YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Chaudhary Devi Lal University
• Name of the Head of the institution	Prof. Ajmer Singh Malik
• Designation	Vice-Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	0166648052
• Mobile no	9468100369
• Registered e-mail	vc@cdlu.ac.in
• Alternate e-mail address	directoriqac@cdlu.ac.in
• City/Town	Sirsa
• State/UT	Haryana
• Pin Code	125055
2.Institutional status	
• University	State
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Dr. Raj Kumar/Prof. Kapil

		Choudhary
• Phone no./Alternate phone no		**01666239819**
• Mobile		**9466006450**
• IQAC e-mail address		**iqac@cdlu.ac.in**
• Alternate Email address		**iqaccdlu@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)		https://www.cdlu.ac.in/index.php/iqac_naac_documents/5.html
4.Whether Academic Calendar prepared during the year?		**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:		https://www.cdlu.ac.in/index.php/admissions/18.html

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.13**	**2015**	**14/09/2015**	**13/09/2020**
Cycle 2	**B**	**2.26**	**2022**	**12/07/2022**	**11/07/2027**

6.Date of Establishment of IQAC	**04/12/2010**

7.Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**26**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and	**Yes**

action taken report)		
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

IQAC processed CAS cases, and promotions are awarded on time.

IQAC pushed diligently to establish a Choice Based Credit System.

IQAC contributed significantly in rolling out NEP 2020 in CDLU.

Internal Quality Assurance Cell of Chaudhary Devi Lal University, Sirsa,organised a brainstorming programme entitled "Emerging Trends in Higher Education on March 05, 2021, at India International Centre, New Delhi.

IQAC contributed significantly in strengthening feedback system of CDLU.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
implementation of CBCS and LOCF and Industry interface	IQAC worked diligently to move to LOCF from a Choice Based Credit System.

13.Whether the AQAR was placed before statutory body?	**No**
• Name of the statutory body	

Name	Date of meeting(s)
Nil	Nil

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	Nil

16.Multidisciplinary / interdisciplinary

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

field of training and skills-bridging. Similarly, the university has established MOUs with institutions such as the Central Cotton Research Institute (CCRI), Chaudhary Charan Singh Haryana Agricultural University (CCSHAU), and Lala Lajpat Rai University of Veterinary and Animal Sciences (LLRUVAS), among others, to support the university's multidisciplinary and inter-disciplinary approach to research in various departments.

17. Academic bank of credits (ABC):

The university registered with the National Academic Depository (NAD) in 2019 when it was launched through NDSL and CSDL. Afterward, UGC later changed it through Digilocker, and the university subscribed to it as well. The University has established a NAD cell and now, after the launch of the Academic Bank of Credit, the university has officially applied for Academic Bank of Credit (ABC) participation in 2022. Having applied via application receipt number ABC0036771646368743, the University is eagerly awaiting approval so that the result branch data may be synced to reap all the fruits of NAD and ABC.

18. Skill development:

The disconnect between the academic world of the curriculum and the needed skill set for business has been repeatedly highlighted as the most crucial issue confronting traditional education during high-level discussions. This has been reaffirmed repeatedly. The talent gap has been one of the most frequently discussed issues among people engaged in the education system over the last decade. A significant amount of thought has gone into resolving this issue. The Chaudhary Devi Lal University created a two-pronged strategy in response to the results of an exhaustive investigation. One plan is to incorporate and embed courses from several skills councils into individual programmes in the respective department's curricula. The other is establishing a centre solely dedicated to skill and ability development. The University Centre for Outreach Programmes and Extension (UCOPE), envisioned as a "finish school" with outreach goals, was established in the middle of 2021. The Centre aspires to utilize education and technology to instil fundamental abilities in students, provide avenues for students' training and placement, and perform outreach and extension programmes via training and consulting services. The matter was discussed at different levels, and finally, the Academic Council authorised the formation of UCOPE during its 29th meeting on July 24, 2021, "to organise and coordinate skill-based programmes for students, as well as training programmes for a variety of stakeholders." All activities, formerly referred to as extracurricular and co-curricular, will be controlled

and run under the aegis of UCOPE. The Centre's primary objective is to enhance the university's academic and research accomplishments in sync with the directions mandated by NEP 2020. The Center has already been established and begun offering three courses, namely: Business Correspondence and Reporting, Basic IT Skills and Computer Literacy, and Career Orientation: Training and Development. In conjunction with Wheebox, the Centre previously hosted an online session on the National Employability Test. It also hosted an orientation webinar on the language assistance tool "Grammarly," which drew a large audience of teachers and scholars learning about the software's help for academic writing. In collaboration with UCOPE, the National Stock Exchange Academy also offered a similar training session on "financial empowerment via finance learning." Similar programmes are being developed, and there is every reason to assume that once the lockdown is lifted entirely, it will transform into a hotspot of skill empowerment for students and academics. UCOPE is yet to spread its wings to its desired level. However, the day is not far enough away to reach the optimum delivery and handle the skill demand comprehensively, which would prove to be a panacea to all issues related to skill bridging.

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

At Chaudhary Devi Lal University, we are fully aware of the National Education Policy's emphasis on reviving the Indian Knowledge System and incorporating it into the existing model to reap the fruits of Ancient Indian Wisdom and stitch a wholesome educational experience for the students. Even before the launch of the National Education Policy (NEP) in 2000, all the language departments had been teaching issues and ideas from the Indian Knowledge System. The English and Foreign Languages Department, in its Master's Course, has an exclusive course on ancient Indian poetry. Similarly, the Hindi, Sanskrit, and Punjabi departments have courses featuring specific writers and wisdom hailing from ancient Indian literature, languages, and grammar. The Sanskrit department has a course on Vedic Mathematics in the pipeline. It will be launched in the coming academic year as an open elective, open to all faculties and departments. Similarly, the Punjabi department has an existing open elective titled "Punjabi Bhasha te Mundi Jaan- Pehchaan" which teaches the eclectics of the Punjabi language to all students. The Hindi Department teaches an open elective titled "Sahitya ki Samajh", where ancient Indian ideas of society, philosophy, and grammar are taught to the subscribers. The university is committed to giving importance to Hindi and a national-level program titled "Hamari Hindi" was celebrated during Hindi Pakhwada in September

2021. The University believes that in the contemporary echelon of academics, the Indian Knowledge System is an emerging field, and it shall be incorporated as and when new, robust ideas and courses emerge.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The University has established a Learning Outcomes-based Curriculum Framework (LOCF), which will be implemented throughout all university teaching departments and graduate school programmes in the academic year 2021-22. Specifically, the university has prescribed programme outcomes (POs), programme-specific outcomes (PSOs), course outcomes (COs), and course objectives for each of these programmes. The University's website (https://www.cdlu.ac.in/syllabi-2/) provides access to these outcomes, which have been included in the respective curriculum and made accessible to a wide range of stakeholders, including teachers and students. It was essential to maintain the CBCS ethos throughout the implementation of LOCF. The availability of several open electives and synchronisation with MOOCs has been beneficial for a multidisciplinary and interdisciplinary approach. While designing the curriculum as per LOCF, it has been kept in mind not to lose focus on promoting knowledge about the critical importance of nation-building, including social cohesion, peace and harmony, peaceful cohabitation, accountability and responsibility, constitutional values and ethical standards. The curriculum was developed in compliance with a broad set of criteria established by statutory agencies such as the University Grants Commission, the AICTE, the BCI, and the National Council for Technical Education. The UGC Model curriculum was taken into consideration during the process. The courses are assessed by a combination of internal and external checks and balances, including examination systems, and the assessment pattern is relevant to cover all of the necessary course content. When guided by an interdisciplinary approach, this method may provide critical and collaborative knowledge of contemporary scientific, technical, socioeconomic, and environmental issues. Educational curricula lead to development and expertise, leading further to a job and entrepreneurial opportunities.

21.Distance education/online education:

The university had had a university centre for distance learning (UCDL) since 2006 but had to discontinue it in 2018 in the wake of UGC guidelines regarding open and online learning. However, the university allows its students to earn credits from MOOC programs. During lockdowns in the last two years, online classes were taught on Google Meet, which the university has procured for its teachers

and students. Similarly, a seriously high number of teachers benefited from online Faculty Development Programmes (FDPs). The university has made it its dream to restart its University Centre for Distance Learning in a new avatar. The university is gearing itself up to make the most of NPTEL and other MOOC platforms. Some teachers have been contributing to different teaching-learning centres (TLCs) under the Pandit Madan Mohan Malviya National Mission of Teacher's Training (PMMMNTT). One of the university's faculty, Prof. Raj Kumar Siwach, has developed a MOOC and the university expects many more to follow.

Extended Profile

1.Programme

1.1	**60**
Number of programmes offered during the year:	

File Description	Documents
Data Template	[View File](#)

1.2	**26**
Number of departments offering academic programmes	

2.Student

2.1	**3471**
Number of students during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**1994**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.3	**3247**
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	View File

2.4	**5405**
Number of revaluation applications during the year	

3.Academic

3.1	**1187**
Number of courses in all Programmes during the year	

File Description	Documents
Data Template	View File

3.2	**208**
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.3	**0**
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**4837**
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	View File

4.2	**973**
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

4.3 Total number of classrooms and seminar halls	**153**
4.4 Total number of computers in the campus for academic purpose	**432**
4.5 Total expenditure excluding salary during the year (INR in lakhs)	**1740.68**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Chaudhary Devi Lal University follows established procedures for developing and revising new and existing courses. The Staff Council is responsible for identifying and reviewing local/national/regional/global needs based on feedback from students and alumni and parents, employers, faculty members, and Academic Audit input to make program/course curricula competitive and relevant. The courses included in the plan are authorized by the Board of Studies for each department. Academic Councils, the University's apex academic body, takes up, discuss, and finally accredit the curriculum for all programs. The University designed the Choice Based Credit System (CBCS) to give students more academic freedom and enhanced employability skills. The University has designed a Learning Outcomes-based Curriculum Framework (LOCF), implemented in all University Teaching Departments and University School for Graduate Studies programmes commencing in the academic year 2021-22. The University has defined each of these programmes, with the most essential being Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs), and Course Objectives. As previously indicated, these results have been included in the necessary curriculum and made accessible to various stakeholders, including instructors and students, through the University's website. During the implementation of LOCF, special

care was taken about keeping the CBCS spirit alive.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

56

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

13

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2 - Academic Flexibility

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

355

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

50

File Description	Documents
Upload the data template	[View File]
Upload relevant supporting document	[View File]

1.3 - Curriculum Enrichment

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

69 courses have been included in the curriculum of various departments to educate the stakeholder.

Professional Ethics:The University system has a well-crafted system of professional ethics, and practically all programmes expose and orient students towardsprofessional ethics. Even though PhD programmes focus on professional ethics in research methodology courses, 24 new UG and PG courses have been launched in this very aspect. Gender Equality and Sensitisation:Departmental and university-wide gender sensitisation and parity education programmes for female students have been conducted. In order to better protect female students, the University campus has CCTV and high-level security. The University provides female employees with childcare leave and daycare centre facilities.

Human Values: The Department of Education offers all students an Open Elective course entitled 'Value and Peace Education. Economics, History and Archeology introduced 'Universal Humanistic Values and Life Skills', while Biotechnology introduced 'Life Skills and Humanistic Values'.

Environment and Sustainability:All undergraduate students at this University must take four-credit courses in Environmental Studies, Pollution, and Conservation. Various departments also offer29 more core and discipline-specific courses to promote sustainability and environmental awareness.

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

File Description	Documents
Upload relevant supporting document	[View File]

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

3

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

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

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

31

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

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

663

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- **None of the above**

File Description	Documents
Upload relevant supporting document	<u>View File</u>

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

- **Feedback not collected**

File Description	Documents
Upload relevant supporting document	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

2206

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1955

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.2 - Catering to Student Diversity

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

CDLU is aware that every educational institution aspiring for greatness must first determine the students' various learning levels. The University promotes educational opportunities for students from varied backgrounds, notably those with varying learning capacities, particularly from rural and backward regions. Identifying slow and advanced learners is crucial at the entry level to satisfy student needs. Each academic year, the University/Departments host an introduction event for incoming students. Educational goals, classroom attendance, test and assessment methods, and campus resources are covered in this

introductory session. Tutorial sessions are regularly used to evaluate students. Advanced and slow learners are distinguished by their test scores, classroom and laboratory interactions, core knowledge, concept understanding, and articulation abilities. The institution encourages independent study for academic and personal growth. Mentor-mentee rapport also plays a part in it.

Students are encouraged to enroll in additional courses in addition to their curricular skill development and communication development programmes, including professional coaching classes, seminars, conferences, workshops, and the presentation of research papers. Most departments prompt advanced learners to do recap sessions to benefit the whole class; this works exceptionally well for the advance and the weak.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3471	206

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3 - Teaching- Learning Process

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

Chaudhary Devi Lal University, Sirsa successfully implemented a unique educational ideology comprising physical, practical, aesthetic, intellectual, and moral aspects of education that advocate an optimum blend of these components towards the all-round development of students. The educational programme is designed to promote the development of a balanced and harmonious personality of the students. Learning is flexible and exciting, with an emphasis on learning by doing. Whereas it is a general trend to consider teaching, research, and outreach as the three pillars of higher

education, CDLU emphasises the fourth pillar, the ignored one, i.e., education for life/education for character building (value education). The use of novel teaching-learning approaches at the CDLU has improved the effectiveness and excitement of the activity for the students. The Teaching-learning methods adopted by the faculty members include lecture, interactive mode, project-based learning, computer-assisted learning, experiential learning, student seminars etc.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

Utilization:

Faculties are encouraged to use online/digital resources of

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

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

0

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

127

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

53

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

1362

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

16

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

128

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

128

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

531

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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

The increasing importance of ICT-enabled services has impacted every component of the University Management System. To make its services accessible to the public, the institution launched a portal in 2017 called Digital University Framework (DUF) (www.digitaluniversity.ac.in). In terms of online admissions, exams, results processing, and other student activities, it meets the requirements of all parties involved in the chain of command. In addition, during the academic year 2021-22, the following initiatives were implemented to overhaul the examination system: Development of in-house customized ERP software for pre-and post-examination to carry out all activities online. An MoU has been signed with the National Cooperative Consumers' Federation of India Limited (NCCF) to design and develop pre-and post-examination management systems.

- Conduct of online examinations during Covid-19 pandemic for specific programmes and as per students' choice.
- In-house scanning of OMR sheets and generation of awards.
- On-campus faculty-wise conduct of examination to economize the examination process.

The University signed an agreement with Guru Jambheshwar University of Science and Technology (GJUS&T), Hisar, to conduct online admissions for various programmes offered by the University Teaching Departments, University School for Graduate Studies, and University College beginning with the academic session 2021-22.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

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

Graduate attributes, both generic and program-specific, assist students in being more employable and socially engaging, hence boosting employer satisfaction. Additionally, this university recognised the significance of these attributes and incorporated life skills, soft skills, communication skills, and program-specific skills into the curriculum of all academic programmes through the Choice Based Credit System (CBCS) and the Learning Outcomes-based Curriculum Framework (LOCF). Additionally, this University developed the University Center for Outreach and Extension (UCOPE) to handle successfully and facilitate the delivery of all such skills to University students, therefore alleviating students' skill shortages throughout their studies.

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

File Description	Documents
Upload relevant supporting document	View File

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

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

teaching.

- Internal and External assessment method
- Internal assessment (30 marks for courses of 4 credit and 20 marks for two credit course): Mid-term examination (20 marks), assignments and presentations (05 marks) and presence in class (5 marks)
- Final-term examination (70 marks for four credits and 30 marks for two credit course)-External and internal.
- Evaluation of Non-credit courses entirely internal and awards are Satisfactory (in case marks obtained are 60 % or more) or Unsatisfactory (US) (in case marks are less than 60 %).

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.6.3 - Number of students passed during the year

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

1063

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

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

https://www.cdlu.ac.in/index.php/feedback-forms.html

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Chaudhary Devi Lal University has a positive research environment. Despite the University being situated in the rural belt the University ensures continually updated and excelin the field of research.

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

The Ph.D. Ordinance of the University was updated according to the University Grants Commission Guidelines.

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

- Laboratories for research work beyond the working hours also.
- 24 hours Reading Hall of Library opens for Scholar.
- Provides the Wifi/LAN facility.

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

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.2 - Resource Mobilization for Research

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

0.005

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

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

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

The University has previously submitted a proposal to the Principal Secretary, Government of Haryana, Information Technology, Electronics and Communication Haryana. The University has included

twenty workstations with high-speed internet access and workshops, seminars, training, and integration programs in its plan to encourage students to be creative.

Possible Outcomes:

1. Self-employment:Self-dependency will be enhanced among students by instilling the skills of entrepreneurship and real-life business experience.
2. Capacity Building.
3. Mounted number of Startups:Incubation Center will foster the development of startups to enhance industrial development in Sirsa by providing various services and resources to such businesses in the city.
4. Efficient functioning.
5. Heightened practical exposure

Societal Welfare.

File Description	Documents
Upload relevant supporting document	View File

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

18

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

18

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

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

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

B. Any 3 of the above

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
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	View File

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

E. None of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

38

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

190

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e- **D. Any 2 of the above** PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
0	0

File Description	Documents
Any additional information	**No File Uploaded**
Bibliometrics of the publications during the year	**No File Uploaded**

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
0	0

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**No File Uploaded**
Any additional information	**No File Uploaded**

3.5 - Consultancy

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

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

File Description	Documents
Upload relevant supporting document	View File

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

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

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

Impact of Extension Activities

- Camps:Seven Day, One Day, Rally, Literacy Camp, Female Foeticidein adopted villages of University, i.e. Chhatergarh Patti, Vaidwala, Nezadela Kalan, Nezadela Khurd, Handikhera, Kanganpur and Kotli.
- NSS Volunteers educated many illiterate people of districts under the jurisdiction of CDLU.
- NSS Volunteers saved many lives by donating blood.
- Approximately nine girl volunteers won awards at State Level and National Level Camps. One girl volunteer was selected for Pre-RD Parade from University. Due to it, the girl's student

enrollment increased year by year.

Students of the University starts to wear helmets after organizing the programmes under Road & Safety Clubs and NSS.

File Description	Documents
Upload relevant supporting document	View File

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

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

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

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

4563

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

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

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

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

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

free Wi-Fi access accessible across the whole campus. Campus facilities include many playgrounds, multipurpose rooms, gyms, dormitories, and canteens.

The four teaching blocks are named Tagore Bhawan, C.V. Raman Bhawan, Ambedkar Bhawan, and APJ Abdul Kalam Bhawan, respectively.

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

File Description	Documents
Upload relevant supporting document	[View File]()

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

The University devises techniques to maximise its physical assets. Academic, administrative, sporting and residential buildings were built. Budgetary allowances are created after each department/requirements office appraises and sends its detailed demands.

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

Faculty House has 26 rooms, a lounge, and a dining hall for visiting lecturers. A Shopping Complex on the east side of Faculty House has 12 businesses, a restaurant, and a Punjab National Bank branch.

In addition, a Day Care Center for children of University employees is nearby. A playground with swings and slides has been constructed for students on the university's residential campus. The campus is well-lit by streetlights and high-altitude tower lights, and the roads, parking lots, and walkways are all superb.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

509.04

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

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

The University has a beautiful Library named after Swami Vivekananda; having more than two more libraries in its fold, the Vivekananda Library accomplishes its tasks of reaching the broader academic community, i.e. students, faculty members and other readers. It has a full-fledged building exclusively for University Library. The Library has both physical collections and digital collections, i.e. e-library resources. The Library is completely digitalised and automated. We have 98397 Books and 118 Journals and a Wiley package comprising 908 Journals, 2131 reference books and thesis as a physical collection.

The library is fully automated through the KOHA software 21.5 version, and it is a free source.In the wake of digitalisation, the Library has e-resources, namely-books-10300+e-journals-10900+, lectures & video 8600+. The Library has signed an agreement with a company, namely Refread, regarding digital collection/e-resources. All instructors and research researchers have been issued with a unique ID and password that they may use to access e-resources at their leisure from any location. In the Library, we have three reading halls of this kind. The Reading Halls are accessible to students 24 hours a day, seven days a week.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

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

24.28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

17.60

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

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

66

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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

information resources, intranet and internet access facilities, collectively called "Information Technology (IT)". The purpose of IT policy is to set direction and provide information about acceptable actions and prohibited actions or policy violations.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
4	1

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

- 500 MBPS - 1 GBPS

File Description	Documents
Upload relevant supporting document	[View File](#)

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

D. Any 1 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component during the year

1740.68

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

Civil, Electrical, Horticulture, and Sanitation are all divisions of the university's fully-fledged Construction Division, overseen by an Executive Engineer and responsible for the care and maintenance of the whole campus, including classrooms and laboratories, and grounds. Along with repairing and maintaining University buildings and power plants, the team is also responsible for supply and connections, funded by the university's maintenance budget. The General Branch is responsible for the general maintenance of the campus's cleanliness and sanitation. Laboratory and Classroom:Laboratories are directly under the control of Chairpersons, and they ensure resources, maintenance, and disposal of the waste. Similarly, classrooms are under the direct control of Chairpersons and in time of need, two departments or more pool their resources for collective use. Computers in the Central facility (Computer Centre) and departments are maintained through Annual Maintenance Contract (AMC) and it includes computers and peripherals like printers, scanners and UPS etc. Further, the IT Cell has established campus-wide Local Area Network (LAN) and W-LAN/Wi-Fi in the campus for providing the internet facility to the students, research scholars and the staff members.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

60

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

0

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

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

C. Any 2 of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

- **All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

5.2 - Student Progression

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

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

44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

54

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

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

17

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The University's mission is empowerment and skill development among all the students. This requires students to participate in the organisation and management of the University's many duties and activities, not only teaching and learning approaches. Students must be actively involved in institutional governance for it to function effectively and efficiently, all the more so given the University's objective of providing hands-on experience in all facets and domains of life as part of its mission to prepare students for successful careers. Educators who want to educate students on being responsible citizens in a democratic society must be governed. Students participate in all university institutions, including the Academic Council and the University Court, within the provisions of the University Ordinance and associated legislation. Specific University-wide programmes contribute to administration, decision-making, and outreach student involvement. These efforts are the University Outreach Program, the Red Cross Youth Services, and the National Service Program. Students have created a culture of creating committees, organisations, and clubs to promote academic, co-curricular, and extracurricular activities even at the departmental level. The campus is infused with this culture. For instance, the Energy and Environment Department establishes organisations that do campus-wide energy use surveys and provide recommendations for conservation.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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

42

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

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

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

The alumni association's primary responsibility is to organise alumni reunions, which might take place online or in person. This is a university-level programme that is offered online. During these gatherings, alumni presented their experiences and challenges in their enterprises, professions, vocations, and other disciplines related to their areas of study.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

This University was established by the State Legislature Act 9 of

2003 to establish and incorporate a teaching-cum-affiliating university at Sirsa to facilitate and promote higher education, with a particular emphasis on emerging areas such as information technology and computer education, biotechnology, environmental studies, technology, and management studies, as well as to achieve excellence in these and related areas.

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

Mission:

The University is determined to provide a good-quality and well-rounded education and academic environment to all willing and have decided to join this institution.

The Academic Programmes have been designed innovatively and flexibly. Our mission is to provide students with a holistic approach and enable a learning environment from various backgrounds.

Extension activities and outreach programs will be enhanced through University Centre for Outreach Programme and Extension (UCOPE) and Centre for Rural Studies (CRS). In consonance with the mission statement, the University is committed to facilitating research and quality higher education in imparting knowledge within the jurisdiction of the University.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

This University was established by the State Legislature Act 9 of 2003 and created statutory bodies like Court, Executive Council, Academic Council, Faculties, Finance Committee, Academic Planning Board, and Board of Studies (PG & UG) etc. The powers and duties of the Vice-Chancellor, Registrar, Deans, Directors, Chairpersons, Branch Officers and Nodal Officers are well defined in the university statutes and ordinances. Senior teachers are appointed to administrative positions, included in the Administrative Committees and Finance Committees, and encouraged to participate in various decisions. Another example of effective leadership is the

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Taking National Education Policy in University's Fold

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

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

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

Execution:Chaudhary Devi Lal University planned a one-day interactive session at India Habitat Centre, New Delhi, and invited Academicians of various Universities in Haryana and NCR to interact for deciding on future possibilities arising out of the impetus provided by NEP 2020.

The university started its journey towards inculcating skill-based embed programmes under the umbrella structure of LOCF. The University established the University School of Graduate Studies(USGS) and University Centre for Outreach Programmes and Extension(UCOPE) in its 29th Academic Council meeting(point 32 and 33) held on 24th July 2021, within four months, despite the hurdles

of lockdown and pandemic at that time.

Results:Seven new Four-year degree programs (FYDP) were started under University School for Graduate Studies(USGS) with multi-entry and multi- exit.

File Description	Documents
Upload relevant supporting document	View File

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

Chaudhary Devi Lal University was established by the State Legislature Act 9 of 2003, and the assent of the Governor of Haryana was received on 28th March 2003. Power and duties were assigned to various bodies, viz. the Court, the Executive Council, the Academic Council etc., by the Act and Statutes. Haryana Govt. nominee and the Chancellor's nominees are these statutory bodies. The entire functioning of the university, including the organizational structure of the governing body, administrative setup and functions of various bodies, service rules, procedures, recruitment, promotional policies, and grievances redressal mechanism, are followed as enlisted in this Act and Statutes (https://www.cdlu.ac.in/university-act-2/).

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

Minutes of the Academic/Executive Council are uploaded on the University Website, and the minutes were confirmed in the next meeting of the respective body.

File Description	Documents
Upload relevant supporting document	View File

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

6.2.3.1 - e-governance is implemented covering A. All of the above

following areas of operation

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

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

6.3 - Faculty Empowerment Strategies

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

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

File Description	Documents
Upload relevant supporting document	[View File]()

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

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

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

Mobilization of Financial Resources

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

Optimal Utilization of Funds

Faculty and administrative units at each university determine their

annual financial requirements for maintaining existing academic processes and physical infrastructure, developing new infrastructure, improving laboratory facilities, strengthening information and knowledge delivery systems, enhancing co-curricular, extra-curricular, sports and other student-centric activities and submitting those requirements to the university with justification, among other things.

Auditing

The revenue and expenditure are fully pre-audited by the Local Audit Department and post-audited by the Principal Accountant General (Audit) of Haryana, Chandigarh, before publication. The use certifications for different grants are submitted to the appropriate authorities after being audited by an independent auditor.

It has codified and published its own financial rules and regulations accessible to the university community and other stakeholders through the University Accounts Code Part-I.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

3500

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

Budget provisions are formally identified and approved yearly. The expenditures are made most economically and transparently in conformity with the procedures prescribed in the rules. The income and expenditure of the University are subjected to the regular audit.

The University has a mechanism for its internal and external financial audits. The revenue and expenditure are fully pre-audited by the Local Audit Department and post-audited by the Principal Accountant General (Audit) of Haryana, Chandigarh, before publication.

It has codified and published its own financial rules and regulations accessible to the university community and other stakeholders through the University Accounts Code Part-I.

So, the University accounts are audited regularly by both internal and external statutory audits. Similarly, an external audit is also carried out elaborately by the Principal Accountant General (Audit), Govt. of Haryana. A 3-4 auditors team is sent by Principal Accountant General (PAG) to verify/check the accounts. When pointed out by the audit team, omissions and commissions are immediately corrected/rectified, and precautionary steps are taken to avoid recurrence of such errors in the future. Audit objections are taken up as a top priority, and the department concerned/related branch takes necessary steps to get it rectified seamlessly.

File Description	Documents
Upload relevant supporting document	[View File]()

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) of Chaudhary Devi Lal University was established in 2010 and has consistently strived to improve the University's quality since then. The IQAC has made significant contributions to the institutionalization of quality assurance via implementing a variety of successful quality improvement initiatives. There are two of them:

The first initiative is to implement the CBCS.

Inspired by the peer team's exit report from Cycle One, the IQAC pushed diligently to establish a Choice Based Credit System, which the University eventually adopted. All postgraduate courses provided on the University Campus have been converted to CBCS, and an entirely new curriculum has been designed for this purpose. Initiative No. 2: Industry interface

It has been reported that the academic business faced a skills deficit on multiple occasions. It is a well-known fact that academia generates innovation and that the business sector commercialises such inventions. A productive interface between industry and academia is critical in today's knowledge economy. Today, all boards of directors contain at least one person from the appropriate industry whose feedback was solicited and used.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting documnent	View File

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

Chaudhary Devi Lal University is in the second cycle of NAAC accreditation and the first evaluation process proved very fruitful to the University. It was an eye-opener as the University failed to stand up to the mark in terms of gradation. A gap assessment was

also done constantly through IQAC and other bodies, and many quality enhancement initiatives in the academic and administrative domains were successfully implemented. Two are being presented here:

Alumni Relationship and Feedback-During the exit meeting and in the evaluation report, the institution could not establish and expand this pillar to its full fruit-bearing capability. As a result, efforts have been made to strengthen the Alumni Association through continuing work. Additionally, the alumni association has scheduled alumni gatherings for November 2021 (all at the university level) (online mode-University status).

Digitization:IQAC constantly felt theneed to make use of the best infrastructure in terms of hardware and software in the teaching-learning process as well as in official activities like admission, examination, day to day office file work and other administrative activities.

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Our Institution has a strong work culture that is based on inclusiveness. Equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, place of birth, origin, etc. Safety, security, well-being, gender equity, and a positive work environment are the issues of key concern of the University. University has handed over the Charges of Deans to 7 female faculty members (30.43%) and Chairpersons to 20 female faculty members (32.26%) in the various Departments from 2015-2021.

- University has initially initiated the "Earn While You Learn Scheme" for five girl students on an experimental basis.
- Women Complaints Committees have been constituted in each department of the University.
- 30% of seats have been reserved horizontally for female candidates in each category for MPEd programs.
-

CDLU shows gender sensitivity in providing various facilities like safety and security, counseling, common rooms and day care centre

etc. .

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

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Nil

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

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management:The source of solid waste generation is from administrative blocks, residential apartments and departments in the campus. The biodegradable solid waste such as tree droppings, leaf litter, garden waste etc. are composted for use in gardens, parks and other horticultural purposes. The non-biodegradable solid waste includes various materials i.e. glass, metal waste, paper, plastics, workshop scrap etc. are provided to external agencies for recycling.

- Liquid waste management:The liquid wastes generated in the

campus include Sewage, Laboratory, Laundry, Hostels and canteen effluent waste.

Biomedical waste is generated by health care facility centre in the campus. For the proper disposal and management of the generated E-waste, the institution follows E-waste management rules 2016. Electronic goods/ gadgets/ items, the equipment that cannot be refurbished for re-use is dismantled and remanufactured into marketed recyclable raw materials (i.e. metals, plastics, glass). Sewage Treatment Plant (STP) for generated liquid waste is installed on the campus, having a capacity of 1 MLD (Million Litres per Day) (Pic needed). Hazardous waste management (The waste composed of hazardous chemicals generated from different laboratories of science departments were disposed of by following procedures of Hazardous and Other Wastes (Management & Transboundary Movement) Rules, 2016).

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

B. Any 3 of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Upload relevant supporting document	[View File](#)

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

    B. Any 3 of the above

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

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

    C. Any 2 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The university is committed to egalitarian and comprehensive education not only to its students but also to society.The

celebration of different occasions and events of cultural, social, and literary importance ensures that cultural and social cohesion is instilled among the students. Independence and Republic Day are celebrated with fervour and nationalistic zeal at the university level. Some special occasions like the 550th birth celebrated in the year 2019 at the central level, and many programmes like quiz, poetic recitation, bhajan singing, and speeches were organised with special emphasis on the life and teaching of Guru Nanak Dev ji were organised. 550th Birthday of Guru Nanak Ji was celebrated with much fanfare and enthusiasm. Kabir Jayanti was celebrated at a large-scale programme, and a programme like Kabir's couplet (Dohe) singing and seminar on the life and teaching of Sant Kabir were held.

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

File Description	Documents
Upload relevant supporting document	[View File]()

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

The University is an integral part of society and has national and social aspirations are the golden ideals for all the stakeholders. As a democratic, socialist country, the Constitution contains a plethora of ideas and ideas that are intended to promote the general development of society and its citizens. The Constitution of India has provided various rights, duties, principles, modes, and means for the equality/equal opportunity, development, and livelihood of citizens, which collectively contribute to the nation's status as a complete sovereign welfare state, as demonstrated by the United Nations Development Programme. Included in this is the development of new schemes, courses, and patterns with the values of society in mind and the legal and constitutional framework, which demonstrates the relevance of value education for students and researchers. The Youth Red Cross, the Sports Council, the Director of Youth Welfare, the National Service Scheme, the Legal Aid Clinic, the Woman Complaint Committee, and the Anti-Ragging Committees are some of the most effective activities carried out by this University to instil values in the youth, students, employees, and the general public.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers,   Any 3 of the above

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

Not only days, but we also celebrate weeks to spread the messages of our ancient culture and teachings like Geeta Jayanti Week Swami Vivekananda Week. In past celebrations, like the 550th birth centenary of Guru Nanak Ji was celebrated with fanfare, and so was Sant Kabir Jayanti.

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

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Chaudhary Devi Lal University follows established procedures for developing and revising new and existing courses. The Staff Council is responsible for identifying and reviewing local/national/regional/global needs based on feedback from students and alumni and parents, employers, faculty members, and Academic Audit input to make program/course curricula competitive and relevant. The courses included in the plan are authorized by the Board of Studies for each department. Academic Councils, the University's apex academic body, takes up, discuss, and finally accredit the curriculum for all programs. The University designed the Choice Based Credit System (CBCS) to give students more academic freedom and enhanced employability skills. The University has designed a Learning Outcomes-based Curriculum Framework (LOCF), implemented in all University Teaching Departments and University School for Graduate Studies programmes commencing in the academic year 2021-22. The University has defined each of these programmes, with the most essential being Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs), and Course Objectives. As previously indicated, these results have been included in the necessary curriculum and made accessible to various stakeholders, including instructors and students, through the University's website. During the implementation of LOCF, special care was taken about keeping the CBCS spirit alive.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

56

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

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

355

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

50

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

69 courses have been included in the curriculum of various departments to educate the stakeholder.

Professional Ethics:The University system has a well-crafted system of professional ethics, and practically all programmes expose and orient students towardsprofessional ethics. Even though PhD programmes focus on professional ethics in research methodology courses, 24 new UG and PG courses have been launched in this very aspect. Gender Equality and Sensitisation:Departmental and university-wide gender sensitisation and parity education programmes for female students have been conducted. In order to better protect female students, the University campus has CCTV and high-level security. The University provides female employees with childcare leave and daycare centre facilities.

Human Values: The Department of Education offers all students an Open Elective course entitled 'Value and Peace Education. Economics, History and Archeology introduced 'Universal Humanistic Values and Life Skills', while Biotechnology introduced 'Life Skills and Humanistic Values'.

Environment and Sustainability:All undergraduate students at this University must take four-credit courses in Environmental Studies, Pollution, and Conservation. Various departments also offer29 more core and discipline-specific courses to promote sustainability and environmental awareness.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

3

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

31

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

663

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **None of the above**

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback not collected**

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

2206

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1955

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

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

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

Students are encouraged to enroll in additional courses in addition to their curricular skill development and communication

development programmes, including professional coaching classes, seminars, conferences, workshops, and the presentation of research papers. Most departments prompt advanced learners to do recap sessions to benefit the whole class; this works exceptionally well for the advance and the weak.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3471	206

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3 - Teaching- Learning Process

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

Chaudhary Devi Lal University, Sirsa successfully implemented a unique educational ideology comprising physical, practical, aesthetic, intellectual, and moral aspects of education that advocate an optimum blend of these components towards the all-round development of students. The educational programme is designed to promote the development of a balanced and harmonious personality of the students. Learning is flexible and exciting, with an emphasis on learning by doing. Whereas it is a general trend to consider teaching, research, and outreach as the three pillars of higher education, CDLU emphasises the fourth pillar, the ignored one, i.e., education for life/education for character building (value education). The use of novel teaching-learning approaches at the CDLU has improved the effectiveness and excitement of the activity for the students. The Teaching-learning methods adopted by the faculty members include lecture, interactive mode, project-based learning, computer-assisted learning, experiential learning, student seminars etc.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

Utilization:

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

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

0

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

127

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

53

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

1362

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

16

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

128

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

128

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

531

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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

The increasing importance of ICT-enabled services has impacted every component of the University Management System. To make its services accessible to the public, the institution launched a portal in 2017 called Digital University Framework (DUF) (www.digitaluniversity.ac.in). In terms of online admissions, exams, results processing, and other student activities, it meets the requirements of all parties involved in the chain of command. In addition, during the academic year 2021-22, the following initiatives were implemented to overhaul the examination system:

Development of in-house customized ERP software for pre-and post-examination to carry out all activities online. An MoU has been signed with the National Cooperative Consumers' Federation of India Limited (NCCF) to design and develop pre-and post-examination management systems.

- Conduct of online examinations during Covid-19 pandemic for specific programmes and as per students' choice.
- In-house scanning of OMR sheets and generation of awards.
- On-campus faculty-wise conduct of examination to economize the examination process.

The University signed an agreement with Guru Jambheshwar University of Science and Technology (GJUS&T), Hisar, to conduct online admissions for various programmes offered by the University Teaching Departments, University School for Graduate Studies, and University College beginning with the academic session 2021-22.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual — B. Only student registration, Hall ticket issue & Result Processing

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

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

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

Outcomes-based Curriculum Framework (LOCF). Additionally, this University developed the University Center for Outreach and Extension (UCOPE) to handle successfully and facilitate the delivery of all such skills to University students, therefore alleviating students' skill shortages throughout their studies.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

- Internal and External assessment method
- Internal assessment (30 marks for courses of 4 credit and 20 marks for two credit course): Mid-term examination (20 marks), assignments and presentations (05 marks) and presence in class (5 marks)

- **Final-term examination (70 marks for four credits and 30 marks for two credit course)-External and internal.**
- **Evaluation of Non-credit courses entirely internal and awards are Satisfactory (in case marks obtained are 60 % or more) or Unsatisfactory (US) (in case marks are less than 60 %).**

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

2.6.3 - Number of students passed during the year

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

1063

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.7 - Student Satisfaction Survey

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

https://www.cdlu.ac.in/index.php/feedback-forms.html

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Chaudhary Devi Lal University has a positive research environment. Despite the University being situated in the rural belt the University ensures continually updated and excelin the field of research.

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

The Ph.D. Ordinance of the University was updated according to the University Grants Commission Guidelines.

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

- Laboratories for research work beyond the working hours also.
- 24 hours Reading Hall of Library opens for Scholar.
- Provides the Wifi/LAN facility.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

0

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

0

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	No File Uploaded

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	**A. Any 4 or more of the above**

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.2 - Resource Mobilization for Research

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

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

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

0.005

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

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

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

The University has previously submitted a proposal to the Principal Secretary, Government of Haryana, Information Technology, Electronics and Communication Haryana. The University has included twenty workstations with high-speed internet access and workshops, seminars, training, and integration programs in its plan to encourage students to be creative.

Possible Outcomes:

   1. Self-employment:Self-dependency will be enhanced among
       students by instilling the skills of entrepreneurship and

     real-life business experience.
2. Capacity Building.
3. Mounted number of Startups:Incubation Center will foster the development of startups to enhance industrial development in Sirsa by providing various services and resources to such businesses in the city.
4. Efficient functioning.
5. Heightened practical exposure

Societal Welfare.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

18

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

18

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

13

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 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 4. Research Advisory Committee	**B. Any 3 of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	**E. None of the above**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

2

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

38

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

190

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	D. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
0	0

File Description	Documents
Any additional information	**No File Uploaded**
Bibliometrics of the publications during the year	**No File Uploaded**

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
0	0

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**No File Uploaded**
Any additional information	**No File Uploaded**

3.5 - Consultancy

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

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

Impact of Extension Activities

- Camps:Seven Day, One Day, Rally, Literacy Camp, Female Foeticidein adopted villages of University, i.e. Chhatergarh Patti, Vaidwala, Nezadela Kalan, Nezadela Khurd, Handikhera, Kanganpur and Kotli.
- NSS Volunteers educated many illiterate people of districts under the jurisdiction of CDLU.
- NSS Volunteers saved many lives by donating blood.
- Approximately nine girl volunteers won awards at State Level and National Level Camps. One girl volunteer was selected for Pre-RD Parade from University. Due to it, the girl's student enrollment increased year by year.

Students of the University starts to wear helmets after organizing the programmes under Road & Safety Clubs and NSS.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

0

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

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

27

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

4563

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.7 - Collaboration

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

during the year

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

The four teaching blocks are named Tagore Bhawan, C.V. Raman Bhawan, Ambedkar Bhawan, and APJ Abdul Kalam Bhawan, respectively.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

The University devises techniques to maximise its physical assets. Academic, administrative, sporting and residential buildings were built. Budgetary allowances are created after each department/requirements office appraises and sends its detailed demands.

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

Faculty House has 26 rooms, a lounge, and a dining hall for visiting lecturers. A Shopping Complex on the east side of Faculty House has 12 businesses, a restaurant, and a Punjab National Bank branch.

In addition, a Day Care Center for children of University employees is nearby. A playground with swings and slides has been constructed for students on the university's residential campus. The campus is well-lit by streetlights and high-altitude tower lights, and the roads, parking lots, and walkways are all superb.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

509.04

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

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

The University has a beautiful Library named after Swami Vivekananda; having more than two more libraries in its fold, the Vivekananda Library accomplishes its tasks of reaching the broader academic community, i.e. students, faculty members and other readers. It has a full-fledged building exclusively for University Library. The Library has both physical collections and digital collections, i.e. e-library resources. The Library is completely digitalised and automated. We have 98397 Books and 118 Journals and a Wiley package comprising 908 Journals, 2131 reference books and thesis as a physical collection.

The library is fully automated through the KOHA software 21.5 version, and it is a free source.In the wake of digitalisation, the Library has e-resources, namely-books-10300+e-journals-10900+, lectures & video 8600+. The Library has signed an agreement with a company, namely Refread, regarding digital collection/e-resources. All instructors and research researchers have been issued with a unique ID and password that they may use to access e-resources at their leisure from any location. In the Library, we have three reading halls of this kind. The Reading Halls are accessible to students 24 hours a day, seven days a week.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

24.28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

17.60

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

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

66

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

IT POLICY:Chaudhary Devi Lal University, Sirsa, has its own IT Policy to maintain, secure, and ensure its legal and appropriate use of Information Technology infrastructure (information assets). This policy establishes University-wide strategies and responsibilities for protecting the confidentiality, integrity, and availability of the university's information assets accessed, created, managed, and/ or controlled. Information assets

addressed by the policy include data, information systems, computers, network devices, intellectual property, documents and verbally communicated information. The IT Policy works as guidelines for using the university's computing facilities, including computer hardware, software, email, information resources, intranet and internet access facilities, collectively called "Information Technology (IT)". The purpose of IT policy is to set direction and provide information about acceptable actions and prohibited actions or policy violations.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
4	1

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

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

1740.68

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Civil, Electrical, Horticulture, and Sanitation are all divisions of the university's fully-fledged Construction Division, overseen by an Executive Engineer and responsible for the care and maintenance of the whole campus, including classrooms and laboratories, and grounds. Along with repairing and maintaining University buildings and power plants, the team is also responsible for supply and connections, funded by the university's maintenance budget. The General Branch is responsible for the general maintenance of the campus's cleanliness and sanitation. Laboratory and Classroom:Laboratories are directly under the control of Chairpersons, and they ensure resources, maintenance, and disposal of the waste. Similarly, classrooms are under the direct control of Chairpersons and in time of need, two departments or more pool their resources for collective use. Computers in the Central facility (Computer Centre) and departments are maintained through Annual Maintenance Contract (AMC) and it includes computers and peripherals like printers, scanners and UPS etc. Further, the IT Cell has established campus-wide Local Area Network (LAN) and W-LAN/Wi-Fi in the campus for providing the internet facility to the students, research scholars and the staff members.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

60

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	C. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases	• All of the above

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

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

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

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

44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

54

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

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

17

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The University's mission is empowerment and skill development among all the students. This requires students to participate in the organisation and management of the University's many duties and activities, not only teaching and learning approaches. Students must be actively involved in institutional governance for it to function effectively and efficiently, all the more so given the University's objective of providing hands-on experience in all facets and domains of life as part of its mission to prepare students for successful careers. Educators who want to educate students on being responsible citizens in a democratic society must be governed. Students participate in all university institutions, including the Academic Council and the University Court, within the provisions of the University Ordinance and associated legislation. Specific University-wide programmes contribute to administration, decision-making, and outreach student involvement. These efforts are the University Outreach Program, the Red Cross Youth Services, and the National Service Program. Students have created a culture of creating committees, organisations, and clubs to promote academic, co-curricular, and extracurricular activities even at the departmental level. The campus is infused with this culture. For instance, the Energy and Environment Department establishes organisations that do campus-wide energy use surveys and provide recommendations for conservation.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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

42

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

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

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

The alumni association's primary responsibility is to organise alumni reunions, which might take place online or in person. This is a university-level programme that is offered online. During these gatherings, alumni presented their experiences and challenges in their enterprises, professions, vocations, and other disciplines related to their areas of study.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload relevant supporting document	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

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

Mission:

The University is determined to provide a good-quality and well-rounded education and academic environment to all willing and have decided to join this institution.

The Academic Programmes have been designed innovatively and flexibly. Our mission is to provide students with a holistic approach and enable a learning environment from various backgrounds.

Extension activities and outreach programs will be enhanced through University Centre for Outreach Programme and Extension (UCOPE) and Centre for Rural Studies (CRS). In consonance with the mission statement, the University is committed to facilitating research and quality higher education in imparting knowledge within the jurisdiction of the University.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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

This University was established by the State Legislature Act 9 of 2003 and created statutory bodies like Court, Executive Council, Academic Council, Faculties, Finance Committee, Academic Planning Board, and Board of Studies (PG & UG) etc. The powers and duties of the Vice-Chancellor, Registrar, Deans, Directors, Chairpersons, Branch Officers and Nodal Officers are well defined in the university statutes and ordinances. Senior teachers are appointed to administrative positions, included in the Administrative Committees and Finance Committees, and encouraged to participate in various decisions. Another example of effective leadership is the implementation of NEP-2020 w.e.f. The academic session 2021-22. The University administration organized one day workshop at India International Centre, New Delhi and invited top-notch educationists to frame the vision beyond 2020-21 of CDLU, Sirsa. After this exercise, 06 Graduate courses as per NEP-2020 were introduced in the University from the academic session 2021-22. They established University Centre for Outreach Programmes (UCOPE) to mitigate the skill gap in the students, and now it is fully functional.

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

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Taking National Education Policy in University's Fold

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

Objective:Chaudhary Devi Lal University wants to make the New

Education Policy a key turn event in the Academic journey of the University and a brainstorming session to understand the changing

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

Execution:Chaudhary Devi Lal University planned a one-day interactive session at India Habitat Centre, New Delhi, and invited Academicians of various Universities in Haryana and NCR to interact for deciding on future possibilities arising out of the impetus provided by NEP 2020.

The university started its journey towards inculcating skill-based embed programmes under the umbrella structure of LOCF. The University established the University School of Graduate Studies(USGS) and University Centre for Outreach Programmes and Extension(UCOPE) in its 29th Academic Council meeting(point 32 and 33) held on 24th July 2021, within four months, despite the hurdles of lockdown and pandemic at that time.

Results:Seven new Four-year degree programs (FYDP) were started under University School for Graduate Studies(USGS) with multi-entry and multi- exit.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Chaudhary Devi Lal University was established by the State Legislature Act 9 of 2003, and the assent of the Governor of Haryana was received on 28th March 2003. Power and duties were assigned to various bodies, viz. the Court, the Executive Council, the Academic Council etc., by the Act and Statutes. Haryana Govt. nominee and the Chancellor's nominees are these statutory bodies. The entire functioning of the university, including the organizational structure of the governing body, administrative setup and functions of various bodies, service rules, procedures, recruitment, promotional policies, and grievances redressal mechanism, are followed as enlisted in this Act and Statutes (https://www.cdlu.ac.in/university-act-2/).

Haryana Govt. has developed a Uniform Accounts Code for all universities, and this university has adopted the same for

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

Minutes of the Academic/Executive Council are uploaded on the University Website, and the minutes were confirmed in the next meeting of the respective body.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3 - Faculty Empowerment Strategies

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

CDLU has been following all the welfare and Promotional avenues floated by UGC and Haryana Government. The institution has effective welfare measures for teaching and non-teaching staff. There are well-laid out promotion and Career upward movement mechanisms for all teachers and employees. IQAC processes CAS cases, and promotions are awarded on time. Thirty-nine teachers got a CAS promotion in the last 12 months itself. Similarly, a lot of non-teaching employees got upward movement. There are well-laid out rules and promotions are processed as a priority. IQAC, formally and informally, supports CAS cases, and teachers are

supported in processing and making applications when a case of CAS is due. Teachers have their representation in all decision-making bodies, including Executive Committee, University Court, etc. Similarly, democratically elected non-teaching employees' union remains effectively active and ensures a just and fair treatment to one and all. Checks and balances are effectively working, and transparency exists in all welfare schemes that University offers to its employees.

File Description	Documents
Upload relevant supporting document	View File

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

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

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

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Mobilization of Financial Resources

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

Optimal Utilization of Funds

Faculty and administrative units at each university determine
their annual financial requirements for maintaining existing
academic processes and physical infrastructure, developing new
infrastructure, improving laboratory facilities, strengthening
information and knowledge delivery systems, enhancing co-
curricular, extra-curricular, sports and other student-centric
activities and submitting those requirements to the university
with justification, among other things.

Auditing

The revenue and expenditure are fully pre-audited by the Local
Audit Department and post-audited by the Principal Accountant
General (Audit) of Haryana, Chandigarh, before publication. The
use certifications for different grants are submitted to the
appropriate authorities after being audited by an independent
auditor.

It has codified and published its own financial rules and
regulations accessible to the university community and other
stakeholders through the University Accounts Code Part-I.
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File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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

3500

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

Budget provisions are formally identified and approved yearly. The expenditures are made most economically and transparently in conformity with the procedures prescribed in the rules. The income and expenditure of the University are subjected to the regular audit.

The University has a mechanism for its internal and external financial audits. The revenue and expenditure are fully pre-audited by the Local Audit Department and post-audited by the Principal Accountant General (Audit) of Haryana, Chandigarh, before publication.

It has codified and published its own financial rules and regulations accessible to the university community and other stakeholders through the University Accounts Code Part-I.

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

objections are taken up as a top priority, and the department concerned/related branch takes necessary steps to get it rectified seamlessly.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) of Chaudhary Devi Lal University was established in 2010 and has consistently strived to improve the University's quality since then. The IQAC has made significant contributions to the institutionalization of quality assurance via implementing a variety of successful quality improvement initiatives. There are two of them:

The first initiative is to implement the CBCS.

Inspired by the peer team's exit report from Cycle One, the IQAC pushed diligently to establish a Choice Based Credit System, which the University eventually adopted. All postgraduate courses provided on the University Campus have been converted to CBCS, and an entirely new curriculum has been designed for this purpose. Initiative No. 2: Industry interface

It has been reported that the academic business faced a skills deficit on multiple occasions. It is a well-known fact that academia generates innovation and that the business sector commercialises such inventions. A productive interface between industry and academia is critical in today's knowledge economy. Today, all boards of directors contain at least one person from the appropriate industry whose feedback was solicited and used.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars,	A. Any 5 or all of the above

Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Upload the data template	View File
Upload relevant supporting documment	View File

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

Chaudhary Devi Lal University is in the second cycle of NAAC accreditation and the first evaluation process proved very fruitful to the University. It was an eye-opener as the University failed to stand up to the mark in terms of gradation. A gap assessment was also done constantly through IQAC and other bodies, and many quality enhancement initiatives in the academic and administrative domains were successfully implemented. Two are being presented here:

Alumni Relationship and Feedback-During the exit meeting and in the evaluation report, the institution could not establish and expand this pillar to its full fruit-bearing capability. As a result, efforts have been made to strengthen the Alumni Association through continuing work. Additionally, the alumni association has scheduled alumni gatherings for November 2021 (all at the university level) (online mode-University status).

Digitization:IQAC constantly felt theneed to make use of the best infrastructure in terms of hardware and software in the teaching-learning process as well as in official activities like admission, examination, day to day office file work and other administrative activities.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Our Institution has a strong work culture that is based on inclusiveness. Equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, place of birth, origin, etc. Safety, security, well-being, gender equity, and a positive work environment are the issues of key concern of the University. University has handed over the Charges of Deans to 7 female faculty members (30.43%) and Chairpersons to 20 female faculty members (32.26%) in the various Departments from 2015-2021.

- University has initially initiated the "Earn While You Learn Scheme" for five girl students on an experimental basis.
- Women Complaints Committees have been constituted in each department of the University.
- 30% of seats have been reserved horizontally for female candidates in each category for MPEd programs.
-

CDLU shows gender sensitivity in providing various facilities like safety and security, counseling, common rooms and day care centre etc. .

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

File Description	Documents
Upload relevant supporting document	[View File](#)
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management:The source of solid waste generation is from administrative blocks, residential apartments and departments in the campus. The biodegradable solid waste such as tree droppings, leaf litter, garden waste etc. are composted for use in gardens, parks and other horticultural purposes. The non-biodegradable solid waste includes various materials i.e. glass, metal waste, paper, plastics, workshop scrap etc. are provided to external agencies for recycling.

- **Liquid waste management:The liquid wastes generated in the campus include Sewage, Laboratory, Laundry, Hostels and canteen effluent waste.**

Biomedical waste is generated by health care facility centre in the campus. For the proper disposal and management of the generated E-waste, the institution follows E-waste management rules 2016. Electronic goods/ gadgets/ items, the equipment that cannot be refurbished for re-use is dismantled and remanufactured into marketed recyclable raw materials (i.e. metals, plastics, glass). Sewage Treatment Plant (STP) for generated liquid waste is installed on the campus, having a capacity of 1 MLD (Million Litres per Day) (Pic needed). Hazardous waste management (The waste composed of hazardous chemicals generated from different laboratories of science departments were disposed of by following procedures of Hazardous and Other Wastes (Management & Transboundary Movement) Rules, 2016).

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	C. Any 2 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The university is committed to egalitarian and comprehensive education not only to its students but also to society.The celebration of different occasions and events of cultural, social, and literary importance ensures that cultural and social cohesion is instilled among the students. Independence and Republic Day are celebrated with fervour and nationalistic zeal at the university level. Some special occasions like the 550th birth celebrated in the year 2019 at the central level, and many programmes like quiz, poetic recitation, bhajan singing, and speeches were organised with special emphasis on the life and teaching of Guru Nanak Dev ji were organised. 550th Birthday of Guru Nanak Ji was celebrated with much fanfare and enthusiasm. Kabir Jayanti was celebrated at a large-scale programme, and a programme like Kabir's couplet (Dohe) singing and seminar on the life and teaching of Sant Kabir were held.

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

literature, and society.

File Description	Documents
Upload relevant supporting document	View File

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

The University is an integral part of society and has national and social aspirations are the golden ideals for all the stakeholders. As a democratic, socialist country, the Constitution contains a plethora of ideas and ideas that are intended to promote the general development of society and its citizens. The Constitution of India has provided various rights, duties, principles, modes, and means for the equality/equal opportunity, development, and livelihood of citizens, which collectively contribute to the nation's status as a complete sovereign welfare state, as demonstrated by the United Nations Development Programme. Included in this is the development of new schemes, courses, and patterns with the values of society in mind and the legal and constitutional framework, which demonstrates the relevance of value education for students and researchers. The Youth Red Cross, the Sports Council, the Director of Youth Welfare, the National Service Scheme, the Legal Aid Clinic, the Woman Complaint Committee, and the Anti-Ragging Committees are some of the most effective activities carried out by this University to instil values in the youth, students, employees, and the general public.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized	Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

Not only days, but we also celebrate weeks to spread the messages of our ancient culture and teachings like Geeta Jayanti Week Swami Vivekananda Week. In past celebrations, like the 550th birth centenary of Guru Nanak Ji was celebrated with fanfare, and so was Sant Kabir Jayanti.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

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

Rolling out Courses as per National Education Policy 2020

Chaudhary Devi Lal University is at the end of its teenage. The journey so far has been a learning process. The university is now ready to take on its wings and develop itself into a centre of excellence. One of the most giant stumbling blocks has been to attract the best talent in terms of students, teachers, and employees seeking admission and job. National Education Policy 2020 provides the silver lining. An interactive programme was

organised on March 05, 2021, collaborating with Haryana State Higher Education Council. Vice-Chancellors and Academicians of repute were invited to India Habitat Centre, New Delhi. The university came back with a well-cut plan to roll out programmes/courses based on NEP 2020. CDLU became the first University in Haryana to have launched full-fledged four-year degree programmes (FYDP) from 2021-22. As a result, it was decided to create the University School of Graduate Studies (USGS) and Seven NEP based Programmes have already been started from 2021-22, and these courses are B.Sc. (Physics), B.Sc. (Mathematics), B.Sc. (Data Sciences), B Com (Banking and Insurance), BA (Economics and Finance), BA (Digital Journalism) and B.LIS.

7.3 - Institutional Distinctiveness

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

Chaudhary Devi Lal University (CDLU) was established by Haryana state legislative Act no 9 of April 2003, which reads that it is "An Act to establish and incorporate a (teaching-cum-affiliating University) at Sirsa to facilitate and promote higher education with special emphasis in emerging areas of Information Technology and Computer Education, Biotechnology, Environmental Studies, Technology, and Management Studies and also to achieve excellence in these and connected fields". The University considers this a long-term goal to evolve a centre of excellence in these fields and auxiliary, ancillary, and related areas. The emerging academic ecology fields and the breakthrough and key turn events like National Education Policy (NEP 2020) have only accentuated our zeal and strengthened our commitment and alignment towards the constitutional mandate. Looking back, the university has shown considerable progress. When examined through the lens of time, the achievement in a period of fewer than twenty years should encourage us towards a significant achievement by the time we celebrate our silver jubilee in 2028. Still pursuing, still achieving can be the correct expression for what the university has to say about this.

7.3.2 - Plan of action for the next academic year

Following are on priority list of the university for next academic year

- Rationalization of Academic Programs as per NEP-2020
- Ensuring Basic Skilling for every students
- Professional skills –Embedded and FYDPs

- MOUs have already been signed and to be executed in 2022-23 session
- Industry Connect particularly for internship and Apprenticeship
- MOUs have already been signed for Banking, Financial and Insurance sectors
- Internationalization of Higher Education
- Digitalization of University Processes
- Financial Mobilization
- Construction of UITDC building – Tender uploaded
- Construction of two teaching Blocks- Tender uploaded
- Construction of Student activity centre-Tender uploaded
- Construction of more hostels- planned
- Solar energy – for fulfilling 100 per cent energy needs
- Promotion of online education and upgradation of technology in teaching and learning process
- Feedback system has to be streamlined