, the University has the potential to harness the opportunity to engage more actively with the neighbouring villages to sensitise, educate and to motivate the students from socio-economically disadvantaged groups to pursue higher education. In this direction, the university has already started hand-holding initiatives with District Institute of Education and Training (DIET), Mahendergarh and various other schools of the area.

- *Potential for Grooming Young Sports Champions*

Mahendergarh is known for a very high number of youngsters qualifying for Indian Defence Services. In general, people of Haryanvi origin have better genetics in terms of athletic performance. Since a combination

of good genetics and great training can have a decisive impact on sports outcomes, our university has a huge potential to groom future champions in various kinds of sports, especially the outdoor ones.

Institutional Challenge

- *Attracting and Retaining Quality Faculty*

- The quality of faculty is the key to the success and performance of a university. In today's global labour market, the presence of talented faculty and students has become an increasingly powerful selling point for higher education institutes. However, due to the locational disadvantage that the Central University of Haryana suffers from, the university may find it difficult to attract and retain quality faculty with international exposure.

- Attracting high Quality National and International Students

- Similarly, with poor transport facilities and lack of industries and research and development units in its neighbourhood, the University finds it difficult to attract high-quality national and international Students who aspire to match global standards in research, entrepreneurship and innovation.

- *Brand Development and Marketing*

- The increasing global competition in Higher education is forcing university leaders to attract and select only the best. If the university maintains high standards in its recruitment and admissions and maintains high-quality research output, the brand name develops over time. Once this happens, we can reap the advantages of so-called 'increasing returns'. Therefore, with location disadvantage the university may find it difficult to achieve a critical mass of high-quality faculty, students, and research output.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Central University of Haryana is a state-of-art multidisciplinary University with 76 academic programs in 34 departments under 8 schools of study covering diverse areas of Basic Sciences, Business and Management Studies, Education, Engineering and Technology, Humanities and Social Sciences, Interdisciplinary and Applied Sciences, Law and Life-long Learning (vocational studies).

University encourages students to undertake project work, dissertation, and internship and study tours to expose them to real world problems and their solutions. Curriculum is enriched with recent advancements in different courses along with environment, gender, human ethics, cyber security, sustainable development, entrepreneurship and other life skills. Value added special courses for skill and personality development along with regular courses are designed with inputs from current students, alumni, parents, and other stake holders.

NEP 2020 aligned revised LOCF based curriculum is compliant to industrial needs, value education and Indian knowledge system. The University has started 5 years integrated programmes with option of multiple entry and

exit with 4 years Bachelor research degree as another option.Teachers are well experienced with national and global exposure, and in order to cater current and future needs, they upgrade their knowledge through FDP and training. Guest lectures by eminent speakers both in online and offline mode is regular feature of the university. MOOC course developed by the Central University of Haryana (CUH) on Food Safety is one of the most sought after course offered by the university.

Food Safety Training and Certification (FoSTaC), fine arts and language lab, social science lab, central instrumentation facility, bioinformatics lab, herbal garden, Institutional Innovation Cell and CII are some of the special features of the University which help in holistic development of the students. The University campus is lush green with water & energy conservation structures which help in making students more sensitive towards environmental issues.

Teaching-learning and Evaluation

The Central University of Haryana offers Online Admissions through Central Universities Common Entrance Test (CUCET) to encourage diversity in students' enrolment. Presently, more than 53% students belong to 27 states and Union teritorries other than Haryana. Our university always keeps the welfare and wellbeing of our students a top priority, and thus encourages faculty members to offer one-to-one counselling to students. The aim is to assist, support and empower students and help them face challenges of a University life, for this purpose, each student is assigned a student advisor.

More than 90% of the faculty members at Central University of Haryana possess Ph.D. qualification. The faculty at Central University of Haryana strikes a balance between teaching and research. However, in departments with a large proportion of students from socially disadvantaged backgrounds, a greater focus is placed on teaching. The medium of instruction is mostly bilingual and is adapted based on the needs of the students. Traditional teaching methods are combined with the use of modern teaching aids by teachers. Teachers can take advantage of theresources of School of Education's to improve their pedagogical abilities in addition to enrolling in the Orientation and Refresher courses. Students provide feedback after completion of every course to ensure that teaching is student-centred. Remedial classes are designed for students who are having difficulty in keeping up with the classwork. ICT is employed to provide a vibrant learning environment round the clock, seven days a week. Students enrolled in Choice Based Credit System (CBCS) programmes are offered a variety of generic elective courses of multidiciplinary nature, in addition to the core courses.

The University has a well-established Examination Management System Called 'Campus Pro' for managing key examination activities starting from registration, promotion and evaluation activities. Written tests, class seminars, and assignments are conducted to evaluate students in a continuous assessment system. Students can look over the valuable answer scripts for internal tests, and plans are being made to allow them to look over the answer scripts for the final exams. Examination results are made available online within a stipulated time.

Research, Innovations and Extension

The research activities at CUH are quite vibrant with a focus on inter-disciplinary research concentrating on the social need, outreach and innovation. Highlights during the last five years: Well-defined Research Promotion Policy for the promotion of research activities. Provided seed money to faculty members to strengthen basic research. Encouraging students to collaborate research projects in the research institutes and industries. Urkund and Turnitin Plagiarism checking software's made available for finding the text similarities.

The CUH has a well-equipped **Central Instrumentation Centre** (CIC) which facilitate collaborative researches, high end equipment, software, journals (print and electronic), and research databases.

The CUH faculty mobilise Rs. 10.07 crores through 45 research projects and schemes from governmental and non-governmental agencies. Several departmental facilities for research have been enhanced through research grants from agencies like ICSSR, New Delhi, SERB, New Delhi, DST-SEED New Delhi, DBT, PMMMNMTT, PU, Pondicherry, PRONAT SC, Spain, DST INSPIRE Faculty Fellowship, DST-AISTDF, DST-FIST, DS Kothari Fellowship, Badminton World Federation, Global Initiative for Academic Network, IRCS, Haryana, etc.

Faculty of CUH have published 782 peer reviewed research papers: 763 of these with Scopus Indexed and 19 papers in the UGC Care list of the notified journals. The h-index of the CUH during the last five years is 37. The faculty members have granted/published 24 patents. 68 Books/book chapters with ISBN have been published during the last five years.

CUH has MoUs with 20 institutions of national/international repute and industries, where students have actually worked on different research problems.

CUH has **Centre for Innovation and Incubation** (CII) which a developed a culture of innovation in academics, research and entrepreneurship. Financial assistance is provided to the students related to Innovation and Entrepreneurship. Every year, students display working and non-working Models/Projects on National Science day, and university provides financial assistance to the students.

Apart from traditional extension activities, CUH has conducted 214 extension and outreach programs with student participation on blood donation camps, rallies, awareness program, cleanliness drive, Swakchta Pakhwara, Water conservation, tree plantation, general awareness, health check-up camps, etc. NSS and YRC unit of CUH received 10 National/State level award during the last five years.

Infrastructure and Learning Resources

Central University is spread over an area of 488 acres with built up area of 1,28,883 sq.m which accommodates well-furnished teaching facilities, residential facilities, sports facilities, administrative block and allied services. University infrastructure includes 116 class rooms (100% ICT enabled), 105 laboratories, 14 seminar halls and 5 auditoriums. University provides sports facilities including indoor and outdoor, yoga facilities and cultural facilities. University campus provides well established maintenance policy for academic, residential and computing facilities. The campus is having Bank, Post office, Health centre, canteens, grocery/bakery stores, guest house and other basic amenities.

Well-furnished four hostels for Women with 1260 capacity and three hostels for Men with 945 capacity are situated inside the campus. University is having electrical power backup, Surveillance cameras and RO water treatment plant etc. University Library System comprises of PDU Central Library, Engineering and Technology, Education, Law and Swami Dayanad Saraswati Chair. The libraries are fully automated with E-Granthalaya/Koha and provide different spectrum of resources and services like Training on Demand, Remote Access Services, photocopy services, inter-library loan service, plagiarism verification service, etc. The Library catalogue and 'Gyan Pravaah', an institional repository of the University are accessible 24x7. The Library provides remote/campus-based access to e– journals, e-books, e-ShodhSindhu, Shodhganga, databases, plagiarism detection software and other useful software. The average annual expenditure for the procurement of library resources during the last five years is around Rs. 158 lakhs per year. The Library has procured around

25864 books during last five years with an average adition of 5,173 books per year and the footfall of the Library users has increaased to 24% (as the library remained closed during the pandemic). The Library manages faculty profiles on INFLIBNET's IRINS. 780 desktops with required accessories with latest configurations are available in the various departments. The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff. Available band width: 1 Gbps. Internet facility is available in whole campus including labs, classrooms, library, administrative block, offices of all departments and hostels. The University has the total number of 182 access points for Wi-Fi connectivity in all blocks.

Student Support and Progression

Over the years, the university has created a robust students support system to facilitate equal opportunities for better academic and research outcomes, progression to higher education and placements. The desired objectives are met with well-defined policies and initiatives such as— establishment of Career Counselling and Placement Cell; Students' Grievances Redressal Cell; Earn While You Learn Scheme, Merit-cum-Means Scheme, Non-NET Fellowship, fee concession for the needy students, skills enhancement and capacity building activities; Dikshansh and other students induction programmes through Students Council and student representatives in various committees and cells, appropriate counselling/coaching for UGC/CSIR-NET/JRF, GATE and similar other examination etc..

Significant outcomes:

- During the last five years, the University awarded the scholarships/free ships amounting to Rs. 3,44,73,027/-;
- A total of 298 students got the benefit of UGC Non-NET fellowship;
- 1034 students were benefitted from the classes conducted under career counselling and skill enhancement programmes;
- The university conducted 40 capacity building programmes during the last five years;
- Grievances and Redressal Cell, Proctorial Board, Anti Ragging Committee, Internal Complaint Committee, Equal Opportunity Cell and Office of the Dean Students' Welfare provide immediate solution to the issues relating to the students.
- The University has a well-established Career and Placement Cell to provide placement support to the students. 321 students got placements in the last five years;
- 751 students qualified UGC-NET/JRF, GATE, and other competitive examinations in the last five years;
- The students of the university received/won 25 awards / medals in Sports/Cultural activities;
- The university organized 40 cultural events;
- The University has the statutory provision of a Students Council consisting of forty students (20 elected and 20 nominated) to ensure students participation and engagement in all spheres of institutional life;
- The university has a registered Alumni Association and Alumni Meet is conducted annually;
- Students' Induction programmes at university and department level are conducted annually on the commencement of the academic session;
- 122 students progressed to higher academic programmes during the last five years.

Governance, Leadership and Management

Pursuing the best practices in governance, the University believes in transparency, objectivity and democratic

outlook while dealing with the issues relating to human resources. There is a well-organised structure of human resources defined by the Act statutes and ordinances of the University. The University encourages and promotes a culture of decentralized and participative management. The institute has a well-defined vision, mission, quality policy and strategic plan. The power and decision making at all level is done through 'bottom to top approach'. The University has the provision of University Court and other Statutory Bodies like Academic Council, Executive Council and Finance Committee. All the decisions of the University are taken by the appropriate Statutory bodies/competent authority.

The University has a well-defined performance appraisal system wherein teaching and non-teaching employees are evaluated on the basis of their teaching, research and administrative abilities, and they are appropriately appreciated on the occasion of Foundation Day of the University. The IQAC has also introduced Annual Awards for teaching and non-teaching staff members to incentivise research, publications and innovative administrative reforms.

The institute has a policy for providing financial support to faculty members for attending conferences/workshops and for professional membership. During past five years, approximately 45% of faculty members have been benefited with financial support. For non-teaching staff, specific programmes are conducted for their personal development. Total 41 professional development/administrative training programme have been organized by the institute in last five years. Nearly 40% of teachers have attended online/face-to-face FDP on professional development programme, orientation/ induction programme, refresher and short term course.

The University received the financial grants from various government and non- government agencies such as Ministry of Education, GOI, UGC, CSIR, HEFA etc. University also received funds in form of the Research and Consultancy projects.

The University has implemented e-governance in all spheres of planning and development. The Central University of Haryana has Internal as well as External Financial Audit regulatory system as per the laid down financial guidelines of UGC and Government of India. The University's External Financial Audit is under the purview of the Comptroller and Auditor General of India.

Institutional Values and Best Practices

Institutional values:

Central University of Haryana is committed to impart value education as articulated in its vision to build "a strong character and nurturing a value -based transparent work ethics and self-sustenance". The institutional values such as fostering gender sensitivity, eco-consciousness, management of natural resources, etc. are well expressed in many of our initiatives and guidelines. The University also harbours cultural, regional, linguistic and socioeconomic diversities through student activities in and off campus , promotion of human values and professional ethics etc. To instil ethical values, the University has introduced various generic elective courses of multidiciplinary nature.

The University is also promoting green campus initiative since its inception. The sprawling campus of around 500 acres of arid land has gradually been transformed into a green campus. Despite the location of the University being in semi-arid region, the rain water harvesting structures, water recharge facility, and waste water treatment plant are implemented under Save Water initiative.

For the effective management of the said initiatives, the SOPs are prepared and are followed in disposal of hazardous laboratory wastes. For this, the University has constituted focus-committees to work on biohazard materials and human subjects/ materials. The university is also promoting use of bicycles, best possible medical aid services, hygienic food facility at hostels, and also common bus services to cater the students from local areas and hostels. Moreover, to inculcate moral values in the staff and students, the University organises several events (online and offline) to motivate them for leading their lives with morals and ethics.

Best practices:

The University has been carrying out many initiatives to promote quality enhancement and its sustenance. Among many best practices, a few best practices are worth mentioning: To maintain the quality in academics and administration, the University conducts administrative and academic audits of not only the academic departments but also the administrative branches. This exercise is aimed at reviewing the annual performance of the faculty, departments and non-teaching staff, and to motivate them through various awards, incentives and recognition such as Best Researcher Award, Best Non-Teaching Performer Award and Best Department Award among different Schools of studies.

Another impactful best practice of our University is community outreach programmes. The University is committed to promote community-driven initiatives in the nearby and adopted villages (by the University) through various social, cultural and extension activities. The initiatives on various thematic areas on food, health and environment are carried out to bring necessary progress and awareness among the people living in the neighbouring villages. The events that University has conducted are: livelihood and food security; nutrition week program; promotion of community health: awareness programmes and health camps; promotion of Swachh Bharat Abhiyaan; environment awareness, plantation drive and many more. Moreover, the University has adopted all the government flagship schemes (viz.*Beti Bachao Beti Padhao, Digital Economy, ek Bharat Shreshtha Bharat, Swach Bharat Abhiyan, Aazadi ka Amrit Mahotsav* and others) and create awareness among the students and the society as well.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	CENTRAL UNIVERSITY OF HARYANA
Address	Central University of Haryana, Jant-Pali, Mahendergarh, Haryana, Pin-123031
City	Mahendergarh
State	Haryana
Pin	123031
Website	www.cuh.ac.in/academic-structure.aspx

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Tankeshwar Kumar	01285-260201	9815991816	-	vc@cuh.ac.in
IQAC / CIQA coordinator	Sarika Sharma	01285-260132	8222088814	-	diriqac@cuh.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	20-03-2009
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	20-03-2009	[View Document](#)
12B of UGC	20-03-2009	[View Document](#)

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Central University of Haryana, Jant-Pali, Mahendergarh, Haryana, Pin-123031	Rural	484	128883	Diploma, UG, PG, Ph.D		

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	103970_8086_1_1646888140.pdf
NCTE	103970_8086_4_1647861698.pdf
BCI	103970_8086_8_1646970937.pdf
RCI	103970_8086_19_1646970951.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				33				69				164
Recruited	7	1	0	8	32	6	0	38	72	33	0	105
Yet to Recruit				25				31				59
On Contract	0	0	0	0	0	0	0	0	27	10	0	37

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				142
Recruited	65	6	0	71
Yet to Recruit				71
On Contract	6	0	0	6

Technical Staff				
	Male	Female	Others	Total
Sanctioned				35
Recruited	1	1	0	2
Yet to Recruit				33
On Contract	4	0	0	4

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	1	0	0	1
Ph.D.	22	3	0	19	4	0	62	29	0	139
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	7	2	0	9

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	16	3	0	19
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	0	0	0	0	0	0	7	6	0	13

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	11	11	0	22
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	8	7	0	15

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	1	0	0	1
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Sanskrit	Swami Dayanand Saraswati Chair	UGC

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	419	656	0	0	1075
	Female	88	174	0	0	262
	Others	0	0	0	0	0
PG	Male	400	632	0	0	1032
	Female	392	497	0	0	889
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	11	6	0	0	17
	Female	13	16	0	0	29
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	83	91	0	0	174
	Female	125	74	0	0	199
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	19	23	0	0	42
Female	25	13	0	0	38
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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
A	3.10	NAAC Certificate-compressed.pdf		
Cycle 1	Reassement			

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
B Ed And M Ed School Of Education	View Document
Biochemistry	View Document
Biotechnology	View Document
Chemistry	View Document
Civil Engineering	View Document
Commerce	View Document
Computer Science And Information Technology	View Document
Computer Science Engineering	View Document
Economics	View Document
Electrical Engineering	View Document
English And Foreign Languages	View Document
Environmental Studies	View Document
Geography	View Document
Hindi	View Document
History And Archaeology	View Document

Journalism And Mass Communication	[View Document](#)
Law	[View Document](#)
Library And Information Science	[View Document](#)
Management Studies	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Nutrition Biology	[View Document](#)
Pharmaceutical Sciences	[View Document](#)
Physical Education And Sports	[View Document](#)
Physics And Astrophysics	[View Document](#)
Political Science	[View Document](#)
Printing And Packaging Technology	[View Document](#)
Psychology	[View Document](#)
Sanskrit	[View Document](#)
Sociology	[View Document](#)
Statistics	[View Document](#)
Tourism And Hotel Management	[View Document](#)
Vocational Studies And Skill Development	[View Document](#)
Yoga	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Central University of Haryana focuses on a multidisciplinary and holistic education roadmap for implementing the National Education Policy (NEP) 2020 in a phased manner. In the first phase, each department of the University is offering wide range of Generic/Open elective courses of multidisciplinary nature, and students of UG and PG programmes are mandatorily required to opt for the generic courses from other departments in addition to the discipline-specific core and elective courses for example adding to the existing multidisciplinary electives, the Department of Environmental Studies has introduced generic elective courses like Environment Pollution

	& Health and Biodiversity Conservation & Wildlife Management for all PG students. General/Open elective courses on Value Education, Yoga, Indian Knowledge System, Indian Classical Literature and Glorious Past of India have also been initiated by different departments. Giving impetus to ethical aspects of research, Central library offers a course on Research and Publication Ethics for all Ph.D scholars. The University has introduced a Learning Outcome-Based Curriculum Framework (LOCF) focusing on the key aspects of NEP and is also planning to introduce new departments for programmes of contemporary relevance like Artificial Intelligence, Design Thinking, Translation Studies, Comparative Literature, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED) etc. All the departments update their course curriculum to facilitate flexible choices, multidisciplinary approach and choice-based credit system by inviting feedback from the stakeholders. Skill based courses and value-added courses have also been incorporated in the curriculum of each academic programme. Internship in Industries and academic and research institutes is a part of the curriculum of our UG and PG Programmes for enhancing Skill, industry-readiness and employability of students. To achieve the targets of Atma Nirbhar Bharat, Research Development Cell and Central Instrumentation Centre with high end equipments of diverse applications have been established in the University as per UGC guidelines to promote and develop the culture of quality multidisciplinary research. The University has introduced a number of integrated UG and PG programmes with multiple entry and exit options, and has registered on Academic Bank of Credits to facilitate smooth transfer of credits earned by a student. To accomplish India's National Skills Development Mission, the Central University of Haryana is offering Bachelor of Vocational Degree courses in Retail and Logistic Management, Biomedical Sciences and Industrial Waste Management with numerous generic elective courses for other disciplines. http://www.cuh.ac.in/iqac/mom/ NEP%202020%20Implementation%20Plan.pdf
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) as envisaged in NEP-2020 and implemented by UGC and Ministry

	of Education is a step ahead towards developing the culture of student-centric higher education system which enables and facilitates students' mobility across higher education institutions. It helps in seamless integration of skills and experiences into a Credit-based system. The ABC will digitally store the academic credits earned from various Higher Education Institutions so that degrees can be awarded, considering the credits earned by the students. It also allow students to take courses as per their vocational, professional or intellectual requirements with suitable exit and re-entry points. The Academic Bank of Credits enables the students to select the best courses or combinations that suit their aptitude and quest for knowledge, further allowing them to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university. It deposits the credits awarded by the registered higher education institutions, for Courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the University Grants Commission Commission from time to time. https://www.abc.gov.in In pursuance of the UGC guidelines, Central University of Haryana has registered itself as a member university for facilitation of credit transfers. For this purpose, the university has also constituted a committee to prepare a roadmap and action plan for effective integration of ABC in its academic programmes and implementation. Central University of Haryana proposes to launch an intra CUH- ABC scheme to offer more courses for credit transfer across all the UG and PG programmes. The University has also initiated the process to identify the courses to be offered to other participating Universities under ABC scheme of UGC. Accordingly, mark statement/credit structure and result processing systems would be upgraded to make them compatible with the ABC structure after appropriate approval from authorities.
3. Skill development:	Vocational programmes offered by the University are helping in capitalizing demographic dividend for the development of India and the larger world. The University has been actively involved in Skill India campaign primarily through the vocational

programmes namely, B.Voc. (Retail and Logistics Management), B.Voc. (Biomedical Sciences) and B.Voc. (Industrial Waste Management) offered by the Department of Vocational Studies and Skill Development as per the UGC guidelines on National Skills Qualification Framework (NSQF). During the programme, the University imparts the required skill competency to the students in collaboration with respective sector skill council. With relevant and updated curriculum and pedagogy, the students of the vocational programmes are exposed to hands-on training in industry, extension lectures of industry veterans, laboratory experiments, brainstorming sessions and case studies to overcome demand supply gaps of the industry. NSDC approved respective Sector Skill Councils assess and certify the skill competencies of the students of the University. Students of B.Vocational programmes undergo internships for the job roles and get placements in various industries or start their own ventures. The skill components of the B.Vocational programmes in Retail & Logistics Management, Biomedical Sciences and Industrial Waste Management are assessed and certified by Retailers Association's Skill Council of India (RASCI), Life Sciences Sector Skill Development Council (LSSSDC) and Skill Council for Green Jobs (SCGJ), respectively. In addition to the vocational programmes, the University offers number of professional programmes such as B.Tech (Civil), B.Tech (Electrical), B.Tech (Printing and Packaging), B.Tech (computer Science), MCA, MBA, LL.B, Master of Hotel Management & Catering Technology (MHMCT), Master of Travel & Tourism Management (MTTM), B.Ed, M.Pharma, M.P.Ed, etc wherein the curriculum is designed and delivered in such a way that the students get appropriate professional training in their respective fields. Though the skill component is invariably the integral part of the curricula of all the academic programmes, the programmes like M.Sc (Biotech), M.Sc (Biochemistry), M.Sc (Chemistry), M.Sc (Microbiology), M.Sc (Nutrition Biology), M.Sc (Environment Science), M.Sc (Geog), M.Sc (Physics), M.Sc (Statistics), M.Lib.Sc, MA (Journalism and Mass Communication), M.Com), M.A. Economics), M.Sc (Maths), etc. provide ample opportunities to the students to develop their professional specialization during the programme

	either through internships or projects. Besides, life skills and professional skills are also imparted through generic elective courses of multidisciplinary nature.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Government, through the Ministry of Education, is actively engaged in spreading the rich heritage of our country, and traditional knowledge in all spheres of life including arts, literature, agriculture, sciences, engineering and technology, management and economics. While revising the syllabi of the various programmes as part of preparing plan for the implementation of NEP 2020, the CUH emphasised that there is always a need for the students to realise the use Indian knowledge and principles to analyse and evaluate ideas and theories in modern disciplines. The Department of Sanskrit is offering almost all its courses based on ancient Indian intellectual tradition. Indian philosophical foundations, literary, ethical, Ayurvedic and linguistic traditions Similarly, the curriculum of M.A. English offers courses on Indian Classical Literature and modern Indian Literature on English Translation. The practice of Indian yogic tradition is followed and spread by the Department of Yoga. The Department of Library and Information Science brought out a GEC (General Elective Course) which can be opted by a student from any branch of studies. The course has been approved by the statutory bodies. Further efforts are being made to collaborate with the Department of Sankrit and other departments for effective execution and delivery. The course on 'Indian Knowledge System' emphasises the need to give an insight into the ancient knowledge system of India and offers the knowledge imbibed, various sources of knowledge, and agencies involved in transferring such knowledge in the present times. So that students are able to: • Know about the ancient Indian sources of knowledge and classification of knowledge • Understand the sources of knowledge, like individuals, language sources • Know about the classics of Indian knowledge in various disciplines • Know about the present means of dissemination of ancient Indian knowledge. The course comprises broader areas such as: Sources of Knowledge; Organisations and Institutions of Indian Knowledge; Indian Classics of different subjects; and dissemination of Indian knowledge. Teaching and

	research in Sanskrit, Hindi and English languages is in progress in the CUH. There is a big opportunity and scope in future for technically empowering students through the languages. Hence, a common language lab for all the languages is being planned in the University. The Department of Physics has come forward to get its students acquainted with the Sanskrit language with the help of the Department of Sanskrit. Setting up a Linguistic Empowerment Cell is also on agenda to set up in the University in the future. The university also plans to integrate existing programmes/courses of various departments partially/ fully with the SWAYAM MOOCs, e-PGP content and other OERs available on Indian Knowledge Systems. The University has an MOU with the INFLIBNET Centre to use ePGP course content through University's Learning Management (http://elms.cuh.ac.in/moodle/) for the benefit of the students.
5. Focus on Outcome based education (OBE):	Learning Outcome-based Curriculum Framework (LOCF) is one of the quality initiatives earmarked for follow up by UGC through its Manual on Quality Mandate notified on 28th March 2020. In compliance with the recommendations contained in the Manual, the Central University of Haryana formed various committees (letter no.: CUH/2020/IQAC/11) to initiate appropriate action for prompt implementation of UGC recommendations. Subsequently, the committee conducted series of consultations with the teachers of all the departments and prepared a roadmap for speedy implementation of LOCF as the part of curricular reforms. In its recommendations submitted on 10th Feb 2021, the committee recommended LOCF-based curricular reforms in all the programmes of study. Accordingly, all the departments of study carried out the process of revamping the curriculum so as to integrate Learning Outcome-based Curriculum Framework with well-defined Course outcomes, (Cos), Programme Specific Outcomes (PSOs) and Programme Outcomes (POs). The existing curriculum of the academic preogrammes clearly reflects the connect between COs, PSOs and POs for attainment of required learning outcomes and graduate attributes. The structure of all the academic programmes invariably reflect uniformity of pattern and design for precisely articulated outcomes, assessment patterns, skills

imparted, and scalability of attainment levels. Thus, the LOCF puts forth a clear pathway to develop desired attributes among students of a certain programme through well-designed learning outcomes and thoughtfully drafted syllabus of various courses. The curriculum includes four types of courses such as core courses, two types of elective courses i.e. generic elective and discipline-centric elective courses and skill enhancement courses to fulfil the corresponding programme outcomes. The LOCF-based curriculum was adopted widely in the various departments from the academic session of 2021-22, and the syllabus is uploaded on the University website under the syllabus section (http://cuh.ac.in/StudentCorner.aspx) for information of students and teachers. The sample syllabus of the School of education is accessible using the weblink: http://cuh.ac.in/admin/uploads/2022/syl/M.ED%20syllabus%20(2021-23)%20For%20website.pdf and the LOCF-based syllabus of Department of Microbiology can be found at weblink: http://cuh.ac.in/admin/uploads/files/MSc%20Microbiology%20Syllabus%20Final%202021-23.pdf

| 6. Distance education/online education: | Central University of Haryana does not provide online/distance education, however we have substantial quality, trained manpower, state-of the art ICT infrastructure etc. to provide online as well as distance education. During the pandemic period the University successfully imparted education to students of 28 states through online education. Now, the University is also well prepared to provide distance online education. Our academic programmes are aligned with NEP 2020, LOCF, CBCS, and blending learning. We use the latest technologies and practices for distance/online education to enrich the teaching learning environment of the University. We have a regularly updated user-friendly website; dedicated website of library to providere sources and services; online learning management system (LMS) which is launched from our University server itself; a dedicated cloud-based server facilitate the faculty members recording and upload self-prepared video lectures; 5 virtual classrooms are in place for creation and development of MOOCs, video-audio recordings, and live webcast of lectures. The faculty profiles of 169 faculties are readily accessible on IRINS portal. Turnitin and Urkund software are best utilized by the |

students/faculty to produce plagiarism free scholarly literature. INFLIBNET's INFED service has been successfully launched to facilitate a single remote platform to access e-resources. We have the support of 151 IP based IPABX telecom system to provide telephone services to all the departments/Branches/Sections of the University. Samarth portal is well utilized for staff record management, admissions and recruitments as well. The University is fully-equipped with online proctored examination system is in place. The University campus is completely Wi-Fi enabled and a separate Wi-Fi Park has also been developed. For strong protection against the external cyber-attacks, 200+ access points with cyberoam firewall facility have been provided. Campus has been fully networked via high end intelligent CISCO switch that processes round the clock 1 GBPS leased line. All meetings/seminars/conferences are being conducted extensively utilizing free tools such as Microsoft Teams, Google Meet, etc. We also have automated the Conference Hall, Vice-Chancellor's Office and Vice-Chancellor's Camp Office, etc. for video conferencing. We are also regularly updating all urgent information required by the statutory bodies/Ministry of Education via various portals i.e. Central University portal, and NHERC portal.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
73	61	56	52	46

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

1.2

Number of departments offering academic programmes

Response: 34

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3203	2885	2278	1973	1639

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

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1072	782	618	431	514

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

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2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
3149	2869	2219	1805	1522
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	138	122	101	42

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1227	1070	1021	427	408
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
178	186	136	136	132
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
266	266	253	225	225

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

4 Institution

4.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
93675	61602	51613	42542	20075

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

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1129	1089	728	742	515

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

4.3

Total number of classrooms and seminar halls

Response: 130

4.4

Total number of computers in the campus for academic purpose

Response: 780

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4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
4081.38	5828.97	1228.04	975.06	851.24

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Central University of Haryana (CUH) is a state-of-art multidisciplinary University having national and international collaborations. It promotes an ecosystem for quality teaching and innovative research leading to developing competent, skilled and sensitive human resources to meet new and emerging societal challenges. The University has started 5 years integrated programmes with option of multiple entry and exit with 4 years Bachelor research degree as another option.

CUH has set a milestone in diverse of areas with multi-disciplinary and transdisciplinary approach implementing the NEP 2020 through its thoroughly updated syllabi having inputs from all stake holders. The focus on learning needs are comprehensively reflected in programme specific outcomes. CUH has 76 academic programs run through 34 departments under 8 schools. It covers highly diverse areas of study: Basic Sciences, Business and Management Studies, Education, Engineering and Technology, Humanities and Social Sciences, Interdisciplinary and Applied Sciences, Law and Life-long Learning.

Curricula of School of Humanities and Social Sciences are well structured based on local, regional and international aspects of Political Science, Psychology, Sociology, Journalism, literation and Mass Communication. The syllabi cover the Comparative Political Analysis, Contemporary Issues in Indian Politics, Governance: Issues and Challenges, Foreign Policy, Contemporary Socio-Economic Issues, National Security Issues. These areas are required to expose the students to not only understand the past of the country but also to make them well equipped for a better future of India with greater employability with in the country and also across the globe. Few courses offered by the School of Humanities and Social Sciences are opted by students of various disciplines for personality development. Courses pertaining to stress and health, clinical psychology and rehabilitation psychology cater to the inevitable need of India and globe as there is rising demand of such subjects in teaching and research due to increasing pace of urbanization and modernization.

With rising population and declining non-renewable energy, India as well as the globe is facing the challenge of alternative sources of energy. Out of 17 global sustainable development goals (SDGs), SDG-2 is to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture. Tackling malnutrition will have wide-reaching consequences for improving health and working to end poverty. Courses of nutrition biology and microbiology cover the basic aspects of this problem. The course curricula of School of Basic Sciences and Interdisciplinary Sciences cover multidisciplinary approaches on biofuel and bioenergy. Discovery of new molecule /drug discovery for human and plant health to cater the domestic and global need is covered in syllabi of pharmaceutical and biomedical sciences.

Cultural and climatic diversity of India has huge potential for tourism as an industry. In order to cater to

the need of such skilled manpower in the area of Tourism and Hotel Management, Engineering courses are structured and focused on local and global skill demand gap covering areas of IT and informatics, Cyber Security, Big Data and Artificial Intelligence, Cloud Computing, Remote Sensing, Energy Storage Systems for electric vehicles, Electric and hybrid vehicles, Earthquake Engineering and Printing & Packaging Technology.

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

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

Response: 46.69

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

Response: 134

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

Response: 287

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 75.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
1065	623	514	421	343

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

1.2 Academic Flexibility

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

Response: 25.45

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

Response: 1057

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

Response: 4153

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

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

Response: 49.32

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

Response: 36

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

1.3 Curriculum Enrichment

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

Response:

Being a multi-disciplinary University, CUH has been successful in implementing cross-cutting issues into its curriculum especially focussing on ethics, values, gender, environment and sustainability. In fact, the true spirit is enshrined and well reflected in the logo itself which symbolises University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature. Many courses / programmes are dealing with professional ethics. For example, Indian Ethos and Ethics for Information Professionals, Professional Ethics and Professional Accountability, Understanding Tourism Ethics, Values and Ethics in Business, Corporate Governance and social responsibility, Biosafety, Bioethics and IPR, etc. Research professional ethics is taught to all doctoral students of science and humanities by a single university level course. Besides this there are specific course content of ethical aspects in syllabi of various academic programmes.

The various departments of CUH regularly instill professional ethics, human values, gender equality, and green environmental practices for a sustainable future among the research scholars and students by incorporating these key issues into their curriculum and conducting extra-curricular activities. The University also focuses on the inculcation of human values among the students through courses such as Indian Knowledge System, Value Based Education, Value and Peace Education, Value and Environmental Education in Physical Education, Eminent Ancient and Medieval Philosophers and Yogis of India, Principle Upani?ads, Geeta and Yogavashishtha etc. The department of Sanskrit offers many courses based on human values. As per AICTE guidelines, every year Understanding Human Values is taught to first year Engineering Students.

Many of the UG and PG covers the subjects related to the environment such as Environmental Science, Biochemical and Environmental Toxicology, Environmental Microbiology, Natural Resource Conservation and Management, Environmental Pollution and Control, Natural Hazards and Disaster Management, Renewable Energy Resources, Hazardous, Radioactive and E-waste Management, Energy Storage Systems for Electric Vehicles, Solar Thermal Technologies and Application, etc. The University has a department of environmental studies that exclusively offers a Master's degree programme focusing on Water Quality Management, Natural Disaster Management, Human Health, Disease Management, Forest and Wildlife Ecology, Biodiversity Conservation, Waste Management and Waste to Energy Conversion etc.

The inclusion of such courses sensitizes students about environmental issues and their consequences so that they can contribute toward the conservation of the environment with sustainable development. Afforestation is a regular feature of the university community. The lush green campus of the University is

testimony to it. NSS units of the University are instrumental in disseminating awareness regarding Blood Donation, Swacchta, No Tobacco campaign, unity in diversity, health, hygiene and sanitisation.

Departments of English and Foreign Languages, Sociology, History and Archaeology, Law, and Education are offering courses such as Gender and Literature, Sociology of Gender, Women and Society, Gender and Women in Ancient India, Gender and Women in Medieval India, Gender and Women in Colonial India, Gender Justice and Feminist Jurisprudence, Gender, School and Society, etc. These courses sensitize the students about gender equality and make them understand theneed for diverse gender identities for socio-economic development of the country.

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

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

Response: 338

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

Response: 338

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

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

Response: 75.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
2944	2867	1559	1112	1028

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

Response: 33.06

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

Response: 1059

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

1.4 Feedback System

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

Response: C. Any 2 of the above

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

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

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

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 32.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
1906	1829	1463	1495	1094

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

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

Response: 81.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
973	846	572	590	437

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

2.2 Catering to Student Diversity

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

Response:

Central University of Haryana adopts multiple mechanisms to assess learning level of the students viz.

1. Performance in the entrance examination: The entrance test conducted by the national testing agency (NTA) can be treated as the diagnostic test of the students. The performance therein is used for categorizing the slow and advanced learners.

2. The students are made aware of the prerequisites of courses offered to them and choose general elective courses appropriate for their learning levels under the guidance of faculty members.

Following methods are adapted to make sure that the needs of Slow Learners and advanced Learners are fulfilled:

1.The newly admitted students are sensitized to the curriculum offered through CBCS & OBE in admission rounds as well as through the process of induction programs by individual departments and by the office of Dean Students welfare.

2. For slow learners, special coaching/remedial classes are organized throughout the semester in addition to tutorials and counselling which help them to catch up with others.

3. Various programmes for advanced/slow learners are undertaken through scheme for students for entry in services, scheme of coaching for SET/ NET/GATE/TOFEL/GRE examinations.

4.Remedial courses and special coaching classes are arranged for disadvantaged communities/slow learners.

5.If needed, explanation and discussion are imparted to slow learner in their mother tongue language. Learning management system containing video and pdf of curriculum enable slow learner to learn at their own speed.

6. Remedial Classes for SC/ST students are conducted every year through the grants received from UGC. Special Coaching Programmes for NET/SET and competitive examinations are regularly conducted for these students. This has greatly helped to improve the performance of SC/ST students in various examinations.

7. DACE: A proposal for setting up of Dr. Bhimrao Ambedkar Center for Excellence has been discussed, written and submitted the Ministry of Education in the year 2021. The proposed center will cater to the demands of both slow learner as well as fast learners for preparation of various competitive examinations conducted by government of India.

8. Lectures of experts under Visiting Fellow/Adjunct Faculty/Research Faculty Program are regularly arranged.

9. Advanced learners are encouraged to take up research projects and publish research papers through unique 'Research Promotion Scheme'.

10. Field visits/hands-on activities/study tours/visit to discipline-related institutions/industries are

organized.

11. Advanced learners are also encouraged to present their ideas and findings of their project work in regional and national conferences and workshops and in competitions like Foundation day and National Science day.

12.The University Health Centre further addresses the diversity of the students in terms of their physical health.

13. Looking at the majority of the students coming from the rural areas, a language laboratory is put in place to improve their linguistic aspects.

14. Department of Psychology has Qualified Counsellor for psychological support of the students and the group mentoring scheme is also practiced by the Departments.

15. Employability Assessment of the advanced learners is taken up through professional agency and different personality development programmes are organized by training and placement cell.

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

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

Response: 18:1

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

2.3 Teaching- Learning Process

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

Response:

Central University of Haryana pursives student centric approach and various experiential and participatory learning methods are adopted to ensure the active participation of the students in the teaching-learning process.

The participatory learning activities adopted by the faculty to develop an application-based outlook of students are:

·   Group discussions

·   Case Analysis

·   Designs Projects

·   Presentations

·   Term Papers / Seminars

·   Home Assignments

·   Minor Project/ Dissertation

·   Self-Work (SW)

·   Industry internship

·   Field work

·   Major Project, etc.

2. The University gives importance to holistic development of the students beyond classroom through co-curricular, extra-curricular and field-based activities. In order to pursue interest in their area of specialization, various clubs & cells are functional at University level. Some of the important clubs, cells & committees are -Book Reading Club, Alumni Club, Cell for the Persons with Disabilities, Centre for Innovation, Skills and Entrepreneurship Development (CISED), Legal Aid Clinic, Eco Club, Ek Bharat Shresth Bharat Cell, Faculty Induction Cell, Group for the Promotion of Art, Culture and Heritage, Intellectual Property Rights (IPR), Patenting, Consultancy Research Promotion Cell, International Students Cell, Library Club, Movie Club, OBC Cell, Cell for Promotion of Sustainable Materials, Publication and Printing Cell, SC/ST Cell, Science, Mathematics and Technology (SMT) Club, Students Wellness and Psychological Counselling Cell, Women Empowerment Cell, Yoga, Trekking and Adventure Club, Centre for Community Development and UBA, etc.

3. Students are encouraged to participate in inter-university competitions, technical competitions, sports competitions and corporate competitions

4. Human Values related activities - Students organize activities like blood donation camp and visits to old age homes, orphanages etc. to inculcate values, ethics and social responsibility

5. University Level Festivals are organized every year comprises of multifarious events and activities to develop skills such as

·   Event planning, scheduling, promotion and conduct

·   Resource mobilization

·   Financial planning,

·   Team building, interpersonal relations and fostering healthy bonds

·   Time management

·   Logistics arrangements

6. Skill Enhancement Courses - To support students' personal and professional development, University offers Skill based open elective courses for the students.

7. Guest lectures, webinars, seminars, conferences, industry visits and many such activities are organized to enhance students' learning experience by providing industry orientation, and LMS, Google classrooms and MOOCs are used to enhance students' learning experience.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

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

Response:

The Central University of Haryana follows ICT enabled teaching in addition to the traditional classroom education.Accordingly, efforts are made by the institute to provide e-learning atmosphere for which, all the classrooms have been seen with ICT support and the campus is equipped with high-speed WiFi connectivity. To facilitate the learner, Library has subscribed various e-resources and the faculty use various ICT enabled tools to enhance the quality of teaching-learning some of the important ICT-enabled tools are-

·   Google classroom is used to manage and post course related information-learning material, quizzes, lab submissions and evaluations, assignments, etc.

·   Virtual labs are used to conduct lab classes through simulations.

·   Online drawing tools like concept maps, mind maps, are used to perform student centric activities.

·   The PPTs, animations and simulations are used to improve the effectiveness of the teaching- learning process.

·   The online learning environments are designed to train students in open problem-solving activity.

·   Lab manuals are mailed to students well in advance before the experiment is performed.

·   Online quizzes and surveys are regularly conducted to recieve feedback from the students.

· All the teachers use ICT tools for rffective outcome.

· There are five smart classrooms to facilitate the students and teachers for e-content development, delivery and access.

· E-resources and techniques used include Adobe Reader, Google Meet, Cisco Webex, and other open source tools .

Subscribed E- Resources:(https://elms.cuh.ac.in/)

Emerald

Springer Link

CRISIL EBSCO

E-Books

ScienceDirect (Elsevier)

EPWR

IndiaStat

LexisNexis

Manupatra

McGraw Hill Access Engineering

Oxford University Press

Prowess

Scopus

Scifinder

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

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

academic year)

Response: 18:1

2.3.3.1 **Number of mentors**

Response: 178

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

2.4 Teacher Profile and Quality

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

Response: 61.94

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

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

Response: 76.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
144	150	104	95	96

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	
Any additional information	

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

Response: 4.3

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

Response: 766.25

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

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

Response: 12.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	5	5	4

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

2.5 Evaluation Process and Reforms

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

Response: 36.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
64.5	25.12	31.18	42.4	17.16

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

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

Response: 4.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
97	138	122	101	42

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

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

Response:

The University is striving hard to introduce the Examinations Reforms by optimum integration of of Information Technology (IT). The University has a well-established Examination Management System which is carried through portal 'Campus Pro' and 'Samarth eGov' for managing key examination activities including registration, promotion and result declaration.

Course Registration: Central University of Haryana runs all academic programmes in regular mode in semester system. Registration of students in a programme is done through, Self Service portal of 'Campus Pro' software in which Head of the Department assigns courses to students for registration . A student counsellor is appointed for each student who helps the students in the registration process. Approval of the registration is the next step in the 'Campus Pro'. University has implemented semester system and Choice Based Credit System across all the UG and PG programmes, the examinations (internal assessment examinations and Term end semester examinations) pattern is designed to evaluate the performance of the students through various methods as per the requirements of each course.

Continuous evaluation: The continuous and comprehensive evaluation of Students through Internal assessment examinations on the basis of class performance, assignments. Performance of students is also evaluated through two compulsory sessional tests in each semester is conducted by the course coordinator using IT-enabled platforms such as moodle, e-LMS, Google Classroom etc. In case of Ph.D there is 40% weightage for internal assessment and 30% weightage is assigned for internal assessment in UG/PG programmes.

process: Examination form filling up, approval process, Admit card generation are also done online through ICT enabled 'Campus Pro' Software. At the end of every term, the students are evaluated independently by End Semester Offline/Online proctored examinations as per pre-defined pattern. 40% of the question papers are set by external examiners (Other than the faculty of Central University of Haryana) duly approved by the Board of Studies.

Evaluation and result declaration: University has established a Centralized evaluation centre for term end-Semester examination to ensure timely evaluation of answer scripts for declaration of the results. The University adopts various techniques such as OMR/ OCR, Barcodes based answer booklets for maintaining absolute confidentiality of the examinations. The results are declared within a month of the last examinations conducted and students are allowed to see their answer sheets, if they desired so. During the COVID-19 pandemic period, examinations were held in online mode (Multiple-Choice Questions) based exams. The University has a process of addressing queries related to Term End Semester examinations. The Software 'Campus Pro' significantly minimizes human errors and facilitates accurate calculations of SGPA, CGPA and grades of students.

Uploading Students data on NAD: University has uploaded the details of the Students degrees and mark sheets on NAD (digilocker) for fulfilling the requirement of Academic Bank of Credit.

The University has a well-established and efficient Examinations management system where processes related to Pre-Examinations, conduct of examinations, declaration of results and award of degrees are controlled and monitored by the central examination branch assisted by the faculty members and officers of the examination branch.

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

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

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Central University of Haryana made a rigorous attempt to revise the curriculum of undergraduate and postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. All the academic programmes have well-defined programme outcomes, programme-specific outcomes and course outcomes. The design of the curriculum for each programme meets the outcomes specified. After graduation from the programme, we expect the student to equip himself/herself with discipline knowledge, critical thinking, problem-solving ability, communication skills, and digital capability. Course coordinators who teach the course define the course outcomes for the courses assigned to them.

Course structure and syllabus of each programme provide detailed information about scheme of instruction and evaluation. The university follows UGC guidelines regarding credits and hours. One credit theory/tutorial course is assigned 15 hours, and in case of a practical course, one credit course is assigned 60 hours per semester.

We define the evaluation components, weightages and maximum marks for each course. The structured

assessment of each course includes— 1) two sessional tests, 2) continuous assessment and 3) term-end exam. The assessment questions are so designed that each question gets mapped to a specific Course Outcome (CO) and levels based on Bloom's taxonomy. A student's performance in each internal assessment test determines the attainment of course outcomes.

Various departments have prepared the Course Articulation Matrix (CAM), which plays a pivotal role in quantitative mapping of the individual course outcomes. Such outcomes result from various assessments of programme-specific outcomes and programme outcomes. Students' survey-based feedback gets integrated into the CAM as an indirect component. These approaches help us adequately assess and address the impact of teaching-learning processes on learning outcomes.

The educational process followed in integrating the learning outcomes and communication starts with preparation and review of POs, PSOs and COs by the Departmental Committee. It is followed by ratification of the academic programme, its objectives, and curriculum through the Board of Studies (BoS), School Board and Academic Council.

POs, PSOs and COs of the academic programmes are then disseminated to various stakeholders through one or more of the following:

• University website

• Display on the Department Notice Boards

• Department-level orientation programmes

  • During classroom discussions by the concerned teachers

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

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

Response:

Each course has been assigned course outcomes and their evaluation criteria. The course outcomes are mapped to the program outcomes. Level of attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated through the mapping of questions in the examination for all the courses in the program.

In all the UG and PG programmes, attainment of course outcomes is assessed directly by student's performance in sessional tests, semester-end examinations and also by conducting quiz, project, and

seminars . The course outcomes of each course are mapped to Programme outcomes and Programme specific outcomes with weightages of 3 (Strong), 2 (Medium) and 1 (Weak). Criteria for attainment level of outcomes is given below.

Marks	Greater than 70%	More than 55% but less than 70%	More than 40% but less than 55%	Less than 40
Course outcomes attainment level	Strong	Medium	Weak	Zero

For each course, the level of attainment of each Course outcome is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement. If the target criterion level is not reached, then faculty suggests for improvement to attain the same.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

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

Response: 96.92

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

Response: 1039

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

Response: 1072

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Central University of Haryana (CUH) has a well-defined comprehensive research policy for ensuring the highest quality standards in research, innovations, and extension. The research promotion policy meticulously aims at promoting scientific thinking and logic to ensure amazing research outputs in the emerging areas.

The CUH has a well-equipped **Central Instrumentation Centre** and **Centre for Innovation and Incubation (CII)** which facilitate the development of the innovative ideas, collaborative researches, high end equipment, software, journals (print and electronic), and research databases.

The **Central Instrumentation Centre (CIC)** has three major research facilities:

- LC-MS (Liquid Chromatography-Mass Spectrometer), **Orbitrap Q-Exactive Plus Mass Spectrometer** (Thermo Fischer Scientific Pvt. Ltd).
- AFM (Atomic Force Microscopy) TOSCA-200, from Anton Paar GmbH, Austria
- **80 MHz Benchtop** NMR (Nuclear Magnetic Resonance) **Magritek** benchtop NMR.

Department of Chemistry and the School of Interdisciplinary and Applied Sciences are DST-FIST sponsored departments. To pursue the collaborative research-intensive initiatives, the University has successfully signed MoU with 20 different research institutes/Universities.

Initiatives of the CUH to Promote Research:

- Provision for **Seed Money** for initiating basic and fundamental research;
- Promotion of Interdisciplinary research culture;
- Appreciation Awards for the faculty excelling in research;
- Local and need-based research;
- Research incentives for publication and patents;
- Free access to **Turnitin and Urkund software** for Plagiarism check;
- **Centre for Innovation and Incubation (CII)** to identify and encourage budding talents in different domains of engineering, health, food, agriculture, etc; and
- CUH Library has the facility of statistical databases which are frequently used.

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

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

Response: 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	0	0	0

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

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

Response: 5.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	7	6	4	14

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

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

Response: 376

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

2020-21	2019-20	2018-19	2017-18	2016-17
76	131	81	47	41

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

3.1.5 Institution has the following facilities to support research

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

Response: A. 4 or more of the above

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

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

Response: 14.71

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

Response: 5

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

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

Response: 43.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.7	38.86	3.33	0	0

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

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

Response: 963.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
312.21	77.41	159.6	109.22	304.926

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

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

Response: 1.6

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

Response: 45

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

Response: 141

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

CUH has developed a culture of innovation in academics, research and entrepreneurship through CII. DST, UGC, CSIR, etc. have funded Rs. 10.07 crore.

The CUH facilitates the promotion of entrepreneurship, and innovative product development by way of orienting the faculty and students to take up innovative projects of varied nature.

At CUH, we encourage Innovation as part of the curriculum across all disciplines of Engineering, Technology, Arts, Science, and Management. Additionally, the alumni are promoted to build start-ups in the area of Biotechnology, fabrication, Herbal products and Nutraceuticals.

Students are motivated in identifying local problems as an opportunities, and encouraged to operate in the neighborhood community. It assists in the process of filing patents for both faculty and students.

Financial assistance is provided to the students related to innovation and entrepreneurship. Every year, students display working and non-working Models/Projects on National Science day, and university provides financial assistance to the students. On the annual function, university facilitates Best Researcher on the basis of publications, patents and other research contributions. Besides, CUH observes zero tolerance on plagiarism, therefore, the university has constituted department –level and university-level committees to look into the matters relating to research ethics and plagiarism. The university follows code of ethics in teaching and research and offers a compulsory course on Research Publication and Ethics.

Center for Innovation and Incubation (CII)

The CII coordinates with the Incubators and organizes various awareness and innovation programmes. The CII develop enterpreneur, the budding students, scientists, innovators and provides ample opportunities for their orientation and training.

Achievements of CII

- Mr. Sunil Kumar participated in International EV Expo in December 23-25, 2016 and won Best Innovation Award.
- Mr. Sunil Kumar awarded State Youth Award (2015-2016) by Government of Haryana.
- Mr. Sunil Kumar awarded Aggar Gaurav Samman by Governor of Haryana at Agroha, Hissar, Haryana (2018)
- Centre for Innovation and Incubation organised Innovation Shodh Yatra in 40 most backward village of Alwar, District Rajasthan (2016).
- Mr. Sunil Kumar awarded Jal Star Award by RAAH Group foundation at Hissar, Haryana (2019)

Some of the important innovation projects completed by CII

- **Air Car-**runs with the help of air pressure also this car has no heat engine and generated no pollution.
- **Future Car-** Car runs with the help of renewable energy resources like wind, solar, sound and mechanical stress. It is fully crash proof car and it consists of air bumper system.
- **Power Road Breaker**- It helps in electricity production when vehicles passes over it.
- **Production of Electricity from Running Water Sources-** It is installed over running water bodies which produces electricity.
- **Broom (Jhadu) Maker**- It can easily manufacture three brooms at a time while traditional methods of broom making are time consuming.
- **Birds Feeder**- Manufactured from waste plastic bottle and trays which help in feeding the birds.
- **Natural Bartan Bar**- Manufactured from kitchen ash for cleaning utensils.
- **Roof Cleaner**- Made from used plastic bottles for cleaning purpose.
- CII is organising training workshop for adopted villages for cow based products and organic farming and LED workshop.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 96

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

2020-21	2019-20	2018-19	2017-18	2016-17
59	22	6	6	3

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

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

Response: 14

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	4	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document]
e- copies of award letters	[View Document]
Any additional information	[View Document]

3.4 Research Publications and Awards

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

Response: A. All of the above

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

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	
e- copies of the letters of awards	
Any additional information	

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

Response: 24

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	06	03	03	00

File Description	Document
Institutional data in prescribed format	
Any additional information	

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

Response: 0.67

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

Response: 95

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

Response: 141

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

Response: 5.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
311	156	170	66	79

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

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

Response: 0.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	18	8	7	1

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

3.4.7 E-content is developed by teachers :

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

Response: B. Any 4 of the above

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

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

Response:

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

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

Response:

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

3.5 Consultancy

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

Response:

With strong base of expertise, CUH offers consultancy services to industries and organizations. The university has a well-defined, comprehensive and transparent policy on consultancy services. University Consultancy Cell (UCC) has been established to promote technical know-how and expertise of the faculty/staff of the University. The consultancy services act as effective agent for technological, industrial and economic development in the society. The Consultancy Policy Manual specifies the rules and norms of University regarding consultancy and obligations depending upon the nature of consultancy. The salient features of the consultancy manual are:

- Consultancy services may be offered to industries, services, Govt. Departments and other National/International agencies in the areas of expertise;
- The services offered shall be along the lines of professional services;
- Consultancy services cover variety of activities such as feasibility studies, technology assessments, assessment of designs and or current manufacturing process, material, energy, environmental and manpower audits, third party inspections, hardware/software development etc.;
- Testing and evaluation services;
- Technical infrastructure/computational facilities of the university may be offered to undertake the outside work of the clients;
- Standardization and calibration services;
- All consultancy and related jobs need to be structured and executed in the spirit of promoting CUH-Industry interactions;
- The consultancy project shall be in three categories- (i) Expert advice and R&D consultancy, (ii) Testing consultancy, and (iii) Service consultancy.

CUH has a number of consultancy projects with various industries and organizations. The Government of Haryana approved our Civil Engineering testing samples as per the rules and norms prescribed in the consultancy manual. It will be very helpful for the university in revenue generation.

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[View Document](#)
Upload any additional information	[View Document](#)
Paste URL of the consultancy policy document	[View Document](#)

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

Response: 8.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.09	0	0	0	0

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

3.6 Extension Activities

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

Response:

Central University of Haryana provides platform for students to participate in various co-curricular, extracurricular and outreach activities. These activities provide a platform for students to interact with various sections of society and to realize their responsibility towards society. Eight villages have been adopted by the CUH for carrying out outreach, extension and research activities including:

- Training for economic developmental activities.
- Residential rural camp for farmers, women and children in villages.
- Entrepreneurial activities and de-addiction awareness program.
- Village camps were organized to resolve their issues in Mahendergarh District.

- Medical camps were organized in neighborhood villages.

NSS

NSS units organize various programmes such as Awareness Programmes, rallies, Blood Donation Camps, One day and seven days camps, Voter Awareness programmes, Digital Literacy Campaign, etc. A total of 139 activities were organized by the NSS in CUH campus and its adopted villages during the last five years.

Some of the major events of the NSS Unit are:

- NSS organizes annual camps every year to build up potential youth leaders by exploring the latent potential among the campers, both students as well as local youth (rural and urban), with a view to involving them more intimately in development projects for longer periods.
- The leadership development initiatives during the camps helps the volunteers in the professional career and life.
- NSS volunteers donated blood and actively participated in the life-saving event by helping the staff present there in managing and controlling the drive.
- NSS organized Clothing Donation for the needy.
- Swachhata Team of NSS organized NUKKAD NATAK from time to time in the adopted villages.
- NSS team interacted with the people of the adopted villages and guided them about the importance of cleanliness and plantation drives, immunization camps, Shramdaan, disaster management, adventure program, etc.
- NSS volunteers help disabled and old-age people during Vidhan Sabha and Loksabha Elections at the Election Booth of Mahendragarh District.

YRC and Red Ribbon Club activities:

In addition to the activities carried out in association with NSS, Youth Red Cross unit takes the lead in organizing Blood donation camps at regular intervals.

Unnat Bharat Abhiyan (UBA):

As a Participating Institution of UBA, university adopted five villages. Students conduct various community-based activities and surveys, and prepare the reports, accordingly. The University has also adopted UGC guidelines on Unnat Bharat Abhiyan for provision of credits which a student may earn by participating in Summer internship programmes and similar other activities.

Impact of Extension and Outreach Programmes

The CUH constantly works for the upliftment of underprivileged sections of society, women empowerment and for creation of eco-friendly environment. Committing itself to the cause of society, CUH works rigorously through its various organs such as NSS, YRC, Legal Aid Clinic, Women Cell, Unnat Bharat Abhiyan Cell, Eco Club, and many other Cells and Clubs. The village adoption programme and the extension activities carried out by the university in those villages are worth mentioning.

The University has also been awarded by the Governor of Haryana for outstanding contribution in NSS activities.

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

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	5	2	0

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

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

Response: 139

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

2020-21	2019-20	2018-19	2017-18	2016-17
63	24	25	15	12

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 111.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
7808	1405	2326	1584	1362

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration

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

Response: 1.2

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

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

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	3	3	1	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Central University of Haryana has a well-developed high-tech campus of 484 acres with lush green campus. The University presently has nearly 4 lakh square metre built up area. All the academic buildings have sufficient number of well-equipped and fully air-conditioned lecture halls, tutorial rooms with ICT enabled facilities, laboratories with latest equipments, computers and latest softwares. The University has virtual classrooms for recording lectures, etc. The campus is fully Wi-Fi and University has five libraries with adequate number of books, journals, e-books, databases, etc. The campus has sufficient number of computers to cater to the needs of students and faculty. The University has four auditoriums with state of art facilities to carry out curricular and extracurricular activities. The University has sufficient boys and girls hostel with modern furniture and Wi-Fi facility.

The University infrastructure consists of:

1. Administrative building
2. Academic Block I
3. Academic Block III
4. Academic Block IV
5. Engineering Block
6. Innovation & Incubation Center
7. Engineering Workshop
8. Staff Quarter Type III (Nearing completion)
9. Staff Quarter Type II
10. Staff Quarter Type IV
11. Staff Quarter Type V(Nearing completion)
12. 4 Girls Hostel
13. 3 Boys Hostels
14. Health Center
15. Play Grounds for Cricket, Football, Handball, Basketball
16. Post Office
17. Bank
18. Shops
19. Parking Areas
20. Gymnasium
21. Guest rooms
22. E-rickshaws facility forinternal movement
23. Roadways buses for students commuting from neighbourhood villages
24. Abhilasha- a play school for the wards of labours etc.

Class Rooms:

CUH has **116 classrooms** and drawing halls fully equipped with ICT facilities such as LCD projectors with Wi-Fi connectivity, white boards to enable hassle free teaching learning process. University has **14 Smart Seminar halls** with Audio Video recording facilities. All the classrooms and other teaching facilities are available as per the norms of the respective regulatory bodies for UG and PG programs.

Laboratories: CUH has **105 fully equipped laboratories** with state of art equipments in accordance with the norms and standards prescribed by the regulatory authorities such as UGC, AICTE, PCI, NCTE etc.

Details of Central Instrumentation Centre (CIC)

The CIC has been created with a mission to strengthen technological infrastructure for promoting R&D in the university. At present the facility is equipped with three high end equipments i.e. Atomic Force Microscope, LC-MS/MS and Bench-top NMR which can be used for chemical/material analysis/testing/characterization. The facility will enable the researchers/ scholars/ faculty to keep pace with developments worldwide and to publish their research findings in peer reviewed high impact factor journals.

Available Computing Equipments and Facilities:

- **780 desktops** with required accessories with latest configuration are available in various Departments.
- The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff.
- Available bandwidth: 1 Gbps. Internet facility is available in whole campus including labs, classrooms, Library, Administrative block, offices of all Departments and hostels.
- The University has 182 access points for Wi-Fi connectivity in new Academic block I, III, IV, UG-PG hostels and Administrative blocks.

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

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

Response:

University aims to develop students' personality by providing adequate infrastructure for cultural activities, yoga, games (indoor, outdoor) and sports. University has adequate infrastructure for the sports facilities. The Department of Physical Education and Sports provide necessary support and train the students in various games. University is having spacious and well-equipped both indoor and outdoor sports facilities. The University has one main Auditorium and four mini auditoriums for organizing various academic and cultural activities.

Sports Facilities: Well established courts for games like Basketball, Cricket Badminton, Volleyball,

Handball, Lawn Tennis, Shooting Area, Hockey, Football, Kabaddi and Kho-Kho are available. Two Football fields and 400m standard athletic tracks are available. Indoor game facilities are provided with indoor games like Badminton, Basketball courts, Table Tennis, Chess, modern gymnasium, yoga hall and carrom. Hostels are facilitated with gymnasium, Table Tennis, play fields and board games. Such facilities are optimally utilized every day by students and staff . Following facilities are available for sports and Yoga are given below:

S.No.	Sports	QUANTITY	Area (Sq.m)
1	400M Athletic track	1	187x105
2	Football Ground (2)	2	130X95
3	Basketball	1	28X15
4	Volleyball	2	25X15
5	Badminton	4	14X6.5
6	Yoga	1	5x6
7	Gym	1	18x15
8	Handball	1	50X30
9	Kho-kho	1	27X16
10	Netball	2	15X30
11	Kabaddi	2	27X16
12	Physical training Area indoor	4	18x15
13	Lawn Tennis	1	24X11
14	Shooting Area	1	3 x 15
15	Table Tennis	3	
16	Hockey Playground	1	90.4x55

Facilities for Cultural activities:

Central University of Haryana has 30 cells, clubs and societies with faculty coordinators, for developing artistic and creative potential of students through a variety of outlets such as formal theatrical performances, dance, music, festival celebrations, cultural exchange programmes and visit places of national importance. The University is also a chapter of SPIC MACAY and organizes cultural performances of renowned award-winning performers from all over the country.

An annual inter-university cultural event named SPANDAN is organized on 25th February every year on the occasion of Foundation Day of the University involving around 500 students in various activities. Students are given various platforms to exhibit their talents during the celebration of National Days and festivals like Republic Day, Independence Day, Science Day, Holi, Ugadi, Pongal and other national festivals of various cultures. The students are also involved in cultural activities under the central scheme of EK BHARAT SHRESTH BHARAT.

Auditoriums:-

Prof. Mool Chand Sharma Auditorium has a capacity of 215 seats   = 01 Nos.

Mini- Auditoriums in Academic Blocks- I, III & IV has a capacity of 140 seats each = 04 Nos

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

4.1.3 Availability of general campus facilities and overall ambience

Response:

Physical Infrastructure available in University:-

Total area of the University:- 484 Acre (19,55,360 Sq. m.)

Total Built-up area   :- **1,28,883** Sq. m.

Details are as follows:

Sr. No.	Name of work	Number	Name of executing PMC	Built up area (In sq. m.)	Storey	
1.	Hostel Blocks	03	CPWD	22266	G+2	
2.	Boys' Hostel of 630 students capacity	01	CPWD	15660	G+2	
3.	Girls' Hostel of 630 students capacity	01	CPWD	15660	G+2	
4.	Semi-Permanent Staff Quarters	30	CPWD	1527	Single storey	
5.	Type-II Staff Quarters	48	CPWD	4525	Stilt+6	
6.	Type-IV Staff Quarters	24	CPWD	4001	Stilt+6	
7.	Type-III Staff Quarters	24	CPWD	2576	Stilt+6	
8.	Type-V Staff Quarters	24	CPWD	5534	Stilt+6	
9.	Administrative Building	01	CPWD	8000	G+2	
10.	Academic Block-I	01	NBCC	13325	G+3	
11.	Academic Block-III	01	NBCC	12875	G+4	
12.	Academic Block-IV	01	NBCC	11600	G+3	
13.	Old Engineering Block	01	CPWD	7422	G+2	
14.	Workshop	01	CPWD	1050	Single Storey	
15.	Vice-Chancellor's Residence cum Camp Office	01	NBCC	910	G+1	
16.	Shops & ATM & Post Office	04 & 01 & 01	NBCC	87	Single Storey	
17.	Health Centre	01	CPWD	630	Single Storey	
18.	Bank (PNB)	01	NBCC	75	Single Storey	
19.	Guest House (Under Progress)	01	CPWD	1160	Double Storey(Temporary Guest rooms)	
	Total			**1,28,883**		

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

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 78.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
3220.47	4827.93	732.80	886.71	696.50

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

4.2 Library as a Learning Resource

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

Response:

University Library System (Central Library, SOET Library, SOE Library) are fully automated libraries and provide most of the resources and services offline and remotely. The Library manages its operations through Library Management Software i.e. e-Granthalaya (all libraries) and KOHA (SoET Library). The issue/return of the books are done through barcoding technology. The availability of print books can be checked through the online library catalogue 24x7. The scanned and born-digital official documents are available online. The e-books can be accessed remotely. The Library manages the profiles of the faculty along with their publications on IRINS system. The Library checks the plagiarism of theses, dissertations, and papers etc. using plagiarism detection software viz Turnitin and Ouriginal. The faculty and institutional publications are well archived on the Library's Institutional digital Repository i.e. Gyan Pravaah.

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

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 158.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
108.62	550.66	42.18	32.31	59.54

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 4.14

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

Response: 140

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

4.3 IT Infrastructure

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

Response: 86.15

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

Response: 112

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

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

Response:

Salient Features:

Central University of Haryana has notified the policies related to ICT infrastructure i.e. IT Security policy and the e-mail Policy (Under Approval). These policies are meant to ensure the proper use of Internet and Email facility by all the stakeholders of the University. The University uses e-mail as a major mode of communication . The E-Mail policy lays down the guidelines with respect to use of e-mail services. The ICT Section has implemented University e-mail Services, IT Security and Network Services efficiently.

The objective of this policy is to ensure secure access and usage of University e-mail and network services by its users. Users have the responsibility to use the allocated resources in an efficient, effective, lawful, and ethical manner. All services under e-mails/network services are offered free of cost to all officials/faculty under Departments/Centers and students enrolled in the University. The IT Security policy is obligatory to prevent the cyber-crimes by all those who are concerned with the University.

IT section also facilitates the e-governance through e-Samarth (eGov) software. It may be accessed via https://cuh.samarth.ac.in/index.php/site/login.

Implementation and Adherence to the IT Policy:

For the implementation of the IT security and e-mail policies, the ICT section have been identified by the Competent Authority. The ICT Section, is authorized to strictly implement and exempt any Department/ Official as per the IT policy. The ICT Section uses Google Workspace as Email server for implementing the University email services and Cyberoam UTM (Unified Threat Management) for implementing and managing the network/Internet security services.

Budgetary Provisions and Utilization:

The total of Rs.3.32 Crore budget was allocated by UGC- MHRD-NICSI Project for the ICT infrastructure in 2016 and the Passive networking of the Administrative Block, New Academic Blocks I, III and IV got completed using the said this budget. The University has the total number of 182 access points for Wi-Fi connectivity in new Academic block I, III, IV, UG-PG hostels and Administrative blocks.

Expansion Plan:

In future, the ICT Section will implement the IT Infrastructure with increased number of access points to 400 in new and upcoming Boys & Girls Hostels, Health Center and Innovation Center to make the fully functional Wi-Fi campus with passive networking. University infrastructure includes 780 computers, 116 class rooms (100% ICT enabled), 105 laboratories, 14 seminar halls and 5 auditoriums.

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

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

Response: 4:1

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

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

Response: A. ?1 GBPS

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

Other Upload Files	
1	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

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

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 25.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
491.37	426.81	252.87	383.56	414.22

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response:

The University has a well-defined policy and system in place for the maintenance and utilization of all its physical, academic and sports facilities.

Maintenance of Academic Support Facilities:

Classroom Management: The classrooms are the most important platforms for teaching learning activities. The classroom management is one of our primary goals, It is managed with proper systems and procedures. All classrooms are facilitated with the modern teaching learning environment. Besides seminar halls are well equipped with modern technology like the smart boards, mike systems, wi-fi facilities, and audio-video facilities for effective teaching with CCTVs are installed in each seminar hall for the safety and security concerns. Maintenance and cleaning staff is deputed on regular basis. Repairs and replacements are done as and when required.

Laboratory Management:

Laboratories provide practical learning and exposure to all the students. All Science department laboratories are well-equipped with advanced instruments and equipment. Lab safety guidelines and rules are displayed in each lab. Moreover, the basic safety equipments are installed like safety showers, fire extinguishers, etc. are also placed in the buildings. Repair and maintenance for all laboratory equipment taken into consideration under special attention with the immediate approval.

Library Management:

The University Library System consists of a Central Library and four School-level libraries viz. School of Engineering and Technology Library, Swami Dayanand Saraswati Chair Library, School of Law Library and School of Education Library. The location of libraries as follow:

- Central Library, Academic Block- IV, 3rd floor
- Swami Dayanand Saraswati Chair Library, Academic Block- IV, 2nd floor
- School and Education Library, Academic Block- IV, 3rd floor
- School of Law Library, Academic Block-III, Ground floor
- School of Engineering and Technology Library, Old Academic Block, 2nd floor

To provide the best possible user facility and services, the Library has been divided into various sections viz. acquisition/processing section, periodical section, reader services, circulation desk, stack rooms, reference section, reading room for faculty and researchers, reading room for students, baggage counter, etc. The Central Library is fully-automated with Library Management Software (e-Granthalaya/Koha)

which is well-networked with the School libraries of the University. The Library has a dedicated user-friendly website and a well-maintained institutional Digital repository (Gyan Pravah). A special dedicated portal for managing faculty profiles (IRINS) is also maintained by the Library. The Library has a set of structured procedures for procuring resources through the Library Purchase Committee on the basis of requisitions received from the faculty/students from time to time. The technical processing of resources is centrally managed at Central Library. The Library follows the well-devised standard operating procedures to serve its patrons effectively and efficiently. Our Library collection comprises a broad spectrum of academic and popular literature in print as well as digital formats. It also periodically conducts courses and user literacy programmes for the researchers and students, and executes many innovative services to provide the best possible facilities, library organizes meaningful events supporting the teaching, learning, research and publication activities of the University. Annual statistics are used for making decisions on collection development and to initiate innovative services, and stock verification is conducted periodically.

Maintenance of Physical Facilities:

Our campus is well facilitated with all necessary physical facilities like lifts, fire extinguishers, Wi-Fi , Centre for Innovation and Incubation, Hostels, Health Centre, Guest House, Bank with ATM facility, Post Office and Transport. The campus is fully connected with high speed Wi-Fi for the academic books, administrative books, and hostel etc. of the campus. Centre for Innovation and Incubation (CII) has been established to identify and encourage budding talents in different domains of engineering, health, food, agriculture, etc. The Centre has well defined missions and objectives. University Health Centre provides essential medical health facilities to all the employees and students. University has Punjab National Bank Branch and ATM Facility in the Campus and State bank of India Branch, Outside the Campus near Gate. no. 1 Staff and students of University can avail various facilities of these banks. The India Post has established the post office in our campus.

Every physical facility requires repair and maintenance at regular intervals for their long-life operations. Thus, annual maintenance contracts are signed for the maintenance of expensive equipment. The University has the staff for garden maintenance, security services, external housekeeping services, etc. Website is maintained and updated with the help of our IT Cell. All the information related to the students is available on Student Corner on University website. The well-defined purchase policy is the guiding document all the purchases in the University. Departmental Purchase Committees also formed at Departmental level to cater to their day-to-day needs for the central procurements, the Central Purchase Committee monitors the entire process carried out as per the General Financial Rules.

Maintenance of sports facilities:

University is having a full-fledged Physical Education Department. Director Sports is appointed for maintaining all the sports facilities of the University Campus. He also looks after maintaining the sports ground and sports equipment. Our University students participats in various sports activities at University level and State level under the guidance of Sport Director. He also organizes various indoor and outdoor sports activities are organised at University Campus for holistic development. Mentors for various events are also appointed to guide the students. The celebration of the International Yoga Day has become a regular affair and students and staff participate in the same.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 9.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
266	476	240	162	69

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

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

Response: 8.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
366	172	328	126	42

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

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

Response: A. All of the above

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 38.46

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg:**

IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.***))** year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
449	182	65	39	15

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

2020-21	2019-20	2018-19	2017-18	2016-17
906	589	240	103	32

File Description	Document
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

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

Response: 7.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
191	65	41	16	8

File Description	Document
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

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

Response: 11.38

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

Response: 122

File Description	Document
Upload supporting data for student/alumni	[View Document]
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

5.3 Student Participation and Activities

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

Response: 25

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	06	14	01	01

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

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

Response:

Central University of Haryana is governed by the Central Universities Act-2009 which contains the provision of the Students' Council consisting of 40 student members (20 elected and 20 nominated on the basis of well-defined criteria). The Students Council is headed by the Dean Students Welfare. The Students Council provides ample opportunities to the students to develop leadership skills as most of the issues concerning the students are pursued by the Council in consultation with DSW and other administrative functionaries of the university. The Students Council plays a pivotal role in organisation of various student-centric activities, Foundation Day and celebration of festivals manifesting unity in diversity.

Twenty elected members are directly elected by the students while the remaining twenty students are nominated by the departments strictly in accordance with the provisions of the Act, on rotation basis. Every year, the office of DSW circulates the notice regarding the department-wise distribution of seats for the Students Council, and the process is ordinarily completed by the month of September.

The objectives of the Students Council are—

- To develop administrative and managerial skills among the students by giving them an opportunity to think upon various issues of the University;
- To encourage the students to participate in various Academic & Co-curricular activities of the University and to perform various organisational responsibilities;
- To motivate the students to organise various activities which may help them develop their personality;
- To develop the sense of responsibility among the students;
- To foster fellow feeling among the students from various disciplines;
- To make the students aware about various facets of students' life and the possible solution to their day to day problems;
- To enable them to participate in the process of decision making at various levels of institutional life;
- To give them an opportunity to undertake the activities which may prove to be beneficial in enriching the life of the students.

To promote a better learning environment in the University and to take the students' ideas, interests, feedback and concerns, the Dean Students Welfare (DSW) convenes minimum two meetings of the Council in a year i.e., one at the beginning of the session and one during the even semester. In these meeting, the elected/nominated members of the Council discuss various issues related to students and propose possible solutions. However, Covid-19 Pandemic deterred the process of Students Council for the Academic Session 2020-21 and 2021-2022. Generally, the meetings of Students Council are chaired by the Vice Chancellor in the presence of all the administrative officers for prompt action on the issues concerning students. In case the Vice Chancellor is not available, the DSW convenes the meeting and the feedback of the Students Council is submitted to the Competent Authorities of the University for effective implementation/ redressal.

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

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

Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	11	7	4	1

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

5.4 Alumni Engagement

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

Response:

Realising the importance of Alumni in institutional growth, Dean Students Welfare organises annual alumni meet in the month of February. It provides a platform for the students, teachers and administrators to interact with the alumni to understand their perspective about the university. During the event, they share their feedback and experiences for qualitative improvements in various aspects of institutional life and motivate the students to achieve their goals.

The major objective of the Alumni Meet is to develop the sense of responsibility among alumni for their constructive engagement for the academic and professional growth of the University. It also provides a forum for the exchange of ideas which helps in devising the roadmap and perspective plan for the future. In addition to that, the prospective alumni of the university collect funds to finance welfare and other schemes of the university. During the last five academic sessions, annual alumni meets were organised on 03.03.2017, 27.02.2018, 26.02.2019, 27.02.2020 and 26.02.2021 with participation of 117, 213, 169, 191 and 200 alumni, respectively. Students, teachers, Heads/Teacher Incharges, Deans, DSW, and alumni attend the alumni meet chaired by the Vice Chancellor.

As resolved in the previous Alumni Meet, the Alumni Association of the University has now been registered. Besides, Alumni Corpus Fund has also been created with a separate bank account. It will further consolidate the efforts of the university to tap the alumni expertise and financial resources at their disposal. The university has also institutionalised the practice to create the revenue for Alumni Fund through students' contribution at the time of admission. The University has also started the practice to recognise the alumni with commendable professional achievements or progression to higher education from prestigious organisations. The university believes that alumni are our valued ambassadors and their continued association will certainly help the university in realisation of its vision, mission and objectives.

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

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

Response: C. 20 Lakhs - 50 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Central University of Haryana has a clearly stated vision and mission that constantly and relentlessly reflects on its academic and administrative governance, as described below:

Vision

To develop enlightened citizenship of a knowledge society for peace and prosperity of individuals, nation and the world, through promotion of innovation, creative endeavours, and scholarly inquiry.

Mission

To serve as a beacon of change, through multi-disciplinary learning, for creation of knowledge community, by building a strong character and nurturing a value-based transparent work ethics, promoting creative and critical thinking for holistic development and self-sustenance for the people of India. The University seeks to achieve this objective by cultivating an environment of excellence in teaching, research and innovation in pure and applied areas of learning.

Academic and Administrative Governance

CUH is a Central University established by Act of Parliament, and governed by UGC and Ministry of Education, Government of India. The statutory bodies of the institute are - The University Court, Executive Council, Academic Council, Finance Committee, Building Committee, School Boards and Boards of Study. The statutory bodies ensure proper functioning of all academic and administrative departments/sections in alignment with the vision and mission of the University.

Academic Governance

To realise the cherished aspirations articulated through the vision and mission, the University reviews and revises the curriculum at regular intervals. Accordingly, a massive exercise to revamp the curriculum in tune with NEP-2020, Learning Outcome-based Curriculum Framework and the latest global trends was carried out in 2021, with special focus on multidisciplinary education, continuous comprehensive evaluation, values and skill-based courses, integrated approach to learning, community engagement and Choice-Based Credit System. All the academic reforms are carried out after deliberations in Boards of Study, School Board,Academic Council and HOD.

The University has special focus on research and innovation. To promote research and innovation culture among all stakeholders, a dedicated Research Development Cell is constituted which works in coordination with IQAC to review and update the research and consultancy policies in line with the University's vision and mission.

The Administrative Governance:

All the administrative policies are deliberated at appropriate level of governance and the administration of the University provides required support for proper execution of the academic and research activities planned in accordance with the vision, mission and core values of the University. The administrative sections of the University work in tandem with the policy decisions of the statutory bodies under guidance of the Vice Chancellor, Registrar, Finance Officer, Controller of Examinations, Deans and other officers of the university. The collective efforts, team work and harmonious work culture help the University in achieving all the academic and administrative targets in a time-bound manner. Institutionalisation of the roadmap for implementation of NEP-2020 in a phased manner, standard operating procedures for all the administrative units, grievances redressal mechanism for students, teachers and non-teaching staff, decentralisation of administration, Students Council, e-governance in major institutional spheres such as finance, admissions, examinations, recruitment and administration (through Samarth e-Gov) and dynamic website are some of the reflectors of efficient governance.

File Description	Document
Any additional information	<u>View Document</u>
Link for additional information	<u>View Document</u>

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

Response:

With number of statutory bodies and officers with defined roles and responsibilities, the administrative set up of Central University of Haryana is inherently decentralised and participative, which entails effective leadership at various levels of administration.

The Vice Chancellor of the University is the executive head of the University, supported by the statutory officers such as Registrar, Finance Officer and the Controller of Examinations and various administrative sections. For management and execution of academic and research activities, Deans of the Schools and Heads of Departments perform their duties under active guidance of the Vice Chancellor. Besides, **Standing Committee (of Academic Council) on Academic Matters, Standing Committee (Admissions), Central Admission Advisory Committee**, Dean Academic, Dean Research and Librarian contribute significantly in planning and execution of academic/research priorities as envisioned by the university.

In addition to the Academic Council, School Boards and Boards of Studies contribute significantly in academic and research planning. The composition of all the statutory committees reflects participation and representation of various stakeholders for effective and efficient administration at all levels. For example, there is the provision of students' representative in Academic Council, Proctorial Board, Students' Grievances Redressal Committee, hostel committees, Internal Complaints Committee, Cell for the Differently-abled, and many others. Similarly, the University Court, Executive Council, Academic Council and the Standing Committees on academic matters and admissions have the representation from diverse

fields of expertise, sectors and categories, and the Board of Study have representation of industry expert (wherever required).

In addition to the above, there are numerous committees, cells and clubs entrusted with the responsibility to carry out specific tasks relating to administration, academics, research, innovation, students' support, extension activities, etc. Some of the important organs include— Research Development Cell, Library Advisory Committee, Committee for Promotion of Art, Culture and Heritage, Research Development Committees, Research Advisory Committees, Departmental Admission Committees, Central Purchase Committee, Departmental Purchase Committees, Institutional Innovation Cell, Grievances Committees, Equal Opportunity Cell, 17 Nodal Officers for action and follow-up on the Performance Parameters of the Tripartite MoU signed between UGC, MHRD and CUH, and number of cells and clubs to pursue student-centric initiatives under the guidance of Dean Students Welfare.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The University has devised and notified its Strategic Perspective Plan for desired reforms in various institutional spheres with defined goals, strategies and timeline The strategic plan has been prepared after detailed consultation with various groups and reflects the expectations and roadmap for scaling new heights of excellence, ensuring continuous growth of the University.

Some of the Strategic plan activities implemented in last 5 years:

E-Governance: During the last five years, Central University of Haryana digitalized almost all the institutional processes like Admission, Examinations, Fee Collection, Public Finance Management System, Human Resource Management System, and Recruitment. Smart classrooms for e-content development, Learning Management System (LMS); 24x7 Wi-fi access, digital library services such as e-books, library resources with remote access; and subscription of research database and research software further support the academic and research pursuits of the University.

Curricular Reforms: Aligned with creative and critical thinking, the University revamped the curriculum in accordance with Learning Outcome-based Curriculum Framework (LOCF) and National Education Policy (NEP 2020) with special focus on multidisciplinary education through large number of generic elective courses, integrated approach to learning, life skills, professional skills, values, continuous comprehensive evaluation, and integration of co-curricular and extra-curricular with curriculum.

New learning and teaching pedagogy initiatives: The University adopts quality improvement strategies

in teaching-learning process through innovative pedagogies and engaging learning environment to ensure holistic development of students. The Learning Management System of the University offers more than 100 UG and PG courses, the University has adopted UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulations to facilitate the transfer of credits earned by the students through MOOCs.

Strengthening of examination system: The implementation of E-Governance in the examination is very essential keeping in mind the complexity and timely delivery of services to the students. Major initiatives to digitise examination system include—uploading of academic credentials on National Academic Depository, online registration to subjects/credits and examination form filling, fully computerised result tabulation and publication, question paper setting, bar-coded answer booklets, online generation of admit cards/hall tickets.

Modernization of Library: During past few years, the library is fully automated and modernized. Some of the unique initiatives of the University Library are:

· **SWAYAM PRABHA DTH:** A specialised section to watch online lectures of SWAYAM PRABHA DTH.

· **Remote access to e-resources:** The Library has facilitated remote access to subscribed e-resources through INFLIBNET's INFED.

· **Faculty profiles on IRINS:** The Library has been maintaining the faculty profiles using IRINS of INFLIBNET.

· **Granth Academy/ NBT Collaboration:** The Library is taking care of Granth Academy and a Certificate Course on Online Book Publishing in collaboration with National Book Trust.

· **Gyan Pravah** is an Institutional Digital Repository comprising the institutional and faculty publications/documents.

· **E-theses/dissertations** are accessible on ShodhGanga as well as Gyan Pravah.

· Dedicated portal for library services on the university website

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

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

Response:

The University is governed by a well-structured mechanism consisting of the statutory bodies like University Court, Executive Council, Academic Council, Finance Committee, School Board and Board of Study, and the statutory officers such as the Vice Chancellor, Deans, Registrar, Proctor, Dean Students Welfare, Provost, Finance Officer, Controller of Examinations, Librarian, Heads of Departments and other subordinate officers/sections with defined responsibilities and delegated autonomy at various levels for smooth implementation of the policies framed by the institutional bodies. As a whole, the administrative setup is decentralised and participatory that ensures efficiency and effectiveness.

The University follows UGC Regulations, as amended from time to time, for recruitment, promotion and service rules of teachers. In case of administrative and non-teaching staff, the University complies with relevant ordinances, cadre recruitment rules and reservation roster prepared in accordance with the UGC/MoE/Government of India guidelines. The University have well defined service and recruitment rules as per the Central government and UGC regulations. The promotion rules under carrier advancement schemes (CAS) is also framed and implemented on the basis of UGC regulations.

The Vice Chancellor is the head of the institution supported by the statutory officers, IQAC and subordinate offices/sections such as Establishment Section, Finance Section, Academic Branch, Recruitment Cell, Examination Branch, Estate and General Branch, Legal Cell, and various committees, cells and clubs.

Committed to the quality improvement in all aspects of administration, the University has notified the Manual of Citizen Charter and Standard Operating Procedures for efficiency and accountability in administrative Branches/Sections/Offices.

The academic structure of the University comprises the 8 Schools and 34 Departments which are headed by the Deans and HoDs/ Incharges, respectively. The Schools/Departments have inter-disciplinary and multi-disciplinary approach with a focus on the basic and applied part of learning.

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

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

CUH treats its employees as assets. University currently has 151 regular teaching staff, 32 contractual, 40 Guest faculty members and 71 regular non-teaching staff members. University is committed to provide all possible welfare measures and promotional avenues for its staff members. In last five years (2016 to 2021), this aspect has seen special attention. Below are some specific measures taken by the university in this direction:

- This university gives lot of emphasis on research output. The research output is an important indicator of performance appraisal system of teachers of university. Every year, IQAC of university organises annual presentations of departments where each department and individual faculty of the university presents his/her work of the past year before the jury which includes internal and external experts.
- Annual academic audit is a regular feature of the University. During academic audit, functioning, output, performance of each department is reviewed thoroughly and a formal report is prepared. The academic audit is conducted by internal and external experts.
  University follows the practice of annual self-appraisal of each employee, and formal mechanisms are in place for this. Staff of university submits annual self-appraisal report duly vetted by department or sections. For this purpose, University has prepared ASAR proforma for teaching and APAR proforma for non-teaching staff which is available on the university website.
- University has practice of operationalising Career Advancement Scheme(CAS) based promotions to its teachers on regular basis as per UGC regulations. University has notified a prescribed proforma for promotions under CAS and teachers are required to submit it in accordance with the UGC Regulations, as amended from time to time.
- To promote the culture of research in university, research awards have been institutionalised. Every year, best researcher awards are given to faculty members of university. To give more emphasis to the research culture in university, university has constituted Research Deveopment Cell. The board encourages the faculty members to carry out quality research with high impact factor. The University has operationalised the mechanism to award seed money for research to newly appointed faculty members. It also supports the faculty members financially for attending extension activities.

- To acknowledge the contribution of non-teaching employees of the university, annual awards are also given to non-teaching employees of university for their outstanding performance during the year. The sanitation workers and gardeners are specially endorsed and awarded for their contribution towards clean and green campus.
- University has a well-defined policy in place for the promotion of non-teaching employees. The cases of promotion of non-teaching employees are taken up regularly.

  In addition to the above-mentioned aspects, the university has provided various facilities to its employees (teaching and non-teaching both) to ensure the welfare of all stakeholders. University provides the facility of accommodation, health centre, bank, post office, catering/grocery shops and clean and green environment to its stakeholders. For ensuring better work-life balance, University provides the maternity leave, paternity leave, child care leave, study leave, children education allowance, and medical reimbursement as per the Government norms to the eligible employees.

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

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

Response: 50.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	150	47	73	18

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

Other Upload Files	
1	[View Document](#)

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

Response: 8.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	7	13	3

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

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

Response: 44.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
140	118	57	35	19

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

6.4 Financial Management and Resource Mobilization

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

Response:

Central University of Haryana has a well-established process for optimal mobilisation and utilisation of resources to achieve desired outcomes. The University receives the financial grants/research grants from various government and non - government agencies such as Ministry of Education, GOI, UGC, Higher Education Funding Agency and various research funding agencies such as DST, DBT, ICMR, etc.

Major fund generating avenues are:

- Grant in aid General (Recurring) from UGC and MoE
- Grant in aid Salary (Head) from UGC and MoE
- Grant in aid Capital assets, (Non-Recurring) from UGC and MoE
- Infrastructure development fund from HEFA
- Tuition fees collected from students
- Campus development and other activity charges collected from students
- Funds received by Faculty members from various Government and non-government agencies for research projects and consultancy
- Funds generated through interest earned on corpus fund, endowments
- Alumni contribution

The resources are mobilized according to the specified rules and regulations with the approval of the University authorities from time to time. The financial resources are mobilized on the basis of the budgetary requirements received from individual departments and their priority-wise need-based assessment. On the basis of the fund received, Budget is prepared on the basis of the requirements and developmental activities of the institute. On the basis of the need, urgency and importance, funds are sanctioned to the department in accordance with approval of various statutory committees. The annual budget approved by the Finance Committee, Executive Council and the University Court, is submitted to the University Grants Commission for required grants under various heads such as salary, capital, other infrastructure, recurring, etc. The available funds are utilised in accordance with General Financial Rules and guidelines issued by the UGC/MoE from time to time.

Besides, University adopted following measures for optimum utilisation of resources:

- The University has implemented e-governance in all spheres of planning and development.
- Waste water in campus is being treated and reused for watering the gardens and plants with the help of a fully functional sewage treatment plant
- Concepts of Green Building, Photovoltaic roof structures and solar trees for harnessing solar energy to guide the campus development
- Conservation of energy through utilization of LED bulbs,
- BEE standard electrical appliances and solar panels.
- Passive solar design for natural heating and cooling to optimize heat and AC system
- Fly ash bricks and fly ash cement have been used in construction.
- High performance glass (double glazed) has been used having minimum heat intake and maximum daylight intake to minimize conventional electric consumption.
- Sun cutter louvers have been used to cut off direct entry of sunlight.
- Energy efficient VRV air-conditioning system has been used to save electricity.

- Provision to re-use the STP treated water for flushing and Horticulture has been made.
- Rain Water Harvesting system has been constructed to recharge the ground water table.

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

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

Response: 23938

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

2020-21	2019-20	2018-19	2017-18	2016-17
3085	5353	1500	6000	8000

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

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

Response: 108.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.89	4.05	32.44	46.99	23.74

File Description	Document
Institutional data in prescribed format	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The Central University of Haryana has Internal as well as External Financial Audit regulatory system as per the laid down financial guidelines of UGC and Government of India. The University has an effective Internal Audit system, ensuring the reliability of financial reporting, safeguarding the assets and compliance of the laid down rules and regulations. Internal Audit ensures proper utilization of funds/grants within the framework of University statutes/ordinances and GFR/other Government rules.

The University's External Financial Audit is under the purview of the Comptroller and Auditor General of India. Audit of expenditure examines and verifies whether adequate, proper and sound systems and procedures are in place and are being complied with, both in letter and spirit, for spending public money. All the Financial Accounts of the University, including transaction vouchers and balance sheets are audited by the CAG team annually spreading over a span of 15 days each. Observations, if any, brought out by the Internal and External Audit in improving the financial transactions, are taken care of and implemented according to the satisfaction of the audit, and the compliance of audit observation shown to the next audit for dropping the observations.

Audit inter alia checks the expenditure for:

- Appropriation, i.e., the availability of funds in the budget, including supplementary grant(s) and re-appropriation; this also includes
- Examination of the orders of re-appropriation and surrender for their legality, competence and propriety;
- Confirmation that the expenditure is within the scope and intent of the grant and does not attract the limitation of new service or new instrument of service;
- The amount of actual expenditure for its legal availability for and application to the service or purpose in accordance with the scope and intent of the grant;
- The explanations for the significant variations between the amounts of actual expenditure and the amounts authorised by the legislature, beyond the prescribed limits of such variations, for their veracity.
- Compliance with the requirement of the applicable laws, rules, regulations, orders and instructions in actual disbursement;
- Evidence by way of vouchers, payees' acknowledgements, etc.;
- Record in the books of the spending officer, including cross-verification with the records of the treasury, pay and accounts office, bank, etc.;
- Monitoring, control and reporting as prescribed in the Government/General Financial Rules.

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

6.5 Internal Quality Assurance System

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

Response:

CUH has a well-established IQAC having a well-structured IQAC committee consisting of Vice Chancellor as Chairman, Deans, HODs, faculty members, and members representing Executive Council, Industry, Local Society, Alumni, students, and employers. IQAC is active from 20th Aug 2015. It has contributed significantly in the quality of teaching and research.

Quality assurance strategies and processes initiated by IQAC:

I. Implementation of NEP 2020, Choice-Based Credit System, Learning Outcome-Based Curriculam Framework for all programmes

CUH is frontrunner in implementing the National Education Policy (NEP) 2020 in a phased manner. The gigantic task of preparing the Comprehensive Roadmap for Implementation of NEP by the Task Force involved series of discussions sessions with eminent experts from various prestigious higher educational institutes and academia of the University. The Task Force conducted brainstorming sessions with internal and external experts to devise the roadmap for implementation. Based on the Comprehensive Roadmap, CUH has prepared "Strategic Action Plan and Goals for Implementation" under eight major heads with short-term, mid-term and long-term goals to achieve the targets in a phased manner. Considering the curricular reforms as instrumental for desired learning outcomes, all academic departments of CUH made a rigorous attempt to revise the curriculum of undergraduate and postgraduate programmes in alignment with National Education Policy- 2020 and UGC Quality Mandate for Higher Educational Institutions-2021. The process of revamping the curriculum started with series of webinars and discussions to orient the teachers about the key features of the policy, enabling them to revise curriculum in synchronisation with policy. Proper orientation of faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the policy in the revised curriculum focused on 'creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills' for the 'development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

The curriculums are revised with emphasis on learning outcome based curriculum framework, multiple entry- multiple exit options, choice based credit system and blended teaching-learning.

II. Annual Awards, Audits and presentations by faculty & Departments

Academic and administrative audits are conducted annually by the University. The academic audit is based on 7 parameters i.e. 1. Curriculum Aspects 2. Teaching, learning and evaluation 3. Research, Consultancy

and extension 4. Infrastructure and Learning Resources 5. Students support and Progression 6. Governance, leadership and management 7. Innovation and best practices.

Every year, all the faculty members and the departments present their achievements and performance through departmental presentation in the form of PPT in front of experts, Vice-chancellor, Deans, HODs and other faculty members.

The IQAC initiated Annual awards for teaching and non-teaching staff, to encourage teachers to undertake research and significantly contribute to their respective and interdisciplinary fields. Annual Best Researcher Award and the Award for Best Non-teaching employee are given every year on the basis of exemplary contribution in respective fields. Through these Awards, the University recognises and felicitates outstanding contributions in academic research, innovative pedagogy, institutional representation and quality academic initiatives.

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

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

Response: A. Any 5 or more of the above

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

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

Response:

After the NAAC cycle I in 2017, IQAC has ensured the incremental improvements in following areas:

I - Manual of Citizen Charter and Standard Operating Procedures

CUH is committed to the quality improvement in all aspects of administration. The University aims to introduce the qualitative and reformative changes in consonance with the contemporary trends in higher education and National Education Policy-2020. The IQAC, being a front runner in enhancing the quality aspects in teaching, learning, research, administration and all extension activities, has been striving hard in carrying out all necessary initiatives that result in quality improvement in the University. To enhance efficiency, transparency and accountability in administrative processes, the University has devised and notified Manual **of Citizen Charter and Standard Operating Procedures determining** domain of the individual branches/offices, procedure involved in disposal of files and time line.

II- Annual Awards for research

In past years, university has increased its foot print in research domain. To promote the culture of research in University, University has taken many measures and annual research awards is one of them. The policy of research awards have provision of giving best researcher award to social science and sciences discipline separately. Recently, the policy is revised and the awards categories are increased. Now awards are given for number of publications, impact factor, h-index and projects in science and social sciences separately.

III – Filling of Vacant Teaching Positions

CUH treats its faculty members as core asset. Presence of regular faculty in University positively influences many quality parameters like student-teacher ratio, number of Ph.D. students, delivery of quality education etc. In 2017, when first cycle of NAAC happened, University had 55 regular faculty members. This number has now increased to 151 across various departments. Besides, University has also processed the applications for promotion of teachers under CAS.

IV - Financial support for attending conference and Membership

Continuous improvement in skills and knowledge of faculty members is among the important priorities of University. University has a policy in place to financially support faculty members for participating in conferences, seminars, workshops. As per policy, financial assistance up to INR 1.5 Lakhs is given to faculty members over a period of three years. The grant can be utilized for participating in two conferences. Policy also lays down detailed criteria for availing the financial assistance.

V - Synergy between departments

University promotes the culture of interdisciplinary and multidisciplinary approach to learning Teachers are encouraged to do interdisciplinary research and students can choose the generic elective courses from other departments. This interchange of ideas is resulting in synergy between departments. To have better synergy, many departments and schools have been restructured.

VI - National Academic Depository, Multiple Entry Exit policy, Integrated courses

University has introduced integrated programmes with multiple entry/exit options and has registered for the Academic Bank of Credits for smooth transfer of the credits earned by the students. The University is one among the forerunners to have uploaded academic credentials of the students on National Academic Depository (NAD).

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Central University of Haryana strives to behold the thoughts of our leaders in its spirit of academic and social endeavours in terms of women empowerment, women's rights and gender equity. Women represent a sizeable number within the University. Haryana especially Mahendergarh having very low sex ratio needs urgent sensitive approach from the knowledge society. University being a knowledge hub has responsibility of social sensitivity and awareness on its shoulders. The notable measures during the last five years are:

The University established Women Empowerment Cell way back in 2012. The Cell has provided empathetic counselling environment for psychological empowerment to students and local women about their problems which they do not share easily. It analyzes underlying causes through research to women discrimination and to generate awareness and also develop gender sensitive curriculum according to regional and national demands. The University creates awareness about gender equity by introducing government schemes for the welfare of women and girl child.

Besides WDC, the University has also established "Sexual Harassment Prevention Cell" that works in different areas concerning prevention of sexual harassment. The University addresses the grievances of women by forming appropriate committees with equal representation of women faculty in decision making processes. With all these activities, Central University of Haryana University stands strong in beholding the theme of gender equity as per the thoughts of the social reformers of India.

With community engagement programmes for the nearby schools, women community, the University also conducted gender equity related programmes within the campus viz. surveys, panel discussions, poster exhibitions, speeches, workshops, street plays and cultural activities for girls in campus.Workshops on "Cyber Security and Deconstruction of Social Taboos etc. were organised for both male and female students as well staff of the University.

For security and safety of girl students, the University has provided the following major provisions:

- A team of Provost (Girls), Wardens, Assistant Wardens residing within the campus to monitor the safety and security of the Campus.
- Electronic surveillance through 24x7 CCTV cameras
- Timings for entry and exit into hostels has been fixed
- 24x7 ambulance service available within the campus
- Proctorial Board is in place to monitor and prevent any ill treatment or harassment to girls.
- Internal Complaint Committee (ICC) for students to report in case of any incident / harassment
- Proper gate pass are made for entry or exit of the University campus.
- Security sticker on all two wheelers and four wheelers are checked

Counselling: At each Department, every student is attached to one faculty who acts as mentor throughout

the degree of the student. The mentor periodically holds discussions with the students to take care of their overall well-being. A dedicated room is facilitated in Department of Psychology to provide Counselling Service to our students. During the student induction programme, students are briefed that in case they feel depressed / disturbed due to any reasons they may approach their mentor/ faculty advisor/ Head of the Department.

Common Rooms are available in academic block 3 and 4 equipped with suitable lighting facility for studying in ambience environment.

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

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

Waste management has become one of the most important parameters in the development of sustainable University campus. With the aim to adhere to Swachh Bharat Abhiyaan of, Government of India, the University is committed to ensure to build sustainable infrastructure. In this direction, the University has taken several initiatives in the management of waste arising from the academic or administrative blocks, hostels and residential complexes of the University. The University takes due care in management of various types of wastes generated in the campus. Solid waste generated from horticulture operations is collected and decomposed in pits and put back in soil; liquid waste (sewage) of the University is treated in Seage Treatment Plant (STP) and used for horticulture purpose. The biomedical waste from the laboratories and the health centre is collected by government empanelled agency regularly from the campus. The solid waste is segregated into degradable and biodegradable portions by the sanitation staff, non-biodegradable part is recycled through different scrap dealers and hazardous chemicals are collected in separate containers and disposed of as per the government guidelines by the outsourced agency. The e-waste comprising electronic equipment are handed over to the estate office after checking /inspecting and certifying for further disposal.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: D.1 of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The University Charishes uniqueness with students from diverse socio cultural backgrounds from the length and breath of the country. The University takes several steps in to promote imparting tolerance and harmony. Mentor-mentee initiatives help in promoting participation of each and every team member in a class and inidentifying their strengths. The evidence of success is seen in the increased participation of students as a team in symposia, sports, National Social Service (NSS), Youth Red Cross and other similar activities. For instance, a group of NSS volunteers work with great commitment for Swachh Bharat Abhiyan and travel to different nearby villages of Central University of Haryana in groups and carry out the cleaning of roads, streets and common places, periodically.

The University boasts of a high representation of students from outside Haryana (54%) thus achieving the mission of promoting cultural and gender diversity. The enrolment of more than 54% students from 27 different states and UTs other than Haryana is a testimony to the commitment of the University to excel in academics, research, innovation and extension activities. Total enrolment of 3203 students comprises 1094 in UG, 1774 in PG and 335 students enrolled in research programmes during 2020-21. The percentage of enrolled female students has also increased steadily.

The University has also created an inclusive environment for special students. Students who are agile as well as interested in physical fitness showcase their abilities by taking part in various sports competitions organised in and outside the University campus. They bring accolades by winning many prizes. Advanced learners take part in many curricular activities and encourage the slow learners by presenting joint papers. They, as a combined team take part in cultural events, literary quiz and festivities. The University also regularly conducts training programmes for imparting life skills to under-privileged class and transgender. Thus, irrespective of cultural, regional, linguistic differences, students join our hands towards achieving unity in diversity. The vision to celebrate diversity also gets manifested (in University's initiatives towards Ek Bharat Shrestha Bharat wherein University organises special events to promote cultural and regional diversity.

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

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

Response:

India, as a country, includes individuals with different backgrounds viz., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race and gender. Central University of Haryana undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligations viz. values, rights, duties and responsibilities of citizens through celebration of Republic Day, Independence day, Constitution Dat, organising workshops/ seminars/ expert talks on Universal Human Values and professional ethics, etc. Students are encouraged to participate in various competitions such as essay competitions, writing, declamation contests and debates, etc.

Central University of Haryana has also started courses on "Constitutional Law and Human Rights" as an open elective course for the students to inculcate the constitutional obligations, values, rights, duties and responsibilities. In additions to this, we also organise various sensitization and awareness programmes on Human Rights, Fundamental Rights, Legal Awareness, Traffic Awareness, Civil Safety, Values etc. On all important occasions and functions, national anthem is played to inculcate the feeling of oneness and respect for our nation, culture and its constitution.

'JAL DIWAS' is celebrated and pledge is taken by all stakeholders to develop the sense of responsibility towards saving water for ourselves and for the generation to come. 'Akandh Path' and 'Havan Yagya' are also solemnized in the campus to inculcate communal harmony among University community. For the protection of the environment and awareness, plantation drives are conducted every year. Birth anniversaries of national heroes like Mahatama Gandhi, Bhagat Singh and many more are celebrated in order to introduce their works and contributions. Different activities like debate, quiz, essay writing and sketch competitions are organized to celebrate such special days. Movies which teach national spirit are collectively shown to all faculty members and students. Tournaments which develop team spirit and coordination are arranged time to time in the campus. The university establishes the policies that reflect core values. Code of conduct prepared for students and staff is followed by all.

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

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

Response: B. 3 of the above

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

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

Response:

CUH believes in celebrating events and festivals representing diversified regions cultures and religions it builds a strong cultural belief in a student. The events and festivals organized at university are often

celebrated with great pomp and gaiety. CUH celebrates National and International days enthusiastically every year. All staff members and students gather in the university to celebrate these days. Celebration of cultural and constitutional festivals is an integral part of the our co-curricular activities. Throughout the session, different days are celebrated by students with the guidance of teachers which help them to know about different cultures and to cognitively imagine India as a nation. The academic calendar is brimming with important events which show the enthusiasm of this institution in celebrating many national as well as international days and commemorative events and festivals. The University realizes the importance of remembering the national and international commemorative days and makes sure to engage the students and staff in the celebrations. The University actively celebrates Birthdays and Death Anniversaries like Gandhi Jayanti, Sardar Patel Jayanti, Vivekanand Jayanti, Teacher's day, Mathematics day, etc. just to mention a few. The Women Cell of the University makes sure to plan some programmes to sensitize the masses on Women's Day and International Girl Child Day every year, Similarly the Department of Psychology takes the responsibility to spread Mental Health Awareness throught the week on Mental Health Day, and also plans for sensitization event on World Suicide Prevention Day. The Department of Yoga takes lead to celebrate International Day of Yoga, by organizing various activities. YRC and NSS units of the university are actively engaged in connecting the University to the nearby villages by organizing various drives like plantation, awareness, blood donation, etc. The Department of Tourism and Hotel Management takes up to celebrate World Tourism Day; Cell for Persons with Disability makes it a point to spread awareness about the issues and challenges faced by the Disabled on International Day of Persons With Disabilities. Along with these flagship events of various departments and cells, the University also celebrates days like World water Day, National Press Day, World No Tobacco Day, etc. Besides a number of other national and international days are also celebrated in our institution so that students get knowledge about the great personalities in our political, social, cultural, and scientific history. International Women's day is also celebrated in our college on 8th March every year.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

i) Title of the Practice: Continuous efforts for quality evaluation and assurance in academics and administration

1. Objectives of the Practice

For promotion of innovations in teaching-learning process, inter-disciplinary studies and research, CUH has introduced the measure of annual performance presentations of each faculty member and the Department. The University has also initiated Annual Awards for faculty members as well as non-teaching staff to motivate and encourage them for quality research and teaching and to strive for excellence in performance of their assigned works, respectively.

The primary objective of the practice of annual performance review is to assess the academic and research progress of the individual departments. This practice also provides an opportunity to reflect upon the shortcomings and corresponding necessary actions required to improve the academic and research activities in the Department. The whole exercise of annual presentations and the step of annual awards incentivize the faculty members and non-teaching staff and encourage healthy competition among them. It also helps to measure the potential capabilities of all faculty members, non-teaching staff and departments to think and work hard to improve their performance continuously.

2. The Context

The University has committed itself to the development and implementation of a continuous improvement process in academics and administration. Moreover, the New Education Policy (NEP) 2020 also emphasizes on Continuous Professional Development of an individual through proper assessment of their performance and contribution. To fulfil this purpose the IQAC of the university initiated this process of annual review performance in 2016, well before the implementation of NEP-2020, as a mechanism to give the teachers and non-teaching staff continuous opportunities for their self-improvement through periodical presentations of performance and contribution. The practice of Annual Departmental Presentation and Annual Awards was conceived in the light of the vision of making Central University of Haryana a preeminent University, and the objectives of promoting innovations in teaching-learning process and inter-disciplinary studies and research, and encouraging efficiency in performance of administrative support.

3. The Practice

Annual Departmental Presentations and Annual Awards functions are organized by Internal Quality Assurance Cell (IQAC). The departments are asked to submit the Departmental as well as individual faculty presentations in advance for circulation to the members of Jury/expert committee.

The departments as well as faculty members are graded on the basis of 08 criteria. The schedule of School-wise Departmental and Individual Faculty Presentations is notified by the IQAC. A time slot of 20-30 Minutes is provided to each department. The Jury/expert committee submits its report after the presentations. The Jury/expert committees in their reports also provide their critical inputs/observations highlighting the short-comings, and also recommend required actions for improvement of departmental as well as individual faculty members' performance.

The Annual "Best Researcher" and "Best Performing Non-teaching Staff" Awards are given for various categories of teachers and non-teaching staff. Nominations are invited from the teaching and non-teaching staff of CUH, in the prescribed forms, for the Annual "Best Researcher" and "Best Performing Non-teaching Staff" awards. The Jury/Expert Committees are constituted to examine and judge the departmental performance, achievements and contributions of the faculty members and to recognize the "Best Researcher" and "Best Performing Non-teaching Staff" of CUH for the year of award. The

categories of the Annual Awards are decided by the IQAC reflecting upon the distinction in academic disciplines, kinds of research works, and dedication to the assigned work by non-teaching employees.

4. Evidence of Success

Internal Quality Assurance Cell (IQAC), CUH has successfully organized four cycles of Annual Departmental Presentations and five cycles of Annual Awards for Teaching and Non-Teaching Employees. The IQAC is continuously taking steps for streamlining the practice of Annual Departmental Presentations and Annual Awards making the practice more effective.

During the last five years, a jump in the publication profile in terms of number and quality of publications and research grants have been observed. This practice has created a healthy competition where each department is making efforts to excel in one or more parameters.

5. Problems Encountered and Resources Required

It has been very difficult to decide who is the "best researcher" of the year for the purpose of Annual Award in the light of basic differences in the nature of various subjects/disciplines, the prevalent methodology of research writings in different discipline, variation in the use of impact factor method, H-Index, average size of project funding etc. Therefore, new guidelines for incentives in the form of awards to the teachers of the University for Promotion of Quality Research and Teaching" were notified by IQAC. The "Best Researcher" Awards are given under different categories such as publications, impact of research, h-index of the faculty, number of research projects, innovations and extended collaboration. Nevertheless, to mention, the awards are categorized separately for Sciences & Engineering and Humanities & Social Sciences.

Being a new University, the number of teachers and non-teaching staff in CUH is not high therefore, the turnout of the number of nominations for Annual Awards has been low resulting in repetition in the Award recipients. Therefore, in 2022 the University had to make a rule to bar nomination from the teachers and non-teaching staff who were recipients of Awards in previous year i.e. 2021.

Best practice-2

Community Outreach programmes as a way of life: It has been a constant endeavour of CUH to look after the issues of local and national importance through our community outreach activities. The university has been involved in working with the community on thematic areas of food and health, environment and women empowerment. The university is committed to promote community led improvement in nearby adopted villages through various activities.

- Food security, health and Women empowerment: through nutrition week program
- Promotion of Community health: Awareness programmes and health camps
- Promotion of Swatch Bharat Mission- Environment awareness programmes, plantation drive

Objectives:

The objective of the community development programs is to create awareness in people about the government flagship programs in health, nutrition and environment. Further the department of Nutrition Biology, through its outreach programs identifies the occurrence of nutrition related health problems in the community. The overall objective of this practice is to disseminate information on these key thematic areas through rallies, play, lectures and other competitions.

The context

In view of the key thematic missions of the Government of India such as Swachh Bharat and Swasth Bharat Abhiyan, the CUH is committed to fulfil the missions of these programs in the areas of Food & Health and Clean environment. Under "Go Green mission", an optimum use of natural resources and maintaining a clean and green environment are necessary for sustainable future. Converting the semi-arid land of the university and nearby villages into clean and green areas is the need towards Sustainable Development Goals of United Nations. In this context, CUH has undertaken several activities and awareness programmes to promote the mission of green campus. On the similar lines, under Swasth Bharat mission, the Department of Nutrition Biology is involved in community activities for imparting nutrition education with the involvement of students

The Practice

CUH celebrates 'National Nutrition Week' each year from 1 September to 7th September to create awareness among the rural and urban community for their good health and well-being. The campaign was first started by the Central Government in the year 1982 in order to encourage good health and healthy living through nutrition education. The Food and Nutrition Board, Ministry of Women and Child Development, and other NGOs are working on nutrition week throughout the country. The main aim of national nutrition week is to enhance the nutritional awareness among the community through rally, lectures, road shows and many other campaigns to make a healthy nation. Different themes based on food and nutrition have been taken up each year: Life Cycle approach for better nutrition (2016), "Go Further with Food" (2018), Poshan ke paanch Sutra (2019) and Nutrition month in 2021. The NSS unit has also organised Blood donation camp each year. A special training on first aid training and health diagnostic camps have also been organised. A workshop on "Achieving health through nutrition and fitness" was organised to create awareness among school children in respect to their nutritional status, detection of adulterants in foods and to monitor the Body Mass Index (BMI) of children aged between 10-18 years.

Besides this area of Food and Nutrition, the NSS units of the University also organise various activities related to clean environment initiative. The University policy related to clean campus initiatives is already established. Various plantation drives and clean environment rallies, nukkad natak, awareness camps have been organised in the adopted villages. In campus, the University is using renewable energy sources like solar energy and has installed LED bulbs and energy efficient equipment. The University is committed to preserve its Flora and Fauna. Moreover, the University organises various seminars/workshops etc. on environment-related issues.

The evidence of success

We were able to continue the 'National Nutrition week' successfully from 2016 onwards and the students are now able to carry out this programme on their own without much assistance from the teachers. A huge participation has been observed in these activities from the local community. The NSS, through its various activities, has oriented the students to understand the problems of local community and helped them to

design the problem solving outreach activities. The NSS has collaborated with many local bodies to cater to the needs of the local villagers. As the University is spreading an area of approximately 500 acres and is far from the city, the green initiative makes the students and staff enjoy morning walk, games, sports and gym in pleasant atmosphere.

Problems encountered and resources

Regarding the food and health initiative, the problems encountered include less response from the targeted population on the stipulated time and date; lack of awareness among first generation learners to adopt the newer scientific interventions; and missing social interaction with the peers. The Green initiatives are always challenging in this semi-arid region because of harsh conditions of weather. Moreover, the maintenance of plants is difficult due to damage by animals. It also requires sufficient manpower to maintain them.

During the pandemic, as per the Government instructions, the institution was closed for a longer period due to the pandemic that has severely affected both the programmes, However, all the activities have been resumed now. Nevertheless, the long-term sustainable effect of these initiatives depends on determination and assurance from all the stakeholders.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

The objective of Central University of Haryana is to empower and uplift the knowledge, skills and economy of the society through effective teaching learning practices alongwith high-throughput research on local and national problems This will enable all the stakeholders to tackle with the global as well as local challenges. With "Science for Society" as the focal theme, our university has a vision to be a Centre for Excellence in value-based quality Professional Education via stimulating the students in the pursuit of knowledge, ethical values of high standards and social accountability as well as through direct social outreach programs. Students of the university are stimulated to achieve excellence in their respective fields, through academic and research excellence, enabling them to sharpen their skills in multi- and trans-disciplinarity areas, entrepreneurship, ethical and human values and earn while learning at the university.

Students of UG/PG are encouraged to take field work or dissertation projects in industries, research institutes, etc. to enable them to gain hands on expertise in their chosen field. Various workshops, seminars are periodically conducted for enrichment of their soft skills as well as discipline specific technical skills to improve their personality, innovativeness, entrepreneurship and employability. Induction programs at the

university, school and departmental level are arranged to make the students aware of their opportunities as well as responsibilities towards the society, nation and the earth. Following are the glimpses of such initiatives taken /activities performed on a regular / periodical basis:

- A total of 10 GIAN courses (Global Initiative on Academic Networks, Ministry of Education, Government of India), were conducted by various departments of CUH in the assessment period. During these GIAN courses more than 450 participants were trained by foreign experts faculties in the areas of food-nutrition, management, education, health and environment (http://cuh.ac.in/Gian.aspx).
- University also runs "Earn While Learn Scheme" under which economically weaker/backward students are provided fellowships in lieu of their assistance in the department after their off hours (https://library.cuh.ac.in/earn-while-you-learn/)
- Remedial coaching classes for students belonging to SC/ST/OBC/EWS category have been conducted on regular/periodical basis in order to empower and provide equal opportunities to the students belonging to various reserved/socially deprived categories.
- In order to bridge the research gaps and provide better opportunities to the students/researchers for cutting-edge research and learning/training, CUH has undergone 20 Memorandum of Understanding (MoUs) with national/international institutions for fostering research and teaching in varied areas of science for the societal development and upliftment through enhanced knowledge exchange and technological development (Index of /naac/Criteria_3/3.7/3.7.2 (cuh.ac.in))
- For the upliftment of the cutting-edge research facilities, university has established research laboratories with high end facilities/instruments in the form of recently awarded DST-FIST grant at the School of Interdisciplinary and Applied Sciences and establishment of Central Instrumental Facility (CIC) (https://cuh.ac.in/central-instrumentation-centre.aspx).
- Various departments of the University have received an extramural funding of Rs. 10.07 crores 2016-2021, from different governmental/non-governmental national and international agencies to work on the societal problems of high priority areas such as food & nutrition, health, energy, agriculture and environment. A total of 45 research projects were sanctioned to the faculty of CUH during this period (Index of /naac/Criteria_3/3.2/3.2.2 (cuh.ac.in))
- University faculty/students have published 24 patents, 782 research papers in UGC recognised/ scopus-indexed journals and 68 books/book chapters in edited books during 2016-2021 (Index of /naac/Criteria_3/3.4/3.4.5 (cuh.ac.in))
- Training and placement cell has been established by CUH with a vision to impart skill-based training, personality development, enhancing communication skills of aspiring students. Various such career-oriented courses have been successfully completed by CUH students.

Up to date and competitive skill-based curriculum with application of recent ICT tools are the few benchmarks on which the future progress of the university as well as that of the graduating students heavily depends. Moreover, periodic evaluation of the teaching and research is also conducted to make sure that the university is progressing the right direction. Some initiatives taken to uplift the level of education/research and its monitoring are as follows:

- In order to increase the chances of livelihood, the University has included more number of skill-based courses in university course curriculum at UG and PG levels and upgradation of course curriculum as per National Education Policy-2020 was completed soon after the implementation of NEP-2020 (http://cuh.ac.in/StudentCorner.aspx)
- In order to impart seamless opportunities to the students for education, skill enhancement and training, the university has established its own Moodle-based e-Learning management system

(eLMS) in association with Inflibnet, Government of India, well before the COVID-19 pandemic. Through this eLMS system teaching/training/evaluation was imparted to the students, without any hassle during pandemic and various courses have been successfully run over using platform by CUH faculty (https://elms.cuh.ac.in/moodle/).

- In order to disseminate beyond the curriculum and latest knowledge in the field of basic, applied, social and engineering sciences, several workshops/seminars related to IPR and ethics were conducted (from 2016-2021) by various departments of the university
- In order to keep an eye on the quality of educational, research and outreach activities undertaken by faculties of the university, CUH has started a unique tradition of annual assessment of departmental and individual faculty performance under the aegis of IQAC Cell of the university in line with the Annual quality assessment report (AQAR) before a duly constituted committee comprising of external experts

The Strategic Perspective Plan of the University is aligned with the NEP-2020 strategic implementation plan so as to achieve the desired objectives towards expanding multidisciplinary focus of the university in academics and research.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

1. The Central University of Haryana has also established Dr. Ambedkar Center of Excellence (DACE) under the umbrella of Dr. Ambedkar Foundation (DAF), Ministry of Social Justice and Empowerment, Govt. of India. The objective of the DACE-CUH is to empower the Schedule Caste (SC) students by providing the best and free coaching facilities for Civil Services Examinations conducted by the UPSC. This kind of center is first of its kind in the state of Haryana.
2. Centre for Innovation and Incubation (CII) has been established to identify and encourage budding talents in different domains of engineering, health, food and agriculture etc. The center is devoted to encourage, inspire and nurture students by supporting them to work with new ideas and transform them into prototypes during their course of education.
3. Central University of Haryana is the first University to start 4 year degree course with multiple entry and exit options.
4. Central University of Haryana started Joint supervision for Ph.D programmes from higher educational Institutions or Industries.
5. In addition to the Introductory Note, Criterion-wise Summary and SWOC, some of the prominent features of the Central University of Haryana include— i) respect for diversity reflected through 53% female students in total students' enrolment and more than 50% students from 27 states other than Haryana representing diverse socio-cultural and linguistic contexts; ii) there is phenomenal incremental improvement in terms of number of departments, academic programmes, students strength, physical facilities such as hostels, academic blocks, laboratories and residential quarters, appointment of regular faculty, publications and patents; iii) the university has pioneered in the process of preparing the roadmap and strategic plan for phased implementation of NEP-2020; iv) the university is perhaps the first among equals to have revamped the curriculum in tune with NEP-2020 and UGC Quality Mandate; v) the university has recently been ranked 39th in India and 3rd in Haryana among India's best government multidisciplinary university by EW India Higher Education Ranking (2022-23); vi) Central University of Haryana is one of the first batch of universities to have participated in Central Universities Common Entrance Test.

Concluding Remarks :

Central University of Haryana aspires to achieve excellence in multidisciplinary higher education and research through relevant curriculum; innovative pedagogies; state of the art academic, research and physical infrastructure; commitment to revive Indian Knowledge System; respect for diversity; equal opportunities for all the students with special focus on the students belonging to socio-economically disadvantaged groups; community engagement; collaborative research/academic ventures; advanced library resources; quality research, consultancy and innovations; integrated approach to learning; decentralized and participative governance; robust students' support system; ambience for cutting-edge research; values, life skills and professional skills; gradual expansion of academic structure; mechanism for constant feedback of stakeholders; ideal student-teacher ratio; optimum utilization of ICT for academics, research and administration; periodic reforms in examination system; extra mural funding; innovative ecosystem for creation and transfer of knowledge; adherence of codes of conduct by students, teachers and administrative staff; job-oriented vocational and professional programmes; multiple entry/exit options in integrated UG-PG and Research programmes; promotion of collaborative extension and consultation activities; MoUs and linkages with

prospective industries and research organisations; facilities for e-content development; provision of credit transfers through Academic Bank of Credits and MOOCs; career counselling and guidance for competitive exams; providing encouraging placement opportunities; capacity building and skill enhancement initiatives; grievances redressal mechanism; active participation of students and alumni through Students Council and Alumni Association; effective leadership strategies; e-governance in all important areas of administration; green campus initiatives; performance appraisal system for teaching and non-teaching staff; research promotion policy; encouragement for participation in faculty development programmes; optimum utilization of resources; internal and external audits; annual academic and administrative audits; promotion of gender equity; energy conservation measures; water conservation and sewage treatment plant facilities; disabled-friendly environment; and various best practices implemented to achieve the desired outcomes.