

**SELF STUDY REPORT**  
**FOR**  
**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**CENTRAL UNIVERSITY OF KARNATAKA**

**ADMINISTRATIVE BUILDING, CENTRAL UNIVERSITY OF KARNATAKA, SH-10, ALAND  
ROAD, KADAGANCHI, KALABURAGI DISTRICT, KARNATAKA-585367.  
585367**

**[www.cuk.ac.in](http://www.cuk.ac.in)**

**Submitted To**  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**BANGALORE**

**June 2024**

## **Executive Summary**

### ***Introduction:***

The Central University of Karnataka, a premier institution in the realm of higher education and research, envisions itself to become leader in innovation, integrity, and ecological consciousness. Our mission is to empower students and communities by providing an educational experience that bridges potential with opportunity. By cultivating a dynamic academic community that embraces innovation and inclusivity, we are dedicated to making a lasting impact on India's social and economic landscape through pioneering research and community engagement. Our holistic approach to education, coupled with cutting-edge technology and pedagogical innovation, ensures that all learners have access to the highest standards of education. At the core of our values are academic excellence, ethical conduct, diversity, collaborative learning, sustainability, equity, and active community development. These principles not only underpin our academic pursuits but also demonstrate our commitment to fostering a just, sustainable, and prosperous future.

### ***Vision:***

Central University of Karnataka will have a futuristic impact on society through constant innovation in education, research, creativity, entrepreneurship with inclusivity and Indian values as its mainstay.

### ***Mission:***

- To foster the forward-looking academic environment for students aspiring for in-depth knowledge in discipline; trouble shooting; leadership, professional aptitude, interpersonal skills; communication and health and well-being.
- To nurture a futuristic university community dedicated to (a) attracting and retaining diverse, top-notch talent; (b) collaborative environment open to the exchange of ideas ensuring individuals can achieve their excellence.
- To impact community in a transformative way — regionally, nationally, and globally — by engaging with collaborators outside the conventional borders of the university campus.

## **SWOC**

### ***Institutional Strength :***

1. A sprawling campus of 654 acres provides ample space for academic, research, student and faculty accommodation, and extracurricular activities.
2. Academic programs aligned with the National Education Policy 2020, promoting a multidisciplinary and skill-based approach.
3. Highly qualified faculty with international exposure and excellent research credentials.
4. Vibrant research culture with quality publications, funding from DST, ICSSR, UGC, and other National and International agencies for research.

5. The Innovation Incubation Center for fostering entrepreneurship, skill development, and innovation.
6. The university's sophisticated Instrumentation Lab supports advanced research and technological development across various disciplines.
7. The library has an extensive collection of books and subscriptions to reputed journals across disciplines, featuring user-friendly systems like OPAC and RFID and comprehensive e-resources.
8. Health care centre, Post office, Canteen, Bank, Shopping complex, multipurpose hall etc. for the benefit of students, faculty and staff.
9. Students diversity with students from all states of the nation.
10. UG, FYUG, PG, and research programs with multiple entry/ exit options. Adoption of Academic Bank of Credits (ABC), CBCS, and MEME options.
11. Sensitization and awareness for gender equality, sexual harassment, women empowerment, and leadership through curricular intervention and extracurricular practices.

### ***Institutional Weakness :***

1. The nearest international airport is Hyderabad, which is at the distance of 250 Kms, the absence of air connectivity further inhibits University-Industry interaction and discourages visits of international scholars to the university campus.
2. Strong hand-holding, career guidance and financial support through endowment to students coming from economically weaker section.
3. Need to enhance the involvement of alumni and other stake-holders in University governance and quality assurance plan.
4. Limited Industry - University interaction due to limited accessibility and rural location reduces opportunities for students.
5. Limited hostel accommodation facility hampers the academic growth in terms of Intake Capacity and new programmes.
6. No international students on the campus due to backward and remote location of the University.

### ***Institutional Opportunity :***

1. CUK is located in a rural area of northeast part of Kalyan Karnataka comes under 371(i) contributing to education of a backward area of Karnataka, developing this central university in a backward region is an important opportunity for CUK to contribute tangibly to education in the region.
2. Establishment of Centres of Excellence for synergizing teaching with innovation and technology.
3. 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.
4. Promotion of inter and trans-disciplinary research for overall development of society.
5. Scientific validation, documentation, and preservation of indigenous/traditional knowledge systems.
6. Opportunity to bring full e-governance at all levels of University functioning.
7. MoU with International Universities for Twinning and Dual degree programmes and other institutions for the cause of education.
8. Undertaking research problems relevant to developmental imperatives of the rich heritage of the region.
9. Potential for revenue generation through consultancy activity, training, and capacity building programme.
10. Making NCC facility available to inculcate discipline and patriotic values among all stakeholders.

### ***Institutional Challenge :***

1. Interaction and involvement of Industry experts in curriculum development, research, and student enablement due to remote location.
2. Attracting and retention of competent faculty due to remote location of the University.
3. Attracting international students on the campus.
4. Development-deprived area surrounding the University gives a rural feeling which fails to influence students.
5. Changes in society demand and skills required thereof.
6. High potential of faculty is not reflected in developing consultancy activities.
7. Discipline and civic sense among different stakeholders
8. During summer water scarcity on the campus due to rare sources of water.

## **Criteria wise Summary**

### ***Curricular Aspects :***

The University was established with a vision encompassing local, regional, and national development regarding knowledge, skills, research, and human values. The institution strives to excel and achieve in all aspects of quality education. The institution evolves its system to function and materialize the aims and goals of higher education.

The institution regularly revises the syllabus based on input from stakeholders. Accordingly, the teaching expertise is enhanced to meet the relevance and global standards. Academic freedom and flexibility are the defining elements in the modern education system, and a systematic apparatus is established to regulate and enrich the curriculum according to the needs of the time. A visionary, disciplined, and well-connecting approach is taken from devising the programme outcomes to analyse the attainment of course outcomes, which would further necessitate the scope of development based on SWOC. All the academic processes and transactions are verified and approved by the competent authority, and the same is well documented at the Departmental and University levels for easy accessibility.

The institution offers several programmes. Its curriculum, in the true spirit of NEP, allows for extensive cross-discipline learning through electives and optional courses, which enhance the knowledge and skill sets of the students. The programmes also build on the values and ethics of life, work, gender, environment, etc., thus preparing an individual who is complete and ready for all the challenges.

The curriculum makes it mandatory for all the UG and PG students to take up project works to orient them towards a systematic method of knowledge production domain. MOOCs, NPTEL and other online courses are encouraged. Student exchange programmes, internships, and outcome-based education are incorporated to enhance experiential learning.

The curricular scheme is neatly planned and scheduled for the immediate semesters and also for the more prominent role of the institution in delivering quality education in the global scenario.

### ***Teaching-learning and Evaluation :***

The institution believes in a multi-dimensional teaching-learning approach and has internalized an adaptive mechanism to reach out to every individual/stakeholder. The institution has mapped its vision and mission with the educational objectives and outcomes and is active in outreach activities.

The student enrolment percentage stands at 78.72%, which has steadily risen. The institution has also developed its infrastructure over the years. The institution strictly follows the reservation policies and ensures all seats are filled. The average percentage of reserved category admission stands at 71.24%. The institution registers students from across India. Thus, students' learning ability stands at myriad levels, which are assessed, and accordingly, measures are taken to motivate and enhance the student's capabilities. Several measures, such as mentor-mentee, remedial classes, workshops, and UPSC/NET examination coaching, are

implemented to bridge the gap between various learning levels. The institution's teacher-student ratio 12:1 has increased over the last five years.

All the classrooms are fitted with smart boards and Wi-Fi, enabled with high internet speed, enabling an interactive learning experience. The faculty efficiently handles all the advanced equipment in classrooms and laboratories. All the faculty members continuously upgrade their knowledge and expertise, and the institution ensures the regular recruitment of quality faculty. The average teaching experience of the faculty is seven years, and 93.72 % of them are awarded with PhD degrees.

The institution has undertaken many reforms in recent years to centralize and digitize the evaluation process for a transparent and speedy publication of the results. The grievances of the students are addressed promptly, and a negligible count of 0.38% of the same has been recorded in recent years. The feedback is sought from the students, and accordingly, the teaching-learning process is designed; thus, the pass percentage of students is high at 97.41%.

### ***Research, Innovations and Extension :***

The University routinely procures basic and advanced equipment for conducting the UG/PG labs and PhD research activities. It has created a separate **Sophisticated Instrumentation Centre (SIC)** with state-of-the-art facilities to facilitate research in cutting-edge areas. Regarding social sciences and humanities disciplines, faculty members have been supported by museum and archive space, necessary software, funding for field trips, etc.

The university has provided nearly Rs. 6 L of seed money. **Faculty members have generated Rs. 4.86 crores extramural funds through 45 research projects from various funding agencies. The institution has churned out nearly 744 high-impact publications with a citation of 6921 (including Scopus Web of Science) and fashions an average h-index of 31.5.** Some faculty members have received international/national/state travel grants and awards. These include lifetime awards, best paper awards, etc. Three faculty members have received fellowships and financial assistance from national and international bodies for higher studies. **Regarding IRG, the university has generated a revenue of about Rs. 18 lakhs through consultancy work.**

The University strictly follows the UGC norms in the admission of PhD students. The research scholars undergo all the UGC mandates processes to reach the thesis submission stages. Approximately 40% of the PhD students receive fellowships like JRF/SRF from different funding agencies.

The university has installed Moodle LMS in its locally maintained server, and faculty members are using the Moodle LMS platform for an effective teaching-learning process. A few faculty members have developed e-content on the MOOC platform.

The university has signed many MoUs with different institutions. These include the collaborations at the Department/school level and institutional level. The MoUs are signed to mutually share resources, conduct collaborative research, organize joint events, etc.

### ***Infrastructure and Learning Resources :***

Robust infrastructure and learning resources are critical for providing a high-quality educational experience. Adequate physical facilities and well-maintained learning resources enhance teaching-learning and improve students' overall development. Considering these points, the Central University of Karnataka (CUK) has implemented teaching infrastructure and learning resources to enhance the learning experience overall. The details of the facilities are given below:

**Physical Facilities:** The university has 103 classrooms, 65 laboratories, 27 seminar halls across all academic departments, and 472 computers for students' use. Also, CUK has facilities for indoor and outdoor sports, cultural activities, and other extracurricular engagements, including an open gym that contributes to the

holistic development of students. CUK has spent 68.53% of its budget on infrastructure in the last five years. This shows its dedication to the development of physical facilities.

**Library as a Learning Resource:** CUK library has **85,588 hard-bound books, 14,151 e-journals, 42 print journals, and 5513 e-books**. The library has established policies and procedures to ensure optimal utilization and accessibility to these resources. CUK has spent 2.65% of its budget establishing library facilities for the last five years. These resources have been continuously upgraded.

**IT Facilities:** CUK has 1 GBPS National Knowledge Network (NKN) leased internet connectivity, and the entire campus is enabled with LAN/Wi-Fi. CUK has an IT policy; according to this, the IT section takes care of the regular maintenance and timely upgrade of IT resources to keep pace with technological advancements.

**Campus Infrastructure:** To facilitate optimal use and maintain campus facilities, including building, the university has established sections/offices like the campus development section, engineering section, procurement section, finance section, academic section, student welfare section, scholarship section, sports section, administrative section, security, etc. CUK has spent 28.83% of its budget maintaining the campus infrastructure for the last five years.

### ***Student Support and Progression :***

**Student progression:** The university is progressing well in student support and progression initiatives. The Placement Cell organizes training programs to prepare the students for job-related examinations of soft skills. So far, 587 (~20%) students have secured placement in different organizations, including MNCs, companies, and academic institutions. The salary package ranged from 3-10 LPA. Nearly 636 (~21%) students have opted for higher education, including PG and PhD, in premier institutions in India and abroad.

**Student support:** In addition to academic support, the University provides freeships for meritorious students. About 31% of students received financial support during five years through scholarships and freeships. The departments conduct regular coaching classes for state and national-level exams like CSIR/UGC-NET-JRF, GATE, and UPSC. About 14% of students have qualified for these exams and are pursuing research in the best Indian institutes/universities. Workshops/Talks on Internship and Career opportunities are also organized at the University Level. Different Skill-based activities like Yoga Training and personality development improvement workshops are conducted to support the students. The Grievance Cell addresses student grievances on time. Various committees are constituted, and awareness programs on policies are conducted with zero tolerance.

Extra-curricular activities are organized for the active participation of students in Sports, Cultural, and Academic Fests. An active student council is in place that actively organizes various student-related activities and assists the university as volunteers in organizing different programs at the university level. Students actively participate in inter-school Sports, Cultural, and Academic Fest activities organized by the University. The Winners are also facilitated in the ANKUR Annual Fest.

**Alumni engagement:** The university has registered the Alumni Association under the 1960 Act, DRKB/SOR/1094/2023-2024. Alumni meets are conducted at the departmental level. So far, around 400 students have officially registered, generating a revenue of Rs. 2 Lakhs.

### ***Governance, Leadership and Management :***

The Central University of Karnataka (CUK) showcases exemplary governance, leadership, and management practices, fully aligning with NAAC Criteria. These practices are fundamental to achieving the university's mission and vision, fostering sustained growth and excellence.

**Governance and Leadership:** CUK's management and leadership align closely with its vision and mission, which is evident through the implementation of the National Education Policy (NEP), sustained institutional growth, and a decentralized governance structure. Active participation in governance and strategic planning ensures the institution's goals are met through comprehensive short-term and long-term Institutional Perspective Plans.

**Institutional Efficiency and E-Governance:** CUK's institutional perspective plan is effectively deployed, and institutional bodies function efficiently, as seen through well-defined policies, administrative setup, appointments, service rules, and procedures. The university implements e-governance across various operations, including administration, finance, student support, and examinations, enhancing transparency and efficiency.

**Performance Appraisal and Career Development:** The institution has a robust performance appraisal system and effective welfare measures for teaching and non-teaching staff, promoting career development and progression. Over the past five years, many teachers have received financial support to attend conferences and workshops and join professional bodies.

**Resource Mobilization and Financial Management:** CUK employs comprehensive strategies for mobilizing funds beyond salary and fees, ensuring optimal resource utilization. The institution has secured substantial grants from government bodies, NGOs, and philanthropists for infrastructure development. Regular internal and external financial audits maintain financial integrity and compliance with a structured mechanism for resolving audit objections.

**Role of IQAC:** IQAC is pivotal in institutionalizing quality assurance strategies and processes. By constantly reviewing the teaching-learning process, operational structures, and learning outcomes, the IQAC ensures continuous improvement.

**Quality Assurance and Continuous Improvement:** CUK adopts various quality assurance measures, including Academic and Administrative Audits (AAA) with follow-up actions, and organizes conferences, seminars, and workshops on quality issues. The university engages in collaborative quality initiatives with other institutions and conducts orientation programs on quality for teachers and students. Participation in recognized rankings and audits by state, national, and international agencies further underscores CUK's commitment to continuous quality improvement.

### ***Institutional Values and Best Practices :***

The University is keen on imparting values, creating awareness about social responsibilities, and fulfilling the students' and stakeholders' desires and aspirations without discrimination. CUK took several initiatives to sensitize the staff and students to endorse gender equity. Conferences, workshops, yoga, safety, and health on gender issues are organized. The Internal Compliant Committee is constituted to look into gender equity and concerns.

The University adopted a policy to establish a green campus and geared up for clean energy production through solar power plants and installing LED lights. It is committed to sustainable waste management practices, emphasizing reducing, reusing, and recycling degradable and non-degradable waste. Regular Green Audits are conducted to ensure the campus maintains a lush and ecologically balanced environment. In addition, water and energy audits are also done to ensure the campus is green, water, and energy efficient.

The university has made all efforts to ensure the campus is Divyangana-friendly and barrier-free buildings. In addition, **initiatives like** inclusive curriculum, cultural exchange events, anti-discrimination policies, hostel accommodation for every student, equity, community extension, university fest (Ankur), parakram diwas, kalika kendras, voter awareness campaign, and Hindi saptah events were conducted **in providing an inclusive environment.**

To instill citizens' values, rights, duties, and responsibilities, the institution has sensitized its students and employees through Constitution Day celebrations, National Legal Service Day, community engagement programs, awareness campaigns, value-based education, and National Science Day. CUK has a prescribed

code of conduct for students, teachers, administrators, and other staff and conducts periodic programs to sensitize them.

Creating an eco-friendly campus through a plantation of diverse trees and implementing a systematic waste management system is a **best practice**, transforming the campus into a green and clean environment. These initiatives lead to the growth of fauna and flora on the campus, making it eco-friendly and reducing the carbon footprint. A distinctive aspect of CUK is to inventoization of flora and fauna, plantation drives to minimize air pollution through battery-operated vehicles, solar parks, and biofuel units. Conserving water through rainwater harvesting and maintaining natural water bodies is given priority. The solid, liquid, hazardous, bio, and e-waste are disposed of systematically.

## Profile

### BASIC INFORMATION

Name and Address of the University	
Name	CENTRAL UNIVERSITY OF KARNATAKA
Address	Administrative Building, Central University of Karnataka, SH-10, Aland Road, Kadaganchi, Kalaburagi District, Karnataka-585367.
City	Kalburagi
State	Karnataka
Pin	585367
Website	<a href="http://www.cuk.ac.in">www.cuk.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Battu Satyanarayana	08477-226702	9448936115	08477-226703	iqac@cuk.ac.in
IQAC / CIQA coordinator	Ganesh Pawar	08477-226722	6360034820	08477-226703	registrar@cuk.ac.in

Nature of University	
Nature of University	Central University
Type of University	



Type of University	Unitary
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<b>Establishment Details</b>
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Establishment Date of the University	20-03-2009
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>
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<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>
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Under Section	Date	View Document
2f of UGC	20-03-2009	<a href="#">View Document</a>
12B of UGC	20-03-2009	<a href="#">View Document</a>

<b>University with Potential for Excellence</b>
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Is the University Recognised as a 'University with Potential for Excellence (UPE)' by the UGC?	No
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<b>Location, Area and Activity of Campus</b>
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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	Administrative Building, Central University of Karnataka, SH-10, Aland Road, Kadaganchi, Kalaburagi District, Karnataka -585367.	Rural	654	136739	UG, PG AND Ph.D.		

## ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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**Furnish the Details of Colleges of University**

	Number
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

<b>Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)</b>		: Yes
<b>SRA program</b>	<b>Document</b>	
AICTE	<a href="#">106370_11546_1_1709190946.pdf</a>	
NCTE	<a href="#">106370_11546_4_1714725729.pdf</a>	

**Details Of Teaching & Non-Teaching Staff Of University**

<b>Teaching Faculty</b>												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	27				54				125			
Recruited	8	4	0	12	28	3	0	31	82	28	0	110
Yet to Recruit	15				23				15			
On Contract	0	0	0	0	0	0	0	0	20	23	0	43

<b>Non-Teaching Staff</b>				
	Male	Female	Others	Total
Sanctioned				134
Recruited	70	13	0	83
Yet to Recruit				51
On Contract	24	3	0	27

<b>Technical Staff</b>				
	Male	Female	Others	Total
Sanctioned				21
Recruited	11	2	0	13

Yet to Recruit				8
On Contract	7	0	0	7

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	1	0	0	0	0	0	1
Ph.D.	18	5	0	28	3	0	65	27	0	146
M.Phil.	1	0	0	2	0	0	3	2	0	8
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	10	10	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	12	0	22
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

### Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	7	0	0	7

### Chairs Instituted by the University

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

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

Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	37	131	0	0	168
	Female	45	101	0	0	146
	Others	0	0	0	0	0
PG	Male	51	160	0	0	211
	Female	50	198	0	0	248
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	22	0	0	32
	Female	7	21	0	0	28
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

**Does the University offer any Integrated Programs?**

No

**Details of UGC Human Resource Development Centre, If applicable**

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

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B++	2.80	<a href="#">NAAC Peer Team Report - CUK .pdf</a>

**EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Department Of Law	<a href="#">View Document</a>
Department Of Hindi	<a href="#">View Document</a>
Department Of Public Administration And Governance	<a href="#">View Document</a>
Department Of Mathematics	<a href="#">View Document</a>
Department Of Folkloristics And Tribal Studies	<a href="#">View Document</a>
Department Of Music And Fine Arts	<a href="#">View Document</a>

Department Of Social Work	<a href="#">View Document</a>
Department Of Geology	<a href="#">View Document</a>
Department Of Electrical Engineering	<a href="#">View Document</a>
Department Of Computer Science	<a href="#">View Document</a>
Department Of Economic Studies And Planning	<a href="#">View Document</a>
Department Of English	<a href="#">View Document</a>
Department Of Life Science	<a href="#">View Document</a>
Department Of Tourism And Hotel Management	<a href="#">View Document</a>
Department Of Kannada	<a href="#">View Document</a>
Department Of Mass Communication And Journalism	<a href="#">View Document</a>
Department Of Foreign Language Studies	<a href="#">View Document</a>
Department Of Linguistics	<a href="#">View Document</a>
Department Of Commerce	<a href="#">View Document</a>
Department Of Geography	<a href="#">View Document</a>
Department Of History And Archaeology	<a href="#">View Document</a>
Department Of Psychology	<a href="#">View Document</a>
Department Of Physics	<a href="#">View Document</a>
Department Of Electronics And Communication Engineering	<a href="#">View Document</a>
Department Of Chemistry	<a href="#">View Document</a>
Department Of Classical Kannada	<a href="#">View Document</a>
Department Of Education And Training	<a href="#">View Document</a>
Department Of Business Studies	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

#### **1. Multidisciplinary/interdisciplinary:**

Central University of Karnataka, as per the National Education Policy (NEP) 2020 guidelines, prioritises students' and teachers' holistic advancement through quality education; its curriculum structure has been designed to incorporate multidisciplinary education, optimal learning environment and learner-centric approaches. To this effect, more comprehensive consultations were held through several workshops and conferences to create awareness and sensitization about NEP-2020 implementation. A detailed strategic plan for NEP implementation has been chalked out through an empowered committee, and phase-wise implementation has resulted in a multidisciplinary ecosystem. All UG, PG, and UG-PG integrated programmes have been restructured for multidisciplinary options, and the Curriculum has been revised to incorporate outcome-based education/learning (OBE/L), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). All Undergraduate programmes have been converted to a four-year undergraduate (FYUG) system and restructured per the OBE/L and UGC-LOC Framework.

Experiential learning has been integrated during the curriculum revision across all disciplines, such as education, professional, sciences, social science, humanities, languages, and engineering programmes. As per the framework provided, open electives are offered in all UG and PG Programmes from Departments for the students of other departments to impart quality multidisciplinary and interdisciplinary education and 21st-century skills to students. Extra-curricular activities, including NSS, yoga, sports, cultural activities, music, and performing arts, are included in the curriculum. Few professional programs, such as Social work, Law, Media, Tourism, Management and Education, etc., offer credits for extension activities, fieldwork and internships. Many departments have integrated the Indian Knowledge System into their curriculum. The university has also developed a start-up ecosystem by integrating the Incubation and Skill Development Centre, Sophisticated Instrumentation Centre, Engineering lab., and R & D Cell. AECs, SECs, and value-added courses for UG programmes, including Indian Knowledge System and Bhagvadgita, are offered. The University Restructured its Ph.D. Regulations in 2023 in Aligning with NEP-2020 and Making Ph.D. Programmes are Interdisciplinary and more flexible. The learning process is transformed into a blended mode with emphasis on opting for MOOCs-SWAYAM, NPTEL courses up to 40% as per the University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021. The University understands that today, the focus is on addressing the problem of climate, sustainable development, social relevance, economic, business, and industrial relevance. The challenge is assimilating knowledge and skill sets from different domains to provide an interdisciplinary or transdisciplinary solution. The CUK has allowed individuals from various backgrounds to enter its programs once they have completed particular bridge courses/remedial classes and are deemed eligible for the courses.

2. Academic bank of credits (ABC):

The CUK has implemented the Academic Bank of Credits (ABC) and shares the objectives of transforming Indian higher education through digital India. The University's commitment to fostering academic flexibility and student-centric learning opportunities is evident through its adoption of the Academic Bank of Credits (ABC). CUK has effectively implemented ABC through its registration in the ABC portal. All students were made aware and motivated to register on the ABC portal, making ABC registration mandatory for enrolment in the University. Examination forms have also been redesigned to accommodate ABC

registration IDs. Necessary statutory provisions for the implementations have been obtained. The university has proactively encouraged registration through various means, including notifications, emails, and ABC posters, resulting in 100% student registration on the ABC portal. A four-year degree program curriculum has been designed to cover all dimensions of education for multiple entry and exit options (MEME). The NSS, Sports, and Yoga are integral parts of degree programs. Different Schools and departments offer Ability Enhancement Courses (AEC) for all CUK students, providing flexibility. Skill Enhancement Courses (SEC) have been incorporated to increase skill and innovation. Compulsory internships, fieldwork, practicums, seminars, and other forms of experiential learning methods are included in all programs. Multiple entry-exit Options are provided with credit transfer from MOOCs SWAYAM, NPTEL, and ABC and across Indian and Foreign universities. Several open elective courses (OEC) have been started to supplement students' interests beyond the curriculum. The UGC regulations for ABC and multiple entry-exit systems are adopted, and necessary restructuring of relevant ordinances has been done for credit transfer under ABC, course registration, etc. The University's proactive approach and commitment to enhancing the learning experience through the ABC demonstrate its dedication to providing students with greater flexibility and opportunities for all-round development of the learners through education.

3. Skill development:

The NEP 2020 emphasizes skill development through skill-based education as a core aspect of its comprehensive reforms. The CUK has envisioned equipping its students with 21st-century skills and competencies essential for thriving in the modern world. The University, aligned with the spirit of the NEP and alignment with the vision of Atma nirbhar Bharat, has undertaken several programs through a collaborative approach involving all stakeholders. The University's dedication to skill development is evident through its major initiatives, such as the establishment of an incubation and skill development center, designed to empower students with practical knowledge and hands-on experience under senior mentorship; this experience not only provides students with valuable insights into innovative and sustainable practices but also foster an entrepreneurial spirit as they learn to create marketable products. Additionally, the Department of English provides communication skills in English. Also, the University encourages students to explore traditional practices and community engagement in women's empowerment in and around rural areas through homemade product preparation and selling. To further enhance skill

development opportunities, by aligning the curriculum with industry and social needs, the University ensures its graduates are well-equipped to pursue diverse and rewarding career pathways. University has also introduced a comprehensive range of new Ability Enhancement Courses (AECs) and Skill Enhancement Courses (SECs) for UG and PG students. These courses cover a broad spectrum of disciplines and areas, ranging from technical skills to soft skills, nurturing holistic skills in students. Through these skill development initiatives, the University equips its students with practical expertise and fosters an environment of experiential learning and innovation. By providing opportunities for hands-on application of knowledge, students gain a deeper understanding of theoretical concepts and are better prepared for the real world. Overall, the University's commitment to skill development is commendable, as it strives to produce graduates who are not only academically competent but also skilled, adaptable, and ready to contribute positively to society. By embracing a proactive approach to skill development and continuous improvement, the University sets a precedence for other institutions, showcasing the transformative impact of integrating practical learning experiences into the educational journey of its students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

As per the vision of NEP, the CUK recognizes India's richness and diversity in traditional knowledge, aiming to preserve and promote it at all education levels through all its programs. It seeks to revitalize various aspects of Indian knowledge, fostering a deeper understanding of India's cultural heritage roots and contributions. The University encourages incorporating local indigenous knowledge in its teaching, for example, one of the most influential legal treatises in Hindu law (Vijnaneshwara was a prominent jurist of the first millennium CE India). His treatise, the Mitakshara, which dealt with undivided Hindu family inheritance laws, is being taught as part of the syllabus. Like this, the University aims to instill a sense of pride and appreciation for India's cultural heritage among learners. This integration also serves as a means to promote innovation, creativity, and critical thinking, drawing inspiration from traditional knowledge to address contemporary challenges. The University has taken significant strides towards enhancing the UG and PG programmes by introducing several value-added courses from ancient Indian knowledge. These innovative courses, history of Indian Mathematics and Bhagvadgita., serve to revive and integrate traditional Indian wisdom into the contemporary education system. To foster holistic personality development among students, the University



encourages participation in diverse activities. Integrating the Indian knowledge system into the curriculum is pivotal to the University's vision. Each course in its degree program includes subject-specific Indian values, culture, history, and origins, ensuring that learners gain a deep appreciation of their cultural heritage to foster a sense of nationalistic flavor. All faculty members have been encouraged to attend NEP 2020 orientation and sensitization program of MMTTC to train them to inculcate these elements through practice before teaching them to the learners. In conclusion, the University's commitment to integrating ancient Indian knowledge promotes the holistic personality development of the learners.

5. Focus on Outcome based education (OBE):

The National Education Policy (NEP) 2020 is a transformative reform in India's education system, centred around outcome-based education (OBE). OBE shifts the focus from rote learning to a student-centric approach, emphasizing explicit and measurable learning outcomes at all educational levels. This learner-driven approach promotes continuous evaluation and fosters 21st-century skills like critical thinking and problem-solving. The University has adopted Outcome-Based Education (OBE) as a fundamental approach to curriculum design, teaching methodologies and innovative assessment. To implement OBE successfully, The CUK has comprehensively restructured all UG, PG and UG-PG integrated programmes for multidisciplinary options. The Curriculum has been revised to incorporate outcome-based education/learning (OBE/L). Graduate attributes have been defined, and learning outcomes have been framed accordingly. Accordingly, the programme outcomes and course outcomes are designed. By defining clear learning outcomes, the curricula become more focused and aligned with the desired educational objectives. Programme outcomes and course outcomes are mapped. accordingly, the courses are unitized, and the question papers are designed to evaluate the attainment of various outcomes. Extensive and comprehensive workshops and training programmes have been meticulously designed to equip teachers with the necessary knowledge and skills to align their courses with the identified learning outcomes effectively. These training programs go beyond traditional pedagogical approaches, delving into the core principles of OBE and its application in the classroom. Educators are introduced to various instructional strategies and assessment techniques that facilitate achieving specific learning outcomes. Faculty members are encouraged to incorporate real-world applications, case studies, and problem-solving exercises into their teaching, allowing students to apply their

knowledge in authentic contexts. Moreover, the training equips educators with tools to promote active learning and student collaboration. They learn how to facilitate group discussions, debates, and project-based activities that encourage students to take ownership of their learning journey. This learner-centered approach nurtures a sense of responsibility and curiosity, driving students to explore topics in-depth and develop a deeper understanding of the subject matter. Faculty members are encouraged to design assessments that directly measure students' achievement of the desired competencies. This shift in assessment practices promotes a more holistic evaluation of learners' progress, moving from rote memorization to a focus on practical application and critical thinking. The link between assessments and learning outcomes also enables educators to provide timely and constructive feedback to students. This feedback is a valuable tool for both students and teachers, facilitating a deeper understanding of strengths and areas for improvement. Consequently, students are better equipped to monitor their progress and make informed decisions about their learning strategies. Through the successful implementation of OBE, the University not only enhances the overall quality of education but also ensures that its graduates are well-prepared to excel in their chosen careers and contribute meaningfully to society.

6. Distance education/online education:

The CUK embraced online education during the COVID period. Even in the post-COVID period, students and teachers were encouraged to learn from different sources through blended mode as a transformative tool to enhance learning experiences for their students. The University has made substantial improvements to its support infrastructure. Robust Wi-Fi connectivity in all academic departments, hostels, and guest houses ensures uninterrupted access to online resources, enabling students to participate in virtual classes and engage in independent research without connectivity hurdles. The University's commitment to facilitating extensive digital resources is evident through its central library. Students can access many e-books, research papers, journals, and other online academic materials, fostering self-directed learning and exploration beyond the traditional classroom. Moreover, the University has embraced the concept of virtual resource sharing and study groups. Through collaborative online platforms, students can share study materials, collaborate on group assignments, and engage in productive discussions, breaking the barriers of physical proximity and creating a vibrant online learning community. Students are encouraged to explore digital tools, analyze information critically, and

develop a discerning approach toward online resources. The University has embraced technology-based education platforms like DIKSHA, SWAYAM, SWAYAM-Prabha, e-PGPathshala and NPTEL to optimize learning experiences. It provides adequate technology support through platforms like SAMARTH to enhance educational processes and outcomes. Technology-enabled learning and capacity-building initiatives aim to improve teaching, learning, and evaluation methods. To assess the effectiveness of blended learning, the university plans to establish a state-of-the-art MOOC laboratory capable of developing quality MOOC programs. All departments are encouraged to select SWAYAM-MOOCs and NPTEL courses and offer them in various programmes. Additionally, each department is expected to design at least one online course to be provided on the SWAYAM platform to equip teachers with essential skills to navigate the digital landscape with confidence and adaptability.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Central University of Karnataka (CUK) has taken steps to promote electoral literacy and civic engagement. Recognizing the significance of voting as a fundamental democratic right and responsibility, the university has set up a Central University of Karnataka - Electoral Literacy Club (CUK-ELC), with a dynamic team of students and faculty coordinators specifically at the university level and in general at the departmental level also.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The CUK-ELC has twenty-seven coordinators (department-wise) and twelve faculty coordinators (school-wise). The electoral literacy club is functional with the following objectives: • empowering its academic community with the knowledge and motivation to participate meaningfully in the electoral process. • educating the students about the importance of voting in a democracy, their rights and responsibilities as voters, • guiding on how to register to vote and helping individuals understand the requirements and procedures involved, • encouraging citizens to vote ethically without any undue motives and influence, and encouraging young people to become active participants in elections and civic activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,</p>	<p>CUK-ELC has organized many innovative programs and initiatives. Some valuable campaigns are routinely organized by the CUK-ELC, such as: • Voter Awareness Programmes: It demystifies the electoral process, covering voter registration and</p>

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

the electoral system to equip students with the knowledge they need to be active citizens. • Expert Lectures: The club invites experts, including election officers, to provide valuable insights and facilitate direct student engagement with key figures in the field. • Voter Registration Drive: The club conducts in-class voter registration drives, making registering easy and convenient for students, ensuring their voices are heard in the democratic process. • Panel Discussions: The club hosts panel discussions on political and social issues to encourage critical thinking, diverse perspective exploration, and constructive dialogue. • Ethical Voting Promotion: Ethical voting instills integrity and responsibility in student voters, ensuring they exercise their franchise ethically. • Observation of National Voters Day (25th Jan.). • Inclusive Participation: The club actively enhances participation among underprivileged sections of society by removing voting barriers. The CUK-ELC is committed to shaping informed, responsible, and active citizens through innovative programs. Their goal is to empower students to participate in the democratic process, promoting ethical voting, inclusivity, and the responsible exercise of their franchise, ensuring a brighter, more participative future for society and the nation.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

The commitment of CUK-ELC to democratic participation goes beyond mere theoretical knowledge. The CUK-ELC, a driving force on campus, is committed to transforming awareness into tangible action. One of the pivotal initiatives undertaken by the club is organizing voter registration drives on campus. These drives are strategically designed to promote the voter registration process, ensuring that eligible university community members can exercise their fundamental right to vote. Under the able guidance of the club coordinators and in collaboration with election officials, eligible students are empowered to complete the voter registration process using a convenient mobile app. This proactive approach has streamlined the registration process, eliminating many hurdles that often deter individuals from participating in the democratic process. The Voter Registration Campaign spearheaded by the Electoral Literacy Club is a testament to their commitment to raising awareness about the significance of voting. This campaign has illuminated the crucial role of civic duty and highlighted the profound impact of individual participation in the democratic process. The campaign's innovative and informative strategies have engaged students and faculty alike, fostering a deeper understanding of the importance of active citizenship. Moreover, the university's students have solemnly pledged to uphold democratic

values. This pledge represents a resolute commitment to the core principles of democracy, including the right to vote, the responsibility to stay informed about the issues that matter, and the duty to engage constructively in the democratic process. The pledge-taking ceremony was conducted simultaneously across all departments and schools within the university, emphasizing the universality of these democratic values and the collective responsibility of the entire university community. By performing these activities, the CUK-ELC instills a sense of civic responsibility in its students and actively contributes to nurturing responsible and engaged citizens. The club's commitment to enhancing the democratic spirit within the university community is evident in its comprehensive approach to promoting awareness, facilitating the registration process, and inspiring active participation in the democratic process. In a world where democratic values are cherished and safeguarded, the initiatives of the CUK-ELC serve as a shining example of how educational institutions can go beyond classroom instruction to empower the nation's future leaders. These initiatives underscore the university's vision, which goes far beyond producing educated individuals; it is about fostering individuals who are well-informed but also responsible, engaged, and committed citizens who actively contribute to the democratic fabric of our society.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Nearly 98% of the eligible students above 18 years of age have been already registered as Voters in the Electoral Roll. About 2% of the students above 18 years of age and eligible to vote are yet to be enrolled as voters in the electoral roll as of Jan. 2024. The University has initiated a process to increase registration in an electoral roll at the time of admission itself in the academic year 2024-25. Every student is required to submit his / her EPIC number in the application for University. In addition to the above, the CUK-ELC conducts a voter registration drive through its club once every semester.

## QIF

### 1. Curricular Aspects

#### 1.1 Curriculum Design and Development

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

#### Answer:

All the programmes are offered and designed to cater to the progressive needs of the nation and world across various sectors. Central University of Karnataka realizes its own role and strength in nurturing the



dynamics of Society, Language, Literature, Technology, Agriculture, Infrastructure, Administration, Business and much more at the local, national, regional and global(LNRG) level.

The Programmes and outcomes are tuned with the role and objectives of Central University of Karnataka and accordingly the courses and its contents are engineered so as to provide students with rigorous training in their respective areas with connection to LNRG needs. The University conducts workshop on Outcomes Based Education and follows a systematic procedure in the evaluation of each area of discipline and designing potential course contents by involving Stakeholders, Subject Experts, and other Senior Academicians of local to international repute, who, bring in their own expertise from different ranks and spheres of life and thus, actively contribute to the Learning Outcomes-Based Curriculum Framework (LOCF). The LOCF framework is further enforced only after due consideration and approval by the Board of Studies and Academic Council.

One of the foundational objectives of Central Universities is to evaluate the local area in its Strength, Weakness, Opportunities and Challenges. The courses like “Vachana Literature”, “Folk Tourism”, “Structure of a Classical Language” and “Bharatiya Kavya Vimaamse” highlights the potentials of the local areas in their literary, cultural and other aspects of skill and development, thereby, enabling students to learn, evaluate and elevate the local ideas to the global level. Some of the courses like “Exploration Geology” and “Climate Change: Vulnerability and Adaptation” continuously studies the land and matter and thus records the changes and development in various parts of the nation and world. “Anuvad Siddhant Evam Prayog”, “World Civilization” and “Oral History” studies and translates the rich cultural history and civilizations to the world which has its own influences on the globalization prospects. “Criminology”, “Protection of Children from Sexual offences Act, 2012”, “Organizational Behaviour”, “Counselling Psychology”, “Peace and Conflict Resolution” are the courses, which take up comprehensive field work with the local and national communities in identifying the challenges and further extending the necessary solution on the basis of need and development. The University continuously contributes in the areas of Technology and Engineering through the courses like “Digital Electronics”, “Electric Vehicle Technology”, “Information Security” and “Automation and Robotics Lab” which are highly pursued by the world in today’s times. “Environment Economics”, “Contemporary India and Education”, “Strategic Management”, “Entrepreneurship Development & Small Business Management” are self-introspective courses on a national level, which discusses the changing scenarios, tries to understand the prospects and thereby develop several strategies necessary for the nation in the fields of Business and Education. “Multimedia systems and Applications” and “E-Governance” courses are the building blocks of world which assures an unbiased services of the Government.

The University offers more than 60 programs and out of which a whopping 1623 courses display relevance to the local, national, regional and global needs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Answer:**

The institution devises its programmes, courses and its syllabus according to the emerging requisition of the world. Today, Indian talent is highly demanded across the world and a meticulous planning is necessary to equip students with various efficient skills required at an advanced stage of prospective employment. The institution caters to the various sectors like Business and Entrepreneurship, Science and Technology, Arts and Humanities, Social Sciences, Mass Communication and Journalism, Law and many more with its 32 PG programmes, 16 UG programmes and 27 PhD programmes which are designed to nurture and develop adequate skills and qualities for Employability and Entrepreneurship. The courses and

syllabus for the same is formulated and updated regularly in consultation with the stakeholders and subject experts.

Business and Entrepreneurship has grown tremendously over the period of time in terms of monetary management and human resource management. The respective Departments were quick to sense the pulse of the changing trends in the market and thus revised the syllabus and introduced courses like “Consumer Behaviour”, “Investment Analysis and Portfolio Management”, “Entrepreneurship and Small Business Management”, “Tourism Entrepreneurship” and many more which would prepare students for the new and upcoming opportunities. The programmes like BBA, BA (Economics), MBA, M.Com. are loaded with ample number of core and elective courses which enhance the skills of the students and thereby prepare them for the further challenges.

BSc., MSc., B.Tech and M.Tech. programmes are designed so as to catch up with the advanced and interdisciplinary knowledge system with the courses like “Introduction to Medicinal Chemistry”, “Robotics”, “Artificial Intelligence”, “Intellectual Property Rights”, “Computer Graphics and Visualization”, “Climatology”, “Ore and Mining Geology”, “Digital Electronics Lab”, “Computer Aided Engineering Drawing”, “Cancer Biology”, which would further increase the employability of the students and also nurture a sense of social responsibility to contribute to the nation and world in terms of knowledge and employment.

The programmes in Arts and Humanities, Law, Mass Communication and Journalism and Social Sciences are formulated with sufficient learning opportunities including dedicated and exclusive laboratories for hands-on experience. The Language Laboratory, Recording Studio and Psychological Laboratories and others provide an opportunity for the students to learn various technical tools, hardware and software’s which would give an extra edge to our students in the context of employment.

All the programmes have an option to choose electives from various disciplines which would add onto the adequate skills, thus maximizing employability. All the students are motivated to generate the employment by practically materializing the knowledge into production and service units. Several courses inculcate the values of social responsibility and resource management with a focus on all the sections of the society.

The institution has several bodies like NSS and organizes several sports and cultural activities which would largely inculcate life skills and thus boosting their employability and entrepreneurial opportunities.

The Research programmes under different funded projects such as DST-BDTD (Biomedical Device and Technology Development), Visvesvarya Ph.D. Scheme etc. is leading to development of newer devices and technologies and inculcate entrepreneurship skills among the Ph. D. students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

Answer: 27.19

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

Answer: 696

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

Answer: 2560

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

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

**Answer:**

The university's motto is 'think globally and act locally,' which forms the underpinnings of future developments in the backdrop of post-modern globalization, where each local element finds a place of importance. We expect that the work of our faculty and students spans time and space, for instance, to contemplate the future impacts of new digital technologies and space missions to the innovations in music to reinventing the ancient medicinal system vis a vis emerging ailments and modern drug development.

At all levels, we train students to make sense of the human world and to engage with it actively as globally aware citizens. Our diverse course offerings provide, in addition to modern methodological, theoretical, historical, and practical instructions, crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability etc.

For instance, we offer environmental Science as a VAC for all our undergraduate programs. Here, we address environmental and sustainability concerns, including waste disposal, water conservation, and carbon emission. Courses such as 'Geotechnology', "Ecology and Environmental History in India," and "Food Science and Climate Change" signify the element of nature and its sustainability.

In the realm of gender equality, we have integrated it into the curriculum of those programs, where it forms a central component such as Social work, Business studies, Law, etc. Courses such as "Gender Studies," "Women and Law," etc among others, explore the notions of gender in all its intricacies and safeguard the ontological existence of people of all genders. We also sensitize the students periodically through the activities/programs conducted by relevant cells established by the university.

Professional ethics is a defining element of an individual and the institution's integrity. Thus, our curriculum teaches the necessary features through several academic courses and activities. The paper on "Research and Publication Ethics," commonly taught across the departments as a PhD coursework, emphasizes the ethical dimensions of research in the production of scholarship. time management, leadership, and empathy are among the other codes of professionalism taught through several courses listed in the data file.

The university stands on the solid footing that human values are society's and nation's regulatory forces. As part of the curriculum, departments like Social Work organize "Community Living Camp", which deals with various aspects of leadership, self-respect, and the conviction to participate in social, democratic, and public life. Another course, "Introduction to Disabilities," tries to emphasize the mutuality of humanity in its existence, acknowledgment, and respectability. To name a few other, "Society and Economics," "Water and Sanitation," "Tribal Knowledge System," and "Public Relations" are among the courses that enhance human values in the domain of business, economics, lifestyle, nativity, and community. Several courses, even in the Languages and Literatures domain critically examines and evolve an empathetic sensibility among the students.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Answer:** 565

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>

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

**Answer:** 79.88

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

**Answer:** 131

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

**Answer:** 164

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**1.4 Feedback System**

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

**Answer:** C. Feedback collected and analysed

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>

## 2. Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

Answer: 78.72

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
1004	1004	1004	956	788

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
836	1025	456	759	668

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Document relating to sanction of intake as approved by competent authority	<a href="#">View Document</a>
Admission extract signed by the competent authority (only fresh admissions to be considered)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

Answer: 71.24

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
362	434	181	338	357

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
497	497	497	467	389

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

Answer:

The institution receives applications through a Common University Entrance Test (CUET) and students are admitted based on GoI rules. The University caters to the students coming from a wide spectrum of academia and with differing learning levels. The aim of the institution is to identify the strength and challenges of the students' batch and facilitate their growth accordingly. Initially, an induction program is initially conducted to orient students towards university's facilities to pursue their interest, passion and involvement. At the same time, students are informed, inspired and motivated about their roles and responsibilities in the national and world educational scenario. Guest Speakers, ice-breaking activities, and student interaction events are conducted accordingly.

Further, to identify the learning levels, after the first internal test, an informal report is put together formulating the differential learning needs of the students. Accordingly, the students are categorized in various levels based on their performances across academic, cultural and sports activities. All the departments are provided with complete autonomy to devise strategies to identify and develop on the lacking and limitations of students with lacking learning levels. The following strategies have been used to cater to the differential needs of the students:

1. Remedial classes (both lab and theory) for better personal interaction to better learning levels.
2. Mentor-Mentee scheme is monitor, guide and motivate.
3. Workshops, Seminars and Conferences to advanced learning levels.
4. Special sports and cultural coaching through professionals for improving the performance
5. Fests to hone the leadership and management skills.
6. NSS activities to enhance social responsibilities and societal commitment.
7. Personal counselling for needy students.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>

Provide link for additional information	<a href="#">View Document</a>
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**2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**

**Answer:** 13.83

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

**2.3 Teaching- Learning Process**

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

**Answer:**

Almost all the programs have practicum/project/internship/field trip/on-site training as part of their curricula to facilitate experiential and participative learning. In Engineering and Science departments, students conduct projects, both within house facilities as well in industries. University provide necessary support for these activities including providing funds for field trips. Specialized program like Mass communication and Journalism houses a studio, recording room. Here, the students are trained in operating digital tools like Video Camera, Sound Mixer, Editing Software and other allied technical equipment. The institution also has a Language Laboratory associated with Department of English, which runs basic to advanced course on listening, speaking, reading and writing (LSRW) skills for all the students of the institution. The teaching-learning sessions include course specific seminars, discussions and interactions with eminent subject experts.

ICT enabled infrastructure have been put up across all the departments. Seminar halls and classrooms in each department are fitted with a smart board. To facilitate preparation of teaching material, each teacher has been provided with a laptop/desktop. Each department has centralized printing facility. During the COVID period, teaching kits (writing pad, web camera and headphone) were provided to all the teachers to conduct online classes. Importantly, university uses MOODLE-LMS for enhanced teaching-learning process with its own server. Many departments use this platform for augmented teaching activities. LAN enabled fast internet and Wi-Fi connection is fitted in all buildings.

The institution has a smart Library equipped with self check-in and check-out KIOSK, Library Automation Software 25 Concurrent Web OPAC Users along with Lsmart RFID Server Layer Libsys-7. The institution is planning to enhance the Library infrastructure with fully automated infrastructure for faster and efficient services to the students. The Library has around 5,513 e-Books, 14,152 e-Journals and 42 print Journals which can be accessed through dedicated computer facility centre and remote access.

Departments organizes several awareness camps in the institution and neighbouring villages like AIDS prevention camp, Social well being camp, Anti-Suicide camp, Educational awareness camp, etc. and aims to eradicate social issues and taboos. The students play an active role in analysing and addressing the social, health and mental issues and concerns of the institution and neighbouring villages.

All the mentioned aspects are well defined and cater to the experiential and participative learning along with ICT enabled tools.

File Description	Document
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Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

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

#### **Answer:**

The institution has an efficient and regulated Mentor-Mentee apparatus in place, among other, to cater to the academic and psychological issues of the students.

The scheme is used to track the academic progress and the psychological concerns of the students is the Mentor-Mentee scheme, where each student is assigned to a faculty for a regular and personal interaction about the academic and personal aspects. All the mentees are asked to meet their mentors at a regular interval depending upon the availability and convenience of mentor and mentee. The confidentiality of the issues is given a top priority. In any case of severe mental issues, then the student is encouraged to take up counselling at the University counselling centre and the mentor works closely with the Counsellor in addressing the issue.

The academic performance is discussed with the mentees and the SWOC analysis is carried out and explained to the students. Mentors motivate and inspire their high-achieving mentees for additional courses on MOOC, NPTEL, etc. and also to explore various avenues for skill development and research. Mentors also facilitate the network for connecting their mentees with other institutes and experts in the desired area of interest. Mentors, equally motivate and inspire the under-achieving mentees in order to bridge the gap between comparatively higher and lower probable of achievement. The issues and concerns of such mentees are discussed with the course instructors and at the Departmental meetings and adequate measures like remedial classes, special classes and individual attention is taken in order to cater to the deficiency of learning among the students

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### **2.4 Teacher Profile and Quality**

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

**Answer:** 67

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
206	206	206	206	202

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>

Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
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**2.4.2 Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

**Answer:** 81.02

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

Answer: 175

File Description	Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>

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

**Answer:** 7.85

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

Answer: 1138

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms**

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

**Answer:** 62.6

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
36	73	63	91	50

File Description	Document
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Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Answer:** 0.38

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
35	24	0	1	6

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
3358	3031	3458	3884	3706

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

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

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes**

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

**Answer:**

The curriculum of all the programs are LOCF based which was imparted through a rigorous training and workshops to the faculty members by experts. Thus, now all our programs have clearly stated outcomes

(graduate and course specific) aligned with program attributes. These outcomes have also been mapped against the vision and mission of the university, and are in tune with the local, national, regional and global needs and discourses.

**Attainment of Program outcomes:**

- 1. Question paper mapping as per course learning objectives (CLOs):** The question paper is set as per the directions of Bloom’s taxonomy. The memory, application and critical thinking are shared based on the designed CLOs for the units in the courses.
- 1. Collection of course specific feedback for verification of attainment of CLOs:** At the end of each course the course informal feedback is collected from students.
- 1. Evaluation and assessment:** Continuous evaluation of the CLOs is attained by conducting internal examinations which are typically two in number conducted equally spaced across the semester. The internal assessment is conducted through assignments, seminars and quizzes. End term examinations are conducted through pen and paper method, and lab works depending on the course. Additionally, the following assessment modes are practiced to assess outcomes.

**Problem-Solving Activities:** Assignments that require students to solve real-world problems related to the course material are effectively used for assessment.

**Coding Assignments (for technology and engineering):** In programming or engineering courses, students are evaluated based on their coding projects and the functionality of their solutions.

**Lab Reports and Projects:** Students are assessed based on their performance in lab sessions and their ability to produce detailed, accurate lab reports.

**Essays and Writing Assignments:** Assessments in humanities and social science and languages involves writing essays, critiques, or creative pieces related to the course content.

**Debates or Presentations:** Students are assessed based on their ability to present arguments, analyze texts, or engage in debates related to the literature studied.

**Project evaluation:** The projects are mentored with encouragement for mentored internship a part of which is credited and evaluated from time to time through seminars and paper presentation which serves as proof of attainment of CLOs.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

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

**Answer:** 100

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



Answer: 827

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

Answer: 2.9

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 3. Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

Answer:

Research and Development activities is an integral part of CUKs academic endeavor. University has paid attention for promoting research temperament among its faculty and students by putting in place the state-of-the-art facilities and upgrading them periodically.

## 1. INFRASTRUCTURE

**a. Laboratories, Equipment and Softwares:** CUK has state-of-the-art research laboratories equipped with both basic and advanced instruments to support research in science, engineering, and technology departments. Faculty members in science and engineering departments are provided with a research lab to carry out individual research. These facilities are continuously upgraded with the support of institutional funding as well as extra-mural grants. Important equipment are maintained under AMC and fitted with required power back-up. Some important instruments mobilized in different departments are as follows.

Physics                      Tabletop X-ray Diffractometer, Atomic Force Microscope, Closed Cycle Cryogenic System, Magneto Optic Kerr Effect Set-up, Vector Network Analyzer, RF -DC sputtering System and more.

Chemistry                      Raman Spectrometer, Fluorescence spectrometer, IR Spectrometer, UV Visible Spectrometer, Electrochemical Workstation, Solid State peptide synthesizer, Liquid state Chromatography Setup.

Geology                      Advanced analytical Softwares: SciFinder, Schrodinger softwares

Life Science                      Polarizing Microscopes, Image analysis ready computers

Psychology                      Centrifuges, Deep freezers, Microscopes, PCR and RT- PCR setups, cell culture facilities

Psychology                      Electroencephalogram (EEG)

Mathematics	Workstations
Engineering	Robotics kit, IOT and Control system setup
Computer Science Department	Several Workstations, Matlab and other softwares

**b. Sophisticated Instrumentation Center:** Recently, with the funding support from Higher Education Funding Agency (HEFA), university is upgrading the research facilities across the science departments. The instruments like high frequency NMR, 9 KW thin film XRD and single crystal XRD, Field Emission Scanning Electron Microscope, (FE-SEM), Liquid Chromatography-Mass Spectrophotometer (LC-MS) are being procured. Several new buildings such as Animal house are being built.

**c. Non-science departments:** University is also supporting and upgrading the research facilities across non-science departments. All the departments under different schools are provided with computers, necessary softwares, databases, resource and, funding for field trips and attending seminars and conferences. To name a few, English language lab is established in the Dept. of English. Departments of Fine arts is replenished with new instruments almost every year.

## 2. LIBRARY RESOURCES:

The university library provides access to a vast collection of books, research journals, e-resources, and databases. This supports students and faculty in their research endeavors by providing the necessary academic resources.

## 3. INNOVATION AND INCUBATION CENTER:

To promote entrepreneurship and innovation, an incubation center is being established, which supports start-ups and innovative projects by providing necessary resources and mentorship. The center houses soft skill training and tinkering lab in making (Under furnishing).

## 4. RESEARCH POLICY :

The university has a well-defined research policy which is uploaded in the university website. However, recently, as per the direction of UGC and in compliance with the NEP 2020, an overarching Research and Development Cell has been established which is working on the research road map of the university.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

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

Answer: 0.6

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

Answer:

2022-23    2021-22    2020-21    2019-20    2018-19  
0            0            0            3            0

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

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

Answer: 0.93

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

Answer: 2

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

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

Answer: 40.38

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

Answer: 63

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

Answer: 156

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

### 3.2 Resource Mobilization for Research

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

Answer: 345

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

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

Answer: 0.15

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

Answer: 33

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

### 3.3 Innovation Ecosystem

**3.3.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

Answer:

**Central University of Karnataka has established an ecosystem to support innovation, incubation and IPR activities in the campus.**

### **1. Innovation Club:**

**The first set of efforts was through the innovation club initiated in 2015. The innovation club was started under the national innovation mission initiated by the then president of India Shri Pranab Mukharji at Central University of Karnataka. The club aimed to nurture innovation in and around the University. The club hosted Innovation festivals, skill oriented training and incubation.**

**One of the major programs taken through this wing in collaboration with the department of Social work was village adoption. The villages adopted by CUK are Kadaganchi, Pattan and Suntanur, the three Grama Panchayats of Aland Taluka and Naron, and the urban communities of Kalaburagi.**

**Aims of the unit in adopted villages**

- 1. Rehabilitation of Persons with Disabilities**
- 2. Skill development of Self Help Groups**
- 3. Health interventions for elderly persons**
- 4. Enhancing Self-esteem of school children**
- 5. Improving study habits of school children**
- 6. Skill development of adolescent Groups**
- 7. Sanitation campaign**
- 8. Women empowerment Work department**

**Innovation festival for students at different levels honoring student creativity was conducted under this banner. Festival showcasing and honoring achievers at rural level was also initiated.**

### **2. IPR Cell:**

**University has housed an IPR cell since 2017 and hosts lectures on entrepreneurial development by renowned academicians, corporate strategists and an innovation leader Dr. Aravind Chinchure and others. The IPR is also a part of skill development courses in few of the departments. The university already has 4 patents and other patents which are in process. The legal matters related to IPR and support for patent filing is provided through this cell. The IPR policy of the University is on draft.**

### **3. Incubation and Skill development center:**

**Incubation and skill development center is established in the University with the Higher education Funding. The center has three components. The first is tinkering laboratories, which allow innovators to work in the open environment. The labs are under furnishing. The second is a skill development center. This center aids the tinkering process. The computer based skills and fabrication skills are focused as of now. The center is registered with the Ministry of Education's Innovation cell as an Innovation Council (A chapter to host Innovation and entrepreneurship development activities). The third component in Incubation. Incubation wing includes providing technological facilities and advice, initial network and linkages, co-working spaces, lab facilities, mentoring and advisory support to the registered companies planning to commercialize their innovation. The process of establishing incubation policies and space is underway. The national advisory board and a local core committee is functional to bring efficiency in this activity.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Informationa	<a href="#">View Document</a>

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

**Answer:** 12

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4 Research Publications and Awards**

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

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

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

**Answer:** B. Any 3 of the above

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

**3.4.2 Total number of Patents awarded during the last five years**

**Answer:** 02

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>

Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
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**3.4.3 Number of Ph.Ds awarded per recognized guide during the last five years**

**Answer:** 1.24

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

Answer: 118

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

Answer: 95

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

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

**Answer:** 2.56

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

Answer: 552

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

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

**Answer:** 0.88

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

Answer: 189

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

**3.4.6 E-content is developed by teachers :**

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

Answer: D. Any 2 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

Answer: 9.37

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Answer: 35.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy**



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

Answer: 14.17

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
00	3.87	7.20	3.10	00

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

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

Answer:

#### COVID-19: CARE & SUPPORT SERVICES

**Background:** Covid-19 pandemic posed a serious threat to the survival of the human population across the world. Kalaburagi city reported the first case of Covid-19 death in India and the pandemic spread like a wild fire.

**Intervention:** Appropriate to the time, the students of Dept. of Social work were motivated to prepare to take-up internship and volunteerism opportunities to work in and around their native places.

**Impact:** The students could help and support hundreds of individuals and families during the Covid period. Social Work students as volunteers rightly filled the gap to support the victims and affected individuals and families.

#### DRUG ABUSE PREVENTION PROGRAMS

**Background:** In India, tobacco kills 8–10 lakhs people each year and many of these deaths occur in people who are very young. Like tobacco, alcohol consumption has profound implications on human life. Drug abuse is another complex phenomenon. The overall prevalence for any substance uses disorder was 22.4% with tobacco use disorders contributing to the maximum (20.9%). The prevalence of alcohol use disorders was 4.6% and for other drugs it was 0.6%.

**Capacity building of students:** Department of Social Work, in collaboration with National Institute for Social Defense, New Delhi organized capacity building training programmes for students.

**Program Impact:** The drug abuse prevention programs created catalyst agents who conducted programmes in villages, which account more than 5000 beneficiaries followed by 400 students, teaching and non-teaching staff of Central University of Karnataka.

#### KALIKA KENDRAS

**Background:** Kalaburagi district is one of the backward regions of Karnataka state in terms of human development, education. Earlier efforts towards capacity building of the teachers for improving the academic performance of the rural children was not effective.

**Social work intervention:** Department of Social Work carried out need assessment etc. in the villages to translate the academic provisions into community development through setting a right learning context for the students and initiated Kalika Kendras.

**Intervention impact:** Around 30 children were allowed to attend the remedial coaching. The children were given good socialization through adopting traditional practices of Gurukulas. Overall, 160 village children attended the Kalika Kendras.

## LIFE SKILLS DEVELOPMENT OF ADOLESCENT CHILDREN IN COMMUNITIES

**Background:** Life skills are required for adolescents to prepare for the emerging roles and responsibilities in family, school, and community. They also need coping and adjustment skills and behaviours to make right negotiation with the changing and critical situations of life.

**Human capital development of MSW Students:** Rigorous 10-days Life Skills Training, an In-house training program, is being conducted every year to develop the competencies of the students to conduct life skills activities with the adolescents.

### Behaviour Change Impact:

Every year, life skills has been provided to approximately 400 adolescents in both urban and rural communities. Experiential learning not only shown desirable behaviour change, but also produced by-product results which made a deep impact on the lives of the adolescents. School drop-out reduced; dealing and negotiating with the life situations drastically improved.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

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

Answer: 21

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	04	02	02

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>

Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

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

**Answer: 5**

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

### 4. Infrastructure and Learning Resources

#### 4.1 Physical Facilities

**4.1.1 The institution has adequate infrastructure facilities for**

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

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

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

**Describe the adequacy of facilities within a maximum of 500 words**

**Answer:**

**The University has adequate infrastructure facilities, as mentioned below**

#### **a. Teaching-Learning facilities:**

The university has 103 classrooms, 65 laboratories, 27 seminar halls, a research scholars' Room, and a ladies' room in each academic building. The University is also equipped with one central computing facility with 30 computers and 442 computers in departments for the students' academic use. Students also use the computing laboratories as browsing centers in addition to the university computer center. The central computing facility is also being used to train staff and students.

The university has a central sophisticated instrumentation Facility, an incubation center, one language lab with 40 computers, one film lab, and two auditoriums with a capacity of 350 each for organizing various conferences, seminars, and other events.

In addition to the above, the university has a central library fully automated with RFID technology and digitalization and a remote access facility for books and journals. The Central Library has access to approximately 14,152 e-ShodhSindhu resources. The Central Library also has access to Shodh-Chakra,

which provides a unique space for the researchers, guide/supervisor, and university to manage the research lifecycle of a research scholar.

### b. ICT-enabled facilities

The university campus is enabled with Wi-Fi/LAN facilities. For an effective teaching-learning process, the university has 94 smart classrooms. In addition, some seminar halls, laboratories, and auditoriums are equipped with smartboards, TVs, and LCD projectors. The university also has a multimedia center. The University uses the SAMARTH portal effectively for e-governance and Learning Management System (LMS).

### c. Other facilities

The university has a multipurpose hall with a built-in area of 2937 sq. meters with 1200 seating capacity. This multipurpose hall organizes university-level programs like annual day, sports fest, cultural events, convocation, etc. Also, the multipurpose hall is used for various indoor sports/games like badminton, table tennis, chess, and others. Two yoga centers are available separately for boys and girls at the university guest house. For outdoor games, the university has volleyball, football, cricket, basketball, tennikoit, throwball courts, and a running track for boys and girls. The university also has a kids' play area with swings, slides, climbers, spring riders, spinners, etc. The university has three outdoor gymnasiums for boys and girls separately. All the above facilities are being effectively used by the university.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

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

Answer: 60.66

#### 4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
256.41	1000.45	445.39	4373.42	1007.61

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

### 4.2 Library as a Learning Resource

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

**Answer:**

CUK Central Library is fully automated with RFID technology. LibSys 10 upgraded software version 7 to 10 to integrate and manage the in-house operation to cater to the needs of advanced handling e-resources and services. The features of Libsys10 are Acquisition, Cataloguing, Circulation, Serial Control, and WEB OPAC.

**WEB-OPAC (Online Public Access Catalogue)**

WEB-OPAC is made available to provide bibliographic database resources with printed indexes. It supports a word-based search facility using Boolean operators to narrow a search to meet particular user needs.

**Digitization Facility:**

A library portal <http://cuklibrary.ac.in> has been created to maintain all e-resources and a digital library portal has been designed to facilitate the use of library users. The contents are accessible through remote access. For the academic year 2022-23, the number of visitors logged is 2,50,048.

**Braille Resource Center**

Central Library has set up a Braille Resource Center for visually challenged staff and students. They also have audio software that allows them to listen to audiobooks. This center currently has basic facilities to serve the needy, aiming to have the best assistive technologies. The main objective is to facilitate the higher education process of visually challenged students by providing assistive technology to make them self-reliant and independent and to provide a resource ground for teachers /educationists to enhance their capacity to deal with visually challenged students.

**INFLIBNET E-SHODHSINDHU Membership**

Central Library has access to 14,152 (approximately) e-ShodhSindhu resources. It has also implemented the IRINS portal facility. **IRINS** is a web-based Research Information Management (RIM) service developed by the Information and Library Network (INFLIBNET) Centre.

Central Library has also implemented Shodh-Chakra, which provides a unique space for the research scholars, supervisors, and university to manage the research lifecycle of a research scholar.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the Paste link for additional information	<a href="#">View Document</a>

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

**Answer: 2.65**

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
27.04	74.55	101.10	33.52	72.69

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

### 4.3 IT Infrastructure

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

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

**Answer:**

CUK has 1 GBPS National Knowledge Network (NKN) leased internet connectivity, and the entire campus is enabled with LAN/Wi-Fi. CUK IT section frequently updates its IT facilities, some of which are detailed below

- Provided Smart Panels/Smart Boards with LAN and Wi-Fi facilities in all Academic buildings.
- Set up a Digital Language Lab with LAN and Wi-Fi facility at the Department of English on 31.05.2023.
- Provided Wi-Fi facilities in all the hostels (boys and girls), guest houses, administrative buildings, libraries, health centers, etc.
- The entire campus is LAN and Wi-Fi-enabled.
- Laptops and Desktop PCs are provided to all the faculty members.
- Desktop PCs are provided to all the non-teaching staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

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

**Answer:** 2.66

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

Answer: 753

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>

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

1. Audio visual center, mixing equipment, editing facilities and Media Studio

2. *Lecture Capturing System(LCS)*
3. *Central Instrumentation Centre*
4. *Animal House*
5. *Museum*
6. *Business Lab*
7. *Research/statistical database*
8. *Moot court*
9. *Theatre*
10. *Art Gallery*
11. *Any other facility to support research*

**Answer:** B. Any 6 of the above

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

#### 4.4 Maintenance of Campus Infrastructure

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

**Answer:** 10.74

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
209.69	444.22	147.02	257.22	196.14

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

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

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

**Answer:**

CUK has well-established systems to maintain and utilize the physical, academic, and support facilities. Some of the sections/offices include the campus development section, engineering section, procurement

section, finance section, academic section, student welfare section, scholarship section, sports section, administrative section, security, etc.

The campus development and engineering sections look after the maintenance and repair of the existing buildings, roads, fencing/boundary walls, landscape development, sewerage lines, electricity and water, etc.

CUK procurement section mandates a central purchase and procurement system as per GFR-17. After due approval of the competent authority, the requests for various items received from the schools, departments, and sections will be procured by the purchase section as per GFR-17. Most purchases are made through GEM by the Purchase Section, which adheres to the General Financial Rules, 2017.

The Internal Audit Cell of CUK reviews transactions and agreements and Finance and Accounts vouchers. The finance section reviews the comments of the Internal audit cell and clears the bills.

With the help of faculty members, the academic section of CUK formulates and implements academic policies of CUK as per Statutes and Regulations issued by the regulating bodies. Currently, CUK has 27 departments under 12 schools of study and three centres. The maintenance of laboratories and classrooms is supervised by the respective heads of the departments with the help of supporting non-teaching staff. The dean of the school monitors all the academic activities.

The Student Welfare Department provides student support services, including facilitating them for applying and obtaining scholarships with the help of the scholarship section. It also deals with hostel issues, student medical insurance, and other matters related to student welfare.

CUK sports section looks after games and sports events for the students. It organizes training and coaching in sports, games, and physical fitness. CUK has separate gymnasiums for boys and girls students.

CUK IT section provides internet access, emailing, IT security, Wi-Fi, and other IT facilities for students and staff. It also maintains all the computers and IT infrastructure. CUK administrative section looks after administrative matters. The safety and security of the university are being taken care of by the campus security. The university is equipped with CCTV cameras at critical locations.

The facilities established at the health center are operated and maintained by professionals.

CUK has a central library facility, one of the university's main central facilities, catering to the information needs of faculty, research scholars, and students. The library collection includes reference books, textbooks, CDs/DVDs, Dissertations, thesis, magazines, and newspapers. The library also created a learning environment by establishing an Online Public Access catalog (OPAC) Searching Area, RFID technology, and e-resources. The Library is maintained by the Library staff under the leadership of the Librarian.

All sections, including academic departments, maintain indents, stock registers, and log books for their fixed assets. Many expensive equipment, air conditioners, and allied facilities are being maintained through annual maintenance contracts (AMC).

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## **5.Student Support and Progression**

### **5.1 Student Support**

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



Answer: 31.16

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

Answer:

2022-23    2021-22    2020-21    2019-20    2018-19  
309        357        522        673        771

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (in English).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

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

Answer:

Over the past five years, the Central University of Karnataka (CUK) has undertaken significant efforts to enhance career guidance. Several departments organize special talks or workshops to raise awareness of career development, provide guidance for competitive examinations, etc.

**Career counselling**

The University aims to place students in reputed multinationals, Government Organizations, NGOs, and the private sector. For this, the Placement Cell acts as an interface between the industry and the students, enabling students to choose their career options. The Central University of Karnataka guides the students to upgrade their skills, which are required by potential employers in the dynamic environment. CUK organizes numerous programs, such as seminars and workshops, to enable university students to improve their skills and become successful professionals.

The placement cell of the university also provides a place for employers to find manpower suitable for their requirements. It facilitates the selection process of all the companies as per their logistic and infrastructural support requirements. All students registered with the Placement Cell will be provided placement assistance, counseling for employment, and self/social entrepreneurship.

Campus Placement Cell, CUK, is making the best possible efforts by inviting professionals to train students on Aptitude, Technical programming, Personality development, and resume building. Other programs organized by the placement Cell include The ESAF Small Finance Bank Orientation program for the M.B.A final year students, Avanti Fellows, and the ChemFab Alkalis Ltd orientation program.

**Guidance to competitive examination**

UGC/CSIR NET training/coaching classes by the internal faculty and experts from outside are conducted for the students by various departments. This training covers various important topics, regular tests in the core subject, general aptitude, reasoning, etc. This way, students from many departments benefitted from qualifying for UGC/ CSIR NET- JRF examinations. Department of Chemistry, Physics, Mathematics, Life Sciences, Geology, Geography, Social Work, and Psychology students qualify for NET/GATE examinations while pursuing a Master's degree at the CUK.

Department of Public Administration is regularly conducting classes on Civil Services Exam Orientation cum coaching classes for its department students and other department students as well.

School of Engineering regularly organizes special talks on Career and internship options and placement opportunities at reputed Companies. Engineering School also organized a talk on Career options for Engineers to enlighten students about the best opportunities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

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

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

**Answer:** B. Any 3 of the above

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

**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*

**Answer:** A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>

Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Percentage of placement of outgoing students during the last five years

Answer: 20.45

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
214	129	106	76	44

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

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

Answer: 22.32

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
181	148	101	88	118

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

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

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

Answer: 9.04

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

Answer: 309

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

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

Answer: 0

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

Answer:

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

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

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

Answer:

**Student Council**

At the Central University of Karnataka, their classmates elected a class representative from each class department. These students from each department together form a student council. It is the responsibility of the Council to ensure that all events, activities, and interactions on campus are conducted in a manner acceptable to the norms of the university. The Council will assist all clubs and committees on campus with their functioning and conducting of various other activities. It allows students to develop their leadership skills, attitude, personality, and many different aspects of holistic development. It operates with a sense of responsibility in dealing with student activities.

Student council work closely with the administration, teachers, and students and consult periodically with other students in the institution. The university encourages the participation of student representatives in various decision-making, academic, and administrative committees, thus enabling them to acquire a better educational environment. The student body's voice helps share student ideas, interests, and concerns

about education with the community. They often also help raise funds for institution-wide activities such as social events, community projects, and reforms.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**5.3.3 The institution conducts / organizes following activities:**

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

**Answer:** B. Any three of the above

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

**5.4 Alumni Engagement**

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

**Answer:** 1.95

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
1.95	0	0	0	0

File Description	Document
------------------	----------

List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>

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

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

**Answer:**

**5.4 Alumni Engagement**

**Central University of Karnataka Alumni (CUK Alumni)**

A strong alumni network is an asset to any university. CUK has started building an alumni network at the departmental level as well as at the University level. Most of the established departments have a strong alumni network. Recently, a Committee is constituted to prepare the Central University of Karnataka Alumni Bylaws on 11/01/2022. Central University of Karnataka Alumni (CUK ALUMNI) is now officially registered as per the 1960 Act, DRKB/SOR/1094/2023-2024. So far, close to Rs. 1,95,000/- has been collected as registration fees.

The main objectives of the Alumni Association are:

To bring practical experience to the classrooms through interaction with Alumni

To bridge the gap between industry and academia

To get inputs from Alumni to make the curriculum more contemporary and practical in nature

To help our students get easy access to companies for doing Internship and Dissertation activities

To provide a platform for Faculties and Alumnus to work together on research and case writing

To help our students to get better placement and career guidance.

To make alumni feel good about being part of the CUK family.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6. Governance, Leadership and Management**

**6.1 Institutional Vision and Leadership**

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

**Answer:**

Through a well-defined institutional Perspective Plan, the Central University of Karnataka (CUK) strategically aligns its governance and leadership with its vision and mission. It outlines commitment to innovation, creativity, and inclusivity in education, research, entrepreneurship, and community outreach. This roadmap rolled out by the leadership through vision and mission statements\*\* reflects our dedication to fostering a forward-looking academic environment, nurturing a vibrant university community, and making a transformative impact regionally, nationally, and globally. This alignment drives NEP 2020 implementation, sustained institutional growth through expanded infrastructure, research excellence, and decentralized, participatory governance. These efforts aim to ensure holistic education, research impact, and community transformation while upholding transparency, accountability, and sustainability in all institutional practices through Short-Term and Long-Term Perspective Plans.

**\*\*Vision:**

To make a futuristic Impact on Society through constant Innovation and Creativity in Education, Research, Entrepreneurship, and Outreach, with Inclusivity and Indian Values as its Mainstay.

**\*\*Mission**

- To foster a forward-looking academic environment for students aspiring for in-depth knowledge in their discipline and frontier areas; troubleshooting; leadership, professional aptitude and ethics; interpersonal and communication skills; sound Health and well-being.
- To nurture a futuristic university community dedicated to (a) attracting and retaining diverse, top-notch talent and (b) a collaborative environment open to the exchange of ideas, ensuring the excellence of individuals.
- To impact the community in a transformative way — regionally, nationally, and globally — by engaging with collaborators outside the conventional borders of the university campus.

**Decentralization and Participation in Governance:**

The Central University of Karnataka (CUK) embodies a decentralised governance framework and active participation. Grounded in true democratic values, CUK delegates responsibilities across various levels of leadership—from the Vice-Chancellor to department heads and statutory bodies. This ensures transparency, accountability, and effective decision-making, empowering stakeholders to contribute meaningfully to the university's strategic objectives.

The Key roles include:

- Vice Chancellor: Provides leadership and strategic direction.
- Pro-Vice Chancellor: Assists the Vice Chancellor.
- Deans of Schools: Maintain teaching and research standards.
- Registrar: Oversees administrative and academic processes.
- Finance Officer: Manages financial resources and budgets.
- Controller of Examination: Ensures smooth conduct of examinations.
- Librarian: Manages knowledge resources.
- Statutory Bodies: Court, Executive Council, Academic Council, Board of Studies, and Finance Committee.
- Heads of Departments: Coordinate teaching and research.
- Teaching and Non-Teaching Staff: Contribute to academic and administrative functions.

**NEP implementation:**

The implementation of NEP 2020 at the Central University of Karnataka (CUK) exemplifies the institution's commitment to its Vision and Mission statements and ensures holistic and flexible education, aligning with its vision to foster a multidisciplinary and inclusive academic environment. The effective Decentralisation and Participative Governance structure in CUK had implemented the NEP Policy by restructuring the curriculum to include diverse disciplines, skill-based education, and the Academic Bank of Credits system, CUK has not only enhanced the quality and relevance of its educational offerings but also promoted lifelong learning and greater student mobility.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

Answer:

### Institutional Perspective Plan

The Central University of Karnataka (CUK), established by an act of Parliament in 2009, exemplifies effective governance and administrative efficiency. Emphasizing the importance of functional institutional bodies, CUK ensures the realization of its vision and mission through robust policies, an efficient administrative setup, and transparent procedures for appointments and service rules. **The university has developed an institutional perspective plan outlining long and short-term goals.**

#### Administrative Structure:

CUK's well-structured administrative setup includes the following key roles and responsibilities to ensure smooth and efficient operation:

- **Vice Chancellor:** Provides visionary leadership and strategic direction, ensuring overall functioning.
- **Pro-Vice-Chancellor:** Assists the Vice Chancellor.
- **Deans of Schools:** Maintain teaching and research standards.
- **DSW:** plays a crucial role in ensuring the overall well-being and holistic development of students.
- **Registrar:** Oversees administrative and academic processes.
- **Finance Officer:** Manages financial resources and budgets.
- **Controller of Examination:** Ensures the smooth conduct of examinations.
- **Librarian:** Manages the university's knowledge resources.
- **Statutory Bodies:** Court, Executive Council, Finance Committee, Academic Council, School Board, Board of Studies
- **Heads of Departments:** Coordinate teaching and research in their respective departments.
- **Teaching and Non-Teaching Staff:** Comprise dedicated professionals contributing to academic and administrative functions.

#### Recruitment Process and Procedures:

The university upholds transparency, fairness, and meritocracy in all its recruitment processes by strictly adhering to University Grants Commission (UGC) guidelines for recruitment. The CUK has adopted Central Service Rules, which are amended occasionally, for service rules and procedures.

#### Committees for Efficient Governance:

CUK has constituted several committees, each with a specific focus to ensure seamless functioning and governance. Some examples are as follows:

- **Admission Committee:** Oversees the admission process, ensuring transparency and fairness.



- **Anti-Ragging Committee:** Promotes a safe and respectful campus environment.
- **Students Placement Cell:** Facilitates career growth opportunities for students.
- **Equal Opportunity Cell:** Promotes inclusivity and equal access to educational resources.
- **SPARSH:** Fosters social responsibility and community engagement.
- **Grievance Redressal Committees:** Address concerns and grievances of students, teaching, and non-teaching staff.
- **NSS Unit:** Encourages community service and social awareness.
- **R&D Cell:** Promotes research and development activities.
- **RAC:** robust mechanism for developing and strengthening the research ecosystem
- **IQAC:** Proposes and ensures measures for academic quality and continuous improvement.
- **Alumni Activity Committee:** Engages and collaborates with alumni for mutual benefit.
- **Media Committee:** Manages communication and public relations.
- **ICT/e-Learning, NPTEL, MOOCS Committee:** Promotes technology-driven learning.
- **Purchase Committee:** Manages procurement processes efficiently.
- **IT Cell:** Manages and regulates IT Infrastructure

**Effective Governance and Administration:**

Through its organizational structure, transparent recruitment processes, and diligent committees, CUK maintains the highest standards of governance and administration. This commitment to effective and efficient functioning ensures that institutional bodies operate seamlessly, benefiting the academic community and achieving institutional goals. The deployment of the institutional perspective plan and the work of these committees reflect CUK’s dedication to excellence in governance and administration.

This streamlined approach helps CUK maintain high operational efficiency, transparency, and accountability, ultimately supporting the university’s mission to foster academic excellence, inclusivity, and community engagement through the effective implementation of the Institutional Perspective Plan.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

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

**Answer:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy	<a href="#">View Document</a>

document on e-governance	
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Answer:

Central University of Karnataka (CUK) is dedicated to fostering a positive and supportive atmosphere for the development of its employees. It has implemented a performance appraisal system, promotional avenues, and adequate welfare measures.

##### **Performance Appraisal for Teaching Staff:**

- Teaching faculty at CUK are subject to performance appraisal and promotional guidelines set forth by the University Grants Commission (UGC) and the Ministry of Education.
- The UGC Career Advancement Scheme is the cornerstone for periodic performance appraisal and promotions among teaching staff. CUK strictly adheres to these parameters.
- CUK has adopted the Performance Based Appraisal System (PBAS) prescribed by UGC to align with the university's unique standards and requirements.

##### **Performance Appraisal for Non-Teaching Staff:**

- Non-teaching staff undergo performance appraisal through a transparent Annual Confidential Report (ACR) system.
- Promotions of non-teaching staff are based on clear and predefined rules and regulations, overseen by duly constituted committees within the university.

##### **Welfare Measures:**

- CUK provides comprehensive welfare measures to enhance the well-being of its employees.
- The health centre caters to the immediate medical needs of students, employees and their dependents. For advanced treatments, medical reimbursement facilities are made available.
- The institute conducts Yoga classes/camps and specialist consultations, contributing to the holistic health of the university community.
- Conferences, seminars, sports events, and health-related activities happen regularly, including medical examinations and free checkup camps.
- Leave benefits, on-campus residential accommodations, and Leave Travel Concession (LTC) benefits are extended to all regular staff members.
- The university offers employee-friendly policies, including Child Care Leave, Faculty House/Guest House, etc.
- CUK's self-contained campus includes essential amenities such as a bank, post office, shopping complex, and canteen facilities, ensuring the convenience of its employees.
- The university provides extensive sports facilities, including an all-weather gymnasium, playgrounds, tennis courts, and more.
- CUK offers social security measures, including pension benefits, Provident Fund facilities, gratuity and retiral benefits for employees, and children's education allowance.

##### **Career development/progression initiatives:**

- **Faculty Development Programs (FDPs):** CUK regularly organizes and supports participation in FDPs, which provide faculty members with opportunities to enhance their teaching skills, stay updated with the latest developments in their field, and engage in advanced research methodologies.
- **Seed Grant and Funding:** The university encourages and facilitates faculty members to apply for research grants by providing seed money. This helps them secure funds from national and international funding agencies.

- **Workshops and Seminars:** Regular workshops, seminars, and conferences are conducted to provide a platform for faculty and staff to share knowledge, learn about new advancements, and network with peers from other institutions.
- **Mentorship Programs:** CUK has established mentorship programs where experienced faculty members guide junior staff in professional development, research activities, and career planning, fostering a culture of continuous learning and growth.
- **Advanced Training and Certification:** Non-teaching staff are encouraged to pursue advanced training and certification programs relevant to their roles. This helps upgrade their skills, leading to better job performance and career advancement opportunities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Answer:** 1.38

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	0	00	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>

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

**Answer:** 26

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

Answer:

2022-23 2021-22 2020-21 2019-20 2018-19  
44 56 49 24 15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

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

**Answer:**

#### **Institutional Strategies for Mobilization of Funds and Optimal Utilization of Resources**

The Central University of Karnataka (CUK) adopts a comprehensive approach to financial resource mobilization, management, and optimization, ensuring financial sustainability and providing a conducive learning and research environment. Towards this, CUK is actively seeking funds from diverse sources, fostering research and consultancy activities, maintaining stringent audit practices, securing research grants, and leveraging its infrastructure.

The following initiatives are contributing to the mobilization of funds.

- **Research Grants from Extramural Sources:**

CUK has successfully secured substantial research grants totalling Rs. 10.6 crores from various agencies, including DST, UGC, ICHR, NHRC, ICSSR, HUDCO, MEITY, HEFA-CSR, and ECEP. These grants significantly bolster the university's research initiatives and resource mobilization efforts, enabling cutting-edge research and development projects.

- **Consultancy Activities:**

CUK emphasises research and consultancy activities and augments its financial resources through consultancy fees and research grants. These initiatives enhance academic excellence while providing a steady income stream supporting various university projects and programs.

- **Specialized Centres:**

The university has established specialized centres, such as the Centre for Classical Kannada and the Centre for Endangered Languages, securing grants of Rs. 1.5 crores and Rs. 3.6 crores, respectively. These centres play a crucial role in research, preservation, and resource generation, contributing to the university's academic and financial strength.

- **Conference Funding and Registration Charges:**

The periodic organization of CUK conferences, symposiums, and seminars generates additional funding through registration charges and support from funding agencies. These events enhance the university's academic profile and contribute to its financial resources.

o **Institutional Charges:**

An overhead component is charged as institutional charges from research project grants and consultancy activities. This additional income is strategically reinvested into the university's developmental initiatives, supporting infrastructure improvements, academic programs, and other essential activities.

o **Leasing rentals and space utilization:**

CUK leverages its infrastructure by generating funds through lease rentals from entities such as banks, the Post Office, bakeries, Nandini Dairy, and juice centres. Additionally, the university explores new avenues for resource mobilization by offering its facilities, such as guest houses and auditoriums, for various academic and professional activities. This strategic space utilisation maximizes revenue and supports the university's operational and developmental goals.

In conclusion, the Central University of Karnataka's multifaceted fund mobilization and resource optimization strategies ensure its financial health and continuously enhance its academic and research environment. Through a combination of research grants, conference funding, consultancy activities, specialized centres, institutional charges, and innovative use of infrastructure, CUK effectively supports its mission and vision, promoting sustained growth and excellence.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

Answer: 2276.96

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

Answer:

2022-23	2021-22	2020-21	2019-20	2018-19
400	400	500	920	56.96

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>

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

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

Answer:

CUK's commitment to internal and external financial audits reflects financial transparency, compliance, and accountability. These audits ensure that the institution's financial practices align with established regulations and best practices, ultimately contributing to the effective and responsible management of financial resources.

### **Internal Financial Audit:**

1. The internal financial audit at the Central University of Karnataka (CUK) is crucial for maintaining financial integrity and compliance within the institution. The Finance Officer oversees financial operations, ensuring established norms and regulations are adhered to. CUK has appointed a dedicated full-time Internal Audit Officer to strengthen this framework.
2. The primary responsibility of the Internal Audit Officer is to conduct regular audits to ensure that financial processes comply with established guidelines. Although extensive practices like detailed stock verification across various departments, centres, offices, units, and hostels have not yet been fully initiated, the Internal Audit Officer focuses on key areas to identify and address potential financial irregularities.
3. Findings from these internal audits are systematically documented in detailed reports. These reports highlight any observations made by the Internal Audit Officer and are shared with the relevant departments, centres, and offices.
4. By appointing a dedicated Internal Audit Officer, CUK demonstrates its commitment to upholding financial transparency and rigorously adhering to financial regulations, thereby enhancing the overall effectiveness of its internal audit processes.

### **External Financial Audit:**

1. The Principal Director of Audit (Central), Bangalore, conducts an external financial audit at CUK. This external audit function independently assesses the university's financial practices and adherence to statutory regulations.
2. The external audit comprises two main components: Audit Certification and Transaction Audit. Audit Certification involves the annual examination of the university's accounts by the Comptroller and Auditor General of India (CAG), conducted through the Director General of Audit (Central Expenditure) office.
3. The Audit Certification process is meticulous and includes the financial committee's review. After obtaining the approval of the University's Executive Council, the certified annual accounts are submitted to the Ministry of Education and Parliament for further scrutiny and approval.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

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

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

- ***Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)***

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

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

**Answer:**

The Internal Quality Assurance Cell (IQAC) at the Central University of Karnataka (CUK) has been instrumental in establishing quality assurance measures and processes. IQAC has consistently evaluated the teaching-learning process, operational structures, methodologies, and learning outcomes for the last five years, leading to substantial progress in the university's quality standards.

1. IQAC plays a pivotal role in collecting and analysing the Performance Appraisal System (PBAS) data, ensuring that faculty members' career advancements and professional development are systematically monitored and evaluated in alignment with the institution's vision and mission, quality standards and regulatory requirements.
2. IQAC at CUK systematically collects and analyzes feedback from students, faculty, and other stakeholders, using these insights to implement targeted actions that significantly enhance the quality of education and institutional practices, thereby driving continuous improvement and excellence.
3. IQAC coordinates and facilitates the Academic and Administrative Audit (AAA) visits, ensuring thorough evaluations of academic and administrative processes to uphold and enhance institutional quality standards. The purpose of AAA is to systematically review and improve the effectiveness of educational programs, administrative functions, and overall institutional performance, fostering a culture of continuous quality enhancement.
4. The Internal Quality Assurance Cell (IQAC) at CUK plays a crucial role in the institution's participation in the National Institutional Ranking Framework (NIRF) by meticulously collecting, validating, and analyzing data across various parameters. This ensures accurate and comprehensive submissions that reflect the university's performance, aiding in strategic planning and continuous improvement to enhance its national ranking.
5. IQAC recognizes the significance of placements and conducts orientation programs to increase awareness of career prospects and industry standards. These programs aim to bridge the gap between academic knowledge and industry demands, thereby enhancing students' ability to secure employment.
6. Through organizing seminars on extramural research, project proposals, and funding opportunities, the Internal Quality Assurance Cell (IQAC) at CUK is fostering a robust research culture and encouraging both faculty and students to participate in research endeavours and seek external funding. This, in turn, is contributing to the university's overall research output.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**6.5.2 Institution has adopted the following for Quality assurance:**

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

**Answer:** A. Any 5 or more of the above

File Description	Document

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

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

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

Answer:

**Over the past five years, Central University of Karnataka has made significant incremental improvements and implemented various quality initiatives post-accreditation. These efforts have enhanced academic quality, improved infrastructure, robust student support systems, and stronger community and global engagement. The continuous focus on quality assurance and strategic initiatives ensures that the university remains committed to excellence and relevance in higher education.**

- Over the past five years, the Central University of Karnataka (CUK) has undertaken a series of strategic initiatives aimed at enhancing both academic and administrative quality, thereby ensuring continuous progress and excellence. These key improvements underscore CUK's commitment to becoming a leader in higher education:
- **Strengthening Human Resources:**
  - Continuous recruitment of teaching and non-teaching staff to fill vacancies, bolstering the academic and administrative framework.
- **Strategic Planning:**
  - Development and execution of a comprehensive perspective plan aligned with the university's vision and mission to guide future growth and development.
- **Collaboration and Research:**
  - Enhanced collaboration with national and international institutions for student exchange programs and research initiatives.
  - Integration of consultancies to elevate research capabilities and extend outreach efforts.
- **State-of-the-Art Facilities:**
  - Upgraded world-class instrumental facilities across various departments and centers to support advanced research and education.
- **Innovative Curriculum:**



- Introduction of interdisciplinary courses addressing contemporary global challenges, fostering a holistic educational approach and enhancing employability.
- **Research Support:**
  - Provision of financial support and incentives for faculty research, resulting in increased publications and academic contributions.
- **Infrastructure Development:**
  - Construction of new academic buildings, laboratories, and ICT-enabled classrooms to create a conducive learning environment.
- **Digital Resources:**
  - Expansion of digital library resources, offering extensive access to online journals, e-books, and databases for students and faculty.
- **Career Services:**
  - Strengthening of the placement cell with comprehensive career counseling, job fairs, and industry collaborations to improve employment outcomes for graduates.
- **Community Engagement:**
  - Launch of various community outreach programs and partnerships with local organizations, promoting social responsibility and regional development through student involvement in community service.
- **Sports Facilities:**
  - Initiatives to enhance sports facilities, encouraging physical well-being and extracurricular engagement among students.
- **Campus Security:**
  - Implementation of advanced security measures, including surveillance systems, increased security personnel, and strict access controls, ensuring a safe and secure campus environment.

These initiatives reflect CUK's commitment to continuous improvement, academic excellence, and holistic development. By implementing these strategic measures, CUK has positioned itself as a prominent leader in higher education, demonstrating unwavering dedication to elevating the quality of education and fostering comprehensive growth.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 7. Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

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

**Answer:**

The Central University of Karnataka is very keen on imparting values, creating awareness about social responsibilities and fulfilling students' and stakeholders' desires and aspirations without discrimination. The University admits close to 50% female students across its different disciplines. Thus, the university prioritises the safety of all the stakeholders, including female staff and students. In this regard, the institution has undertaken several initiatives to ensure gender equality and sensitize all its stakeholders.

**Internal Complaint Committee (earlier SPARSH):** As per the UGC's directions, the university has constituted an Internal Complaint Committee in strict compliance with the UGC guidelines. This body has been actively redressing female faculty and students' grievances.

**Counselling for female students:** A well-designed system is in place to counsel female students on various issues by qualified and well-trained experts

**Equity:** The University educates students on the significance of humanitarian principles by integrating gender equity and social issues within curricula. This helps foster awareness of gender equity, protect against sexual harassment, preserve a dignified work environment, and foster social cohesion and tolerance.

**Safety and Health:** To have a belligerent eye, the university has installed CCTV cameras at key places on campus, such as the girls' hostel, hospital, and guest house, for round-the-clock vigilance. Physical safety has been ensured by fencing all hostels and single entrances. Safety and security are also ensured by appointing qualified women wardens, female caretakers, scavengers, sweepers, and three-shift security guards in the girls' hostels. The health centre situated on the campus has a lady physician. The hospital is also provided with a separate medical room. The trained yoga teacher conducts yoga training classes for female students and female faculty members to improve their overall physical and mental well-being. Sanitary pad vending and burning machines have been installed in every hostel to ensure hygiene.

**Recruitment:** The university maintains a strict policy to ensure gender equality in all recruitment processes by nominating women representatives in the selection committees.

**Admissions:** Adequate female representation is provided in the admission committees in all the academic programs by appointing a woman representative.

**International Women's Day:** The Central University of Karnataka celebrates International Women's Day to celebrate women's empowerment in March every year.

**Awareness program:** Several awareness programs have been conducted on gender sanitation and related issues

**Mini-symposium:** A mini-symposium was conducted entitled "Contribution of Women to Science" on the eve of National Science Day on 28th Feb. 2020 to promote and encourage the scientific temper among the women faculty and students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

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

***1. Solar energy***

***2. Biogas plant***

***3. Wheeling to the Grid***

***4. Sensor-based energy conservation***

**5. Use of LED bulbs/ power efficient equipment**

**6. Wind mill or any other clean green energy**

**Answer:** C. Any 2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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**

**Answer:**

The Central University of Karnataka (CUK) is committed to sustainable waste management practices, emphasizing the reduction, reuse, and recycling of both degradable and non-degradable waste.

Recognizing the importance of maintaining a clean environment, the university advises stakeholders to adopt eco-friendly practices. Various initiatives have been undertaken to ensure a green campus. CUK demonstrates its commitment to environmental sustainability and creating a cleaner, healthier campus environment for all stakeholders through these comprehensive waste management initiatives.

1. **Solid Waste Management:** CUK actively discourages the use of plastics on campus, promoting the adoption of paper and cloth bags by students and staff. Dedicated bins are strategically placed across the campus to facilitate the separate disposal of degradable and non-degradable waste. Specifically, bins are provided in kitchen and dining areas to manage kitchen and food waste. Trained personnel collect and transport waste to disposal pits provided by the Kalaburagi Municipality, where degradable waste is composted and utilized as manure for campus greenery.

2. **Liquid Waste Management:** The university employs an integrated drainage system to collect sewage from various facilities, including hostels, staff quarters, and academic blocks, directing it to two sewage treatment plants (STPs) with a capacity of 200 KLD each, established in 2015. An external agency is contracted to maintain these STPs annually, ensuring efficient operation. Treated sewage water, tested for contaminants like E. coli, is reused for gardening.

3. **E-Waste Management:** Regular audits are conducted to identify obsolete electronic equipment across departments. A dedicated committee oversees the examination and categorization of e-waste, determining items for repair, reuse, or disposal. All collected e-waste is stored centrally for proper processing and disposal following due processes.

4. **Biomedical Waste Management:** An MoU with Brundhavan Foundation facilitates the collection and safe disposal of biomedical waste generated on campus, ensuring compliance with environmental regulations. Separate bins are maintained for domestic waste, and the Life Science department follows a colour-coded system for waste disposal. Microbiological and biotechnological waste is autoclaved and disposed of appropriately.

5. **Waste Recycling System:** CUK emphasizes waste recycling for resource management and environmental preservation. Bins are provided for biodegradable, dry, and domestic waste disposal.

Damaged furniture is collected and assessed for repair or disposal through auction, with repairable items refurbished and reused.

6. **Hazardous Chemicals and Radioactive Waste Management:** Hazardous chemicals and solvents generated in laboratories are collected and disposed of safely. Sewage water is tested for hazardous chemicals and treated accordingly. While radioactive materials have not yet been used, safety measures such as fuming cupboards are in place to mitigate exposure to toxic fumes during experiments.

File Description	Document
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

**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

**Answer:** B. Any 3 of the above

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

**7.1.5 Green campus initiatives include**

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

**Answer:**

The Central University of Karnataka is maintaining an eco-friendly campus. The CUK campus has 654 acres of land with impressive plantations, lawns, and opulent greenery besides inroads, school complex, etc. The campus hosts good fauna and flora and is conducive to creating an eco-zone with multiple water bodies and green cover that attracts additional flora and fauna. The ambience provides a healthy environment to the residents. The campus has been receiving a good amount of rainfall. The following works have further reinforced our green campus initiatives.

- Buildings with rainwater harvesting system.

- 1800 fruit trees on 50 acres of land.
- 1600 tree plantations include Neem, Mango, Jamun, Tulsi, Pongamia, Aloe vera, and medicinal plants.
- Battery-powered vehicles for staff and students
- Landscape drive.
- Solar parks.
- Desilting of tanks

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

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

*The institutional environment and energy initiatives are confirmed through the following*

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

**Answer:** D. Any 1 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

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

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

**Answer:**

The university has divyangan-friendly, barrier-free buildings with tactile paths, ramp-rails, and lifts. Special toilets and washrooms for differently-abled people have been constructed. Some differently-abled staff members and students have been provided with easy-to-drive three-wheelers and battery-powered vehicles. Display boards and signposts are placed in all the restrooms. Braille embossing printer software and scanning devices have been installed, and the facilities have been extended to the beneficiaries. Assistive facilities like accessibility to differently-abled websites and screen-reading software have been installed. During the examination, a provision for the scribe and extra time per UGC norms is given for differently-abled students.

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

**Answer:**

**Inclusive Curriculum:** The university's curricula include diverse perspectives, authors, and voices representing a wider social spectrum of society to provide a well-rounded education that reflects the global community with inclusivity as the base.

**Cultural Exchange Events:** Various cultural exchange events, such as festivals, cultural showcases, and language clubs, create opportunities for students to learn about and immerse themselves in different cultures.

**Anti-discrimination Policies:** The institution has strict anti-discrimination policies in place, and cases of discrimination in any form or bias are addressed promptly through established grievance mechanisms stipulated by the UGC.

**Hostel Accommodation:** Allotment in the hostel is done without any discrimination. i.e. students from all the communities, religions, regions, etc., are given equal opportunities to get hostel accommodation. Amenities and facilities are kept open for all the students' categories, communities, and sections.

**Equity:** In Central University of Karnataka, equity is ensured through fair access to resources, opportunities, and support services regardless of background, promoting inclusivity and equal participation in academic and extracurricular endeavours.

**Community Extension:** CUK conducted a community extension training program for 720 adolescents on Personality Development at the Akbar Hussaini School in Kalaburagi on November 19th, 2022.

**University Fest (Ankur):** The University hosts Ankur annually, fostering tolerance and harmony among students of diverse backgrounds. Ankur celebrates diversity through cultural showcases and sports competitions, promoting inclusivity and teamwork. Additionally, the Innovation Fest encourages solutions to societal challenges, welcoming contributions from all socioeconomic backgrounds. Structured competitions at various levels provide a platform for diverse perspectives. Ankur's ethos celebrates cultural richness, reinforcing the university's commitment to a harmonious and tolerant community where every voice is valued. It's a testament to the university's dedication to nurturing an inclusive environment that embraces differences and fosters collaboration among its students and faculty.

**Parakram Diwas:** The NSS unit celebrates the birth anniversary of Netaji Subhash Chandra Bose as Parakram Diwas every year. To mark the occasion, the NSS unit organised an expert talk on the

contributions of freedom fighters in the Indian Freedom movement and recollected their sacrifices in making India free from foreign rule.

**Kalika Kendras (Remedial Coaching Centres):** The Department of Social Work, in collaboration with the Gram Vikas, Kalaburagi, has started a collaborative social venture of the Kalika Kendras in the neighbouring villages of the Central University of Karnataka.

**Voter Awareness Campaign:** Central University of Karnataka encourages student voter registration, disseminating circulars and organizing awareness programs through the student welfare office, facilitating enrollment in electoral voter lists.

**Hindi Saptah:** The Rajbhasha Section of the CUK organizes various activities/competitions to celebrate Hindi Saptah and promote the usage of Hindi, the national official language, in the workplace.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Answer:**

The Central University of Karnataka prioritizes the sensitization of students and employees to their constitutional obligations, values and ethics, rights, duties, and responsibilities as citizens of India. To instil these values and ethics to promote as responsible citizens, the institution has sensitized its students and employees through various activities like:

- **Constitution Day Celebrations:** The institution commemorates Constitution Day to reaffirm the importance of constitutional values, fostering a sense of national identity and civic pride.
- **Workshops on constitutional values:** Regular workshops and seminars are being conducted to educate students and employees about the Constitution of India, its key principles, and its rights and duties. These sessions provide a foundational understanding of the legal framework.
- **National Legal Service Day:** To educate all the stakeholders on legal matters and constitutional remedies
- **Community Engagement Programs:** Students and employees are encouraged to participate in community service and outreach programs actively. This hands-on experience allows them to apply their knowledge of constitutional values and civic responsibilities in real-world scenarios.
- **Awareness Campaigns:** Regular awareness campaigns are run on important issues like environmental conservation, gender equality, and social justice, instilling a sense of responsibility and social commitment among participants.
- **Legal Literacy Campaigns:** The institution organizes legal literacy campaigns that focus on fundamental legal aspects, ensuring participants know their rights, duties, and the legal processes involved in upholding them.

- **Value-Based Education:** The institution incorporates value-based education into the curriculum, emphasizing moral and ethical principles in professional conduct. This equips students with a strong ethical foundation.
- **National Science Day:** Different science departments host National Science Day yearly. Dept. of Physics hosted this event in 2023. As part of it, several events, such as a science quiz and three scientific talks from experts, are conducted. <https://indico.cern.ch/event/1255089/contributions>
- **Pledge / Oath:** The students and staff of the university take the pledge on vigilance day, World Environment and other important days every year.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Answer:** C. Any 2 of the above

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

## 7.2 Best Practices

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

**Answer:**

**Best Practice: 1**

**Title of the Practice:** Enhancing bio-diversity and Establishing fully Eco-friendly Campus



## 1. Objectives of the Practice:

- To create an eco-friendly academic campus to host good through plantation drive and waste management system and to reduce the carbon footprint.

### a. The Context:

The university is located in the tropical and drought-prone zone of the north Karnataka region. The university initiated to create eco-friendly campus through plantation of diverse trees and implementing a systematic waste management system, transforming the campus into lush green, and clean environment. These initiatives lead to the campus's growth of fauna and flora, making it eco-friendly. Furthermore, diverse fauna species now thrive within the campus environment. The harmonious coexistence of fauna and flora has fostered a clean and eco-friendly atmosphere conducive to the well-being of all inhabitants within the campus and its vicinity.

### b. The Practice:

The university makes annual drives for plantation trees at the start of the monsoon season. Apart from that, many departments also planted numerous trees around their departments wherever they organized the events and activities. Some special plantation drives were also organized by the Karnataka Forest Department and other NGOs. This led to the conversion of dry land into a lush green campus within a short period. The water shortage for plants and trees was managed by reutilizing the wastewater after treatment.

### c. Evidence of Success

The initiative lead to creation of a large scale Eco-Zone on the CUK Campus, with the plantation of plenty of trees including **1800 fruit trees of 9 varieties** under the able guidance of Prof. Battu Satyanarayana, Hon. Vice Chancellor. There are 16 fauna and 161 flora identified on the campus. The plantation area of around 50 acres is completely dedicated to fruit trees to attract different species of birds to the campus.

### Problems Encountered and Resources Required

The university encountered the problem of water shortage during the summer days. To overcome this problem, the university initiated many solutions, such as reusing treated wastewater, scheduling vacations during mid-summer season, etc.

## Best Practice: 2

### Title of the Practice: COVID-19 Testing Laboratory CUK

#### 1. Objectives of the Practice:

- To help the government and people of Kalaburagi in COVID-19 testing during the pandemic

#### a. The Context

The population of Kalaburagi is over five lakhs. Most of these are rural regions where facilities for COVID-19 testing were scarce. The Central University of Karnataka helped the government by setting up a COVID-19 testing lab as per ICMR guidelines with the help of its faculty members from the Dept. of Life Science with financial assistance from the GoK. The laboratory was inaugurated on 5th Nov 2020 by Dr Rajshekhar Malli (DHO, Kalaburagi), Prof. H M Maheshwaraiah (Vice Chancellor, CUK) and Prof. G R Naik (Pro Vice-Chancellor, CUK).

#### b. The Practice

As per SOP from ICMR

- |                                  |   |
|----------------------------------|---|
| 1. Scientist/ Research Associate | 1 |
| 2. Lab-Technician                | 2 |

## c. Evidence of Success

Over 12556 samples were received and analyzed from over six districts of Karnataka state

**Problems Encountered and Resources Required**

Availability and training of skilled manpower

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

**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**

**Answer:**

**Enhancing biodiversity and establishing energy self-sufficient campus:**

The CUK campus is spread over 654 acres and hosts good fauna, flora unique to semi-arid regions and several seasonal water bodies. Thus, preserving and enriching biodiversity to provide a healthy environment to all its residents has been a distinctive and natural priority to the CUK administration.

Additionally, being in a tropical semi-arid zone, the campus has unique floral and faunal elements. Mapping and implementing a sustainable strategy for conserving and enhancing them would provide a unique opportunity for creating a biozone that can act as a repertoire of the region's biodiversity.

Further, the university is committed to providing a clean campus in terms of water and air to all its residents and becoming self-sufficient using renewable energy sources.

The following milestones have been achieved over the last five years in this regard:

**1. Inventorization of Flora and Fauna:** The university carried out a detailed inventory of flora and fauna on its campus with the help of taxonomists. Approximately 161 plants and 61 animal species belonging to different taxa have been identified and documented. A photographic catalogue of campus biodiversity is being prepared. A list of flora and fauna\*\* is given in the end.

**2. Plantation drives:** Extensive plantations have been carried out with floral and faunal enrichment in mind. Accordingly, the following plantation drives have been carried out with the help of the forest department and NGOs.

- 1800 fruit trees of 9 varieties in 50 acres of land.
- 1600 timber tree plantations
- Several Medicinal plants.

An **Adopt a Tree scheme** is being launched among the faculty and students to promote green concerns and afforestation measures. Ceremonial plantations were also carried out during dignitary visits. Saplings are being provided as mementos in the university programs. These initiatives create considerable awareness of biodiversity conservation among all its stakeholders.

**3. Battery-operated vehicles:** To minimize air pollution, battery-operated vehicles are used for shuttling within the campus. There are two such vehicles currently in use. Efforts are being made to increase their

number and reduce the number of petrol/diesel-powered vehicles. This is contributing towards clean air on the campus.

**4. Solar Park, biofuel unit for harvesting/generating the energy:** The university is committed to becoming energy self-sufficient in a time-bound manner. Thus, it has established a solar park and installed several roof-top solar panels on buildings, including residential buildings. Currently, the energy requirements in university are partially met by these installations. The university is further planning to increase its number in due course to become self-sufficient regarding its energy needs.

To augment this further, the university has also established a biofuel generation plant on the campus in a two-acre area.

**5. Water conservation:** To conserve water and recharge the groundwater sources, the rain-water has been effectively tapped through rain water harvesting. Several gallons of water are being annually tapped to recharge the ground water. In addition, two water treatment plants have been set up across the campus to treat the used water. The treated water is currently being used to irrigate the plantations.

**6. Maintaining natural watery bodies:** The campus has several seasonal water bodies which attract migratory birds. These tanks have been regularly de-silted to increase the holding capacity and support minor flora and fauna around them throughout the year. It is expected to increase the population of butterflies and pollinators and thus help in the enhancement of biodiversity.

**7. Waste disposal:** To provide a clean and healthy environment, both dry and wet wastes are collected at regular intervals in a dedicated container and are disposed of/transported out of the campus with the help of Kalaburagi Municipal Corporation. Further, the use of plastics has been strongly discouraged through regular sensitization programs. There is also a dedicated dumping yard for temporary storage of solid wastes.

**8. Disposal of e-waste and old/unusable items:** A proper mechanism is in place to dispose of e-waste and old/unusable items that have been generated over the years.

**List of Flora:** *Melothria scabra, Melothria pendula, Abutilon indicum, Agave angustifolia, Agave vilmorinala, Agermone maxicana, Alternanthera sessilis, Andrographis echiodes, Boerhavia erecta, Calendula arvensis, Cassia occidentalis, Cassia sericea, Cassia sophera, Cassia tora, Clitoria ternatea, Crassula ovata, Crotalaria hebecarpa, Croton bonplandianus*

*Curcuma longa, Cyathium albicans, Cyathium cinereum, Cymbopogon citratus, Dactyloctenium aegyptium, Eragrostis unioides, Erigeron canadensis, Euphorbia hirta, Gaillardia pulchella Foug, Gomphrena globose, Heteropogon contortus, Impatiens balsamina L., Indigofera cordifolia, Indigofera linifolia, Ipomoea indica, Ipomoea obscura, Ipomoea purpurea, Malva nicaeensis, Ocimum tenuiflorum, Pennisetum pedicellatum, Pentanema indicum, Pentas lanceolata, Polygonum arenastrum, Pulicaria paludosa, Senna uniflora, Sphagneticola trilobata, Tagetes minuta, Trachyspermum ammi, Tradescantia spathacea, Tribulus terrestris, Trichodesma zeylanicum, Tridax procumbens, Xanthium orientale, Xanthosoma sagittifolium, Xanthosoma violaceum, Zingiber officinale, Ipomoea quamoclit, Themeda triandra, Chrysanthemum indicum, Tradescantia pallida, Tradescantia spathacea, Tradescantia zebrina, Epipremnum aureum, Monstera ssp, Centella asiatica, Ficus recemosa, Nerium oleander, Solenostemon scutellarioides, Euphorbia milli, Kalachoe pinnata, Cryptostegia grandiflora, Cathranthus roseus, Acalypha wilkesiana, Achyranthus aspera, Aeschynomene indica, Annona squamosa, Azima tetracantha, Calotropis procera, Citrus limon, Clerodendrum chinense, Codiaeum variegatum, Codiaeum variegatum, Combretum indicum, Dracaena trifasciata, Duranta erecta, Euphorbia heterophylla, Euphorbia tithymaloides, Euphorbia tithymaloides, Hibiscus micranthus, Hibiscus phoeniceus, Murraya koenigii, Pongamia pinnata, Punica granatum, Rosa chinesis, Saccharum officinarum, Senna auriculat, Solanum lycopersicum, Solanum melongena, Solanum tuberosum, Tabernaemontana pandacaqui, Thuja occidentalis, Adenium obesum, Ipomoea carnea, Ixora coccinea, Nerium oleander, Dracaena trifasciata, Lablab purpureus, Jathropa integrifolia, Crossandra infundibuliformis, Datura innoxia, Acacia dealbata, Acacia nilotica, Anacardium occidentale, Artocarpus heterophyllus, Artocarpus heterophyllus, Azadirachta Indica, auhinia purpurea, Bougainvillea ssp, Caesalpinia pulcherrima, Carica papaya, Cascabela Thevetica, Casia, Cassia fistula, Conocarpus erectus, Cycus revoluta, Eucalyptus melliodora, Ficus benghalis, Ficus benjamina, Ficus carica, Ficus religiosa, Hedyscepe canterburyana,*

*Hibiscus rosa-sinensis, Leucaena leucocephala, Livistona chinensis, Mangifera Indica, Manilkara Zapota, Millingtonia hortensis, Monoon longifolia, Peltophorum pterocarpum, Phoenix dactylifera, Platycladus orientalis, Psidium Guajava, Ravenala madagascariensis, Senegalia chundra, Senna multiglandulosa, Strelitziaceae, Swietenia mahagoni, Syzygium cumini.*

**Fauna:** *Psittacula krameria, Dendrocitta vagabunda, Sturnus pagodarum, Dicrurus macrocerus, Turdoides striata, Pavo cristatus, Haliastur indus, Columba Livia, Spilopelia senegalensis, Cinnyris asiaticus, Halcyon smyrnensis, Copsychus saularis, Pycnonotus café Ardea Alba, Merops orientalis and Ardeola ralloides*

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## Extended Profile

### Students

*Number of students on rolls year wise during last five years*

**Answer:**

2022-23	2021-22	2020-21	2019-20	2018-19
2006	1777	1524	1656	1483

File Description	Document
Institutional Data in prescribed format	<a href="#">View Document</a>

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

**Answer:**

2022-23	2021-22	2020-21	2019-20	2018-19
827	623	688	671	610

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### Teachers

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

**Answer:**

2022-23	2021-22	2020-21	2019-20	2018-19
145	138	214	157	69

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Answer:** 216

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### **Institution**

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

**Answer:**

2022-23	2021-22	2020-21	2019-20	2018-19
1399.9	1837.44	1001.08	5501.26	1937.83

### **Conclusion**

**Additional Information :**

-

### **Concluding Remarks:**

The Central University of Karnataka (CUK), established in 2009, is dedicated to fostering education in local, regional, and national development by imparting knowledge, skills, research temperament, and human values. Aligned with the visions of the National Education Policy (NEP), CUK emphasizes quality education and training across its diverse programs and curricula.

CUK updates its syllabi based on stakeholder feedback to ensure relevance and global standards. Programs promote cross-disciplinary learning and integrate values and ethics. Project works, MOOCs, and internships enrich experiential learning.

CUK adopts ICT-enabled teaching using smart boards and high-speed internet. The faculty, with an average of seven years' experience and 93.72% holding PhDs, actively engage these tools in teaching. The institution has digitized the evaluation process by integrating Samarth modules for transparency and efficiency. The university has been producing a high pass rate of 97.41%.

CUK supports research with advanced facilities and seed funding. The faculty members have secured significant extramural funding. Faculty publications and awards highlight their scholarly achievements. The university promotes collaborative research through MoUs and emphasizes technology integration via platforms like Moodle LMS.

CUK boasts robust physical facilities, including classrooms, laboratories, and a well-equipped library. IT infrastructure supports a seamless learning experience across campus, enhancing educational delivery and access.

The University supports student progression through placement assistance, with 20% securing placements and 21% opting for higher education. Financial support and coaching for competitive exams further empower students alongside comprehensive extracurricular activities and alumni engagement.

CUK has implemented strong governance practices through an institutional perspective plan and promoted institutional growth through strategic planning and e-governance initiatives. The institution emphasizes quality assurance and continuous improvement through performance appraisals.

CUK promotes gender equity, environmental sustainability, and inclusivity through various initiatives and policies. It maintains a green campus with solar power and eco-friendly practices, fostering a conducive living environment.

In conclusion, the Central University of Karnataka exemplifies excellence in higher education by integrating holistic development, research innovation, and ethical values. Its commitment to quality education and comprehensive student support underscores its role in shaping competent and socially responsible individuals for global challenges.

## EXCLUDED METRICES

No Metrics are Excluded

## ANNEXURE

### 1. Metrics Level Deviations

Metric ID Sub Questions and Answers before and after DVV Verification

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

1.3.2

Answer before DVV Verification :

Answer After DVV Verification :565

Remark : Value updated as per the input provided by HEI ,and avoiding duplications

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

1.4.1

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

Answer After DVV Verification: C. Feedback collected and analysed

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

2.4.2

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

Answer before DVV Verification : 175

Answer after DVV Verification: 175

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

2.4.3

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

Answer before DVV Verification : 1138

Answer after DVV Verification: 1138

3.1.2

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

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

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

**3.1.3 3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 2

Answer after DVV Verification: 2

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

**3.1.4 3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Answer before DVV Verification : 63

Answer after DVV Verification: 63

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

Answer before DVV Verification : 156

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

**3.2.1**

Answer before DVV Verification : 486

Answer After DVV Verification :345

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

**3.2.2 3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification : 33

Answer after DVV Verification: 33

Remark : Value updated as per supporting document

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

**3.3.2**

Answer before DVV Verification :

Answer After DVV Verification :12

Remark : Value updated as per supporting documents

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

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

**Total number of Patents awarded during the last five years**

3.4.2

Answer before DVV Verification : 05

Answer After DVV Verification :02

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

3.4.4

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

Answer before DVV Verification : 552

Answer after DVV Verification: 552

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

3.4.5

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

Answer before DVV Verification : 189

Answer after DVV Verification: 189

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

3.5.1

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

Remark : Values updated

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

3.6.2

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

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

3.7.1

Answer before DVV Verification : 9

Answer After DVV Verification :5

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

4.1.2

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

4.3.2

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

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



Answer before DVV Verification : 753

Answer after DVV Verification: 753

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

- 4.3.3
1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
  2. **Lecture Capturing System(LCS)**
  3. **Central Instrumentation Centre**
  4. **Animal House**
  5. **Museum**
  6. **Business Lab**
  7. **Research/statistical database**
  8. **Moot court**
  9. **Theatre**
  10. **Art Gallery**
  11. **Any other facility to support research**

Answer before DVV Verification : A. Any 7 or more of the above

Answer After DVV Verification: B. Any 6 of the above

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

4.4.1

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

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

- 5.1.3
1. **Soft skills**
  2. **Language and communication skills**
  3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
  4. **Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Updating value as per supporting documents

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

- 5.1.4
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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

**Percentage of placement of outgoing students during the last five years**

5.2.1

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

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

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

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

Answer before DVV Verification : 309

Answer after DVV Verification: 309

**The institution conducts / organizes following activities:**

- 5.3.3
1. **Sports competitions/events**
  2. **Cultural competitions/events**
  3. **Technical fest/Academic fest**
  4. **Any other events through Active clubs and forums**

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: B. Any three of the above

Remark : Updating as per supporting documents

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

5.4.1

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

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

- 6.2.2
1. **Administration including complaint management**
  2. **Finance and Accounts**
  3. **Student Admission and Support**
  4. **Examinations**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

6.3.2

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**

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

6.3.3

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

Remark : Values updated as per supporting documents

6.4.2

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

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

**Institution has adopted the following for Quality assurance:**

- 6.5.2
1. **Academic and Administrative Audit (AAA) and follow up action taken**
  2. **Conferences, Seminars, Workshops on quality conducted**
  3. **Collaborative quality initiatives with other institution(s)**
  4. **Orientation programme on quality issues for teachers and students**
  5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
  6. **Any other quality audit recognized by state, national or international agencies**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: A. Any 5 or more of the above

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

- 7.1.2
1. Solar energy
  2. Biogas plant
  3. Wheeling to the Grid
  4. Sensor-based energy conservation
  5. Use of LED bulbs/ power efficient equipment
  6. Wind mill or any other clean green energy

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

**Water conservation facilities available in the Institution:**

- 7.1.4
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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

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

**The institutional environment and energy initiatives are confirmed through the following**

- 7.1.6
1. **Green audit / Environmental audit**
  2. **Energy audit**
  3. **Clean and green campus recognitions/awards**
  4. **Beyond the campus environmental promotion and sustainability activities**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

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

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**

3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**  
 4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

## 2.Extended Profile Deviations

ID Extended Questions

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
849	693	729	702	657

1.2

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
827	623	688	671	610

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
168	138	214	157	69

2.1

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
145	138	214	157	69

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

2.2

Answer before DVV Verification : 239

Answer after DVV Verification : 216